

**CRITERIA AND GUIDELINES FOR
FACULTY TENURE/PROMOTION APPLICATION
UNIVERSITY OF HAWAI'I AT MĀNOA**

July 2023

SUBMISSION DEADLINE:

Friday, October 6, 2023

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I. Application for Tenure

The 2021-2025 Agreement between the University of Hawai'i Professional Assembly and the Board of Regents of the University of Hawai'i (*UHPA/UH Agreement*) requires that all eligible faculty must apply for tenure by their final year of probationary service according to a timetable established and published by the University. Probationary service is defined in Article XII.C of the *UHPA/UH Agreement*. Failure to apply automatically results in the issuance of a terminal year contract. If you have doubts about which is your final year of probation, check with your Department Chair or comparable unit head or College Human Resources Specialist.

The information submitted by you in your tenure application, and that appended to your application by its reviewers, are the principal bases on which your case for tenure will be assessed. It is your responsibility to see that all pertinent information has been included in your application. Guidelines for preparing the application are provided in Section VII below.

Article XII of the *UHPA/UH Agreement* defines when you should normally apply for tenure.

A. Final Probationary Year

If you are in your final year of probationary service and will not be electing to extend your probationary period, you must elect whether or not you will apply for tenure.

Elect to Apply for Tenure

Familiarize yourself with the criteria contained in Section IV below, and any additional college and/or departmental criteria appropriate to your application. You should also be familiar with Article XII, "Tenure and Service" of the 2021-2025 UHPA/UH Agreement. If your Department Personnel Committee Criteria for Tenure, Promotion and Contract Renewal have been revised, you may elect to have your tenure application reviewed under the criteria in effect for 2021-2022 or 2022-2023. If submitting an electronic application, be sure to complete the edossier application by 4:30 pm on October 6, 2023. If submitting a hardcopy application, submit all copies of your dossier to your Department Chair or comparable unit head by close of business on October 6, 2023. To assist you, the Department Chair is required to be available for consultation but is not permitted to prepare the application for you. Procedures for review of your application are outlined in Section VI below. See part III, Instructions for Applicants below.

Elect NOT to Apply for Tenure

If you elect not to apply, complete and sign the Election Not to Apply for Tenure form indicating that you will not be applying for tenure or tenure with automatic promotion and submit it to your Department Chair or equivalent by October 6, 2023. The form is available in your Dean's/Director's office. IMPORTANT: If you make this choice, your contract for 2023-2024 will be your last probationary year and you will receive a terminal year contract commencing August 1, 2024 and your appointment with the University will terminate on July 31, 2025 unless you resign prior.

B. Early Application

You may apply for tenure before your final year of probationary service. If you wish to do so, however, you must submit a signed letter requesting that the University reduce your normal probationary period. This letter must contain a statement that you understand that, in the event the request is approved, the 2023-2024 academic year will become your final year of probationary service and that a negative decision on your application for tenure will result in a terminal year's contract for 2024-2025. Your request should be submitted to your Department Chair and will be forwarded for appropriate review and action by your Dean/Director. You may attach a copy of the request to your application form and submit the application according to the procedures outlined in Section VI below. However, the University will take no action on your application for tenure until a decision is made on your request for a reduction in your probationary period.

II. Application for Promotion

When to Apply

The *UHPA/UH Agreement* provides that any faculty member may apply for promotion in any year in accordance with the guidelines set forth below. The deadline for promotion applications, including I2 in-rank promotions, is the same as for other tenure and/or promotion applicants, noted in I.A.2 above.

The information submitted by you in your promotion application, and that appended to your application by its reviewers, are the principal bases on which your case for promotion will be assessed. If your Department Personnel Committee Criteria for Tenure, Promotion and Contract Renewal have been revised, you may elect to have your promotion application reviewed under the criteria in effect for 2021-2022. It is your responsibility to see that relevant supportive information has been included in the application. Guidelines for preparing the application are given in Section VII below.

- A. You may apply for promotion in any year you meet the minimum qualifications for the rank to which you seek promotion.

If you do not meet the minimum qualifications, you may still apply with a waiver of one or more of the specified minimum qualifications. The authority to approve waivers of minimal education requirements has been retained by the Provost; the authority to approve waivers of time in rank has been delegated to the Deans/Directors. Such waivers may be granted in recognition of work performed at another higher education institution that is considered "equivalent" to the faculty's member's current rank, or in extenuating circumstances where a faculty member has demonstrated both excellent performance and high productivity as a mechanism to retain such outstanding faculty. For the 2023-2024 review cycle, the deadline for all requests for waivers of minimum

qualifications is August 25, 2023. By this date, all requests recommended by the Department Chair and Dean/Director must be addressed to the Provost and sent to the Office of the Vice Provost for Academic Excellence (OVPAE), Hawai'i Hall 209 or acadper@hawaii.edu.

- B. You may apply for promotion in the same year that you apply for tenure, provided that you meet the requirements outlined above.

Tenure with Automatic Promotion

As provided in the *UHPA/UH Agreement*, Instructional (including Law and Medicine) and Research Faculty (Rank 3) appointed at Rank 3 on or after July 1, 1977, will be promoted to Associate rank if awarded tenure. This means you will be evaluated for promotion to Rank 4 as well as for tenure at Rank 4.

Simultaneous Application for Tenure and Promotion

All Specialist, Librarian, and Agent Faculty and those Instructional and Research Faculty at Rank 4 may use a single application to apply for: 1) tenure only at the current rank, and 2) tenure and promotion (the second action requires a separate vote for tenure and a separate vote for promotion at each level of review). If the recommendation for promotion is negative, but the recommendation for tenure is positive, your tenure-only application will be forwarded to the President for positive action.

Joint Appointments and Split Appointments

If you are in a joint appointment, you are affiliated with and receive payment for your services from more than one unit, such as two departments or a department and a research institute. Joint appointees have responsibilities to each corresponding unit and must, in general, be assessed on your performance in these responsibilities. If you have a joint appointment between two departments in the same College or School, then you should consult with the Dean/Director of the College or School involved and get a signed statement designating the primary unit without ambiguity. (Additionally, in the College of Tropical Agriculture and Human Resources, a faculty may have a split appointment, where they receive payment for their services from more than one account code, which determine the responsibilities assigned to the faculty member. CTAHR faculty with split appointments should be assessed on the responsibilities assigned to them.) Correspondingly, if your appointment is between departments or organizations not in the same College, you should consult Faculty Excellence in OVPAE (acadper@hawaii.edu or 808-956-9429).

If you have an appointment in which one component is administration, then your application will be based only on your non-administrative activities. Due consideration will be given by reviewing bodies to the reduced time you have or have had for your professional activities, but your administrative duties and skills are not a substitute for these professional activities in your application for tenure/promotion.

III. Application Formats

Applications may be submitted electronically or by hard copy. Nearly all applicants use the eDossier system for convenience and ease of use.

eDossier Applications

Contact your College's Electronic Tenure and Promotion ("eDossier") coordinator. The coordinator will add you as an applicant. Coordinators are listed in the eDossier system: tenureandpromotion.hawaii.edu/tnp/help/contact.

Coordinators will complete the Eligibility tab, including specifying primary and secondary departments for those with joint or split appointments. Applicants should verify the accuracy of the eligibility data and work with their College coordinator if edits are required. Once submitted, the application will be forwarded to reviewers automatically.

Hard copy applications

To submit hard copies, the form-fillable PDF application is available at go.hawaii.edu/Xir.

If you have either a joint or split appointment, make sure that page 1.1 is completed so that the reviewing bodies have an appreciation of your multiple responsibilities and give proper consideration to them. If you have a joint or split appointment, you must prepare duplicate applications and assure that each of the units or departments has a copy for review. You should give one copy of the application to the Department Chair, or equivalent, of your primary unit. A second copy should go to the secondary unit head at the same time. Each department will then forward copies of your application through its chain of review and the results will be consolidated by the Dean/Director of the primary unit prior to submission to the Tenure and Promotion Review Committee.

IV. Criteria for Tenure: General Comments

Article XII.G.1 of the *UHPA/UH Agreement* provides that a faculty member applying for tenure in the final year of the normal probationary period shall have the option of being considered under the criteria contained in the Criteria and Guidelines distributed in the year of application or those contained in the Criteria and Guidelines distributed two years earlier. The campus criteria contained in these 2023-2024 Criteria and Guidelines are similar to those distributed for 2021-2022 and 2022-2023.

You should determine with your Department Chair if departmental and/or college criteria have changed. If such criteria have changed, you would have the option of using the criteria distributed two years ago.

The general reasons for granting tenure are that the University has concluded that you are and will continue to be a productive and valuable member of your department, school/college, and

campus, that your pattern of continuing professional growth is positive, and that the University anticipates a long-term need for your professional specialty and services. This is a matter of judgment, and there may be honest differences of opinion based on fair and thorough consideration of the evidence.

Because the granting of tenure involves a long-term commitment of the University's resources, the review process is essentially conservative. Unless there is a clear case for tenure, the practice is not to recommend tenure. The President must approve all tenure recommendations.

In assessing the evidence for tenure, reviewers will assign the greatest weight to accomplishments and performance during the period since your initial hire at the University of Hawai'i and your pattern and rate of professional growth. Accomplishments used to support a merit-based special salary adjustment affecting a faculty member's base salary will be excluded from consideration for promotion.

In order to be awarded tenure in a given rank, a faculty member must meet the minimum qualifications, including the requirements for education and experience, in addition to any criteria which may be established by the University for that rank. If you do not meet the minimum qualifications, as specified in Executive Policy – Classification of Faculty, E5.221 (see Appendix A), you may still apply, but in this case, you must request a waiver of one or more of the specified minimum qualifications. For the 2023-2024 review cycle, the deadline for all requests for waivers of minimum qualifications is August 24, 2023. By this date all requests recommended by the Department Chair and Dean/Director must be sent to OVPAE (attention: Faculty Excellence, acadper@hawaii.edu or Hawai'i Hall 209).

A. Tenure Criteria for Instructional Faculty (including Law and Medicine)

1. The University must have a present and long-term need for a faculty member with the particular combination of qualifications, expertise, and abilities possessed by the applicant for tenure.
2. The faculty member must have demonstrated a high level of competence as a teacher during the probationary period. In the rank of Assistant Professor, there should be evidence of increasing professional accomplishment as a teacher. For the Associate and full Professor ranks, there should be evidence of a mature level of performance and the versatility to contribute to all levels of the department's instructional program. In all cases, the evidence should include summaries of student evaluations, how your classes contribute to programmatic and institutional learning outcomes, or other objective assessments of a significant sample of the courses taught during the probationary period. The caveat to this requirement is for Spring 2020, during the COVID-19 transition to all online learning. During that semester, faculty and students were not required to participate in evaluations, and as such, the absence of this semester shall not be held against any faculty member in any personnel action, including tenure and promotion.

3. The faculty member must have demonstrated a level of scholarly achievement appropriate to the rank at which tenure is sought in comparison with peers active in the same discipline. The comparison peer group consists not only of departmental colleagues but also of the whole of the appropriate community of scholars active at major research universities. For the Assistant Professor seeking tenure as an Associate Professor, the applicant should be well on the way to becoming an established scholar in his or her discipline. The Associate Professor seeking tenure should be an established scholar whose scholarly contributions and recognition during the probationary period reflect this stature. The full Professor must be among the leaders in the scholarly discipline. It is expected that to receive tenure as a Full Professor, the scholarship will be published – not just accepted for publication – prior to the faculty member’s application for tenure. In general, publication in a form that involves review by independent referees is of first importance in establishing scholarly achievement. Other means by which scholarly and creative contributions to the discipline are reviewed, utilized and evaluated by peers outside the University are also important. A more detailed listing of the criteria that will be used at each rank may be found in the promotion criteria (Part V) and the Executive Policy – Classification of Faculty, E5.221 (Appendix A).

Collaborative research and joint and shared publications may be the norm in some fields or disciplines. In such cases, departments should include a discussion of authorship conventions - including the significance of authorship order - in their policies and procedures used for tenure and promotion. If not, applicants in such fields or disciplines should provide Department Personnel Committees and Department Chairs with documentation that such is the norm to aid the review process. The significance of such work within the discipline or field should be described to assist the review. Both 1) the proportion of time among given tasks and functions in research and/or writing, and 2) the total proportion of time and effort in the research or publication should be described to aid the review process. Co-author or researcher concurrence or an independent report on such contributions is needed to aid in review.

4. The faculty member should have participated in the academic affairs of the University, such as through service on appropriate faculty committees, and have shown a willingness to use professional competence in the service of the profession and the general community.

B. Tenure Criteria for Research Faculty

1. The University must have a present and long-term need for a faculty member with the particular combination of qualifications, expertise, and abilities possessed by the applicant for tenure.
2. The faculty member must have demonstrated a level of research achievement and productivity appropriate to the rank at which tenure is sought in comparison with peers active in the same field. The comparison peer group consists not only of local

colleagues but also of the whole of the appropriate research community active at major research centers. For the Assistant Researcher seeking tenure as an Associate Researcher, the faculty member should be well on the way to becoming an established researcher in his/her/their field. The Associate Researcher seeking tenure should be an established researcher whose productivity during the probationary period reflects this stature. The full Researcher must be among the leaders in the research field. In general, publication of research results in a form that involves review by independent referees is of first importance in establishing research competence and productivity. A more detailed listing of the criteria that will be used at each rank may be found in the promotion criteria (Part V), the Executive Policy – Classification of Faculty, E5.221 (Appendix A), and Supplemental Guidelines for Librarians, Specialists, or Extension Agents (Appendix B).

