

# Department of Special Education

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## Departmental Standards and Expectations

### **Professionalism**

All faculty members shall exhibit a commitment to respectful behavior, openness, and cooperation. Respectful behavior refers to conduct that fosters collegiality and professionalism and that maintains a positive, constructive tone even while disagreeing on issues. Openness refers to the sharing of information openly to foster trust among colleagues. Cooperation refers to the willingness to provide time and energy to the work of the college and department, as well as to work as a team member in college and department projects.

### **Departmental Governance**

Participation in department meetings and committees is a basic service expectation of all faculty members. Departmental meetings and committees provide the opportunity for discussion of programs and policies, as well as subsequent votes. Participation results in a balanced workload among faculty and sets a precedent for faculty about shared governance and morale.

All full-time faculty members are required to attend and actively participate in department and committee meetings. Timely notice to the Chair for unavoidable absence is expected. Repeated unexcused absences may be considered when assessing performance.

### **Timely Availability**

All faculty are expected to keep office hours (in-person and/or online) scheduled at times convenient for students. Faculty are expected to communicate with students and colleagues in a timely manner.

## **Departmental Criteria for Tenure and Promotion**

### Faculty (F) and Instructional (I) Criteria

#### **Teaching Expectations**

Teaching excellence is demonstrated by the quality of classroom instruction, impact on the curriculum, achievement of course and program learning objectives, and advising of students. All faculty are expected to demonstrate a high level of competence.

Maintenance of up-to-date curriculum and resources, effective use of audio-visual resources, and learning management system resources are part of teaching excellence.

## AREA: TEACHING / PROFESSIONAL ACTIVITIES

Promotion to Assistant Faculty F3	Promotion to Associate Faculty F4	Promotion to Full Faculty F5	Sources of Evidence for Meeting Criteria <u>May</u> Include:
<p>Doctorate in Special Education or related field</p> <p>Documented evidence of teaching experience, online or in-person</p> <p>Demonstrates competence in the field of specialization.</p> <p>Evidence of working effectively with students</p>	<p>Documented mature and effective performance in teaching online and/or in-person</p> <p>Quality graduate student advisement activities: Provides solid, dependable guidance to graduate students; helps students develop essential skills for academic and professional growth.</p> <p>Demonstrates increasing professional maturity in the field of specialization.</p> <p>Demonstrates being responsive to and working collaboratively and effectively with students.</p>	<p>Model of excellence in teaching across programs, courses, and teaching modalities.</p> <p>Documented mature, effective, and versatile performance in teaching, including both online and in-person</p> <p>Quality graduate student advisement:</p> <p>Excels in mentoring and advising graduate students, fostering academic and professional development</p> <p>Demonstrates professional maturity and leadership in the field of specialization</p> <p>Uses professional expertise to initiate, plan, organize, and direct programmatic activities, including the work of assistants when appropriate</p>	<ul style="list-style-type: none"> <li>- Well-articulated teaching philosophy</li> <li>- Number/range of courses in level and topics</li> <li>- Scholarly expertise applied in teaching</li> <li>- Teaching awards</li> <li>- Peer/student evaluation /feedback of teaching activities</li> <li>- Reflects on feedback and takes action to improve instruction while capitalizing on strengths</li> <li>- Unsolicited comments</li> <li>- Innovative course syllabi</li> <li>- Alternative course delivery modes/use of technology</li> <li>- Integration of community engagement and outreach</li> <li>- Collaborative instructional activities</li> <li>- Instructional mentoring</li> <li>- Number/level of students taught and advised</li> <li>- Mentoring activities</li> <li>- Successful undergraduate and graduate capstone experiences, theses and/or dissertations</li> <li>- Program Support Activities such as administration, coordination, collaboration, record-keeping</li> <li>- Leadership in curriculum &amp;</li> </ul>

Promotion to Assistant Faculty F3	Promotion to Associate Faculty F4	Promotion to Full Faculty F5	Sources of Evidence for Meeting Criteria <u>May</u> Include:
			program development - Arranges, coordinates, or supervises participation in activities

### Research Expectations (Scholarly and/or Creative Works)

Quality research takes many forms. The Department of Special Education recognizes and values collaborative scholarship and does not ascribe greater weight to single authorship/presentation of scholarly activities than to multiple authorship/ presentation. The Department of Special Education values the production and dissemination of basic, applied, practitioner, and community-engaged research.

