

Approved:

Provost

Date

**CURRICULUM RESEARCH & DEVELOPMENT GROUP (CRDG)
COLLEGE OF EDUCATION
UNIVERSITY OF HAWAI‘I AT MĀNOA
DEPARTMENT PERSONNEL COMMITTEE**

**CRITERIA FOR TENURE, PROMOTION, AND
PERIODIC REVIEW FOR INSTRUCTIONAL FACULTY**

Approved by Faculty Vote on March 5, 2021

The Curriculum Research & Development Group (CRDG) is an organized research unit of the University of Hawai‘i at Mānoa (UHM). CRDG instructional faculty members are held to a set of performance criteria that vary somewhat from expectations for most other faculty in the University. To provide a context for our discussion of these criteria, we present an overview of the major functions that CRDG instructional faculty perform.

CRDG ROLES AND FUNCTIONS

The mission of the Curriculum Research & Development Group (CRDG) is to conduct research and create, evaluate, disseminate, and support educational curricula and programs that serve students, teachers, parents, and other educators in grades preK–12. CRDG contributes to the body of professional knowledge and practice in (a) teaching and learning; (b) curriculum and program development, dissemination, implementation, evaluation, and assessment; and (c) school improvement. Some faculty positions are allocated primarily to curriculum or program research, development, and dissemination roles; some are allocated primarily to evaluation and assessment roles; and some are allocated primarily to administration, support, and oversight roles. CRDG instructional faculty are required to teach a minimum of two UHM courses per year over the tenure and/or promotion cycle.

CRDG faculty strive to produce “paradigm shifts” in how subjects are taught, not merely improved versions of standard approaches, which is the niche of commercial publishers. CRDG faculty produce theoretically sound, research-based curricula and programs that meet the tests of “teachability” and “learnability” and are shown to be valuable through wide use by teachers and students in Hawai‘i, nationally, and internationally. CRDG faculty follow the University’s thrust to make products and services available commercially and expect their work to change what happens in schools. CRDG faculty often see major projects as career-long ventures, although some also conduct projects of shorter duration. The broad scope of most projects requires that the work be accomplished in teams (a significant contrast to many academic departments), often involving small groups in early stages of development and large teams in later stages.

Faculty typically engage in research and development projects in a continuing cycle of (a) theorizing, conceptualizing, and designing; (b) developing; (c) evaluating; (d) disseminating the results; and (e) teaching. Conducting educational research alone is usually insufficient for CRDG work.

Theorizing, Conceptualizing, and Designing Curricula and Programs

One major function of CRDG faculty is to *theorize, conceptualize, and design curricula and programs*. When performing this exploratory research/theory-building function, CRDG faculty apply their conceptions of the knowledge discipline, linked with an understanding of how it can be appropriately presented and arranged for the student group; apply theories of student learning and adult learning; draw upon relevant curriculum theories; and conceptualize curricula and instructional programs, including instructional materials for students and other materials for teachers, administrators, and teacher trainers. Sometimes materials are needed also for policy makers, parents, and the media. The curricula or programs can be broad, covering multiple years, or narrow, covering subject matter courses in depth.

Developing Curricula and Programs

A second major function that faculty perform is to *develop curricula and programs*. CRDG work typically requires the step of designing and developing effective applications of what is learned from research through creating new instructional materials and the associated professional development. The development phase includes recruiting and directing junior staff; designing and crafting materials (texts and other student materials, teaching materials, assessment materials, all of which may be in print and other media); forming teams of consultants and reviewers; working with editorial and production staff; and coordinating, conducting, and evaluating trials in classes in the University Laboratory School and in schools elsewhere. Often, development endeavors require funding from external sources. CRDG faculty actively pursue this funding through grants and contracts from foundations and government agencies.

Evaluating

A third major function is *evaluation*. This involves reflection and validation of the work. All researchers and developers engage in formative and summative evaluations of their own products. In addition, CRDG faculty teams include experts in program evaluation, educational assessment, and educational research who develop evaluation theories and methods; develop evaluation and research designs to study the implementation and outcomes of educational programs and curricula developed by CRDG or other agencies or organizations; develop evaluation and research instruments and methods; collect and analyze data, using state-of-the-art methods when appropriate; and prepare and present technical reports. CRDG evaluators are expected to develop or refine theories and methods of program evaluation and educational assessment that contribute significantly to the advancement of the field and to conduct and report on evaluations and other studies that are useful for educational decision-making. They must stay abreast of current developments in the theory and methods of program evaluation and educational assessment and apply them to CRDG curriculum and program evaluation.