Collaborative research and joint and shared publications may be the norm in some fields or disciplines. In such cases, departments should include a discussion of authorship conventions - including the significance of authorship order - in their policies and procedures used for tenure and promotion. If not, applicants in such fields or disciplines should provide Department Personnel Committees and Department Chairs with documentation that such is the norm to aid the review process. The significance of such work within the discipline or field should be described to assist the review. Both 1) the proportion of time among given tasks and functions in research and/or writing, and 2) the total proportion of time and effort in the research or publication should be described to aid the review process. Co-author or researcher concurrence or an independent report on such contributions is needed to aid in review.

3. The faculty member should have participated in the academic affairs of the University, such as through service on appropriate faculty committees, and have shown a willingness to use professional competence in the service of the profession and the general community.

C. Tenure Criteria for Specialist and Librarian Faculty

1. The University must have a present and long-term need for a faculty member with the particular combination of qualifications, expertise, and abilities possessed by the applicant for tenure.
2. The faculty member must have demonstrated a level of professional achievement and productivity in the field of specialization appropriate to the rank at which tenure is sought in comparison with peers active in the same field. The comparison peer group consists not only of local colleagues but also of the whole of the appropriate professional community active at major institutions of higher education. At the ranks of Junior and Assistant Specialist and Librarian II and III, the applicant should demonstrate clear evidence of professional growth in the specialty. The Associate Specialist and Librarian IV seeking tenure should be an established contributor to the standards, techniques, and methodology of the profession. The full Specialist and Librarian V must show evidence

of interaction with the broader professional community beyond the University of Hawai'i and have made significant contributions to the standards, techniques, and methodology of the profession. For the senior ranks, there should be evidence of a high level of professional maturity and the capacity to assume responsibilities calling for the extensive exercise of independent judgment. A more detailed listing of the criteria that will be used at each rank may be found in the promotion criteria (Part V), the statement of minimum qualifications (Appendix A), and Supplemental Guidelines for Librarians, Specialists, or Extension Agents (Appendix B).

3. The faculty member should have participated in the academic affairs of the University, such as through service on appropriate faculty committees, have shown a willingness to use professional competence in the service of the profession and the general community, and have demonstrated the ability to work effectively with faculty, staff, and administrators as necessary.

D. Tenure Criteria for Extension Agent Faculty

1. The University must have a present and long-term need for a faculty member with the particular combination of qualifications, expertise, and abilities possessed by the applicant for tenure.
2. The faculty member must have demonstrated a level of professional achievement and productivity in extension service appropriate to the rank at which tenure is sought in comparison with peers active in extension. The comparison peer group consists not only of local colleagues but also of the whole of the community of extension professionals active in major extension service programs nationwide. At the ranks of Junior and Assistant Extension Agent, the applicant should demonstrate clear evidence of professional growth. The Associate Extension Agent seeking tenure should provide evidence of interaction with the nationwide extension profession and of contributions to extension as a profession. The full Extension Agent should provide evidence of significant interaction with the nationwide extension profession and of substantial contributions to extension as a profession. A more detailed listing of the criteria that will be used at each rank may be found in the promotion criteria (Part V), the Executive Policy – Classification of Faculty, E5.221 (Appendix A), and Supplemental Guidelines for Librarians, Specialists, or Extension Agents (Appendix B).
3. The faculty member should have participated in the academic affairs of the University, such as through service on appropriate faculty committees, and have shown a willingness to use professional competence in the service of the profession and the general community. The faculty member should have rendered other services to the community as appropriate and have shown an ability to work effectively in an integrated extension program.

V. Criteria for Promotion: General Comments

In order to be considered for promotion, an applicant must meet the minimum qualifications established by the Board of Regents for the rank to which promotion is sought. The applicant must also meet additional criteria which may be established by the department/unit, school/college and campus. The mere satisfaction of minimum qualifications does not guarantee promotion, nor is promotion granted to recognize “satisfactory” service on the part of a faculty member. Instead, promotion represents important transitions in the faculty member’s professional growth, development, and status. In general, competent or even superior performance in one area of activity or responsibility is not sufficient to justify promotion. It is expected that an applicant will demonstrate the level of academic achievement and reputation that is commensurate with the rank sought as found at major research universities in the United States. The exact stage of a faculty member’s career at which promotion is merited is a matter of judgment, and there may be honest differences of opinion based on fair and thorough consideration of the evidence.

Collaborative research and joint and shared publications may be the norm in some fields or disciplines. In such cases, departments should include a discussion of authorship conventions - including the significance of authorship order - in their policies and procedures used for tenure and promotion. If not, applicants in such fields or disciplines should provide Department Personnel Committees and Department Chairs with documentation that such is the norm to aid the review process. The significance of such work within the discipline or field should be described to assist the review. Both 1) the proportion of time among given tasks and functions in research and/or writing, and 2) the total proportion of time and effort in the research or publication should be described to aid the review process. Co-author or researcher concurrence or an independent report on such contributions is needed to aid in review.

The granting of promotion has implications for the University’s standards and its standing in the academic community. Therefore, the review process is essentially conservative. Unless there is a clear case for promotion, the practice is not to recommend promotion to the President. In the case of promotion to Rank 3, the final decision has been delegated to the Provost by the President.

In assessing the evidence for promotion, reviewers will assign the greatest weight to accomplishments and performance during the period since the last promotion, or since initial hire at the University of Hawai’i if you have not been previously promoted during your service here. Accomplishments used to support a merit-based special salary adjustment affecting a faculty member’s base salary will be excluded from consideration for promotion.

A. Promotion Criteria for Instructional Faculty (including Law and Medicine)

1. **Promotion to I2-B.** A Master's degree from a college or university of recognized standing. A minimum of four years of service as an I2A, or equivalent; evidence of

increasing proficiency in ability to teach effectively, direct group discussions, and/or to provide clinical supervision; and professionalism in meeting and conferring with others.

2. **Promotion to I2-C.** A Master's degree from a college or university of recognized standing with the majority work in the field in their area of assignment and evidence of continued professional growth, skill, and knowledge (e.g. additional coursework, certificates, or other educational activities that advance knowledge of their discipline and/or work with students). A minimum of 4 years as an I2B, or equivalent, evidence of increasing proficiency in ability to teach effectively, direct group discussions, and/or to provide clinical supervision; and professionalism in meeting and conferring with others.
3. **Promotion to I2-D.** A Master's degree from a college or university of recognized standing with the majority work in the field in their area of assignment and evidence of continued professional growth, skill, and knowledge (e.g. additional coursework, certificates, or other educational activities that advance knowledge of their discipline and/or work with students). A minimum of 4 years as an I2C, or equivalent, evidence of increasing proficiency in ability to teach effectively, and/or to provide clinical supervision; and professionalism in meeting and conferring with others.
4. **Promotion to Assistant Professor.** Given that the functions greatly differ from an Instructor to an Assistant Professor, promotion to Assistant Professor is not automatic and requires prior approval from the Dean based on operational needs. If a position is general-funded, additional approvals from Provost, Chief Business Officer and President may be necessary, depending on the current Budgetary Operational Guidelines. Once approved, the following is required to pursue promotion: An earned doctorate in the relevant field or other appropriate terminal degree is required. The faculty member must provide evidence of competence and increasing professional maturity as a teacher. This evidence should include summaries of student evaluations, how your classes contribute to programmatic and institutional learning outcomes, or other objective assessments of a significant sample of the courses taught while in the rank of Instructor. There must be evidence of scholarly research and contribution to scholarship or other related creative activity which shows scholarly ability, accomplishment and promise.
5. **Promotion to Associate Professor.** The faculty member must provide evidence of a mature level of performance as a teacher and the versatility to contribute to all levels of the department's instructional program. This evidence should include summaries of student evaluations, how your classes contribute to programmatic and institutional learning outcomes, or other objective assessments of a significant sample of the courses taught while in the rank of Assistant Professor. The Assistant Professor seeking promotion to Associate Professor should be well on the way to becoming an established scholar in her/his/their discipline. The comparison peer group consists not only of departmental colleagues, but the whole of the community of scholars active at major research universities. In general, publications and other creative activities of a type that permit review by independent referees are of first importance in establishing scholarly achievement. Other means by which scholarly and creative contribution to the discipline

are reviewed, utilized and evaluated by peers outside the University are also important. The faculty member should have participated in the academic affairs of the University, such as through service on appropriate faculty committees and should have shown a willingness to use professional competence in the service of the profession and the general community.

6. **Promotion to Professor.** The faculty member must provide evidence of a mature level of performance and achievement as a teacher and the versatility to contribute to all levels of the department's instructional program. This evidence should include summaries of student evaluations, how your classes contribute to programmatic and institutional learning outcomes, or other objective assessments of a significant sample of the courses taught while in the rank of Associate Professor. The significance and distinction of the scholarly achievement should clearly place the faculty member at the forefront of the discipline or field. In general, publication in the major journals and presses in the field is of first importance in establishing this level of scholarly achievement. For promotion to full Professor it is expected that peer reviewed scholarship will be published – not just accepted for publication – prior to submitting an application for promotion. Funded research grants and other means by which scholarly and creative contributions to the discipline are reviewed, utilized and evaluated by peers outside the University are also important. The faculty member should be a leader in the academic affairs of the University, should have shown a willingness to use professional competence in the service of the profession and the general community, and should have shown significant accomplishment in the profession and the appropriate discipline.

Again, the caveat to the above requirements identified in subsection V.A.1-6 is for Spring 2020, during the COVID-19 transition to all online learning. During that semester, faculty and students were not required to participate in evaluations, and as such, the absence of this semester shall not be held against any faculty member in any personnel action, including tenure and promotion.

B. Promotion Criteria for Research Faculty

1. **Promotion to Assistant Researcher.** An earned doctorate in the relevant field or other appropriate terminal degree is required. The faculty member must provide evidence of competence and increasing professional maturity in the performance of professional and scientific work in the field of research indicated by the title of the class. There must be evidence of ability and promise in independent professional and scientific research documented by independent research activities, publications and contributions to scholarship.
2. **Promotion to Associate Researcher.** The faculty member seeking promotion to Associate Researcher should be well on the way to becoming an established scholar in their/her/his discipline in comparison with peers active in the same area of research. The comparison peer group consists not only of departmental colleagues, but the whole of the community of scholars active at major research centers. Publication in a form that

involves review by independent referees is of first importance in establishing research achievement. Other means by which scholarly and creative research contributions to the discipline are reviewed, utilized and evaluated by peers outside the University are also important. The faculty member must provide evidence of independent ability to plan and organize funded research activities, including effective interactions with students and assistants as appropriate. The faculty member should have participated in the academic affairs of the University, such as through service on appropriate faculty committees, and have shown a willingness to use professional competence in the service of the profession and the general community.

3. **Promotion to Researcher.** The faculty member must demonstrate a level of research achievement and productivity which establishes stature among the leaders in the relevant research field or sub-field. This leadership position is not only with respect to departmental colleagues, but the international community of scholars active at major research centers. Publications and funded research grants that involve review by independent referees are of first importance in establishing research achievement. Other means by which research contributions to the discipline are reviewed, utilized and evaluated by peers outside the University are also important. The faculty member should have participated in the academic affairs of the University, such as through service on appropriate faculty committees, and have shown a willingness to use professional competence in the service of the profession and the general community.

C. Promotion Criteria for Specialist Faculty

1. **Promotion to Assistant Specialist.** The faculty member must provide evidence of competence, productivity and increasing professional achievement and maturity in the performance of assigned duties. Training represented by a Master's degree and 30 credits of graduate study beyond the Master's from a college or university of recognized standing with major work in a field closely related to the position involved is required. There should be evidence of ability to perform duties calling for independent professional judgment in the field of specialization, evidence of productivity and an indication of the capacity to supervise clerical help and at least three years previous experience at the next lower rank or equivalent.
2. **Promotion to Associate Specialist.** The faculty member must provide evidence of increasing professional maturity in the professional specialization and in the performance of duties in the rank of Assistant Specialist, including evidence of the ability to exercise independent professional judgment competently in the field of specialization. Training represented by a doctorate from a college or university of recognized standing with major coursework and dissertation in a relevant field is required. At least four years of experience in the appropriate specialty in the next lower rank or equivalent are required. The faculty member must demonstrate the ability to plan and organize assigned activities and to supervise the work of assistants, if appropriate. The faculty member must demonstrate a level of professional achievement which reflects his/her/their stature as a contributor to the standards, techniques and methodology of the profession in

comparison with peers active in the same field. The comparison peer group consists not only of local colleagues but the whole of the professional community active at major institutions of higher education. In general, contributions of such a nature as to permit critical review and facilitate use by other professionals are of first importance in establishing professional achievement. There must be evidence of interaction with the broader professional community beyond the University of Hawai'i.

3. **Promotion to Specialist.** The faculty member must provide evidence of increasing productivity and professional maturity in the performance of duties in the rank of Associate Specialist, including evidence of the competent exercise of independent professional judgment in the field of specialization. Training represented by a doctorate from a college or university of recognized standing with major coursework and dissertation in a relevant field is required. At least four years of experience in the appropriate specialty in the next lower rank or equivalent are required. The faculty member must provide evidence of successful planning and organization of assigned activities, including the supervision of assistants, if appropriate. The faculty member must demonstrate a level of professional achievement which establishes their/her/his stature as a substantial contributor to the standards, techniques and methodology of the profession. This stature is not only with respect to local colleagues, but the whole of the professional community active at major institutions of higher education. In general, contributions of such a nature as to permit critical review and facilitate use by other professionals are of first importance in establishing professional achievement. There must also be evidence of significant interaction and leadership with the broader professional community beyond the University.

A more detailed listing of the criteria that will be used at each rank may be found in Executive Policy – Classification of Faculty, E5.221 (Appendix A), and Supplemental Guidelines for Librarians, Specialists, or Extension Agents (Appendix B).