Candidates for promotion and tenure are expected to provide an honest assessment of their contribution to collaborative scholarly activities.

### **AREA: RESEARCH AND SCHOLARLY ACTIVITIES**

Promotion to Assistant Faculty F3	Promotion to Associate Faculty F4	Promotion to Full Faculty F5	Sources of Evidence for Meeting Criteria <u>May</u> Include:
Evidence of research or scholarly activities that indicate an emerging research agenda  <i>(Research/scholarly activities may include authorship of peer-reviewed journals and/or professional presentations at the local, national, or international level)</i>  Collects and manages data relevant to the field of specialization	Focused research agenda and established record of scholarship  Expanding record of scholarship in professional activities  On average, one well-respected peer-reviewed professional journal publications per year.  On average, one professional presentation at well-respected professional conferences per year.  Active and expanding	An established leader in one or more fields of scholarship  On average, one or more peer-reviewed publications in well-respected peer-reviewed professional journals per year  On average, one or more professional presentations at well-respected national/international conferences per year.  Independently or collaboratively carries out major research projects important to	<ul style="list-style-type: none"> <li>- Refereed journal articles</li> <li>- Invited journal articles</li> <li>- Books and book chapters</li> <li>- Published non-print media</li> <li>- Published book reviews</li> <li>- Research, demonstration, and training grant applications and/or awards</li> <li>- Research / monographs / technical reports /training and curricular materials</li> <li>- Program evaluation reports/presentations</li> <li>- Refereed or invited conference presentations</li> </ul>

Promotion to Assistant Faculty F3	Promotion to Associate Faculty F4	Promotion to Full Faculty F5	Sources of Evidence for Meeting Criteria <u>May</u> Include:
	<p>record of scholarship in professional activities</p> <p>Commits to and shares responsibility for scholarly collective work</p>	the University and the community.	<ul style="list-style-type: none"> <li>- Published conference proceedings</li> <li>- Engaged and participatory research and scholarship supporting local communities and/or UH's mission to be a Native Hawaiian Place of Learning</li> <li>- Professional development that enhances the visibility and prominence of the unit/institution</li> </ul>

### Service Expectations

The Department of Special Education recognizes direct service to the University and broader local, national, and international communities. The Department is committed to creating collaborative work and interdisciplinary and/or community partnerships to establish the University as a Native Hawaiian Place of Learning.

### **AREA: SERVICE**

Promotion to Assistant Faculty F3	Promotion to Associate Faculty F4	Promotion to Full Faculty F5	Sources of Evidence for Meeting Criteria <u>May</u> Include:
<p>Membership on faculty committees at the program and Department level</p> <p>Participation in community service activities</p> <p>Membership in local or national, professional organizations</p> <p>Demonstrates collegial, collaborative, and responsive work with colleagues, faculty, staff, and</p>	<p>Membership on faculty committees at the Department and College level</p> <p>Sustained community service activities</p> <p>Involvement in local, national, and/or international professional organizations as a volunteer, committee or board member</p> <p>Contributes to collegial, collaborative, and responsive work with colleagues, faculty, staff,</p>	<p>Membership and leadership on faculty committees at the Department, College, and University level</p> <p>Leadership in community service activities, such as serving on a board or organizing community events related to the area of specialization</p> <p>Leadership in local, national, and/or international professional</p>	<ul style="list-style-type: none"> <li>- Program, Departmental, College, and University committees</li> <li>- Professional Organizations ( Boards of directors, task forces, professional committees)</li> <li>- Conference abstract, article, book, and/or grant reviews</li> <li>- Interagency collaboration</li> <li>- Engaged community-based activities in support of local communities and</li> </ul>

Promotion to Assistant Faculty F3	Promotion to Associate Faculty F4	Promotion to Full Faculty F5	Sources of Evidence for Meeting Criteria <u>May</u> Include:
administrators	and administrators	<p>organizations</p> <p>Models and mentors others in working effectively with colleagues, faculty, staff, and administrators</p> <p>Develops and disseminates resources, gives energy and knowledge to others related to the area of specialization.</p> <p>Guides the development of shared goals, and honors the contributions of others.</p>	<p>UH's mission to be a Native Hawaiian Place of Learning</p> <ul style="list-style-type: none"> <li>- Professional consultation (letters of support)</li> <li>- Workshop/guest speaking/professional development evaluations/</li> <li>- Grant and project execution and administration</li> <li>- Programmatic administration</li> <li>- Faculty peer development</li> </ul>

### **Criteria for Tenure**

To be recommended for tenure, the candidate's value to the Department must be evident, and it must appear that they will continue to be productive with regard to teaching, research, and service. There must be evidence that the candidate is, or will soon become, a leader in his or her specialty. The candidate should have shown strong evidence of being a good departmental citizen through professionalism and active participation in the department.

