

School of Teacher Education Criteria

I. STANDARDS AND EXPECTATIONS

A. Professionalism

EP 5.221 (Attachment 1) articulates that all faculty ranks are expected to have “Professionalism in meeting and conferring with others.”

All School of Teacher Education (STE) 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 University (UH Mānoa and UH System), College, School, and community at regional, state, national, and international levels and to work as a team member in University, College, STE, and program projects.

1. Departmental Governance

Participation in STE and Program 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 STE and Program meetings. Timely notice to the Chair and Program Chair for unavoidable absence is expected. Repeated unexcused absences may be considered in assessing performance.

2. Timely Availability

All faculty are expected to keep regularly posted office hours which are scheduled at times convenient for students (CBA Article IV.B). Responses to students and colleagues should be forthcoming in a timely manner. If faculty are on vacation, traveling, or otherwise unavailable, they should provide an

"out-of-office" email and voicemail response indicating the timeframe they will be unavailable and expected date of return.

II. STE CRITERIA FOR CONTRACT RENEWAL AND TENURE & PROMOTION

The STE statement for Contract Renewal and Tenure & Promotion Criteria described below is bound by the parameters established by the University of Hawaii in the Criteria and Guidelines for Tenure/Promotion Application. The criteria are intended to clarify the University criteria (See *Attachment 1 Classification of 4-Year Faculty* for duties, responsibilities, and minimum qualifications) in light of the goals and responsibilities of the STE.

In addition, there is the expectation that the applicant should have also participated in the general expectations and academic affairs of the STE and engage professionally as described in Section I.A. such as attending faculty meetings in person (if not residing on a neighbor island), supervising teacher candidates in the field, and cohort coordination. Faculty in the STE have the responsibility, for example, to carry teaching loads considered heavy in comparison to other colleges in our University, with (I) and (F) faculty typically teaching two to three courses per semester and Specialist (S) faculty often teaching four courses each-semester. Included in both I, F, and S faculty semester loads is the expectation they will be involved in at least one field-based course.

A. Faculty (F) and Instructional (I) Criteria

Faculty (F) and Instructional (I) applicants will be evaluated in each of the following areas described below: Instructional Activities, Scholarly Activities, and Service Activities.

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 achievement and reputation commensurate with the rank sought as found at major research universities in the United States.

1. Instructional Expectations

The STE regards the quality of an applicant's field-based, campus-based, and online/distance teaching as a major indicator of their contribution to the mission of the department, college, and university.

It is the applicant's responsibility to document their teaching effectiveness and the depth and breadth of contributions to the School of Teacher Education.

Teaching excellence is demonstrated by the quality of classroom instruction, as evidenced by data gleaned from student evaluations for each course the applicant has taught; consistent, high quality interactions with students; refinement and improvement of teaching materials; use of current innovative methodologies; high expectations and clear criteria for students; impact on the curriculum; achievement of course and program learning objectives; and advising of students. Faculty members are expected to demonstrate a high level of competence, use of up-to-date curriculum and resources, effective use of audio-visual resources and of learning management system resources.

a. Sources of Evidence

UH Mānoa Criteria for tenure requires "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 STE values a wide breadth of evidence for excellence in instruction, which may include, but are not limited to:

- Course surveys administered by the University and/or Department
- Demonstration of breadth in level and topic across courses taught, understanding that departmental needs may constrain which classes are taught
- Syllabi and class materials
- Student feedback
- Promotion of diversity, equity, and inclusion in teaching
- Teaching awards
- Optional faculty peer evaluations

Applicants should use forms of evaluation that both assist the applicant in improving instruction and document teaching effectiveness. The applicant should also provide a rationale for the choice of evaluation instrument.

If an applicant chooses to use an evaluation format containing a five-point scale, a grand mean should be provided, and the grand mean should be at least 3.5 as they approach tenure. Teaching effectiveness as indicated by these evaluations should show growth over time. When ratings are less

than 3.5, applicants are encouraged to indicate how they are addressing the lower ratings.

2. Scholarly Expectations (Research)

The applicant must have demonstrated a level of scholarly achievement appropriate to the rank at which tenure/promotion is sought in comparison with peers active in the same discipline. The comparison peer group consists not only of departmental colleagues, but also scholars active at similar major research universities.

