

## **Department of Educational Psychology Criteria for Tenure and Promotion**

### **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, and to work as a team member in College and Department projects.

#### ***Departmental Governance***

Participation in Departmental meetings is a basic service expectation of all faculty members. Departmental meetings provide the opportunity for discussion of programs and policies, and subsequent votes. A lack of participation results in an imbalanced workload among faculty and sets a negative precedent for junior faculty about shared governance and morale.

All full-time faculty members are required to attend and actively participate in Department meetings. Timely notice to the Chair for unavoidable absence is expected. Repeated unexcused absences may be considered in assessing performance. All faculty are expected to keep regularly posted office hours which are scheduled at times convenient for students (CBA Article IV.B).

### **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. The applicant is expected to demonstrate a high level of competence.

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

#### ***Sources of Evidence.***

*Evidence for excellence in classroom instruction may include:*

- Student course evaluations

- Peer course evaluations
- Range of courses taught at the graduate and undergraduate levels
- Unsolicited comments
- Preparation of a successful course proposal, program, or other major instructional innovation
- Teaching awards or nominations for teaching awards
- Demonstration of breadth in level and topic across courses taught, understanding that departmental needs may constrain which classes are taught
- Other evidence of growth or development in teaching

*Evidence for excellence in individual instruction may include:*

- Supervision of student independent study
- Successful graduate student dissertations, theses, Plan B papers and mentored undergraduate capstone research experiences
- Other mentoring of student research, presentations, etc.

**Research and Scholarship Expectations.** Faculty should develop a body of research or scholarship related to their scholarly expertise. Their accomplishments should reflect the areas of their expertise related to their academic position. The Department values collaboration and co-authorship on refereed publications, grant applications, and other scholarly endeavors. The Department also values sole authored publications, grant applications, and other scholarly endeavors. The Department prioritizes peer review and recognition of the faculty member's contributions to the field. Candidates' leadership on various projects and publications may be reflected in their being the first author on publications.

***Types of Work Recognized.*** The types of work recognized for research and scholarship include the following:

- Publication of article in refereed research journal
- Research grant
- Book review in a research journal
- Presentation at refereed research conference
- Evaluations of research from qualified persons outside the Department
- Non-refereed publication
- Technical or other report
- Publication of a chapter in edited volume
- Invited address in area of research
- Publication of book

**Service Expectations.** The Department recognizes direct service to the University and broader local, national and international communities. The Department recognizes direct service to the University and broader local, national and international communities. The Mānoa Strategic Plan, the UH System Strategic Plan and the College's Strategic Plan all contain goals that commit to creating collaborative work and interdisciplinary and community partnerships to establish the University as a Native Hawaiian Place of Learning. The Department expects faculty to participate in Departmental activities including admissions, student advising, faculty searches, and policy making. Faculty are also expected to participate in the academic affairs of the College and University.

External service activity includes professional activity in the candidate's discipline, officership in a professional organization, refereeing workshops and professional publications, creating discipline-related instructional materials and the use of educational competence to serve the larger community.

***Examples of Service. Examples of Department service include:***

- Department Chair or Graduate Chair
- Departmental or college program coordinator
- Department assessment coordinator
- Chair or member of a Departmental committee
- Coordinator of a Department program of curriculum change

***Examples of College service include:***

- Chair or officer on COE Senate
- COE Senator
- Chair or member of College committee
- Coordinator of a College program of curriculum change

***Examples of University service include:***

- Mānoa Faculty Senate Chair or member
- Chair or member of College committee

***Examples of professional service include:***

- Chair or officer of a national organization
- Service to professional organization
- Editor of research journal
- Member of editorial board or consulting editor of research journal
- Reviewer of professional manuscript or grant proposal
- Reviewer of conference presentation proposals
- Coordinator of a conference
- Professional consultation to the field

***Examples of other community service include:***

- Presentation to community based on professional expertise

- Professional consultation to the community

**Criteria for Tenure.** In order to be recommended for tenure, the candidate's value to the Department must be evident and substantial, and there must be clear indications that they will continue to be productive with regard to teaching, research, and service. Regarding teaching, student evaluations, observers' evaluations of the candidates' teaching, and teaching awards are examples of evidence for candidates' increasing teaching effectiveness and achievement. Regarding research, candidates must have a publication record which, in the judgment of the DPC and outside reviewers, is commensurate with other departments in comparable U.S. research universities. There must be evidence that the candidate is, or will soon become, a leader in their specialty. The candidate should have shown strong evidence of being a good departmental citizen through professionalism and active participation in the Department.

Assistant Professors seeking tenure as an Associate Professor should be well on the way to becoming an established scholar in their 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 their scholarly discipline.

**Criteria for Promotion.** The Department values collaboration and co-authorship on refereed publications, grant applications, and other scholarly endeavors. The Department also values sole authored publications, grant applications, and other scholarly endeavors. Candidates' leadership on various projects and publications may be reflected in their being the first author on publications.

Faculty whose duties focus on service and other non-instructional activities may produce a body of scholarship that is more varied.

The Department expects candidates who are instructors to summarize student evaluations of teaching and provide average item scores from the student evaluation surveys for a significant sample of courses taught at the current rank. 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.

**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, as described above. The Department will refer to current UHM criteria for promotion to Associate Professor.

**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, as described above. The Department will refer to current UHM criteria for promotion to Professor.

### **Specialist (S) Criteria**

Specialists should document the requirements of their particular position responsibilities through 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.

**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. These responsibilities and activities range from indirect and direct services to students (e.g., academic or career advising), to development of programs (e.g., planning college-wide events, internships), and to administration (e.g., overseeing undergraduate and graduate curricula, serving as director of a program).