At the rank of Assistant Professor, the department expects evidence that the Faculty Member is well-prepared, has a mastery of the fundamentals of the subject matter, and creates an inclusive classroom atmosphere of mutual respect among all participants. There should be evidence of increasing professional accomplishment as a teacher and promise of continued growth as a teacher.

In addition to classroom teaching, the department expects the Faculty Member to demonstrate the ability to successfully mentor and teach students, including, but not limited to, mentoring graduate students.

To be recommended for tenure, the applicant should be well on the way to becoming an established scholar in their discipline.

## **Criteria for Promotion**

“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” (UH Mānoa Criteria and Guidelines for Tenure & Promotion, 2023)

## **Specialist (S) Criteria for Promotion**

The Department of Special Education expects specialist faculty to participate in a range of endeavors within and across professional activities (administrative, programmatic, or direct service), research/scholarship (research/evaluation, and professional development), and service (university, professional, and community) thereby demonstrating a balance of professional contributions.

Specialists should document the requirements of their particular position responsibilities through the inclusion of such materials as position description, hiring letter, position advertisement or other official evidence of assigned job expectations. While Specialists should have evidence for performance in each area (professional activity, scholarly activity, and service), the balance of achievements among the three categories will be evaluated based on the weighted relationship in the Specialist’s position requirements. Specialists with high expectations for professional activity and/or service must show quality performance in these areas, but will not be penalized for lower output in the scholarship category.

For promotion, specialist faculty must demonstrate competence, productivity, versatility, increasing maturity, and independent judgment in professional activities (assigned duties), research/scholarship, and service. Additionally,

- For promotion to Assistant Specialist, faculty must have at least 3 years experience as a junior specialist or equivalent, and 30 credits beyond a Master’s degree in a relevant field.
- For promotion to Associate Specialist, faculty must have at least 4 years experience as an assistant specialist or equivalent, and a doctorate in a relevant field.
- For promotion to Specialist, faculty must demonstrate leadership, have at least 4 years experience as an associate specialist or equivalent, and have a doctorate in a relevant field.

## **Professional Activity Expectations**

Specialist faculty engage in a variety of activities that complement and support the academic, research, and service missions of the College and that contribute to student and faculty engagement in the educational experience and the overall academic success of students.

## AREA: PROFESSIONAL ACTIVITIES

Promotion to Assistant Specialist (S3)	Promotion to Associate Specialist (S4)	Promotion to Specialist (S5)	Sources of Evidence for Meeting  Criteria <u>May</u> Include:
<p>Demonstrates competence in field of specialization.</p> <p>Performs assigned functions and carries out routine duties competently.</p> <p>Works effectively with students, colleagues, faculty, staff, and administrators</p> <p>Demonstrates productivity and versatility under general supervision.</p>	<p>Demonstrates increasing professional maturity in field of specialization.</p> <p>Performs functions competently with independent professional judgment</p> <p>Plans and organizes assigned activities, including the work of assistants when appropriate</p> <p>Works effectively with students, colleagues, faculty, staff, and administrators</p> <p>Demonstrates productivity and versatility with minimal supervision.</p>	<p>Demonstrates professional maturity and leadership in field of specialization</p> <p>Performs functions skillfully with independent professional judgment.</p> <p>Plans, organizes, and initiates activities, including the work of assistants when appropriate.</p> <p>Works effectively with students, colleagues, faculty, staff, and administrators</p> <p>Uses professional expertise to plan and direct programmatic activities.</p> <p>Demonstrates autonomous productivity and versatility</p>	<p><b>Student Support Activities</b></p> <ul style="list-style-type: none"> <li>- Advisement</li> <li>- Mentoring</li> <li>- Evaluation and Feedback</li> <li>- Seminars/instruction</li> <li>- Communication via e-mail, phone, mail</li> </ul> <p><b>Program Support Activities</b></p> <ul style="list-style-type: none"> <li>- Administration, coordination, collaboration</li> <li>- Staff supervision</li> <li>- Record-keeping</li> <li>- Correspondence</li> <li>- Dissemination &amp; marketing</li> </ul> <p><b>Program Development</b></p> <ul style="list-style-type: none"> <li>- Conducts needs assessment</li> <li>- Arranges, coordinates, or supervises participation in activities</li> <li>- Develops and improves techniques, procedures and materials</li> </ul>

