



UNIVERSITY of HAWAI'I at MĀNOA

INSTITUTE *for* SUSTAINABILITY *and* RESILIENCE

**University of Hawai'i at Mānoa**

**Institute for Sustainability and Resilience (ISR)**

*Criteria for Contract Renewal, Promotion, Tenure and Periodic Review*

DRAFT 5/28/25

# Table of Contents

ISR Work Principles	3
ISR Criteria for Tenure and Promotion	3
Faculty (F) and Instructional (I) Criteria	3
Teaching Expectations	3
Research Expectations	4
Service Expectations	5
Criteria for Tenure	6
Criteria for Promotion	7
Specialist (S) Criteria	7
Criteria for Tenure	8
Criteria for Promotion	8
Instructor (I2) In-rank Promotions	9
ISR Criteria for Periodic Review	9
UHM Approvals	10

# ISR Work Principles

ISR leadership and faculty members shall exhibit a commitment to fostering a respectful and collaborative working environment. Respectful professional behavior means fostering collegiality and maintaining a constructive tone even while disagreeing on issues. Collaborative behavior means engaging in the ISR as a productive team member. As such, regular and active participation in ISR program meetings is an expectation of all ISR leadership and full-time faculty members. Faculty with partial FTE in ISR should engage in meetings as appropriate to their time allocation and prioritization of their efforts. Timely notice to the Director for unavoidable absence is expected. Repeated unexcused absences may be considered in assessing performance.

This document describes ISR's criteria for achievement of tenure and promotion, contract renewal, and successful periodic review. ISR criteria are provided as a supplement to current UHM Criteria.

## ISR Criteria for Tenure and Promotion

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

#### Teaching Expectations

As a unit that fosters interdisciplinary sustainability and resilience-focused curricular programming, classroom teaching is only one component of instructional activities. The character of sustainability and resilience-focused curriculum at UHM is best described by the two student learning objectives that need to be met for SUST cross-list:

*Within a SUST course at UHM, students will develop: 1) Understanding of the interconnectivity of human and natural systems, and 2) Evidence-based reasoning on the implications of sustainability problems and/or proposed solutions.*

Other important elements that fall under the broad umbrella of teaching include student advising, curricular program management and development.

ISR faculty engaged in classroom teaching are expected to demonstrate high quality instruction. 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. Evidence for excellence in classroom instruction may include:

- Demonstration of breadth in level and topic across courses taught, understanding that departmental needs may constrain which classes are taught
- Teaching awards
- Optional faculty peer evaluations
- Demonstration of an inclusive classroom environment
- Student feedback
- Syllabi and class materials
- Course surveys administered by the University

Student advising through sustainability and resilience-focused programming (e.g. the BA in Sustainability via Interdisciplinary Studies and the Minor in Sustainability) is a primary service of ISR to the broader University. Evidence for excellence in advising may include:

- Student feedback
- Demonstration of student progression through curricular programs

Another major contribution of ISR to the teaching mission of the University is the creation and stewardship of sustainability and resilience-focused curricular pathways. Evidence for excellence in stewardship and development of SUST courses and programs may include:

- Evidence of facilitation/management of SUST curriculum (e.g. facilitating the ISR curriculum committee for SUST cross-list)
- Evidence of new program development, including faculty consultation and research on programs at peer and benchmark institutions
- Evidence of program stewardship, including coordination and facilitation, of a growing program

Lastly, ISR faculty also have the ability to engage in individual instruction, as evidenced by:

- Successful undergraduate Honors or similar capstone experiences, including undergraduate research, and/or graduate student theses and/or dissertations

## Research Expectations

ISR fosters engaged research that tackles urgent sustainability and resilience challenges, with relevance to Hawai'i and beyond. As such, ISR faculty engage in a range of applied sustainability and resilience-focused research activities. Because sustainability and resilience are broad terms, it is important to emphasize the anchor in environment and human systems. ISR's mission emphasizes sustainability and resilience-focused research that helps decision-makers manage difficult environmental challenges across multi-levels of governance (e.g. community, county, state, regional, national).

Though such research comes in multiple forms, the activity of peer-review is important to maintain a culture of constructive feedback and reflection. As such, all ISR faculty must engage in a minimum amount of scholarly research, as evidenced by peer reviewed publications. Specifically, at least one peer reviewed publication annually is expected as a minimum standard for faculty who generally focus more on instructional activities and other types of research products. Peer reviewed publications are generally defined as journal articles in reputable journals that undergo rigorous peer review. If a book chapter similarly includes rigorous peer review, it can substitute as an article. As an interdisciplinary unit, appropriate and reputable journals and/or book outlets will vary based on specific topics and discipline. For faculty with greater emphasis on scholarship based on their position descriptions, peer-reviewed publications should thus be scaled accordingly. For example, for instructional faculty with 12 credit equivalents within research, a minimum of two peer reviewed publications annually is expected; however, it is emphasized that some years will be more productive than others and the broader track record and trajectory should be considered. Open access publication should be pursued when funds are available.

