CRITERIA AND GUIDELINES FOR

FACULTY TENURE/PROMOTION APPLICATION

UNIVERSITY OF HAWAIʻI AT MĀNOA

August 14, 2026

SUBMISSION DEADLINE:

Friday, October 2, 2026

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I. Application for Tenure

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

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

A. Final Probationary Year

If you are in your final year of probationary service (or in your terminal year of service but have a written agreement that the University will accept your application during the 2024-2025 academic year), and will not be electing to extend your probationary period, you must elect whether or not you will apply for tenure.

Elect to Apply for Tenure

Familiarize yourself with the criteria contained in Section IV below, and any additional college and/or departmental criteria appropriate to your application. You should also be familiar with Article XII, “Tenure and Service” of the 2025-2029 UHPA/UH Agreement. **If your Department Personnel Committee Criteria for Tenure, Promotion and Contract Renewal have been revised, you may elect to have your tenure application reviewed under the criteria in effect for 2024-2025 or 2025-2026**. Be sure to complete the edossier application by 4:30 pm on October 2, 2026. To assist you, the Department Chair is required to be available for consultation but is not permitted to prepare the application for you.

Elect NOT to Apply for Tenure

If you elect not to apply, complete and sign the Election Not to Apply for Tenure form indicating that you will not be applying for tenure or tenure with automatic promotion and submit it to your Department Chair or equivalent by October 2, 2026. The form is available on the OVPAE Website. IMPORTANT: If you make this choice, your contract for 2026-2027 will be your last probationary year, you will receive a terminal year contract commencing August 1, 2027, and your appointment with the University will terminate on July 31, 2028 unless you resign prior.

B. Early Application

You may apply for tenure before your final year of probationary service. To do so, however, you must submit a signed letter requesting that the University reduce your normal probationary period. This letter must contain a statement that you understand that, in the event the request is approved, the 2026-2027 academic year will become your final year of probationary service and that a negative decision on your application for tenure will result in a terminal year's contract for 2027-2028. Your request should be submitted to your Department Chair and will be forwarded for appropriate review and action by your Dean/Director. You may attach a copy of the request to your application form and submit the application according to the procedures outlined in Section VI below. However, the University will take no action on your application for tenure until your request for a reduction in your probationary period has been approved.

II. Application for Promotion

When to Apply

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

The information submitted by you in your promotion application, and that appended to your application by its reviewers, are the principal bases on which your case for promotion will be assessed. **If your Department Personnel Committee Criteria for Tenure, Promotion and Contract Renewal have been revised, you may elect to have your promotion application reviewed under the criteria in effect for 2024-2025 or 2025-2026.** It is your responsibility to see that relevant supportive information has been included in the application.

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

   If you do not meet the minimum qualifications, you may still apply with a waiver of one or more of the specified minimum qualifications. The authority to approve waivers of minimal education requirements has been retained by the Provost; the authority to approve waivers of time in rank has been delegated to the Deans/Directors. Such waivers may be granted in recognition of work performed at another higher education institution that is considered "equivalent" to the faculty member's current rank, or in extenuating circumstances where a faculty member has demonstrated both excellent performance and high productivity as a mechanism to retain such outstanding faculty. For the 2026-2027 review cycle, the deadline for all requests for waivers of minimum qualifications is August 28, 2026. By this date, all requests recommended by the Department Chair and Dean/Director must be addressed to the Provost and sent to the

Office of the Vice Provost for Academic Excellence (OVPAE), Hawai‘i Hall 209 or acadper@hawaii.edu.

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

Tenure with Automatic Promotion

As provided in the *UHPA/UH Agreement*, Instructional (including Law and Medicine) and Research Faculty (Rank 3) appointed at Rank 3 on or after July 1, 1977, will be promoted to Associate rank if awarded tenure. F faculty, as per the current version of EP 5.221 will similarly be promoted upon tenure. This means you will be evaluated for promotion to Rank 4 as well as for tenure at Rank 4.

Simultaneous Application for Tenure and Promotion

The following classifications/rank may use a single application to apply for either 1) tenure only at the current rank, or 2) tenure and promotion (the second action requires a separate vote for tenure and a separate vote for promotion at each level of review):

- All Librarian (B) Faculty hired at any rank;
- All Specialist (S) and Agent (A) Faculty hired at any rank in the Legacy Classification system;
- Instructional (I) and Research (R) Faculty hired at Rank 4 or higher in the Legacy Classification System;
- Agent (A) Faculty hired at rank 3 or higher under the new classification system effective August 1, 2024; and
- Academic (F) faculty hired at Rank 4 or higher in the new classification system effective August 1, 2024

If the recommendation for promotion is negative, but the recommendation for tenure is positive, your tenure-only application will be forwarded to the President for positive action.