**Scholarly Activity Expectations.** Specialist faculty actively engage in scholarly endeavors and professional development, which include research and use of evaluation methods to ensure that programs are relevant and are meeting student, faculty and institutional needs. While research and development of programs might result in publication, Specialist faculty are not specifically required to publish. Scholarly contributions and professional development include, but are not limited to:

- Conduct research on the needs and interests of targeted service groups through informal and formal assessment methods, individually or in collaboration with colleagues.
- Dissemination of research findings to UH, local, state or national audiences that may or may not require peer review.
- Evaluate success, effectiveness, user satisfaction, utilization of programs or services through formal evaluation methods, individually or in collaboration with colleagues.

- Publish in relevant peer-reviewed journals, books, monographs, etc.
- Apply for and receive fellowships, grants and/or awards.
- Engage in formal study or complete requirements for an advanced degree, license, diploma, certification, etc., in a field relevant to their position.
- Remain current with literature and professional associations relevant to area of expertise (e.g., literature reviews, professional society membership).
- Engage in professional consultation with colleagues to assist in developing tools, documents, and/or university policies.
- Plan, conduct, attend or participate in relevant professional conferences, colloquia, seminars, webinars, workshops, or meetings in order to improve professional competence.

**Sources of Evidence.** The following are examples of scholarly activities which will be considered as support for personnel actions. The list is meant to give clarity to the category of scholarly activities and is not exhaustive in depth or breadth.

1. **Presentations.** Delivery of papers at local, state, regional or national conferences; presentations given at colloquia or panels at one's own or other institutions. Plan, organize, or chair a conference or conference session(s).
2. **Editorial activities.** Serving as the editor or member of an editorial board of a professional journal, conference proceedings or other professional publications.
3. **Curriculum development.**
4. **Publications, Other:** Articles in journals and periodicals; books of original scholarship; chapters in books; textbooks; monographs; computer software programs; other instructional materials; user manuals; films; book reviews; brochures; pamphlets; guides; handbooks; training products/materials.
5. **Research Investigation.** Conducting formal inquiry into a topic (e.g., reviewing relevant literature, generating hypotheses, collecting, analyzing, and interpreting data). Development of new research methods, instruments, statistical procedures, tests and inventories, professional techniques. Conducting applied research, which results in materials such as curriculum guides or instructional modules for improvement.
6. **Program Evaluation and Needs Assessments.** Developing and/or conducting evaluations and writing evaluation reports using formal methods for major programs.

The following factors shall be taken into consideration.

1. Original work is weighted more heavily than evaluation of the work of others, but collaborative efforts are encouraged.

2. The magnitude of the scholarly activity (e.g., time required to collect data, nature of analyses, significance to specialization area) shall be taken into consideration.
3. The contribution of the scholarly activity to Departmental or College endeavors, as judged by the Departmental faculty.

**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 which provide the specialist faculty with professional identity and status, and activities which normally occur outside the institution itself and are related to the specialist faculty member's professional expertise and/or responsibilities. Service includes, but is not limited to, the following activities:

- Chair or serve as an active member of a department, college, university-wide, or system-wide committee.
- Serve as an officer or committee member in a state, national, or international professional society.
- Serve on faculty governance bodies.
- Serve as a faculty advisor to student organizations.
- Review proposals, manuscripts, or conference proposals for professional organizations.
- Provide professional service to constituent communities and the general public.

**Criteria for Tenure.** The UHM Criteria and Guidelines for Faculty Tenure and Promotion require "professional achievement which establishes his or her stature as a substantial contributor to the standards, techniques and methodology of the profession." Therefore, candidates should be explicit about designating their profession. Additionally, both the UHM criteria and BoR Executive Policy E5.221, Classification of Faculty, reference the candidate's "field of specialization." Candidates should therefore be explicit about defining their particular field(s) of specializations and relate their endeavors to it.

**Criteria for Promotion.** Specialist faculty are expected to have evidence of excellence in teaching when this is part of the assigned responsibilities.

**Assistant Specialist.** There must be evidence of active participation in service-related activities at the local level and at the national or international levels.

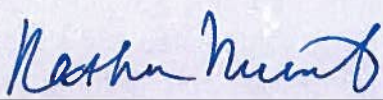
**Associate Specialist.** There must be evidence of active participation and leadership in service-related activities at the local level and at the national or international levels. Demonstration of a level of professional achievement reflecting stature as a "contributor to the standards, techniques and methodology of the profession" is generally achieved through presentations and publications reaching a state, national or international audience.

**Full Specialist.** There must be substantial evidence of leadership in service-related activities at the local level and at the national or international levels. Demonstration of a level of professional achievement reflecting stature as a "substantial contributor to the standards, techniques and methodology of the profession" is generally achieved through presentations and publications reaching a state, national or international audience including peer-reviewed venues.

**Departmental Criteria for Periodic Review**

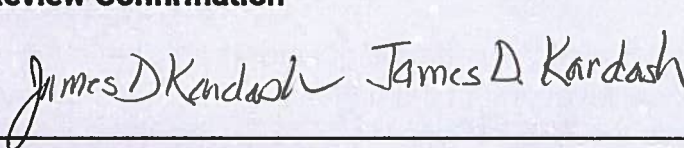
It is expected that faculty will continue to perform at the professional level at which they were tenured or to which they have been promoted. Therefore, faculty will be evaluated according to the general criteria and requirements for their rank as described by the current UHM Criteria and Guidelines for Faculty Tenure/Promotion Application and departmental criteria specified above.

**UHM Approvals**

Nathan Murata  May 15, 2025  
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Dean/Director (Name, Signature, Date)

Michael Bruno  6/26/2025  
\_\_\_\_\_  
Provost (Name, Signature, Date)

**UHPA Review Confirmation**

James D Kardash  6/26/2025  
\_\_\_\_\_  
UHPA (Name, Signature, Date)