D. Promotion Criteria for Librarian Faculty

1. **Promotion to Librarian III.** The Librarian must provide evidence of competence, productivity and increasing professional achievement and maturity in the performance of assigned duties. Training represented by a Master's degree in Library or Information Science and in addition to the Master's degree, 24 post-baccalaureate credits of academic study, and at least three years of appropriate experience is required. There should be evidence of ability to perform duties calling for independent judgment as well as evidence of initiative, analytical and problem-solving ability and familiarity with departmental functions, library-wide goals and University programs. The Librarian should demonstrate awareness of current professional literature and development.
2. **Promotion to Librarian IV.** The Librarian must provide evidence of increasing professional maturity in the professional specialization and in the performance of duties in the rank of Librarian III, including evidence of the ability to exercise independent professional judgment. Training represented by two Master's degrees is required: one

in Library or Information Science, and one in a specialized subject area. Seven years of appropriate experience or four years in the rank of Librarian III are also required. The Librarian should show ability to anticipate and recommend changes in accordance with the changing needs of the Library and University as a whole and should also exhibit independence and creativity in the provision of service and/or program development or evaluation. The Librarian should demonstrate participation in academic or professional activities within the University and beyond. If managerial or supervisory responsibilities are an aspect of the Librarian's assigned position or function, there should be demonstration of maturing competence in this area.

3. **Promotion to Librarian V.** The Librarian must provide evidence of increasing productivity and professional maturity in the performance of duties in the rank of Librarian IV including evidence of the competent exercise of independent professional judgment. Training represented by two Master's degrees is required: one in Library or Information Science and one in a specialized subject area. The Librarian also must have 12 years of appropriate experience or four years in the rank of Librarian IV. The Librarian must demonstrate academic and professional leadership, functioning in responsible positions in academic and professional affairs. The comparison group consists not only of local colleagues, but the whole of the professional community active at major institutions of higher education. Leadership can be at the state or national level and may be demonstrated by contributions to the field through activities such as publication, committee work, presentation of papers, etc. In general, contributions should be of such a nature as to permit critical assessment and to facilitate use by the population the Library serves. If supervisory or managerial responsibilities are an aspect of the Librarian's assigned position or function, there should be demonstration of mature competence and effectiveness in this area.
4. A more detailed listing of the criteria that will be used at each rank may be found in Executive Policy – Classification of Faculty, E5.221 (Appendix A), and Supplemental Guidelines for Librarians, Specialists, or Extension Agents (Appendix B).

A more detailed listing of the criteria that will be used at each rank may be found in Executive Policy – Classification of Faculty, E5.221 (Appendix A), and Supplemental Guidelines for Librarians, Specialists, or Extension Agents (Appendix B).

E. Promotion Criteria for Extension Agent Faculty

1. **Promotion to Assistant Extension Agent.** A Master's degree from a college or university of recognized standing, with major work in agriculture, home economics, marine science, resource management or a related field, as appropriate, or, in addition to the Bachelor's degree, 30 credits of post-baccalaureate academic work in a field appropriate to the individual's job is normally required. Three years of successful experience in Cooperative Extension work, Sea Grant Extension work, or equivalent in closely related fields are required. The faculty member must provide evidence of competence, productivity and increasing professional maturity in the performance of

assigned extension activities. In addition, there should be evidence of ability to perform duties calling for independent professional judgment, and of the capacity to assume responsibility for the development of an extension program. The faculty member must have shown an ability to work effectively with other agents in an integrated extension system.

2. **Promotion to Associate Extension Agent.** A Master's degree from a college or university of recognized standing in agriculture, home economics, marine science, resource management or a related field, whichever is appropriate; in addition to the Master's, 15 credit hours of post-baccalaureate academic work in an appropriate field; at least four years of experience as an Extension faculty member or its equivalent in related fields in the next lower rank is required. The faculty member must provide evidence of increasing productivity and professional maturity in the performance of extension activities in the rank of Assistant Extension Agent. There must be evidence of a high level of leadership ability, including the capacity to develop leadership in others. The faculty member must demonstrate the successful administration of a well-organized extension program and the capacity to work effectively with agents in other jurisdictions and with related public agencies. There must be evidence of interaction with the profession and of contributions to the appropriate subject matter discipline or to extension as a profession.
3. **Promotion to Extension Agent.** A Master's degree from a college or university of recognized standing with major work in agriculture, home economics, marine science, resource management or a related field, whichever is appropriate; in addition to the Master's degree, 30 credit hours of post-baccalaureate academic work beyond the Master's degree in an appropriate field; and at least four years of experience as an Extension faculty member or similar and equivalent work in the next lower rank are required. The faculty member must provide evidence of continued professional growth as an Associate Extension Agent. There must be evidence of exceptional leadership ability and success in a position with significant program or administrative responsibilities covering major subject areas or large geographic areas. The faculty member must provide evidence of ability to perceive and implement broad educational programs relevant to community needs, and the capacity to work harmoniously with agents in other jurisdictions and with other governmental agencies in an integrated extension program. There must be evidence of significant interaction and leadership with the nationwide extension profession, and of substantial contributions to the appropriate subject matter discipline or to extension as a profession.

A more detailed listing of the criteria that will be used at each rank may be found in Executive Policy – Classification of Faculty, E5.221 (Appendix A), and Supplemental Guidelines for Librarians, Specialists, or Extension Agents (Appendix B).

VI. The Tenure/Promotion Review Process

The tenure/promotion application is the means by which you convince those involved in the review process of your achievements and ability. Therefore, you should document your accomplishments with as much objective evidence as possible. The sections in Part VII and VIII below indicate some of the kinds of evidence that are of particular value to the reviewers. If you include letters of support from colleagues, students, or others as part of your application, it is wise to select those that evaluate specific contributions or achievements rather than those which simply express support for your case. The reviewers of your application are charged with making an independent assessment of your record, and specific information and evaluation by peers is more useful for this purpose than general statements or opinions. Inclusion of testimonials that do not provide specific substantive support may detract from the effectiveness of your presentation.

The procedures for review of applications for tenure/promotion are given in detail in Article XII, and Article XIV of the *UHPA/UH Agreement*. For eDossier applications, the routing and delivery of dossiers happens automatically.

- A. The application for tenure/promotion is submitted to the Department Chair. The Chair and the Department Personnel Committee will make written assessments of your strengths and weaknesses, append recommendations if they so desire, and transmit the dossier to the Dean/Director.
- B. The Dean/Director will make his/her/their independent assessment and recommendation and transmit the dossier to a Tenure and Promotion Review Committee (TPRC) which has been appointed to review your case.
- C. The TPRC “shall review the dossier and make a recommendation, then return it to the Dean/Director for consideration and transmission to the Provost.”
- D. Faculty Members will be notified of the TPRC’s recommendation after it has been received by the Provost’s Office.
- E. If, after the TPRC review, the dossier contains only positive recommendations, the dossier will be transmitted to the Provost for review. If the Provost’s assessment is positive, a recommendation for tenure/promotion will be made to the President.
- F. If, after the TPRC review, the dossier contains a negative recommendation, you will be permitted to examine the dossier and to submit written comments and additional materials. If the negative recommendation occurred at the TPRC, the dossier will be returned to the same TPRC for a second review. The dossier will then be forwarded to the Provost who will make an independent assessment of the application, reviewing all materials, including any additional materials that may have been submitted in accordance with the procedure described. If the negative review did not occur at the TPRC, then the additional materials will be forwarded directly to the Provost. The Provost will then decide to either recommend tenure/promotion or deny

tenure/promotion. If the latter, you will be notified and permitted to examine the dossier and meet with the Mānoa Provost, if you desire.

- G. If you are denied tenure, the options available to you are explained in Article XII.H of the *UHPA/UH Agreement*.
- H. If you are denied promotion, under certain circumstances, as specified in Article XIV.D of the *UHPA/UH Agreement*, you may request a further review.

VII. Hard Copy Applications for Tenure and Promotion to Ranks 3, 4 and 5

If you are submitting hard copy applications, you are required to complete Parts I, II, III and IV of the Tenure and Promotion Tenure and Promotion application form. If you have questions about Parts I, II or III, your Department Chair will be able to assist you. Some guidelines for completing Part IV are as follows:

- A. **Pagination.** Be sure that every page of material you submit has a page number, starting with 4.2 and proceeding sequentially. Please type or use labels to put your legal name on the upper right hand corner of each page you submit (Last, First M.I.). To guard against the loss of any material, enter the number of the last page submitted in the appropriate space on page 4.1 of the application.
- B. **Language.** The Constitution of the State of Hawai'i identifies two official languages in the State, English and Hawaiian (Ōlelo Hawai'i). Please indicate the language in which you are submitting your dossier on page 2.1.
- C. **Statement of endeavors.** (Recommended length: 1-9 pages, 12 point) You are required to give a well-documented and clear report of your teaching, research and service activities and achievements since the last promotion or since initial hire, whichever is appropriate. This report should be more than a list of activities. Where appropriate, an analysis of the quality and value of your research, a statement of your instructional philosophy and a statement about the impact of your professional service will be expected. You can provide a statement about the unique aspects and special significance of your accomplishments and future plans in teaching, research and/or service. Discussions of departmental/University service and community service are in Sections D.4 and D.6 below. Please read these in order to fully understand the weight given to these activities in comparison with research and teaching.
- D. **Supporting materials.** Appropriate supporting materials depend on your faculty classification. Faculty in the Instructional classification must submit documented evidence of teaching accomplishments, as suggested in Section D.1, "Teaching," outlined below.

For both Instructional and Research faculty, a bibliography or other objective record of scholarly work is essential. Section D.2, "Bibliography," below gives the format you should use in compiling your bibliography. Faculty in fields such as the fine arts may substitute a list of shows, performances, etc., in lieu of a bibliography. Professional reviews of your work by peers not associated with University of Hawai'i at Mānoa (UH Mānoa) are important and should be included if available.

- a. Teaching. If you are in the Instructional classification, you must have documented evidence of your teaching ability and of your contributions to the curriculum.
- b. Teaching ability is usually documented by means of teaching evaluations. These should reflect a representative sample of all of the courses you have taught in recent years. You should include coverage of all the recent courses you have taught which used the standard evaluation procedures adopted by your department, college or school. Special recognition by awards or citations for excellence in teaching should be recorded. Evidence of progress over the years in the scope, depth and effectiveness of your teaching may be helpful to reviewers in evaluating your maturity as an instructor. Again, the caveat to the above requirements identified in subsection V.A.1-6 is for Spring 2020, during the COVID-19 transition to all online learning. During that semester, faculty and students were not required to participate in evaluations, and as such, the absence of this semester shall not be held against any faculty member in any personnel action, including tenure and promotion.
- c. Contributions to the curriculum may be documented by materials from courses you have helped to create or modify; materials from classes you have taught as writing intensive, as part of the honors program, or to serve special needs; and evidence of innovations in teaching or teacher training, including the development of textbooks and innovation in the publication of educational materials (e.g., electronic publication, CD ROMs, etc.).
- d. Bibliography. Your bibliography provides an invaluable objective record of your scholarly activity. The format which should be used is as follows:
 - i. Separate your published works, conference presentations and manuscripts into appropriate groupings. The following categories may be adapted to your discipline. Additional categories may be created as necessary.
 - Books of original scholarship—author/co-author
 - Chapters in books
 - Edited volumes
 - Textbooks
 - Articles in international or national refereed journals
 - Articles in other periodicals

- Unpublished work, accepted for publication (with documentation: submitted, conditionally accepted, in press, etc.)
 - Internal reports and other unpublished work
 - Invited conference presentations
 - Refereed conference contributions
 - Departmental seminars
 - Published abstracts
 - Other scholarly products (such as major software, video or film)
 - Grants (indicate funded, approved but not funded, submitted but not approved, etc.)
- ii. Within each category, list your works in order of publication or completion, with the most recent works first. Make a clear division between work published or completed since your last promotion (or initial hire if you have not previously been promoted at the University of Hawai'i) and earlier work.
- iii. For each item, give a complete citation. An entry for a published article, for example, should include all the authors as listed in order by the journal, complete title, volume, year and pagination.
- iv. Make a clear distinction between works for which you were an author and those for which you were an editor.
- v. For all jointly authored and edited works, you must indicate your estimate of the extent of your contributions.
- vi. Faculty in disciplines such as the fine arts, music, drama, etc., should provide a complete listing of exhibitions, performances or other appropriate presentations of their creative work. A clear division should be made between presentations since your last promotion (or initial hire if you have not previously been promoted here) and earlier ones. Complete information as to the nature of each presentation, place, dates, etc., should be provided.
- vii. Peer evaluations of contributions. You should include all relevant external reviews of your published work or creative productions. These include published reviews, grant reviewers' comments, letters to the editor, readers' comments of manuscripts submitted for publication and unsolicited letters from peers in response to publication of your work.
- viii. University service. Your statement concerning service on departmental committees or special projects should be included in the narrative. Academic service activities may include (but are not limited to): participation in faculty governance by membership in standing and ad hoc

organizations, committees and task forces at the college/school and/or university levels, activities contributing to the improvement of teacher education, etc.

- ix. Professional service. You should include activities related to service to your discipline and professional organizations. Professional service activities may include (but are not limited to): serving as an officer in a professional organization, editing a professional publication, organizing conferences/workshops, creating discipline-related instructional models and resource materials for use in K-12 education, etc.
- x. Community service. Public service that is related to your profession is considered a positive factor in reviewing faculty for promotion. Still, for Instructional and Research faculty, the lack of professional public service accomplishments (unlike University service) is not detrimental to advancement—a recognition that the opportunity for such work in some fields is quite limited. Public service is not a substitute for research and teaching achievements. It is complementary to these other types of activities for Instructional and Research faculty. Public service (as other faculty achievements) should be documented, including an assessment of quality and impact. In sum, public service is a generally marginal but sometimes significant factor in the advancement of UH Mānoa faculty. While not weighted equally with research and teaching, meritorious public service activities—if linked closely to the other two areas—can have a favorable impact on tenure and promotion decisions.