### Scholarly Activity Expectations

Specialist faculty actively engage in scholarly endeavors and professional development, which include research and the use of evaluation methods to ensure that programs are relevant and meet student, faculty, and institutional needs. While research and development of programs might result in publication, Specialist faculty are not specifically required to publish.

## AREA: SCHOLARLY ACTIVITIES

Promotion to Assistant Specialist (S3)	Promotion to Associate Specialist (S4)	Promotion to Specialist (S5)	Sources of Evidence for Meeting Criteria <u>May</u> Include:
<p>Emerging record of scholarship in professional activities</p> <p>Collects and manages data relevant to the field of specialization</p>	<p>Active and expanding record of scholarship in professional activities</p> <p>Manages, summarizes, and analyzes data relevant to the field of specialization</p>	<p>Established record of scholarship in professional activities</p> <p>Independently and collaboratively carries out major projects of importance to the University and the community.</p>	<p>Conference Presentations</p> <p>Program Evaluation reports and/or presentations</p> <p>Professional Development</p> <p>Scholarly Publications</p> <ul style="list-style-type: none"> <li>- Single and collaborative authorship</li> <li>- Refereed</li> <li>- Non-refereed</li> <li>- Non-print media</li> <li>- Grant proposals and/or awards</li> </ul> <p>Documents/tools that assist in research being conducted by others</p> <p>Other professional activities that enhance the visibility and prominence of the unit/institution</p>

### Service Expectations

Service activities include those that are concerned with the internal organization of the university itself, those activities having to do with the professional bodies that provide the specialist faculty with professional identity and status, and activities that normally occur outside the institution itself and are related to the specialist faculty member's professional expertise and/or responsibilities.

**AREA SERVICE:**

Promotion to Assistant Specialist (S3)	Promotion to Associate Specialist (S4)	Promotion to Specialist (S5)	Sources of Evidence for Meeting Criteria <u>May</u> Include:
<p>Evidence of active participation in service-related activities at the Department level</p> <p>Participation in community service activities</p> <p>Membership in local, national, or international professional organizations</p>	<p>Evidence of active participation in service-related activities at the Department and College level.</p> <p>Active involvement in community service activities.</p> <p>Participation in local and national, and/or international professional organizations</p> <p>Contributes to the standards, techniques, and methodology of the profession.</p>	<p>Evidence of leadership in service-related activities at the Department, College, and University level.</p> <p>Leadership in community service activities</p> <p>Participation and leadership in local and national, and/or international professional organizations</p> <p>Substantially contributes to the standards, techniques and methodology of the profession.</p>	<ul style="list-style-type: none"> <li>- Committee membership at the University, College, and Department level</li> <li>- Interagency collaboration</li> </ul> <p>Community service</p> <p>Planning and implementing conferences, workshops, in service activities, etc.</p> <p>Service in Professional Organizations</p>

**Instructor (I2) In-rank Promotions**

I2 Faculty are expected to participate in a range of endeavors within and across instructional activities (teaching, supervision, program related activities), professional activities (professional growth, professional development, scholarly activities), and service (university, professional, and community) thereby demonstrating a balance of professional contributions.

**For placement/promotion in rank, I2 faculty must demonstrate increasing levels of competence, productivity, versatility, maturity, and independent judgment in instructional activities (assigned duties), professional activities, and service.**

**Minimum qualifications include:**

- For **Rank I2-A**, faculty must have 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 or duties performed; evidence in ability to teach effectively, direct group discussions, and/or to provide clinical supervision; and professionalism in meeting and conferring with others.
- For promotion to **Rank I2-B**, faculty must have a master's degree from a college or university of recognized standing, with the majority of work in the field in which the instructional assignment is made or duties performed; a minimum of 4 years of experience in Rank I2-A 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.