Disseminating

A fourth major function of CRDG faculty members is *publication and dissemination of CRDG products*. This function is the culmination of the work and involves dissemination of both a physical and intellectual product. There is no standard approach to dissemination because each project faces a different constituency, tradition, and funding pattern. Typically, however, it requires creating strategies to make the nature and value of the curriculum or program methods and materials known; gaining acceptance and backing from school and district administrators and teachers; helping schools find resources to initiate and sustain the curriculum or program; designing, developing, and providing a system of teacher professional development; and assisting in institutionalizing school change and reform. In a simultaneous process, the

researcher/developer must work with production and marketing staffs to design and produce dissemination and professional development materials that meet the needs of teachers and students. In addition to disseminating products, this function can also involve the dissemination of the results of research conducted when developing the products or of the methods for evaluating the products in conference presentations, refereed conference proceedings, and refereed journal articles.

Teaching

A fifth major function, which cuts across several of the others described above, is *teaching in various venues*. CRDG's teaching is in accordance with the 2017-2021 Agreement between the University of Hawai'i Professional Assembly and the Board of Regents of the University of Hawai'i (p. 5), which states,

The performance of teaching duties ... extends beyond classroom responsibilities and other direct student contact duties. Instructional activities encompass more than just classroom teaching. Other aspects of instruction include, but are not limited to: academic and thesis advising, supervision of instructional activities such as cooperative work experiences, practica, internships, and practice; instructional management, tutoring; curriculum and course development; and creation of teaching and instructional materials, and supervision of laboratory activities. Also, included in the work associated with instruction are the implementation of instructional systems and strategies, distance learning technologies, and student evaluation and assessment.

INSTRUCTIONAL FACULTY CRITERIA

CRDG instructional faculty are required to teach a minimum of two UHM courses per year over the tenure and/or promotion cycle. As per the Board of Regents' policy about instructional equivalencies, each 45 contact hours of professional development to educators in the community will constitute the equivalent of one course. Dissertation and thesis membership or chairpersonship will also address the teaching requirement, with equivalencies following College of Education guidelines. CRDG faculty also chair dissertation or thesis committees, serve on dissertation or thesis committees, advise University students, and train graduate assistants. CRDG faculty are required to adhere to the standards of the academic department within which they teach courses for the design and teaching of the course, using such evidences and standards required of regular faculty in that department.

CRDG instructional faculty also conduct teaching activities that include designing and conducting professional development institutes; providing long-term professional development mentoring and support for teachers; conducting demonstration teaching in preK–12 environments; and designing and conducting short courses, workshops, and associated individual and group consultations. These activities are fundamental to conducting CRDG curriculum research and development projects. They require competence in assisting teachers and other educational personnel in the understanding, use, and adaptation of the CRDG developed innovations.

Overall, the multiple functions of CRDG faculty call for a particular approach to evaluating the success of their work, including recognition and promotion of a faculty member. Judgments of the quality of professional service and of readiness for tenure or promotion are based on evidence of successful achievement in multiple endeavors. There will be publications in refereed journals, but the other kinds of evidence described here are also important.

We do not expect that each person will necessarily meet all of the criteria, but we do expect that the individual will show definite and outstanding accomplishments in those areas of their job assignment and potential for growth and expanded accomplishments. The identification of the applicable criteria is made by the director of CRDG, in consultation with the candidate. In most instances, these criteria are interpretations or extensions of the existing University guidelines. In all cases, University guidelines take precedence over unit guidelines.

I. RESEARCH, DEVELOPMENT, EVALUATION, AND DISSEMINATION

Activity in this broad category of research, development, evaluation, and dissemination is a major endeavor and a criterion expected of all persons.

Faculty applying for tenure or promotion whose primary responsibility is to participate in curriculum and program development should provide evidence, consistent with the faculty member's job assignment, of having published three-to-five peer-reviewed articles in national or international journals or conference proceedings. In addition, they should provide evidence of having participated in a majority of the following activities:

- 1) conceptualizing curricula, instructional programs, or professional development in light of theories of student learning, adult learning, and curriculum theories, for preK–12 students, teachers, administrators, teacher trainers, policy makers, and/or parents in diverse educational and sociocultural contexts;
- 2) applying the findings of educational research and the principles of effectiveness to the designing and crafting of texts and other student materials, teaching materials, or assessment materials, in print or in other media;
- 3) forming or participating in teams of consultants and/or working with editorial staff;
- 4) coordinating trials in classes in the University Laboratory School and/or in schools elsewhere;
- 5) participating in formative or summative evaluation efforts to examine the effectiveness of the curriculum or programs;
- 6) assisting in efforts to disseminate finished curriculum or program instructional materials to educators;
- 7) obtaining grants or contracts from government agencies or foundations;
- 8) receiving favorable reviews or endorsements of curricula or programs from subject area specialists, teachers, students, professionals on advisory panels, external evaluators, or professional societies; and
- 9) receiving external awards, reviews, and recognitions or critical acceptance of research and development efforts and outcomes in the professional literature.