- E. Solicitation of external evaluations by Department Chair, Chair of Department Personnel Committee, or Dean/Director. Departments should seek external evaluations of each applicant's work. An evaluator should be at, or above the rank aspired to by the applicant. External evaluators should be professionally capable to assess the applicant's work objectively and comment on its significance in the discipline.

Normally, the applicant is asked to provide in writing three to five names and addresses of respected scholars in related fields who are not at the University of Hawai'i, Mānoa. Applicants should not contact possible external evaluators. It is the obligation of the Department to secure external evaluations. It is recommended that the Department Chair, in consultation with the Chair of the Department Personnel Committee, should secure letters from 2-3 of these people and a comparable number of letters from known scholars proposed by the Department who can evaluate the applicant's work.

Approximately the same cover letter soliciting the evaluation should be sent to each evaluator. The Department Chair should keep a copy of each letter. A curriculum vita will be included with the letter and if possible copies of reprints of the applicant's major publications, if practical. The purpose of the request is to obtain an opinion about the

scholarly contributions which the applicant has made and not to determine whether or not the applicant would receive tenure/promotion at another institution.

The confidentiality of such evaluations is of great concern. The following paragraphs should be included in the letter to external evaluators:

Your review of Professor _____ is for the sole purpose of helping the faculty and administration of the University of Hawai'i at Mānoa to evaluate this faculty member for promotion and/or tenure (use appropriate phase). Your identity as a confidential referee will not be shared with this applicant and we will do our best to maintain the confidentiality of your evaluation.

The faculty and administration of the University of Hawai'i greatly appreciate your willingness and efforts in evaluating and commenting on the work of this faculty member.

When the external evaluations arrive in the departmental office, necessary steps should be taken to ensure that the evaluation is kept confidential. The procedure for handling the evaluation should include the following:

1. Mark the letter "Confidential" as soon as it arrives. Do not show the letter to the applicant at any time.
2. When using hard copy format for the dossier, make seven (7) copies of the letter and assemble eight (8) sets of confidential letters (original + 7 copies). One set of confidential letters should be included with each hard copy of the dossier.
3. Place the confidential letters in eight (8) manila envelopes marked "CONFIDENTIAL" and with the applicant's name. Include inside each envelope a listing of the reviewers, their institutional and disciplinary affiliations and whether they came from the candidate's or the department's list. Also include a copy of the letter sent to external reviewers.
4. On page 5.2, Department Assessment (Section E, Confidential Letters of Evaluation), indicate the number of confidential letters solicited by the department and the number of confidential letters received by the department. Do not list the authors of the confidential letters in this section. The names of External Reviewers should NOT be included in any assessment reports by the DPC Chair; Department Chair; Dean/Director or TPRC Chair.
5. In Summer 2024, when the final decisions are announced, a brief letter should be sent to each of the external reviewers informing them of the disposition of the case and thanking them once again for their efforts on behalf of the department, the college, and the UH Mānoa. In the case of a negative decision, departments must confirm with the Mānoa Provost's Office that any appeal has been resolved prior to contacting the reviewers.

F. Compiling dossiers.

- Each appended page should be numbered at the bottom center and have the applicant's full name (Last, First M.I.) at the top right corner; labels may be utilized for names and page numbers.
- The margins for each appended page should be wide enough to ensure that no part of the text is obscured when the dossier is bound.
- Dossiers should be bound in a manila file folder or three-ring binder.
- Fasten at the left side of the page with a prong paper fastener. Set the two-hole punch at 11" for the pages and 12" for the manila folder. If using manila folders, please make sure that the fastener opens at the back of the folder.
- Label the original dossier as "Original" and number it "Copy 1". Number the subsequent copies "2" through "8".
- Place a file label with the applicant's full name, college/unit, department, and copy number on the manila file folder tab, or the front of the three-ring binder.
- When using a three-ring binder the dossiers may be printed double-sided.
- Confidential letters in their own manila envelope should be included in the folder (but not attached) by the Department Chair.

Special instructions for Specialists, Librarian, and Extension Agent faculty and Instructional and Research faculty at Rank 4 who may apply in two categories simultaneously. Faculty who are Specialists (S), Librarians (B) or Extension Agents (A) may receive tenure at ranks 2 and 3 without being promoted. Specialist, Librarian, and Agent faculty members who wish to be considered for tenure with promotion to the next rank may use a single application for these two options. Please note – these actions require a separate vote for tenure and a separate vote for promotion by each level of review. For example, faculty with S, B, or A classifications may complete the top of page 1.1 of the application form as follows:

X Tenure only at _____ (indicate current rank)
(Rank)

X Tenure and Promotion to _____
(Rank)

Thus, if the faculty member is recommended for tenure but is not recommended for promotion, the faculty member will still be awarded tenure at his/her/their current rank.

In the event that an applicant receives tenure but is denied promotion, they/he/she is eligible for the remedies for denial of promotion (see Article XIV.D-J). In the event that tenure is also denied, the applicant may elect the remedies in Article XII.H.

VIII. Application using the eDossier System

- A. Obtain eDossier file number and your designated Google Drive folder. In order to obtain an email link for the eDossier System, you must contact your School/College Coordinator for this process. That individual will be able to set up an application number for you. You will be notified by email with a web link to the electronic Tenure and Promotion website (also known as “eDossier”). This email will also include a separate link to your Google Shared Drive Account, where all of your supporting materials and any hyperlinked documents that you want to submit can be uploaded.
- B. Using your Shared Drive. It is very important that you use the Shared Drive folder assigned to you to store the documents that you want to include in your eDossier. You can add, drag and drop any document from your desktop or laptop computer to your Shared Drive folder. You can move Google Docs, Slides, Sheets, and other Google-based files from your own personal Google Drive (“My Drive”) to your assigned Shared Drive folder. You can use your Tenure and Promotion Shared Drive folder as a repository for all the related dossier documents that you may want to link or attach to your eDossier. Please note: it is imperative that all of the documents you use in your eDossier are located in your Shared Drive folder. If not, your dossier will not be able to be reviewed. The system will not move an eDossier that has hyperlinks to documents in a personal Google Drive. This is done in order to protect the confidentiality of the review process.
- C. Criteria. The criteria for the personnel actions remain the same regardless of the format of your application. Please refer to Section VII B-E to ensure that your eDossier contains the information expected. In addition, ensure that your dossier speaks to how you meet the criteria for the personnel action, according to your department criteria, the campus criteria and that in Executive Policy.
- D. Statement of Endeavors format. All Mānoa applications, whether using paper or electronic dossier, should contain a Statement of Endeavors. Candidates for tenure and/or promotion may use this statement to discuss the unique aspects and special significance of their accomplishments and future plans in teaching, research and/or service. Statements should be directed toward readers who may not be specialists in the candidate’s field, and the statement is most useful when it speaks to the ways the candidate meets the criteria for the rank being sought. Elements may include:
 - Teaching - an opportunity for the candidate to explain their teaching endeavors, highlighting major teaching activities, innovative or unique aspects in teaching, notable successes in advising and future value/plans.
 - Research/Scholarship – an opportunity for the candidate to explain their research and/or other scholarly endeavors, highlighting major contributions, describing the

impact of research/creative work, addressing any unique aspects of the scholarly record, and projecting future values/plans.

- Service – an opportunity for the candidate to explain their service endeavors, highlighting major contributions and/or future value/plans in service or outreach to the University, professional organizations, and/or the public.
 - Professional Activities – for candidates in classifications other than the I series, this section can be an opportunity to highlight major professional activities, such as innovative or unique programs, notable success in professional activities and future value/plans related to their job description and faculty classification.
- E. The process articulated in Part VIII, E. above for securing external evaluations also applies for applications submitted via the edossier system.

IX. Application for Promotion to Ranks I2B, I2C and I2D

- A. The Instructional Faculty Rank 2 promotion application is the means by which you convince those involved in the review process of your achievements and ability. Therefore, you should document your accomplishments with as much objective evidence as possible. The sections below indicate some of the kinds of evidence that are of particular value to the reviewers.
- B. Pagination. Be sure that every page of material you submit has a page number. Please type or use label to put your legal name on the upper right hand corner of each page you submit (Last, First M.I.). To guard against the loss of any material, enter the number of the last page submitted in the appropriate space on page 4.1 of the application.
- C. Professional Statement of Instructor Role at Appropriate Placement Rank (3 pages). Articulate how you meet the criteria for placement at the rank you are applying for. You can provide a statement about the unique aspects and special significance of your accomplishments. This narrative should reflect the major duties assigned during the period of review.
- D. Curriculum Vitae.
- E. All Course Evaluations (Student Evaluations from period under review: (4 years prior). The caveat to the requirements identified above in subsection V.A.1-6 is for Spring 2020, during the COVID-19 transition to all online learning. During that semester, faculty and students were not required to participate in evaluations, and as such, the absence of this semester shall not be held against any faculty member in any personnel action, including tenure and promotion.

Appendix A: Executive Policy - Classification of Faculty
(E5.221)



Viewing Policy EP 5.221

Title

Classification of Faculty

Header

Executive Policy Chapter 5, Academic Affairs

Executive Policy EP 5.221, Classification of Faculty

Effective Date: October 2014

Prior Dates Amended: May 2011

Responsible Office: Office of Executive Vice President for Academic Affairs

Governing Board of Regents Policy: Chapter 5

Review Date: August 2017

I. Purpose

This Executive Policy maintains the administrative infrastructure relating to the classification of faculty at the University of Hawai'i at Mānoa, University of Hawai'i at Hilo, University of Hawai'i at West O'ahu, and the University of Hawai'i Community Colleges.

The purpose of this executive policy is to describe the duties, responsibilities and minimum qualification requirements of faculty.

II. Definitions

No policy specific or unique definitions apply.

III. Executive Policy

A. Executive Policy Responsibilities

It shall be the responsibility of the President to promulgate a policy in consultation with University executives setting forth the duties, responsibilities, and qualifications of faculty. The President or designee shall have the authority to make appointments that conform to policy.

B. Guidelines

1. The classification of faculty positions in the University of Hawai'i shall be as provided in the attachments for each campus.

Attachment 1: University of Hawai'i at Manoa

Attachment 2: University of Hawai'i at Hilo and University of Hawai'i – West O'ahu

Attachment 3: University of Hawai'i Community Colleges

2. The compensation of faculty members shall be in accordance with provisions reflected in the most current collective bargaining agreement between the University of Hawai'i and the exclusive representative.

3. Non compensated faculty appointments shall utilize the appropriate "adjunct" title in accordance with the following guidelines for employing the adjunct faculty series:

a) The adjunct faculty series is intended to encourage the utilization of qualified, experienced persons from the local community in appropriate educational programs and thereby to enhance and improve the integration of practical real world experience with conceptual, theoretical, and vicarious instruction.

b) The adjunct faculty series (which does not replace any current category of appointment) will be non-compensated appointments with each appointment appropriately ranked by training and experience analogous to regular faculty.

c) The ranks in the adjunct faculty series will be:

Adjunct Instructor

Adjunct Assistant Professor

Adjunct Associate Professor

Adjunct Professor

d) Appointments to this series will be upon invitation, will not exceed one year, and are to be the specific instructional term or terms for which the appointee has agreed to accept responsibilities.

e) The appointment and ranking procedure utilized will be identical to that employed in the regular faculty appointment process with the exception that the recruiting and advertising aspects for compensated appointments will not be required.

f) Reappointments of adjunct faculty at the same rank or at a different rank must be reviewed in the same manner as other faculty appointments. Changing the rank upward will require full appointment review by peers but will not involve a "promotion" process since each year's appointment is considered essentially as a new appointment.

g) This series is effective immediately, may be utilized by all units, and appointments may be delegated to the Chancellor or designee.

4. Lecturers

The President or designee shall have authority to appoint lecturers in accordance with the following guidelines for appointment of lecturers:

- a) The fluctuating demand by students for various courses makes it impractical to provide a permanent staff to satisfy all such demands. Therefore, lecturers are hired on a temporary, part-time basis to fill this need when regular faculty members are not available.
- b) Since lecturers are temporary, part-time employees, the University cannot obligate itself to any guarantee of future employment or give any indication that continued employment is implied or intended.
- c) Each Chancellor shall develop academic standards for the hiring of lecturers on their respective campuses or divisions.
- d) Lecturers shall be paid according to the collective bargaining agreement. The rates shall be paid on the basis of the policies and rates in effect on the campus where the course is taught.
- e) Lecturers who are appointed to teach not more than six-credit hours at the Manoa, Hilo, and West O'ahu campuses and those appointed to teach not more than seven-credit hours at Community Colleges are carrying less than half-time load equivalent.
- f) Lecturers should not, as a general concept, be hired to teach a full instructional load equivalent of regular faculty, i.e., 15 credit hours for Community Colleges and 12 credit hours on four-year campuses per semester within the University system, since lecturers are hired to meet temporary, part-time requirements. In any event, lecturers should not be appointed for a total of more than the equivalent of 15 semester hours in the Community Colleges or 12 semester hours at the Manoa, Hilo, and West O'ahu campuses. Appropriate equivalencies should be developed for those who may lecture at both the Community Colleges and at the Manoa, Hilo or West O'ahu campuses at the same time.
- g) Lecturers employed full-time elsewhere (other than UH employment) should not be appointed for more than six-credit hours per semester or nine- credit hours during the academic year (the same limits as for full-time University faculty members).
- h) Lecturers are not eligible for tenure regardless of assigned workload or duration of appointments. Any period of appointment as a lecturer will not be counted as probationary service should a lecturer subsequently be appointed to a regular faculty position.
- i) Lecturer appointments are normally for one semester at a time.
- j) Lecturers who are appointed after the start of classes and who do not teach the full course (s) shall receive a pro-rata share of the lecturer stipend. The formula to be used is: the instructional class hours completed divided by the instructional class hours required for the course, multiplied by the total amount payable for the entire course.