All applicants should articulate a research agenda and provide evidence of their productivity and potential as a scholar. For the Assistant Professor seeking tenure/promotion to Associate Professor, the applicant should be well on the way to becoming an established scholar in their discipline. The Associate Professor seeking tenure and/or promotion to Professor should be an established scholar whose contributions and recognition reflect this stature. The full professor must be a leader in the scholarly discipline.

In general, publications in major journals and presses in the field are of first importance in establishing the level of scholarly achievement, as are publications and other creative activities of a type that permit review by independent referees. The Department expects a reasonable, well-planned research agenda, with an average production of two or more scholarly endeavors per year during the review period. Of the total endeavors during the review period, at least three should be peer-reviewed publications. When applying for Associate Professor, in-press publications are considered. All endeavors listed by the applicant should be published and formally completed during the period under review when applying for promotion to Full Professor.

Due to the nature of partnership development and field-based work in the STE, collaborative research is highly valued and dual or multiple authorship is encouraged.

a. Types of Works Recognized

All areas of scholarship relevant to the STE's Vision and Mission are valued. Some of these areas may include, but are not limited to:

- i. Publication in peer-refereed journals, including online or electronic journals:
 1. Include co-authors order rationale and estimates of contributions using percentage

2. Indicate, when possible, the acceptance rates of the journals where the work of the applicant was published or an explanation of why those rates are not available
 - ii. Publications in proceedings of national and international meetings;
 - iii. Authorship of book, chapters in books, or textbook
 - iv. Edited volume
 - v. Keynote address and peer-reviewed presentations at national and international meetings
 - vi. Invited presentations
 - vii. Contributions as journal editors and paper reviewers
 - viii. Research products on teaching/learning related to children, classrooms, and schools
 - ix. Research products on social/cultural/historical policy in education
 - x. Research products on the design and development of curriculum materials
 - xi. Funded (intramural and extramural) grants, excluding travel grants
 - xii. Invited publications and reports
 - xiii. Submitted reports on research; and
 - xiv. Other forms of scholarship as justified by the applicant.

3. Service Expectations

The STE recognizes 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/or community partnerships to establish the University as a Native Hawaiian Place of Learning. Such efforts, paid and unpaid, which employ professional competence for the benefit of the Institution or the College's education partners, the good of the community and/or the advancement of the profession, will be considered as support for both promotion and tenure. The STE regards the quality of an applicant's service as an important indicator of their contribution to the mission of the School, College, University, school partners, community, and profession.

It is the applicant's responsibility to document his/her service contributions and to provide clear details on the significance of the service to the community. The dossier should differentiate university service, professional service, and community service. It is important to note that a lack of professional public service accomplishments (unlike University service) is not detrimental to advancement. Service is not a substitute for research and teaching achievements.

Some of these areas of Service may include but are not limited to:

- UH Mānoa Faculty and COE Senates
- UH Mānoa, COE, & STE committees
- Professional organization committees, Boards, or Officership
- Refereeing workshops and professional publications
- Creating discipline related instructional material
- Use of educational competence to serve the larger educational community
- Other forms of service as justified by the applicant

4. Criteria for Tenure

In order to be recommended for tenure, the candidate's value to the STE must be evident and substantial, and it must appear certain that they will continue to be productive with regard to teaching, research, and service. In particular, they must have a publication record which, in the judgment of the DPC and outside reviewers, is commensurate with other departments in leading research universities within the United States. There must be evidence that the candidate is, or will soon become, a leader in their specialty. The candidate should also have shown strong evidence of being a good departmental citizen through professionalism and active participation in the department.

UH Mānoa criteria for tenure 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.*"

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 one who creates an inclusive classroom atmosphere of mutual respect among all participants. Efforts should show clear 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 undergraduate and graduate students.

5. Criteria for Promotion

a. Assistant Professor

UH Mānoa criteria for promotion state “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.”

Promotions from Instructor to Assistant Professor are not common, given that the fundamental responsibilities change. I2 faculty seeking promotion to I3 faculty will be held to the same standards as required of an I3 faculty member. Faculty members seeking promotion from I2 to F3 will be held to the same standards as F3 faculty.

b. Associate Professor

UH Mānoa criteria for promotion state “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 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 should have shown a willingness to use professional competence in the service of the profession and the general community.”

c. Full Professor

UH Mānoa criteria for promotion state “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.”