Other forms of supported research products include reports, assessments, and decision-support tools that meet local, regional and national informational needs in areas relevant to sustainability and resilience. Examples include studies that directly respond to community and public needs, whether peer reviewed or otherwise published (though public accessibility is important), assessments such as participation in the National Climate Assessment or similar, or the creation of tools that respond to community and public needs (such as making data accessible; e.g. like a climate impacts and vulnerability visualization tool). Engaged research, meaning research that is co-produced with end users to meet community and public needs, is highly valued at ISR. The substantial time commitment required in the process of producing effective and equitable engaged research, including workshops, community work days, public presentation and meetings, and other avenues of engagement, is valued by ISR. There is substantial evidence that such engagement facilitates impactful research that contributes to systems change. To the extent that these types of research products also go through peer review, then this serves to meet ISR's minimum publication standards. If research products do not undergo peer review, though still valued as additional research products, it is not a substitute for the minimum peer review publication requirement. Lastly, further communication of research outcomes, for example through blogs, are also encouraged.

As an interdisciplinary unit, ISR supports collaborative and co-authored works. The effort spent by a faculty on a specific research product should be well described and agreed upon by collaborators. For faculty research, "effort" should not be interpreted as time spent. Effort means the contribution to the quality of the ideas; time spent in data gathering and analysis, though important, is of lesser contribution to idea formation and critical analysis. For peer-reviewed publications, it is not necessary that the faculty be the first or majority contributing author to receive credit. However, if it is apparent that the contribution of the faculty is relatively small, then a greater number of publications are then required such that the minimum threshold of majority contribution to at least one peer-reviewed article or its equivalent is met. For example, a publication where the researcher is lead author and contributed 60% of effort is equivalent to two publications where a person contributed 20% and 40% of effort.

Funded research is encouraged, in particular to support student research opportunities.

Evidence of the quality and impact of scholarship includes:

- Traditional metrics like journal impact factor and citation count
- Use of scholarship in notable other scholarly products (like citation in national/global environmental assessments)
- Use of scholarship to inform decision-making, at multiple scales (community, county, state, etc.), as evidenced by policy or program change, testimonials from community members and other relevant qualitative evidence
- Students supported and mentored within research

## Service Expectations

The ISR is a unit with pan-campus responsibilities within curriculum development, facilitation of interdisciplinary research and coordination of outreach. As such, service to the ISR can align with teaching,

research, and service to the University as well as community. Service to the ISR and UHM, beyond regular service like serving on hiring committees and other UHM functions, include:

- Coordination of ISR's seminar series or similar outreach events
- Coordination of co-curricular activities for SUST-focused students and programs
- Participation and coordination between ISR and other important university-wide efforts, such as partnerships to support the University as a Native Hawaiian Place of Learning, Interdisciplinary Studies, Civic Engagement, General Education and Accreditation.
- Efforts relevant to ISR in support of the Mānoa Strategic Plan and the UH System Strategic Plan, including coordination with the UH System Office of Sustainability
- Efforts to organize, maintain and submit the STARS (Sustainability Tracking, Assessment and Rating System) for the UHM to AASHE (Association for the Advancement of Sustainability in Higher Education)
- Efforts to track and participate in national and global sustainability organizations relevant to pedagogy in higher education
- Participation with the UH System Sustainability Curriculum Council and other cross-campus curricular coordination efforts
- Engagement with community organizations, government agencies, and other stakeholders to understand and develop extension, service, and research priorities

ISR also encourages participation in the academic affairs of the University, beyond what might be in the immediate mission of ISR. For example, service within faculty senate and/or task forces and committees.

Lastly, ISR encourages professional service external to UHM. This includes refereeing publications, officership in a professional organization, or service to a governmental or community organization.

### Criteria for Tenure

To be recommended for tenure, the candidate's value to the ISR must be evident and substantial, as evidenced by meeting the ISR expectations for teaching, research and service. It must appear certain that the candidate will continue to be productive. In particular, the candidate must have a publication record which, in the judgment of the D/FPC and external reviewers, is commensurate with other departments in leading United States research universities. 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 citizen within ISR through professionalism and active participation in the department.

UHM Tenure Criteria state, "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." For ISR, this should be interpreted in the context of interdisciplinary and engaged research, including both peer-reviewed and other types of less traditional but important research activities and products.

UHM Tenure Criteria state, "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." For ISR, this should be interpreted to expand "teaching" to include a broader set of instructional activities including advising and curriculum/program development and stewardship. For the Assistant Professor, this is likely more in the form of advising and program stewardship. For the Associate and Full Professor, this is likely more expansive to include program development.