In-Rank Promotions (I2 only)

I2 faculty may be promoted to ranks 2b, 2c and 2d upon meeting criteria. External Review letters are not required for In-Rank Promotions.

If there is agreement for promotion by all levels, the promotion application will go directly from the Dean to the Provost for review/approval. If there is true disagreement in the final vote between any College levels regarding the promotion application, then the application will proceed to the TPRC level for review and recommendation prior to going to the Provost for approval.

Joint Appointments and Split Appointments

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

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

III. Applications

Applications are submitted electronically. (Should unique circumstances require hard copy submission, contact OVPAE for instructions.).

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

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

Application Contents

A. In order to obtain a dossier link for the eDossier System, (tenureandpromotion.hawaii.edu), contact your School/College Tenure and Promotion Coordinator. That individual will set up an application number for you. You will be notified by email with a web link to the eDossier site. This email will include a separate link to your Google Shared Drive, where all of your supporting materials must be uploaded.

B. Using your Shared Drive. It is very important that you use the assigned Shared Drive to store the documents that you want in your eDossier. You can add, drag and drop any document from your computer to your Shared Drive. You can move Google Docs, Slides, Sheets, and other Google-based files from your personal Google Drive ("My Drive") to your Shared Drive. It is imperative that all of the documents you use in your eDossier are located in your Shared Drive. If not, your dossier can not be reviewed. The system will not process an eDossier linked to documents in a personal Google Drive. This protects the confidentiality of the review process.

C. Exclusion Option. Article XV.C of the *UHPA/UH Agreement* allows for applicants to exclude up to ten Faculty Members from the tenure and promotion review committee reviewing their application. Applicants should use the Exclusions tab in the eDossier system if they wish to exercise this option. These exclusions must be declared prior to submission of the application.

D. Headings. Appropriate headings are articulated in the eDossier system - linked under Guidance, within the Help menu. Ensure that your dossier speaks to how you meet the criteria for the personnel action, according to your department criteria, the campus criteria and that in Executive Policy.

E. Statement of Endeavors format. All Mānoa applications should contain a Statement of Endeavors. Candidates for tenure and/or promotion use this statement to discuss the unique aspects and special significance of their accomplishments and future plans in teaching, research and/or service. Language should be directed toward readers who are not specialists in the candidate's field, and statements are most useful when demonstrating how the candidate meets the criteria for the rank being sought. Elements may include:

- Teaching - the candidate can explain their teaching endeavors, highlighting major teaching activities, innovative or unique aspects in teaching, notable successes in advising and future value/plans.
- Research/Scholarship/Creative Works – the candidate can explain their research, and/or other scholarly endeavors or creative works, highlighting major contributions, describing the impact of research/scholarship/creative work, addressing any unique aspects of the scholarly record, and projecting future values/plans.
- Service – the candidate can explain their service endeavors, highlighting major contributions and/or future value/plans in service or outreach to the University, professional organizations, and/or the public or communities engaged or that are active participants in collaborative activities.
- Professional Activities – for candidates in S, B, and A classifications, this section can highlight major professional activities, such as innovative or unique

programs, notable success in professional activities and future value/plans related to the job description and classification.

Applications for In-rank Promotions (I2 only)

The Instructional Faculty Rank 2 promotion application is the means by which you convince those involved in the review process of your achievements and ability. Therefore, you should document your accomplishments with as much objective evidence as possible. The sections below indicate some of the kinds of evidence that are of particular value to the reviewers. Appropriate headings are articulated in the eDossier system under Guidance, within the Help menu.

A. Professional Statement of Instructor Role at appropriate placement rank. Articulate how you meet the criteria for placement at the rank you are applying for. You can provide a statement about the unique aspects and special significance of your accomplishments. This narrative should reflect the major duties assigned during the period of review.

B. Curriculum Vitae.

C. All Course Evaluations (Student Evaluations from period under review). (For Spring 2020, during the COVID-19 transition to all online learning, faculty and students were not required to participate in evaluations, and as such, the absence of this semester shall not be held against the applicant).

IV. Criteria for Tenure: General Comments

Article XII.G.1 of the *UHPA/UH Agreement* provides that a faculty member applying for tenure in the final year of the normal probationary period shall have the option of being considered under the criteria contained in the Criteria and Guidelines distributed in the year of application or those contained in the Criteria and Guidelines distributed two years earlier. The campus criteria contained in these 2025-2026 Criteria and Guidelines are similar to those distributed for 2023-2024 and 2024-2025. Additionally, these criteria include criteria for the faculty classification system adopted by the BOR in 2023 and implemented in 2024.

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

Regardless of the faculty classification that you were hired under, the general reasons for granting tenure are that the University has concluded that you are and will continue to be a productive and valuable member of your department, school/college, and campus, that your pattern of continuing professional growth is positive, and that the University anticipates a long-term need for your professional specialty and services. This is a matter of judgment, and there may be honest differences of opinion based on fair and thorough consideration of evidence.