- For promotion to **Rank I2-C**, faculty must have a master's degree from a college or university of recognized standing, with the majority of 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 education activities that advance knowledge of their discipline and/or work with students); a minimum of 4 years of experience in Rank I2-B 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.

- For promotion to **Rank I2-D**, faculty must have a master's degree from a college or university of recognized standing, with the majority of 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 education activities that advance knowledge of their discipline and/or work with students); a minimum of 4 years of experience in Rank I2-C 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.

**Criteria for placement/promotion in rank**

**AREA: TEACHING/INSTRUCTIONAL ACTIVITIES**

I2-A	Promotion to I2-B	Promotion to I2-C	Promotion to I2-D	*Sources of Evidence for Meeting Criteria <u>May</u> Include:
<p>Demonstrates competence in teaching undergraduate and/or graduate courses, based on department needs, under general supervision.</p> <p>Demonstrates competence in supervising independent study activities and off-campus learning such as practicums and internships.</p>	<p>Demonstrates increasing proficiency in teaching undergraduate and/or graduate courses, based on department needs.</p> <p>Demonstrates increasing proficiency in supervising independent study activities and off-campus learning such as practicums and internships.</p>	<p>Demonstrates highly effective teaching of undergraduate and/or graduate courses, based on department needs.</p> <p>Demonstrates highly effective supervision of independent study activities and off-campus learning such as practicums and internships.</p>	<p>Demonstrates sustained excellence in teaching undergraduate and/or graduate courses, based on department needs.</p> <p>Demonstrates sustained excellence in supervising independent study activities and off-campus learning such as practicums and internships.</p>	<p>Documentation of:</p> <ul style="list-style-type: none"> <li>- Student Advisement and Mentoring load and activities</li> <li>- Cohort Coordinator evaluations</li> <li>- Communications via e-mail, phone, mail</li> <li>- Instructional Activities</li> <li>- Course evaluations</li> </ul>

I2-A	Promotion to I2-B	Promotion to I2-C	Promotion to I2-D	*Sources of Evidence for Meeting Criteria <u>May</u> Include:
<p>under general supervision.</p> <p>Demonstrates competence in serving as academic advisor or mentor to students (e.g., advise cohorts).</p> <p>Performs assigned tasks and duties competently.</p> <p>Demonstrates versatility in teaching under general supervision.</p>	<p>Demonstrates increasing proficiency in serving as academic advisor or mentor to students (e.g., advise cohorts).</p> <p>Performs assigned tasks and functions with increasing proficiency with minimal supervision</p> <p>Demonstrates versatility in teaching with minimal supervision.</p>	<p>Demonstrates highly effective service as academic advisor or mentor to students (e.g., advise cohorts).</p> <p>Performs assigned tasks and functions at a consistent and highly effective professional and productive level in the area of primary responsibility.</p> <p>Effectively engages in course coordination, based on department needs.</p> <p>Uses professional expertise to plan and direct programmatic activities.</p> <p>Demonstrates autonomous versatility in teaching/ supervision</p>	<p>Demonstrates sustained excellence in serving as academic advisor or mentor to students (e.g., advise cohorts).</p> <p>Demonstrates sustained excellence in the mastery of strategies which effectively meet students' needs in the course, or at the discipline or program level.</p> <p>Effectively engages in course coordination and mentorship, based on department needs.</p> <p>Uses professional expertise to plan and direct programmatic activities.</p> <p>Demonstrates autonomous versatility in instructional activities</p>	<ul style="list-style-type: none"> <li>- Field supervision evaluations</li> <li>- OFDAS evaluations</li> <li>- Co-Teacher/colleague observations of teaching</li> <li>- Seminar evaluations</li> <li>- Program Development</li> <li>- Needs assessment</li> <li>- Other activities such as improved techniques, procedures and materials</li> </ul>