B. Specialist (S) Criteria

Appendix B of the UH Mānoa Criteria and Guidelines for Tenure and Promotion includes a range of examples that may apply to Specialist assignments and productivity.

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.

1. 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 chair of a program). Professional activities and functions may include, but are not limited to:

- Demonstrate a commitment to teaching excellence at the university level
- Develop and teach undergraduate, post-baccalaureate, and graduate students in field-based teacher preparation programs face-to-face and/or via a variety of distance delivery modes;
- Coordinate cohorts of teacher candidates in Professional Development School (PDS) settings;
- Collaborate with Professional Development School stakeholders, including colleagues at the university, school level personnel, and community leaders to create and sustain PDSs;
- Supervise teacher candidates in field-based settings;
- Advise undergraduate and graduate students
- Serve as representative on university-wide committees and as primary liaison to other units or school and/or community partners
- Develop and oversee programs or services that support the recruitment, retention, and academic success of students
- Develop and provide professional development workshops or seminars, or provide instruction in courses
- Gather data, collect information, prepare reports for Assessment and Accreditation
- Develop and/or revise program literature or websites

2. 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 may include, but are not limited to:

- Conduct research and disseminate findings to UH, local, state or national audiences.
- Evaluate success and effectiveness 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.
- Remain current with literature and professional associations relevant to area of expertise (e.g., literature reviews, professional society membership).
- Plan, conduct, attend or participate in relevant professional conferences, colloquia, seminars, webinars, workshops, or meetings in order to improve professional competence.

a. Sources of Evidence

Scholarly activities which will be considered as support for personnel actions may include, but are not limited to:

i. Presentations

1. Delivery of papers at local, state, regional or national conferences
2. Presentations given at colloquia or panels at one's own or other institutions
3. Plan, organize, or chair a conference or conference session(s)

ii. Editorial activities

1. Serving as the editor or member of an editorial board of a professional journal, conference proceedings or other professional publications

iii. Curriculum development

iv. Publications, Other

1. Articles in journals and periodicals
2. Books of original scholarship
3. Chapters in books; textbooks
4. Monographs; computer software programs
5. Other instructional materials

v. Research Investigation

1. Conducting formal inquiry into a topic (e.g., reviewing relevant literature, generating hypotheses, collecting, analyzing, and interpreting data)
2. Development of new research methods, instruments, statistical procedures, tests and inventories, professional techniques
3. Conducting applied research, which results in materials such as curriculum guides or instructional modules for improvement

vi. Program Evaluation and Needs Assessments

1. Developing and/or conducting evaluations and writing evaluation reports using formal methods for major programs

The following factors shall be taken into consideration

- Original work is weighted more heavily than evaluation of the work of others, but collaborative efforts are encouraged
- 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
- The contribution of the scholarly activity to the STE/and or College endeavors, as judged by the STE faculty

3. Service Expectations

Service activities include those that benefit the University, College, STE, Community, School Partners, and Professional Organizations.

Service may include, but is not limited to:

- Chair or serve as an active member of a program, STE, college, university-wide, or system-wide committee
- Serve as an officer or committee member in a state, national, or international professional organization
- 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

4. Criteria for Tenure

The UH Mānoa 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 UH Mānoa 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, and relate their endeavors to it.

5. 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 and/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 and/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 and/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.

C. Instructor (I2) In-rank Promotions

Refer to *I-2 Criteria for KRS, SPED, ITE - approved 020619.*

III. 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 UH Mānoa Criteria and Guidelines for Faculty Tenure/Promotion Application and departmental criteria specified above.

Tenured faculty undergo periodic review in accordance with RP 9.213 and the most current Procedures for Evaluation of Faculty at UH Mānoa. Faculty are expected to maintain the qualifications and standards established for their current rank and classification (reference EP 5.221). Criteria for periodic review include those established for tenure and promotion within the current UH Mānoa Guidelines for Tenure and Promotion and the above Departmental Criteria for Tenure and Promotion.

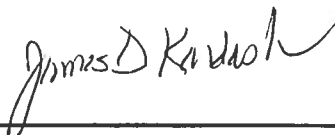
Approvals

Nathan Murata  MAY 29 2025

Dean (Name, Signature, Date)

Michael Bruno  6-4-25
for Michael Bruno

Provost (Name, Signature, Date)

 6/4/2025

UHPA (Name, Signature, Date)