IV. Delegation of Authority

There is no policy specific delegation of authority.

V. Contact Information

Subject Matter Experts

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Brenna Hashimoto

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956-3950

Office of the Executive Vice President for Academic Affairs at (808) 956-8753.

VI. References

A. Hawai'i Revised Statutes, Section 304A, University of Hawai'i System

B. Executive Policy [EP 9.112](#)

C. Administrative Procedure A9.205, A9.235

D. Link to superseded Executive Policies in old format

<https://www.hawaii.edu/policy/archives/ep/>

E. Link to Administrative Procedures in old format

<https://www.hawaii.edu/policy/archives/apm/sysap.php>

VII. Exhibits and Appendices

No Exhibits and Appendices found

Approved

Signed

David Lassner
President

October 31, 2014

Date

Topics

No Topics found.

ATTACHMENT 1: UNIVERSITY OF HAWAI'I AT MĀNOA

I. CLASSIFICATION OF FACULTY MEMBERS

Hawai'i State law provides that "The Board of Regents shall classify all members of the faculty of the University including research workers, extension agents, and all personnel engaged in instructional work..." (Hawai'i Revised Statutes, 304-1002). The Board of Regents faculty classification system includes seven general categories, with grades within each category:

- A. Instruction ('I' for all faculty excluding law and clinical medicine faculty; J for law; M for clinical medicine), includes graduate teaching assistants, lecturers, instructors, assistant professors, associate professors, and professors.
- B. Researcher (R), includes junior researchers, assistant researchers, associate researchers, and researchers. When applicable, the R series titles substitute the special area for the word "researcher," for example, "Assistant Agronomist," "Associate Meteorologist," or "Plant Pathologist".
- C. Specialist (S), includes junior specialists, assistant specialists, associate specialists, and specialists. The S series is used for specialties not primarily involved with research.
- D. Librarian (B), includes ranks II to V.
- E. Extension Agent (A), includes junior extension agents, assistant extension agents, associate extension agents, and county extension agents.
- F. Graduate Teaching Assistant
- G. Lecturer includes persons employed for short- term teaching assignments, usually on a part-time basis.
- H. When the situation warrants it, and especially in those fields where advanced degrees are not commonly held by faculty members, other evidences of scholarly, artistic or professional attainment may be accepted in lieu of advanced degrees. In general, "equivalents" will be used sparingly and only when there is clear evidence that the substituted items of training and experience are in fact equivalent in qualifying the faculty member for the individual's duties and responsibilities.

II. DUTIES, RESPONSIBILITIES AND MINIMUM QUALIFICATIONS

The minimum qualifications for each position together with its duties and responsibilities are set forth below.

A. POSITIONS IN INSTRUCTION ("I" designated faculty excluding law "J" and clinical medicine "M" faculty)

1. **INSTRUCTOR (I2)**

Duties and Responsibilities. Under general supervision, to conduct assigned courses at the undergraduate level; to supervise independent study activities and off-campus learning such as practicums and internships; to serve as academic advisor to students; and to perform related tasks as assigned.

Minimum Qualifications. A Master's degree from a college or university of recognized standing, with the major work in the field in which the instructional assignment is made; evidence of ability to teach effectively and to direct group discussions; poise and good address for meeting and conferring with others.

Acting Assistant Professor (I3). This is a title established to facilitate recruitment at the I3 (Assistant Professor) rank of able scholars and teachers who are generally qualified but have not yet completed the doctorate or other advanced degree desired for the Assistant Professorship. The title is used infrequently, and an appointment to it is made at a salary below that otherwise allowable. The "Acting" is removed on attainment of the degree, and the salary increased to the appropriate level. It is moreover understood that if all degree requirements are not fulfilled within a two-year period, the contract of the individual will not be renewed.

The title of Assistant professor was previously approved by the Board of Regents on January 14, 1965.

2. **ASSISTANT PROFESSOR (I3)**

Duties and Responsibilities. To conduct assigned courses or seminars; to supervise independent study activities and off-campus learning such as practicums and internships; to serve as academic advisor to students; to serve on University committees; to render service to the professional or lay community which is relevant to the individual's academic specialty; to participate in curriculum development activities including the development of curricular

materials and special instructional methods; to participate on committees in charge of candidates for advanced degrees; to conduct research or undertake comparable scholarly activity; and to perform related tasks as assigned.

Minimum Qualifications. A doctorate from a college or university of recognized standing and in a field relevant to the position (in disciplines in which the doctorate is not the normal terminal degree, this requirement may be waived by the University upon demonstration of appropriate academic training and recognized comparable professional competence or experience in the appropriate field); demonstrated ability as a teacher; demonstrated scholarly achievement; poise and good address for meeting and conferring with others.

3. ASSOCIATE PROFESSOR (I4)

Duties and Responsibilities. To conduct assigned courses and seminars in undergraduate and graduate level instruction; to supervise independent study activities and off-campus learning such as practicums and internships; to serve as academic advisor to students; to serve on University committees; to render service to the professional or lay community which is relevant to the academic specialty; to participate in curriculum development activities, including the development of curriculum materials and special instructional methods; to serve as chair or member of committees in charge of candidates for advanced degrees; to conduct research or undertake comparable scholarly activity; to serve as department chair when selected; and to perform related tasks as assigned.

Minimum Qualifications. A doctorate from a college or university of recognized standing and in a field relevant to the position (in disciplines in which the doctorate is not the normal terminal degree, this requirement may be waived by demonstration of appropriate academic training and appropriate professional competence or experience); evidence of proficiency in teaching; a minimum of four years of full-time college or university teaching at the rank of assistant professor or equivalent, with evidence of increasing professional maturity; scholarly achievement judged competent and adequate for the rank in comparison with peers active in the same field at major research universities; continued evidence of participation in the scholarly and academic affairs of a university or other appropriate organization, or in an appropriate professional society or organization, or in other appropriate job-related service activities; demonstrated ability to plan and organize assigned activities, including the supervision of work of assistants when

appropriate; ability to serve as a role model for students and junior colleagues; poise and good address for meeting and conferring with others.

4. **PROFESSOR (15)**

Duties and Responsibilities. In addition to the duties and responsibilities of the Associate Professor rank, to assume a role of professional leadership in the department and in the relevant scholarly discipline.

Minimum Qualifications. A doctorate from a college or university of recognized standing and in a field relevant to the position (in disciplines in which the doctorate is not the normal terminal degree, this requirement may be waived by demonstration of appropriate academic training and appropriate professional competence or experience); evidence of excellence in teaching; a minimum of four years of full-time college or university teaching at the rank of associate professor or equivalent, with evidence of increasing professional maturity; research productivity which has resulted in significant recognition by the national or international community of scholars active in the same field; demonstrated continuing participation in the scholarly and academic affairs of a university or other appropriate organization, or in an appropriate professional society or organization, or in other appropriate job-related service activities; demonstrated ability to plan and organize assigned activities, including the supervision of work of assistants when appropriate; ability to undertake a variety of assignments within the University; demonstrated capacity for leadership in the department and scholarly discipline; poise and good address for meeting and conferring with others.

5. **NON-COMPENSATED FACULTY POSITIONS**

a) **CLINICAL PROFESSOR**

The titles Clinical Professor, Associate Clinical Professor, Assistant Clinical Professor, and Clinical Instructor are non-compensated appointments in the College of Health Sciences and Social Welfare, and the Cancer Research Center for practitioners with professional qualifications in the health and welfare sciences who take an active role in formal teaching, tutorials, clinical instruction, clinical research hospital practice or field guidance of students.

b) **ADJUNCT FACULTY SERIES**

Appointment to this category of non-compensated academic personnel will follow the regular faculty appointment review process and can be utilized by any unit in the University of Hawai'i at Mānoa subject to the "Guidelines for Employing the Adjunct Faculty Series." The "Adjunct" series of non-compensated faculty appointments include Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor and Adjunct Professor.

6. **POSITIONS IN LEGAL INSTRUCTION** ("J" designated faculty)

a) **INSTRUCTOR (J2)**

Duties and Responsibilities. Under general supervision, to conduct assigned courses; to supervise practice teaching, clinical, or field work of law students; to perform related work as assigned.

Minimum Qualifications. Training equivalent to a law degree from a college or university of recognized standing; ability to instruct classes and to direct group discussions; poise and good address for meeting and conferring with others.

b) **ASSISTANT PROFESSOR (J3)**

Duties and Responsibilities. Under general supervision, to conduct assigned courses or seminars; to supervise clinical training, laboratory, or field work of law students; to serve on University committees; to conduct research where nature of field and facilities available permit; to perform related work as assigned.

Minimum Qualifications. A law degree from a college or university of recognized standing; ability to instruct classes and to direct group discussions; ability to carry out academic assignments independently; poise and good address for meeting and conferring with others.

c) **ASSOCIATE PROFESSOR (J4)**

Duties and Responsibilities. Under general supervision, to conduct assigned courses or seminars; to supervise clinical training, laboratory, or field work of law students; to serve on University committees; to render service to the professional or lay communities as appropriate; to conduct research

where nature of field and facilities available permit; to perform related work as assigned.

Minimum Qualifications. A law degree from a college or university of recognized standing; five years in the rank of Assistant Professor of law, or five years of other legal experience (including law practice, judicial experience including clerkships, graduate study or equivalent professional experience), or a total of five years of teaching in the rank of Assistant Professor of law and other legal experience, or one year at the rank of Associate Professor at another law school of recognized standing; proven ability as a teacher or in the practice of law; proven ability to conduct research in those fields or specialization where this requirement is judged applicable; past participation in the academic and scholarly affairs of a university or other appropriate organization or in an appropriate professional organization, or in other appropriate job-related service activities; demonstrated ability to plan and organize assigned activities, including the supervision of assistants when appropriate; ability to serve as a role model for students and junior colleagues; poise and good address for meeting and conferring with others.

d) **PROFESSOR (J5)**

Duties and Responsibilities. In addition to the duties and responsibilities of the Associate Professor rank, to assume a role of professional leadership in the School of Law and legal profession.

Minimum Qualifications. A law degree from a college or university of recognized standing; three years in the rank of Associate Professor of law, or ten years of other legal experience, or a total of ten years of teaching in the rank of Associate Professor of law and other legal experience; or one year in the rank of Professor at another law school of recognized standing; proven ability as a teacher or in the practice of law; recognition for research in those fields of specialization where this requirement is judged applicable; demonstrated past participation in scholarly and academic affairs of a university or other appropriate organization, or in an appropriate professional organization, or in other appropriate job-related service activities; demonstrated ability to plan and organize assigned activities, including the supervision of assistants when appropriate; ability to

undertake a variety of assignments within the University; demonstrated capacity for leadership in the School of Law and legal profession; ability to serve as a role model for students and junior colleagues; poise and good address for meeting and conferring with others.

7. **LECTURERS IN LAW**

The title of Lecturer in Law is used for persons experienced in the law employed on a part-time basis by the School of Law for short-term teaching assignments not to exceed six credit hours per semester.

8. **POSITIONS IN CLINICAL MEDICAL INSTRUCTION** ("M" designated faculty)

The classification of all instructional positions in the clinical disciplines at the School of Medicine, and the Cancer Research Center shall be determined in accordance with the provisions specified below.

a) **INSTRUCTOR (I-2M)**

Duties and Responsibilities. Under general supervision, to participate in the training of residents and medical students in the clinical departments of the University of Hawai'i affiliated program.

Minimum Qualifications. M.D. degree or other generally recognized equivalent medical degree from a medical school of recognized standing; completion of a standard residency program or appointment as chief resident in the clinical discipline involved in the specific position; poise and good address for meeting and conferring with others.

b) **ASSISTANT PROFESSOR (I-3M)**

Duties and Responsibilities. Under general supervision, to engage in the training of residents and medical students in the clinical departments; to serve on University committees; to conduct research; to perform related work as assigned.

Minimum Qualifications. M.D. degree or other generally recognized equivalent medical degree from a medical school of recognized standing; Board certification or qualification in the clinical discipline involved in the specific position;

demonstrated ability in teaching and patient care; poise and good address for meeting and conferring with others.

c) **ASSOCIATE PROFESSOR (I-4M)**

Duties and Responsibilities. Under general supervision, to engage in the training of residents and medical students in the clinical departments; to serve on University committees; to serve as department chairs when selected; to conduct research; to render appropriate service to the lay or professional communities; to perform related work as assigned.

Minimum Qualifications. M.D. or other generally recognized equivalent medical degree from a medical school of recognized standing; Board certification in the clinical discipline involved in the specific position; four years in the rank of Assistant Professor, or four years of other medical experience, or a total of four years of teaching in the rank of Assistant Professor and other medical experience, or one year at the rank of Associate Professor at another medical school of recognized standing; proven ability in teaching, research, and program administration; recognition for having made a significant scholarly contribution to the clinical specialty; ability to serve as a role model for students and junior colleagues; poise and good address for meeting and conferring with others.

d) **PROFESSOR (I-5M)**

Duties and Responsibilities. In addition to the duties and responsibilities of the Associate Professor rank, to assume a role of professional leadership in the clinical department and medical profession.