**AREA: PROFESSIONAL ACTIVITIES**

I2-A	Promotion to I2-B	Promotion to I2-C	Promotion to I2-D	*Sources of Evidence for Meeting  Criteria <u>May</u> Include:
<p>Works effectively under the guidance of colleagues to develop and enhance understanding of student needs in their discipline or area of responsibility.</p> <p>Demonstrates collegiality in working with students, colleagues, faculty, staff, and administrators.</p>	<p>Demonstrates a professional level of performance and productivity in their areas of expertise, including remaining current on academic content, methodologies, and discipline content related work.</p> <p>Demonstrates engagement in professional development activities.</p> <p>Demonstrates collegiality in working with students, colleagues, faculty, staff, and administrators.</p>	<p>Maintains expertise in their discipline.</p> <p>Provides 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).</p> <p>Effectively provides peer mentorship in their content area, department or college.</p> <p>Independently initiates and effectively coordinates and participates in disciplinary and/or interdisciplinary-related projects.</p>	<p>Maintains expertise in their discipline.</p> <p>Provides 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).</p> <p>Effectively provides individual mentorship to their colleagues in their discipline at UHM and/or other institutions.</p> <p>Independently initiates and effectively coordinates and participates in disciplinary and/or interdisciplinary-related projects between</p>	<p>Documentation of:</p> <ul style="list-style-type: none"> <li>Conference Presentations</li> <li>Program Evaluation reports and/or presentations</li> <li>Professional Development Activities</li> <li>Scholarly Publications: <ul style="list-style-type: none"> <li>- Single and collaborative authorship</li> <li>- Refereed</li> <li>- Non-refereed</li> <li>- Non-print media</li> <li>- Grant proposals and/or awards</li> <li>- Professional journal publications</li> </ul> </li> </ul>

I2-A	Promotion to I2-B	Promotion to I2-C	Promotion to I2-D	<p><b>*Sources of Evidence for Meeting</b></p> <p><b>Criteria <u>May</u> Include:</b></p>
		<p><b>Demonstrates increasing level of engagement in professional activities at the local and/or regional level.</b></p> <p><b>Demonstrates collegiality in working with students, colleagues, faculty, staff, and administrators.</b></p>	<p><b>institutions, possibly at the national level.</b></p> <p><b>Demonstrates engagement in professional activities at the state and/or national level.</b></p> <p><b>Demonstrates collegiality in working with students, colleagues, faculty, staff, and administrators.</b></p>	<p><b>- Documents /tools that assist in program improvement</b></p> <p><b>- Description of activities that demonstrate professional growth, skill and knowledge</b></p> <p><b>Transcripts of coursework</b></p> <p><b>Certificates of training</b></p> <p><b>Professional conferences and activities documentation</b></p>

**AREA: SERVICE ACTIVITIES**

I2-A	Promotion to I2-B	Promotion to I2-C	Promotion to I2-D	*Sources of Evidence for Meeting Criteria <u>May</u> Include:
<p>Participation in service to the Department</p> <p>Membership in local, national, or international professional organizations</p>	<p>Participation in Service to the Department and College</p> <p>Involvement in community service activities</p> <p>Membership in local and national, and/or international professional organizations</p>	<p>Participation and leadership in service to the Department, College, and/or University level</p> <p>Involvement in community service activities</p> <p>Participation in local and national, and/or international professional organizations</p>	<p>Participation and leadership in service to the Department, College, and/or University level</p> <p>Leadership in community service activities</p> <p>Participation in local and national, and/or international professional organizations</p>	<p>Documentation of:</p> <ul style="list-style-type: none"> <li>- Committee membership and leadership at the Department, College, and/or University levels</li> <li>- Interagency collaboration</li> <li>- Community service activities</li> <li>- Planning and implementing conferences, workshops, inservice activities, etc.</li> <li>- Service &amp; leadership in Professional Organizations</li> </ul>

\*Sources of Evidence for Meeting Criteria – not all sources listed must be documented; applicants provide documentation of evidence appropriate to their position description and roles/responsibilities. Applicants are encouraged to confer with their Chair to identify appropriate sources of evidence at each rank.

**Departmental Criteria for Periodic Review**

It is expected that faculty will continue to perform at the professional level at which they were tenured or to which they have been promoted. Therefore, faculty will be evaluated according to the general criteria/requirements for their rank as described by the current and the Departmental Procedures.

**UH Mānoa Approvals**

*Nathaniel M. Munn*

APR 23 2025

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Dean/Director (Name, Signature, Date)

*Michael Bruno*

April 29, 2025

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Provost (Name, Signature, Date)

**UHPA Review Confirmation**

*James D. Kardash*

4/26/2025

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UHPA (Name, Signature, Date)