Faculty applying for tenure or promotion whose primary responsibility is to participate in educational research or evaluation should provide evidence, consistent with the faculty's job assignment, of having

- 1) stayed current with the literature on evaluation theory and methods and helped refine the theories or methods;
- 2) been judged as productive by CRDG faculty and external evaluators;
- 3) developed high-quality evaluation designs to study CRDG or other curriculum or program implementation and outcomes;
- 4) developed valid and reliable evaluation instruments and methods evaluating the unique aspects of CRDG-developed programs;
- 5) collected and analyzed evaluation data, using state-of-the-art methods as appropriate;
- 6) prepared and presented technical reports;
- 7) published articles in refereed journals;
- 8) been awarded external grants or contracts to conduct research or evaluations, educational instrument development, and so forth; or
- 9) received professional reviews, awards, and recognitions.

Authorship Conventions

At CRDG, most of the work is *team* work; thus, multiple authorship of publications is the norm, with the sequence of authors reflecting the relative contribution of each individual to the most critical aspects of the work. CRDG instructional faculty are expected to provide the proportion of time and effort that they contributed to the research, writing, and publication of any works under review, with validation by co-authors.

II. TEACHING

Consistent with the faculty's job assignment, evidence will be required of having

- 1) taught UHM or professional development courses, with student or PD-participant evaluations;
- 2) designed and conducted demonstration courses, workshops, or consultations to individuals or groups, with participant evaluations;
- 3) designed and provided professional development, mentoring, and long-term support to teachers and other educators;
- 4) provided instruction to preK–12 students as part of research, development, implementation, or dissemination;
- 5) conducted in-service professional development; or
- 6) demonstrated positive impact on in-service professional development participants' ability to use CRDG-developed innovations to improve learning. The ultimate criterion for this teaching is the successful use of the target curriculum or pedagogy by the teachers being trained and improvements in the knowledge and skills of the teachers' students.

The faculty member will be required to adhere to the standards of the appropriate academic department for the design and teaching of courses, using such evidences and standards required of regular faculty in that department. The source of evaluative information will be the instruments used in that department and/or campus-wide evaluative procedures.

III. SERVICE TO THE UNIVERSITY AND THE COMMUNITY

Multiple service activities to CRDG, the College, the University, and community intended to enhance various aspects of education are required as a minor endeavor.

IV. PRESENT AND FUTURE VALUE IN CRDG

This criterion must be met by all candidates for tenure; it is not applicable to considerations for promotion. In addition to the criteria for tenure of instructional faculty listed in the University guidelines, the CRDG candidate proposed for tenure should present evidence of the following:

- 1) potential for promotion to maximum rank;
- 2) desire for career-long association with and contribution to CRDG;
- 3) competence in an area of general and long-term interest to CRDG;
- 4) leadership in administration and supervision and in dealing with institutional management; and
- 5) capacity for professional leadership.

Future value is determined by both the candidate's desires and productivity and the University's long-term need for such services.

V. RELATIONSHIP WITH COLLEAGUES AND CLIENTS

This criterion must be met by all candidates for tenure. The candidate for tenure shall present descriptions of the following:

- 1) ability to work effectively with both professional educators and University scholars in disciplinary fields;
- 2) cooperative, supportive, and professionally critical attitudes in relationships with colleagues; and
- 3) effective relationships with client communities (school faculty, students, school administrators, etc.).

PERIODIC REVIEW

A rank 5 instructional faculty member in CRDG is presumed to be competent in their work. When required to submit paperwork for a periodic review, CRDG instructional faculty will provide evidence of continued accomplishments addressing CRDG instructional faculty promotion criteria. Toward this end, faculty members will submit an updated curriculum vitae (CV); a statement of no more than five (5) pages describing the work done since the last period of review, with specific references to the sections of the CV documenting this work; and additional information or documentation to augment the above. When the CRDG director is to be reviewed, the chairperson of the DPC shall conduct the review. When the DPC chairperson is to be reviewed, the CRDG director will conduct the review. When the CRDG director is not able to conduct the review of the DPC chairperson, the OVCAA and UHPA shall be consulted.

The CRDG director will review the submitted documents and prepare a written review that addresses the CRDG promotion criteria for instructional faculty. The review will address three primary questions:

- 1) What new or continuing research, development, or evaluation work was accomplished during the review period, and what publications or other documents were produced?
- 2) If applicable, what courses were taught and what evidence is provided of high-quality instruction?
- 3) What service activities were conducted and of what value was the service to CRDG, the College of Education, the University, and the broader educational community?