Minimum Qualifications. M.D. degree or other generally recognized equivalent medical degree from a medical school of recognized standing; Board certification in the clinical discipline involved in the specific position; four years in the rank of Associate Professor, or ten years of other medical experience, or a total of ten years of teaching in the rank of Associate Professor and other medical experience, or one year in the rank of Professor at another medical school of recognized standing; proven ability in teaching, research, and program administration; recognition for having made a major contribution to the clinical specialty; demonstrated

capacity for leadership in the clinical department and medical profession; ability to serve as a role model for students and junior colleagues; poise and good address for meeting and conferring with others.

B. POSITIONS IN RESEARCH

These titles are used for research workers (except for APT appointments) in all non- instructional divisions, including experiment stations, organized research units, bureaus, centers, and institutes, and projects supported by contracts or grants, either short term or relatively permanent. Minor modifications or elaborations of duties and responsibilities are permitted as necessary for adaptation to the specific agency. Minimum requirements of education and experience are applied quite uniformly. "R" designations are used for all research positions except those requiring an MD degree and board certification in a clinical discipline, when an "M" designation can be used.

1. JUNIOR RESEARCHER (R2/R2-M)

Duties and Responsibilities. Under immediate supervision, normally with limited opportunity for independent or unreviewed action or decision, to perform relatively elementary professional and scientific work in that field of research indicated by the title of the class. Such work involves experimentation, testing, or observations and requires the simpler processes of a special technique, preliminary researches of the literature, and the preliminary presentation of results; and to perform work as assigned.

Minimum Qualifications.

For R2: A Master's degree from a college or university of recognized standing and in a field relevant to the position; facility in the techniques of the relevant field; accuracy, alertness, and adaptability.

For R2-M: M.D. degree or other generally recognized equivalent medical degree from a medical school of recognized standing; completion of a standard residency program or appointment or appointment as chief resident in the clinical discipline involved in the specific position; poise and good address for meeting and conferring with others.

2. ASSISTANT RESEARCHER (R3/R3M)

Duties and Responsibilities. To perform professional and scientific research in the field or branch of learning represented by and consistent with the goals of the unit with which he/she is associated.

Minimum Qualifications. A doctorate from a college or university of recognized standing and in a field relevant to the position; ability to generate independent research reports, publications and grant proposals; ability to interact effectively with students and/or assistants when appropriate; initiative, interest in scientific work, and adaptability.

For R3-M: M.D. degree or other generally recognized equivalent medical degree from a medical school of recognized standing; Board certification or qualification in the clinical discipline involved in the specific position; demonstrated ability in teaching and patient care when appropriate; poise and good address for meeting and conferring with others; ability to generate independent research reports, publications and grant proposals; ability to interact effectively with students and/or assistants when appropriate; initiative, interest in scientific work, and adaptability.

3. **ASSOCIATE RESEARCHER (R4/R4-M)**

Duties and Responsibilities. To perform professional and scientific research in the field or branch of learning represented by and consistent with the goals of the unit with which he/she is associated.

Minimum Qualifications. A doctorate from a college or university of recognized standing and in a field relevant to the position; at least four years of effective research with demonstrated increasing professional maturity at the rank of assistant researcher or equivalent; research ability judged competent and adequate for the rank by comparison with peers active in the same field at other major research universities; demonstrated ability to plan and organize research activities, including effective interactions with students and/or assistants when appropriate.

For R4-M: M.D. or other generally recognized equivalent medical degree from a medical school of recognized standing; Board certification in the clinical discipline involved in the specific position; four years in the rank of Assistant Professor, or four years of other medical experience, or a total of four years of teaching in the rank of Assistant Professor and other medical experience, or one year at the rank of Associate Professor at another medical school of

recognized standing; proven ability in teaching, research, and program administration; recognition for having made a significant scholarly contribution to the clinical specialty; ability to serve as a role model for students and junior colleagues; poise and good address for meeting and conferring with others; research ability judged competent and adequate for the rank of comparison with peers active in the same field at other major research universities; demonstrated ability to plan and organize research activities, including effective interactions with students and/or assistants when appropriate.

4. RESEARCHER (R5/R5-M)

Duties and Responsibilities. To perform professional and scientific research in the field or branch of learning represented by and consistent with the goals of the unit with which he/she is associated; to assist in the administration of the unit, and to assist in other professional and scientific research endeavors in the unit to which he/she belongs when called upon to do so.

Minimum Qualifications.

For R5: A doctorate from a college or university of recognized standing and in a field relevant to the position; at least four years of effective research with demonstrated increasing professional maturity and independence at the rank of associate researcher or equivalent; research productivity which has resulted in significant recognition by the national or international community of scholars active in the same field; demonstrated ability to plan, organize, and/or supervise research activities, and to interact effectively with students and/or associates when appropriate; proven capacity for independent professional research in the disciplines, demonstrated by participation in the affairs of regional and/or national research group and/or societies.

For R5-M: M.D. or other generally recognized equivalent medical degree from a medical school of recognized standing; Board certification in the clinical discipline involved in the specific position; four years in the rank of Associate Professor, or ten years of other medical experience, or a total of ten years of teaching in the rank of Associate Professor and other medical experience, or one year at the rank of Professor at another medical school of recognized standing; proven ability in teaching, research, and program administration; recognition for having made a major contribution to the clinical specialty; ability to serve as a role model for students

and junior colleagues; poise and good address for meeting and conferring with others; research productivity which has resulted in significant recognition by the national or international community of scholars active in the same field; demonstrated ability to plan, organize, and/or supervise research activities, and to interact effectively with students and/or associated when appropriate; provide capacity for independent professional research in the disciplines, demonstrated by participation in the affairs of regional and or national research group and/or societies.

5. RESEARCH AFFILIATE (non-compensated)

The title Research Affiliate indicates an honorary appointment by the Board of Regents of an individual outside the University faculty and staff, whose affiliation would enhance the University's stature and contribution to its development. This title provides an honorary connection with the University parallel to that offered to "Members of the Affiliate Graduate Faculty."

Appointments indicating a connection with an appropriate research unit may also be offered to faculty members of University academic departments. Such an appointment will indicate that the faculty member so named has an active research interest in the area of the unit's activity, on occasion utilizes the unit's facilities, or otherwise contributes to the development and prestige of the research unit. The title will be appropriate to the faculty member's specialty and will parallel his/her academic rank; e.g., Assistant Physicist, Associate Physicist, Physicist.

Appointments are made on a year-to-year basis, renewals to be effective on September 1.

6. PERSONNEL UNDER RESEARCH GRANTS AND CONTRACTS

Persons appointed specifically on a research grant or contract will be appointed for one year or less, renewal being subject to the needs of the program and availability of funds. The beginning and ending dates of their annual employment contracts will coincide with the anniversary dates of the research grant or contract from which they are paid.

C. SPECIALISTS

The instructional and research functions of the University in some areas require the support of certain persons with full professional training or experience, but who do not themselves teach or conduct research. Frequently persons in these positions must be familiar with the processes of teaching and research in order to render required support effectively. Examples of such positions are the counselors and other professional positions in the Office of Student Affairs; non-research but highly specialized positions in research units; technicians serving instructional laboratories; and like positions which provide professional services auxiliary to instruction or research programs.

1. JUNIOR SPECIALIST (S2)

Duties and Responsibilities. Under general direction, normally with limited latitude for independent judgment in the field of specialization, to perform assigned functions and to carry out routine tasks.

Minimum Qualifications. A Master's degree from a college or university of recognized standing, with work in a field related closely to the position involved; one year of experience as assistant, or its equivalent represented by successful practice in the appropriate field.

2. ASSISTANT SPECIALIST (S3)

Duties and Responsibilities. Under general direction and with latitude for independent judgment in the field of specialization, to perform assigned functions and to carry out routine duties competently; to supervise clerical help.

Minimum Qualifications. A Master's degree and, in addition to the Master's degree, 30 credits of graduate study from a college or university of recognized standing and in a field relevant to the position involved; at least three years of experience in the appropriate area at the next lower rank, or its equivalent.

3. ASSOCIATE SPECIALIST (S4)

Duties and Responsibilities. Under only general direction with wide latitude for the exercise of independent professional judgment in the field of specialization, to perform assigned functions competently.

Minimum Qualifications. A doctorate from a college or university of recognized standing and in a field relevant to the position involved; at least four years of experience in the appropriate specialty at the next lower rank with demonstrated increasing professional maturity, including at least two years of experience directly related to the current job assignment; demonstrated ability to plan and organize assigned activities, including the work of assistants when appropriate; ability to work effectively with faculty, staff, and administrators as necessary.

4. **SPECIALIST (S5)**

Duties and Responsibilities. With the exercise of independent professional judgment in the field of specialization, to perform any assigned functions competently without supervision; to plan, organize and direct programmatic activities, to render consultative or lecturing services to civic or professional organizations as called upon.

Minimum Qualifications. A doctorate from a college or university of recognized standing in a field relevant to the position involved, at least four years of experience in the appropriate specialty at the next lower rank with demonstrated increasing professional maturity including at least two years of experience directly related to the current job assignment; demonstrated ability as necessary to plan and organize assigned activities, including the work of assistants when appropriate; ability to work effectively with faculty, staff, and administrators as necessary; proven ability to conduct research or to carry out independently major projects of importance to the University and the community.

5. **LIBRARIANS**

a) **LIBRARIAN II (B2)**

Duties and Responsibilities. Librarians in this rank are at the entry level and are generally under some supervision. Assignments are undertaken with some latitude for independent judgment. Emphasis is placed on becoming familiar with departmental functions, Library-wide goals and University programs. Assignments, while performed within established procedures, may include work which allows opportunity for originality and growth. Evidence of initiative, analytical and problem solving ability should be displayed at this level. The librarian should maintain awareness of current professional literature and developments.

Minimum Qualifications. A Master's degree in library or information science from a program accredited by the American Library Association or from a college or university of recognized standing.

b) **LIBRARIAN III (B3)**

Duties and Responsibilities. Librarians in this rank should display knowledge and ability sufficient for independent performance of assigned Library activities and should be knowledgeable about Library and University policies and procedures. The individual should demonstrate initiative in developing specialized skills and/or interests to grow professionally and contribute needed expertise to the Library and University. Continuing awareness of current professional literature and developments is expected. Librarians may be engaged in managerial or supervisory activity when appropriate to their position or functions.

Minimum Qualifications. A Master's degree in library or information science; in addition to the Master's degree, 24 post-baccalaureate credits of academic study; and at least three years of appropriate experience.

c) **LIBRARIAN IV (B4)**

Duties and Responsibilities. Librarians in this rank are expected to perform functions and activities with outstanding competence. They should demonstrate evidence of maturing professional growth and assumption of progressive and varied responsibilities. The individual should show ability to anticipate and recommend changes in accordance with the changing needs of the Library and University as a whole. They should exhibit independence and creativity in provision of service and/or program development or evaluation. The librarian should participate in academic or professional activities within the University and beyond. Librarians may be engaged in managerial or supervisory activity when appropriate to their position or function.

Minimum Qualifications. A Master's degree in library or information science; a second Master's degree in a specialized subject area; and seven years of appropriate experience or four years in the rank of Librarian III.

d) **LIBRARIAN V (B5)**

Duties and Responsibilities. Librarians in this rank may be involved in organizing, implementing, or evaluating major programs and/or services within the Library or University. The individual may also represent the Library in University or community affairs. Librarians may be engaged in managerial or supervisory activity when appropriate to their position or function. Librarians in this rank must demonstrate academic and professional leadership, functioning in responsible positions in academic and professional affairs. Leadership can be at the state or national level and be demonstrated by contributions to the field through activities such as publications, committee work, presentation of papers, etc.

Minimum Qualifications. A Master's degree in library or information science; a second Master's degree in a specialized subject area; at least twelve years of appropriate experience or four years in the rank of Librarian IV; librarians at this rank must have achieved an acknowledged reputation for excellence among professional colleagues outside the immediate University community.

D. POSITIONS IN UNIVERSITY EXTENSION SERVICE

In addition to the Extension Agent series listed below, the Cooperative Extension Service employs persons in the Researcher and Specialist series outlined above.

1. JUNIOR EXTENSION AGENT (A2)

Duties and Responsibilities. Under immediate supervision with limited latitude for independent work, to carry out the details of the prescribed Extension Program.

Minimum Qualifications. A Bachelor's degree from a college or university of recognized standing, with major work in agriculture, home economics, marine science, resource management, or a related field, whichever is appropriate to the position involved; ability to apply Extension teaching methods.

2. ASSISTANT EXTENSION AGENT (A3)

Duties and Responsibilities. Under general supervision of the County Administrator or Sea Grant Extension Service Director as appropriate and with general direction to plan and execute programs of work; to organize and work with the community groups of his or her subject area; to demonstrate improved practices at meetings; to make business and home calls; to make various monthly and annual reports; to confer with specialists regarding

latest developments in field; to train volunteer leaders and to perform other teaching functions which address agriculture, home economics, marine and related areas of concern.

Minimum Qualifications. A Master's degree from a college or university of recognized standing, with major work in agriculture, home economics, marine science, resource management, or a related field, whichever is appropriate, or, in addition to the Bachelor's degree, 30 credit hours of post-baccalaureate academic work in a field appropriate to the individual's job; at least three years of successful experience in Cooperative Extension work, Sea Grant Extension work or equivalent in closely related fields; ability to exercise independent judgment and to assume responsibility for developing an Extension program; ability to work harmoniously with other agents in an integrated Extension system, and with related agencies.