## Criteria for Promotion

To be recommended for promotion, the candidate must demonstrate abilities in teaching, research and service with the same criteria as eligibility for tenure at the appropriate rank (Assistant, Associate and Full), based on both this criteria and the UH Mānoa criteria for promotion to each rank.

In the case of an I2 faculty, promotion to Assistant Professor is not automatic given the fundamental responsibilities change. As such, a request for promotion from I2 to I3 faculty requires prior approval from the Director based on ISR operational needs. If a position is general-funded, additional approvals from Provost, Chief Business Officer and President may be necessary.

## Specialist (S) Criteria

Specialists within ISR can focus on any of the areas of ISR in similar ways to Instructional (I and F) faculty (teaching, research and service), but are not likely to be required to engage in classroom teaching. In addition, while some Specialist faculty might heavily focus on scholarly research, others might have no requirements in the area of peer-reviewed publications. 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. Specialist faculty within ISR are highly encouraged to develop a workload plan to clarify mutual expectations based on their position description as well as develop metrics for evidence of success.

Examples of Specialist activities with the area of teaching include:

- Providing leadership for academic planning and instructional matters pertaining to undergraduate and graduate sustainability and resilience-focused curricula.
- Serving as a representative to university and system-wide committees pertaining to the coordination and development of sustainability and resilience-focused curriculum.
- Developing and coordinating co-curricular events for ISR-relevant student populations.
- Developing and overseeing programs or services that support the recruitment, retention, and academic success of ISR relevant students.
- Developing and providing informational workshops or seminars, or provide instruction in courses.
- Gathering data, collecting information, preparing reports for, and respond on behalf of the Director on matters related to academic affairs.
- Collaborating with faculty on initiatives that promote ISR-relevant student success.
- Overseeing ISR student scholarships, and assist in funding opportunities.
- Providing leadership in development and/or revision of ISR's program website and other outreach materials.

- Providing guidance and college oversight on seat availability and scheduling of course offerings to ensure student timeliness to graduation.
- Providing career or academic advising services to students.
- Working with ISR leadership team to plan and secure resources for use in support of programs or services, including extramural funds and grants as necessary and appropriate.

Examples of Specialist activities with the area of research include:

- Conducting engaged sustainability and resilience-focused research with potentially multiple outlets (peer-reviewed publications, reports, assessments, tools, etc.)
- Communicating and disseminating research findings, including extension activities.
- Applying for and receiving fellowships, grants and/or awards.
- Remaining current with literature and professional associations relevant to area of expertise (e.g., literature reviews, professional society membership).
- Engaging in professional consultation with colleagues to assist in developing tools, documents, and/or university policies.
- Planning, conducting, attending or participating in relevant conferences, colloquia, seminars, webinars, workshops, or meetings in order to improve professional competence.

Examples of Specialist activities with the area of service include:

- Chairing or serving as an active member of a university-wide, or system-wide committee.
- Serving as an officer or committee member in a state, national, or international sustainability or resilience-focused professional society.
- Serving on faculty governance bodies.
- Serving as a faculty advisor to sustainability or resilience-focused student organizations.
- Reviewing proposals, manuscripts, or conference proposals for sustainability or resilience-focused professional organizations.
- Providing professional services relevant 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 within the field of sustainability and resilience. 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 specialization within the field of sustainability and resilience, and relate their endeavors to it with clear mapping between the candidate’s job description, activities, and evidence of successful execution at the relevant rank for which tenure is sought.

## Criteria for Promotion

To be promoted to the rank of Associate, Specialist faculty are expected to have evidence of increasing professional accomplishment as well as demonstrated excellence within the selected field of specialization.

To be promoted to the rank of Full, Specialist faculty are expected to be a substantial contributor to the standards, techniques and methodology of the profession, as defined by the selected field of specialization.

### Instructor (I2) In-rank Promotions

ISR will follow current University guidelines regarding in-rank promotions for I2 faculty.

### ISR 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 UHM Criteria and Guidelines for Faculty Tenure/Promotion Application and ISR criteria specified above. It is understood that the emphasis of teaching, research and service activities (and even within these categories) will change as a faculty evolves in their professional activities. As such, any substantive shift in effort should be documented and still meet overall expectations for productivity within ISR. Should a faculty receive an unfavorable periodic review, this will result in the mandatory completion of a professional development plan by the faculty and in consultation of the Director.

## UHM Approvals

Makena Coffman, 6/12/25



---

Dean or Executive Director (Name, Signature, Date)

Michael Bruno

6/18/2025

---

Provost (Name, Signature, Date)

## UHPA Review Confirmation



6/13/2025

---

UHPA (Name, Signature, Date)