3. ASSOCIATE COUNTY EXTENSION AGENT (A4)

Duties and Responsibilities. Under general supervision of the County Administrator or Sea Grant Extension Service Director and, with wide latitude for independent program decisions and action, to conceptualize, establish and maintain a broad-based Extension program which addresses local, county and state goals in a wide-range of agricultural, home economics, marine, and related issues; to perform other administrative duties as assigned; to plan and carry out a superior Extension program in his/her subject matter area; to demonstrate improved practices at meetings; to make business and home calls; to make various monthly and annual reports; to confer with program leaders and specialists regarding the latest practices in agriculture, home economics, marine science, resource management and related subjects; and to perform other teaching functions as assigned.

Minimum Qualifications. A Master's degree from a college or university of recognized standing with major work in agriculture, home economics, marine science, resource management, or a related field, as appropriate; in addition to the Master's degree, 15 credit hours of post-baccalaureate academic work in an appropriate field; at least 4 years' experience as Extension faculty member or its equivalent in related fields in next lower rank; unusual ability to lead and develop leadership in Extension; proven administrative ability to conduct a well-organized program in County Extension or Sea Grant program, and to work harmoniously with the agents of other counties in an integrated Extension program and with related public agencies.

4. **COUNTY EXTENSION AGENT (A5)**

Duties and Responsibilities. With the exercise of independent professional judgment to make decisions in diagnosing non-credit education needs in a county and organizing a program for answering those needs, develops other types of educational activities, works at the decision-making level with a wide-range of user groups on agriculture, human resources, and marine related issues important to the University, the State and the nation. To assume responsibility for recommending to the Extension Services, social or economic problem areas needing action or research and identifying resources which could be used on the problems; to represent the University to the public at the county level; to plan and carry out a superior Extension program in his or her subject matter areas; to design and conduct evaluative studies; to perform other administrative duties when assigned; to demonstrate and encourage improved practices at meetings, business and home calls, mass media and all other applicable methods; to make necessary reports; to teach or orient new Extension workers; to confer with program supervisors and specialists regarding the latest practices in agriculture, home economics, marine science, resource management and related subjects; and to perform other teaching functions as assigned.

Minimum Qualifications. A Master's degree from a college or university of recognized standing with major work in agriculture, home economics, marine science, resource management or a related field, as appropriate; in addition to the Master's degree, 30 credit hours of post- baccalaureate academic work in an appropriate field; at least four years of experience as an Extension faculty member or similar and equivalent work in the next lower rank; unusual ability to lead and develop leadership in Extension; proven administrative ability to conduct a well-organized County Extension or Sea Grant program and to perceive and implement broad educational programs relevant to all community needs; proven ability to work harmoniously with agents in other counties and with other governmental agencies in an integrated Extension program.

E. VISITING AND OTHER FACULTY

Except for those appointments outlined in the remaining paragraphs of this section, faculty members serving on the University staff temporarily, whether replacing a regular faculty member or otherwise, are designated as Visiting Professor (15),

Visiting Associate Researcher (R4), Visiting Assistant Agronomist (S3), etc.

1. **EXCHANGE APPOINTMENTS**

When members of the University of Hawai'i arrange an exchange with a counterpart at another institution, the visitor to Hawai'i carries the title Visiting (Exchange). In an exchange, each party receives his/her salary from his/her "home" institution.

2. **LECTURER**

Appointments for teaching in the Outreach College carry the title of Lecturer.

3. **VISITING COLLEAGUE**

The title Visiting Colleague is used for scholars from other institutions who will spend some time on the University of Hawai'i campus, generally doing research of their own. This is a non-compensated appointment conferring only the prestige of the appointment and limited courtesy services, such as library privileges, the right to purchase a parking permit and occasionally the use of office and laboratory facilities. The Visiting Colleague does no teaching.

4. **VISITING PROFESSIONAL COLLEAGUE**

A Visiting Professional Colleague is defined as one who is not functioning exclusively as either a member of the faculty or as a student. He/she may participate in the programs of an academic or research unit in various ways — e.g., giving occasional lectures or observing and being a fellow student. His/her stipend will be consonant with the salary he/she received in his/her native land, adjusted as appropriate.

5. **AFFILIATE GRADUATE FACULTY**

The title Affiliate Graduate Faculty is a non-compensated appointment in the Graduate Division, usually given to people within the State of Hawai'i with a particular interest or capability which may contribute to the teaching or research program of the University; except for occasional lectures or consulting with individual students, affiliate graduate faculty normally do not have any formal teaching responsibilities.

III. COMPENSATION/USE OF TITLES, UH- MĀNOA FACULTY

Faculty compensation shall be in accordance with provisions reflected in the most current collective bargaining agreement between the University of Hawai'i and exclusive collective bargaining representative. In the event that the faculty member is not subject to the collective bargaining, the President shall have the authority to establish compensation guidelines.

- A. **Chairpersons, Associate and Co-Chairs, Special Department Program Directors, etc.** Extra compensation and/or release time may be granted, as appropriate, for additional administrative duties or as may be provided in the collective bargaining agreement
- B. **Lecturers and Resident Instructional Personnel in Outreach College.** Such personnel are paid on a credit hour basis, at a rate determined by academic rank. (In the case of lecturers who do not carry academic rank, an equivalence basis is used.)
- C. **Fee Schedule.** The fee schedule is set forth in the Collective Bargaining Agreement and applicable for lecturer and overload purposes. Lecturers who are not members of the bargaining unit are paid at the same rate for the same rank or its equivalent.
- D. **Regular Appointments.** The initial classification and salary of a new faculty member shall be in accordance with the collective bargaining agreement and University policies and procedures. If he/she has had previous experience in a similar position, he/she may be given more than the initial minimum salary of the grade.
- E. **Use of Titles.** Titles of positions are determined by the Regents, and no faculty member may use any title not specifically authorized. Members of the faculty in divisions other than instruction, when engaged in teaching, shall bear the instructional title appropriate to their grade.
- F. **Salary Increments** (provisions of this section are currently covered by the collective bargaining agreement)
 - 1. Salary increments are provided in each grade and are granted to faculty members in accordance with the collective bargaining agreement. Increments are effective at the beginning of the fiscal year (July 1), provided that (1) their services have been rated as satisfactory; and (2) they have been employed by the University for at least six months (one full semester for members of the instructional staff). Faculty members breaking contract in the middle of the year receive pay for five months only for one-semester

service plus a pro-rata share of the two months' summer vacation for each month of completed service. Salaries above the designated threshold require President's approval.

2. Unless promoted to a higher grade, an individual whose salary is at the top of his/her grade continues to receive this salary as long as his/her services are rated as satisfactory.
 3. In no case may an individual rated as unsatisfactory receive a salary increment, nor is an increment granted if a person resigns or his/her services are terminated on or before September 1.
- G. **Merit Increases.** Merit increases in salary may be authorized for individuals who have made exceptional contributions to teaching, research, community service, or other scholarly or professional activities during the preceding year and in accordance with the collective bargaining agreement. They are recommended by departments to the appropriate college dean and reviewed by the college personnel committee. The Faculty Personnel Committee, advisory to the Chancellor, considers all of the recommendations from the various colleges to assure that appropriate faculty participation has taken place. Merit increases are generally effective on July 1 of the succeeding fiscal year and are announced in the fall.
- H. **Salary Upon Promotion.** When an employee is promoted, he/she receives an amount in accordance with the collective bargaining agreement.
- I. **Additional Pay for Additional Service.** Additional compensation for administrative services or other responsibilities assigned in addition to regular duties may be provided with approval of Chancellor or designee. Normally this procedure is not applied when the administrative or other responsibility assumes major proportions.
- J. **Summer Session Service.** When appointed to the Summer Session Faculty, regular faculty members receive additional compensation in accordance with the schedule for Lecturers and with an agreement entered into with the Dean of the Outreach College.
- K. **Lecturer in Law.** Such lecturers shall be compensated on the basis of his/her qualifications and experience, but not to exceed a rate per credit hour of \$1000.
- L. **Clinical titles for non-compensated faculty appointments in Health Science and Social Welfare.**

1. The titles Clinical Professor, Associate Clinical Professor, Assistant Clinical Professor and Clinical Instructor are non-compensated appointments in the College of Health Sciences and Social Welfare and the Cancer Research Center for practitioners with professional qualifications in the health and welfare sciences who take an active role in formal teaching, tutorials, clinical instruction, clinical research, hospital practice or field guidance of students.
2. The title Clinical Teaching Assistant is a non-compensated appointment of a hospital staff member who supervises and instructs Medical School students.
Duties and Responsibilities. Under the general supervision of Medical School faculty, supervise and instruct Medical School M.D. candidates in a specialized area of medicine in a hospital environment.

Minimum Qualifications. Must be a hospital staff member serving in the second or later year of post-M.D. training, and recommended for such appointment by the appropriate Medical School department.

Appendix B: Supplemental Guidelines

APPENDIX B

SUPPLEMENTAL GUIDELINES

These are illustrations of how Librarian, Specialist or Extension Agent Faculty can make a case for tenure or promotion. They are advisory only and are not to be used as criteria by reviewers at any level.

FOR SPECIALIST FACULTY

Faculty members at a major research university such as the University of Hawai'i at Mānoa are generally expected to remain productive in three distinct but interrelated categories of activities: teaching, research, and service. This tripartite model, taken in a literal and traditional sense, is most suitable for instructional faculty. In contrast to this are specialist faculty whose role is distinctively complementary to that of instructional faculty, who possess full professional training in the processes and methods of teaching and research, but whose role is to effectively support the academic mission of the university.

As members of the academic community, specialist faculty engage in a myriad of activities designed to provide support to students, to researchers, to other faculty, and to other client groups both within the institution and in the community-at-large. Specialist faculty have the common goal of providing a support system that is prerequisite to academic, research, and/or community stability and success, as well as effectiveness and efficiency of operation for the institution. Specialist faculty activities are not consistent across settings due to the complexity, the number, and the variety of locations and assignments. Nor do specialists' activities and duties easily lend themselves to categorization into a tripartite model such as that suggested by the traditional role of instructional faculty.

Scope of Responsibility

The responsibilities of specialist faculty generally involve three distinct categories of activities which can be perceived as parallel to the tripartite model characterizing instructional faculty workload. The categories are: 1) professional activities; 2) research/scholarly activities; and 3) service activities. Each of the three categories of responsibility is briefly defined in this document, and each includes examples of specialist faculty endeavors within each category. These descriptions are to be viewed as guidelines only, and not as minimum qualifications for tenure and/or promotion.

Activities and functions of specialist faculty may include but are not limited to those included in the list of examples in each category. Neither is the specialist faculty professional expected to engage in every activity/function listed in each category. However, faculty specialists are expected to demonstrate proficiency in each of the three categories. In addition, the faculty specialist must meet minimum criteria for tenure and/or promotion as specified by the Board of Regents.

I. Professional Activities (Administration, Program Development, Direct Client Service)
Specialist faculty engage in a variety of activities focused on providing support for academic and research success as well as for facilitating the overall mission of the university or the unit to which they are assigned. Support activities encompass a broad spectrum ranging from administrative duties, to sensitive and efficient response to changing client need to program development and delivery of direct client services.

A. Administration

- Participating in the development, interpretation, revision, and implementation of policies and procedures governing a program/activity

- Planning, ordering, and securing resources for use in support of programs/services
- Administering, supervising, and/or coordinating programs or services
- Performing general administration (writing correspondence, keeping records, preparing budgets, etc.)

B. Program Development

- Identify and assess client group need in a systematic manner and respond appropriately in program planning and management
- Program planning, development, decision-making, and implementation, including securing extramural funds as necessary and appropriate
- Program monitoring and evaluation for ensuring that the original stated need is met and that needs have not changed
- Making arrangements for, coordinating, and/or supervising participation in activities, programs
- Developing and improving techniques, procedures, and materials
- Participating in the development and/or revision of program literature

C. Direct Client Service

- Providing individual or group counseling/advising/consultation/support
- Conducting informational or developmental workshops and seminars
- Supervising internships, practica, research, work experiences
- Providing feedback/evaluation/assessment of participant performance in research endeavors, programs, seminars, field work, counseling, advising, etc.
- Designing developing and teaching academic courses
- Designing and implementing teaching/instruction/research strategies based on selected goals, learning theory, and characteristics of learner/participant
- Developing effective research tools, learning aids, teaching materials, simulations, etc. to be used in teaching/presentations/workshops/research
- Providing specialized services (e.g., employment information, career guidance, developing and managing equipment/facilities, etc.)
- Serving as advisor to student organizations/groups and/or other client groups
- Providing verbal and written support in related endeavors, including assigned academic and research projects
- Guest presentations in academic classes

II. Scholarly Activities (Research/Evaluation, Professional Development)

Specialist faculty utilize research and evaluation to ensure that programs and services are relevant and that they are meeting student, institutional and client need. As needs change, this function allows a sensitive response and provides the basis for modification and change. In addition, specialist faculty keep current with developments in the field of specialization,

improve and enhance skills and techniques, and continuously expand basic knowledge in order to better serve students, the institution, and the community.

A. Research/Evaluation

- Determining needs and interests of targeted service groups through formal assessment methods
- Evaluating success, effectiveness, user satisfaction, utilization of program or service through formal evaluation methods
- Conducting formal inquiry into a topic through accepted means (reviewing literature, generating hypotheses, collecting, analyzing, and interpreting data)
- Planning, presenting, and/or editing written/oral reports of results of research/evaluation
- Presentation of materials for publication in relevant journals, books, monographs, etc.
- Applying for and receiving fellowships, grants, and/or awards for research/evaluation purposes
- Presenting papers or poster sessions at a professional conference, colloquium, seminar
- Conducting research or other studies in field of specialization
- Creating documents/tools, maintaining facilities/equipment that assist in research being conducted by others
- Engage in professional activities that enhance research visibility and prominence of the unit/institution

B. Professional Development

- Being selected and making presentations, participating in a panel or discussion group at a professional conference/seminar
- Engaging in formal study, workshops, meetings, seminars and conferences in order to improve professional competence
- Studying for/completing requirements for advanced degree, license, diploma, certification, etc., in a field relevant to the position involved
- Remaining current with literature and professional associations relevant to area of expertise (e.g., professional society membership, contributions to professional activities)

III. Service (University, Professional, Community)

Service refers to a very broad spectrum of activities which is a significant portion of the specialist faculty role. Service activities include those that have to do with the internal organization of the university itself; those activities having to do with the professional bodies which provide the faculty specialist with professional identity and status; and activities which normally occur outside the institution itself and are related to the faculty member's professional expertise and/or responsibilities.

- A. University Service
- Serving as a member or chair of a departmental, campus-wide, or system-wide committee
 - Working on faculty governance bodies, committees (e.g., Mānoa Faculty Senate, College Faculty Senate)
 - Serving as a mentor to colleagues, staff, students
 - Responding to both formal and informal requests for documentation of relevant data, proposals, reviews, reports
 - Serving as a member of review/evaluation panel/committee
 - Acting as special project leader or coordinator
 - Organizing/presenting conferences/workshops for faculty development
 - Providing expertise/consultation in developing and/or teaching courses/workshops in
 - collaboration with other university professionals
- B. Professional Service
- Reviewing research, professional organization proposals, manuscripts
 - Serving as an editor of conference proceedings, as a journal editor, as a member of an editorial board or other professional publication in area of expertise
 - Serving as an officer and/or board member in a state, national, or international professional society in the area of one's expertise
 - Organizing, chairing, or co-chairing a conference or conference session
 - Responding to requests to conduct workshops, seminars, and presentations in area of expertise
 - Consulting and advising with professional colleagues
 - Responding to requests for comments on published materials
 - Working to provide options/opportunities for faculty development which also enhance the mission of the University
- C. Community Service
- Providing uncompensated consultation to the community-at-large and to government agencies in area of expertise
 - Speaking, making presentations to public groups, bodies
 - Serving on advisory boards, committees as related to area of expertise
 - Conducting conferences and workshops on campus for the benefit of the community-at-large
 - Providing expert testimony at legislative and public hearings, and/or meetings while serving as a representative of the university in area of expertise
 - Providing assistance to federal, state, or county agencies in area of expertise
 - Providing service to volunteer organizations in area of expertise

FOR LIBRARIAN FACULTY

There are several broad aspects of librarianship. These include: collection development, bibliographic control, systems support, public and reference services, instructional services, information technology and library automation, and administrative/managerial responsibilities. Generally, librarians concentrate their professional career on one or two of these aspects.

I. Collection Development

Resources in various media must be developed to enhance the programs of all colleges and schools and to maintain the effectiveness of the library as a resource at the University of Hawai'i at Mānoa (UHM). Library faculty, whose responsibilities are concentrated in this area, must take the initiative for exploring and identifying scholarly publications in a wide range of disciplines that relate to the content and objectives of programs on the UHM campus. Areas of expertise related to collection development include, but are not limited to, the following:

- Knowledge of library resources, procedures and techniques relevant to collection development activities.
- Knowledge of the library collections and the University programs which they support.
- Knowledge of the world of publishing and its distribution channels.
- Effectiveness in obtaining needed library materials as expeditiously as possible, through purchase, exchange agreements, interlibrary loan, or other methods.
- Ability to recognize research and publication trends, in one or more subject disciplines, and to anticipate collection needs which develop from such trends.
- Ability to develop and maintain the collection in subject fields through on-going and critical review of relevant literature.
- Proficiency in languages or subject knowledge related to University programs.

II. Bibliographic Control

The Library's catalogs, files, and locally created bibliographic tools provide access to a wide range of materials. The design, development and maintenance of these library access tools is a cooperative and cumulative process. Our resources, when included in local, national, and international data bases, make the University of Hawai'i's collections available to scholars and students worldwide. Areas of expertise related to bibliographic control include, but are not limited to, the following:

- Knowledge of technical resources and methodologies available for achieving bibliographic control in the most accurate and effective manner.
- Knowledge of an academic discipline(s) or an advanced specialization in one or more subject, format, or language fields.
- Skill in analyzing books, serials, manuscripts, or non-print media in a scholarly manner to extract the essential content.
- Skill in applying national and international standards to the description of library materials and holdings in all subjects, languages, and formats.
- Effectiveness in interpreting various catalogs and other finding tools to library users.

III. Public and Reference Services

Public and reference services must insure the effective sharing and utilization of library resources in all media. An understanding of and commitment to the educational and research programs at UHM will influence the scope, variety, and quality of sources offered. Areas of expertise related to public and reference services include, but are not limited to, the following:

- Working effectively with people to provide thorough, efficient, and courteous assistance to patrons.
- Possessing skill in interpreting questions, locating relevant information, or conducting reference interviews.
- Facilitating use of the library collections by patrons through knowledge of the collections and the University programs they support.
- Developing knowledge in an academic discipline(s) or an advanced specialization in one or more subject, format, or language fields.
- Effectively designing search strategies in manual and/or automated systems.
- Effectively conveying information regarding library policies, procedures, and/or services to users.

IV. Instructional Services

Instruction, whether in formal classroom settings or in less formal group and individual sessions, is an ongoing activity of librarians. It consists of helping to define questions assisting in the conduct of research, or effectively assisting in the use of library resources and bibliographic services. Areas of expertise related to instructional services include, but are not limited to, the following:

- Proficiency in planning, developing, and conducting library orientation programs and implementing other instructional projects for various levels of student use of the library.
- Teaching ability, whether in conducting formal classes in library resources and services, or in instructing individual patrons in particular aspects of library use, or in the development of learning aids, audio visual presentations and guides to the collections.
- Effectiveness in developing and using a variety of materials and methods in formal library instruction about bibliographic research, use of reference materials in specialized areas, and instruction in the use of the library's catalogs in all formats.

V. Administration and Management

The effective organization of activities in all sections of the library is essential to operation of the Library Services Program. Librarians with administrative/managerial responsibilities must work effectively to create an optimum environment for the accomplishment of departmental activities and library objectives. Areas of expertise related to administration and management include, but are not limited to, the following:

- Effectiveness in planning, organizing and controlling work flow.
- Keeping abreast of current trends in application of computer technology to library automation and implementing applications where possible.
- Demonstrating effective leadership and innovative ability in improving library organization, procedures, services, communication and staff relationships.

- Establishing and maintaining productive working relationships with other faculty students, and general public, and publishers and distributors, to facilitate resource development and effective service.
- Ability to identify and resolve problems.
- Contributing to the development of colleagues and in-service training of paraprofessional staff, student interns, and assistants.
- Ability to manage fiscal and budgetary responsibilities as assigned.
- Serving effectively on library administrative bodies.
- Obtaining awards and grants to support library programs.
- Serving effectively in relating library functions to campus-wide administrative bodies.

VI. Information Technology

Computer-based systems and services have become integral to the way libraries function. They have become the foundation for electronic storage, retrieval, and delivery of a wide range of bibliographic and full-text data. Information technology enhances and offers broader and deeper access to library resources and other on-line information. Integrating appropriate information technology into the mission of the library is one of the responsibilities of library faculty active in this aspect of librarianship, and often requires a high degree of understanding of the operation of all units of the library. Additionally, these faculty must keep current with new developments in the application of information technology in support of programs on the UHM campus. Areas of expertise related to information technology include, but are not limited to, the following:

- Knowledge of library procedures and services and their automated counterparts, i.e. circulation, serials, acquisitions, cataloging, online retrieval systems, etc.
- Effectiveness in communicating, analyzing, interpreting and testing technical requirements of automated library and online information systems as they affect the processing, access and delivery, use and dissemination of information.
- Knowledge of the world of computer hardware; software, online information resources or automated systems.
- Ability to work effectively with staff, vendors, and patrons to provide thorough and responsive assistance and consultation resulting in access to online resources and/or computer technology.
- Skill in facilitating use of online systems and broad or specialized knowledge of their capabilities to support augmented access to a wider range of data which complement and enhance traditional information resources.
- Developing expertise or an advanced specialization in one or more applications of information technology or computerized systems.
- Effectiveness in translating technical jargon and conveying information regarding automated library services and procedures to the user, as well as to designers and vendors of computer-based systems.

FOR EXTENSION AGENT FACULTY

Faculty members at a land grant university such as the University of Hawai‘i at Mānoa are generally expected to remain productive in three distinct but interrelated categories of activities: teaching, research, and service. While engaging in all three categories of activities, research and instructional faculty tend to emphasize the teaching and research components of this model. In contrast, the role of the agent faculty emphasizes the service component of this model and is distinctively complementary to that of instructional and research faculty.

Agent faculty are situated in county offices throughout the State where they can be in direct contact with the community at large. In this way, they are able to assess the needs of their community and can provide direct services to their clientele. They also act as a conduit between their clientele and specialist, research, and instructional faculty. Agents can provide the most current assessments of clientele needs to assist in directing research and instructional endeavors.

Agent faculty activities are not consistent across settings because of the complexity, the number, and the variety of locations and assignments. The responsibilities of extension agent faculty are more readily compared with those of specialist faculty than they are with those of instructional or research faculty. Like specialists, agents are generally involved in three distinct categories of activities which can be perceived as parallel to the teaching, research, and service model. The categories are: 1) professional activities; 2) scholarly activities; and 3) service activities.

Each of the three categories of responsibility is briefly defined below and each includes examples of agent faculty endeavors within that category. Activities and functions of agent faculty may include, but are not limited to, those included in the list of examples in each category. Neither is the agent faculty professional expected to engage in every activity function listed in each category. The agent faculty must meet minimum criteria for tenure and/or promotion as specified at the end of this document.

I. Professional Activities and Functions (Program Development, Direct Service)

Agent faculty engage in a variety of activities focused on providing support for individual, family, industry, and community success as well as for facilitating the overall mission of the university. Support activities encompass a broad spectrum ranging from sensitive and efficient response to changing clientele needs to program development and direct services.

A. Program Development

- Program planning, development, and implementation designed as a response to assessed need
- Administering, supervising, and/or coordinating of programs or services
- Making arrangements for, coordinating, and/or supervising participation in activities, programs
- Planning, ordering, and securing resources for use in support programs/services
- Developing and improving techniques, procedures, and materials
- Participating in the development and/or revision of program literature

B. Direct Service

- Providing individual or group advising/consultation/support
- Conducting and/or coordinating informational or developmental meetings, workshops, field days, demonstrations, and field tours
- Developing effective teaching tools, learning aids, teaching materials, simulations, etc., to be used in teaching, presentations, workshops
- Providing specialized support services (e.g., HAEYC, DHS, USDA, DCA. etc.)
- Serving as advisor to clientele organizations/groups

II. Scholarly Activities (Extension/Evaluation, Professional Development)

Agent faculty utilize research and evaluation information to ensure that extension programs and services are relevant and that they are meeting clientele needs. As needs change, this function allows a sensitive response and provides the basis for modification and change. In addition, agent faculty keep current with developments in related program areas, improve and enhance skills and techniques, and continuously expand basic knowledge in order to better serve clientele.

A. Extension/Evaluation

- Determining needs and interests of targeted clientele groups through diverse assessment methods
- Evaluating success, effectiveness, user satisfaction, utilization of program or service through diverse evaluation methods
- Planning, presenting, and/or editing written/oral reports of results of research/evaluation information
- Applying for and receiving grants and/or awards for extension/evaluation purposes
- Presenting papers or poster sessions at conferences or seminars
- Conducting applied research or other studies in related program areas
- Preparing and publishing educational materials and applied research results that are used in non-formal education
- Assist in research being conducted by others (e.g., specialists, researchers)

B. Professional Development

- Making presentations, participating in a panel or discussion group to a professional conference or seminar
- Engaging in formal study, workshops, meetings, seminars, and conferences in order to improve professional competence
- Studying for or completing requirements for advanced degree, license, diploma, certification, etc., in a field relevant to the position involved
- Remaining current with literature and professional associations relevant to area of expertise (e.g., professional society memberships, contributions to professional activities)

III. Service (University, Professional, Community)

Service refers to a very broad spectrum of activities which is a significant portion of the agent faculty role. Service activities include those that have to do with the internal organization of the university itself; those activities having to do with the professional bodies which provide the faculty member with professional identification and status; and activities which normally occur outside the institution itself and are related to the faculty member's professional expertise and/or responsibilities.

A. University Service

- Serving as a member or chair of a county, college-wide, campus-wide, or system-wide committee
- Working on faculty governance bodies, committees (e.g., Mānoa Faculty Senate, College Faculty Senate)
- Serving as a member of review/evaluation panels or committees
- Acting as special project leader or coordinator
- Organizing and/or presenting conferences or workshops for faculty development
- Providing expertise or consultation in developing conferences or workshops in collaboration with other university professionals

B. Professional Service

- Reviewing research and extension proposals
- Serving as an officer and/or board member in a state, national, or international professional society in the area of one's expertise
- Organizing, chairing, or co-chairing a conference or conference session
- Conducting workshop or seminar for professionals in area of expertise
- Consulting and advising with professional colleagues
- Responding to requests for comments on published materials
- Serving as a mentor to junior agent faculty

C. Community Service

- Providing uncompensated consultation to the community-at-large and to government agencies in area of expertise
- Speaking, making presentations to public groups or bodies
- Serving on advisory boards and/or committees related to area of expertise
- Conducting conferences and workshops for the benefit of the community-at-large
- Providing assistance to federal, state, or county agencies in area of expertise
- Providing service to volunteer organizations in area of expertise