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

In assessing the evidence for tenure, reviewers will assign the greatest weight to accomplishments and performance during the period since initial hire at the University of Hawai'i and your pattern and rate of professional growth. In order to be awarded tenure in a given rank, a faculty member must meet the minimum qualifications, including the requirements for education and experience, in addition to any criteria which may be established by the University for that rank. If you do not meet the minimum qualifications, as specified in Executive Policy – Classification of Faculty, E5.221 (see Attachments 1 and 3), you may still apply, but in this case, you must request a waiver of one or more of the specified minimum qualifications. For the 2026-2027 review cycle, the deadline for all requests for waivers of minimum qualifications is August 28, 2026. By this date all requests recommended by the Department Chair and Dean/Director must be sent to OVPAE (attention: Faculty Excellence, acadper@hawaii.edu or Hawai'i Hall 209).

A. Tenure Criteria for Instructional Faculty (including Law and Medicine) hired prior to August 1, 2024.

1. The University must have a present and long-term need for a faculty member with the particular combination of qualifications, expertise, and abilities possessed by the applicant for tenure.

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

   Where the faculty member's letter of offer and/or position description articulate substantial expectations for community-engagement, candidates should demonstrate that their teaching involves the dissemination of new knowledge to address social issues through collaborations between those in the university and those outside the university that are based upon qualities of mutual respect and reciprocity and which may entail collective or joint efforts.

3. The faculty member must have demonstrated a level of scholarly achievement appropriate to the rank at which tenure is sought in comparison with peers active in the same discipline. The comparison peer group consists not only of departmental colleagues but also of the whole of similarly situated scholars active at major research universities. For the Assistant Professor seeking tenure as an Associate Professor, the applicant should be well on the way to becoming an established scholar in his or her discipline. The Associate Professor seeking tenure should be an established scholar whose scholarly contributions and recognition during the probationary period reflect this stature. The full Professor must be among the leaders in the scholarly discipline. It is expected that to receive tenure as a Full Professor, the scholarship will be published – not just accepted for publication – prior to the faculty member's application for tenure.

   In general, publication in a form that involves review by independent referees is of first importance in establishing scholarly achievement. Other means by which scholarly and creative contributions to the discipline are reviewed, utilized and evaluated by peers outside the University are also important.

   Where the faculty member's letter of offer and/or position description articulate substantial expectations for community-engaged research, candidates should demonstrate that their research, scholarship and/or creative works involves the dissemination of new knowledge to address social issues through collaborations between those in the university and those outside the university that are based upon qualities of mutual respect and reciprocity and which may entail collective or joint-authorship.

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

   Additionally, commercialization and innovation achievements also serve as evidence of high-quality research and/or scholarship. Such efforts should be evaluated for their contribution to knowledge creation, translation, and societal benefit, not purely for revenue. Non-proprietary and community-engaged innovations (e.g., open-source software, Indigenous knowledge co-production) are equally valued. Quantitative and qualitative evidence must be verifiable, benchmarked, and contextualized.

A more detailed listing of the criteria that will be used at each rank may be found in the promotion criteria (Part V) and the Executive Policy – Classification of Faculty, E5.221 (Appendix A).

4. The faculty member should have participated in the academic affairs of the University, such as through service on appropriate faculty committees, and have shown a willingness to use professional competence in the service of the profession and the general community. Where the faculty member's letter of offer and/or position description articulate substantial expectations for community-engaged service, candidates should demonstrate that their service involves activities and outreach between those in the university and those outside the university that are based upon qualities of mutual respect and reciprocity.

B. Tenure Criteria for Research Faculty hired prior to August 1, 2024.

1. The University must have a present and long-term need for a faculty member with the particular combination of qualifications, expertise, and abilities possessed by the applicant for tenure.

2. The faculty member must have demonstrated a level of research achievement and productivity appropriate to the rank at which tenure is sought in comparison with peers active in the same field. The comparison peer group consists not only of local colleagues but also of the whole of similarly situated researchers active at major research centers. For the Assistant Researcher seeking tenure as an Associate Researcher, the faculty member should be well on the way to becoming an established researcher in his/her/their field. The Associate Researcher seeking tenure should be an established researcher whose productivity during the probationary period reflects this stature. The full Researcher must be among the leaders in the research field. In general, publication of research results in a form that involves review by independent referees is of first importance in establishing research competence and productivity. Where the faculty member's letter of offer and/or position description articulate substantial expectations for community-engaged research, candidates should demonstrate that their research, scholarship and/or creative works involve the dissemination of new knowledge to address social issues through collaborations between those in the university and those outside the university that are based upon qualities of mutual respect and reciprocity and which may entail collective or joint-authorship. A more detailed listing of the criteria that will be used at each rank may be found in Executive Policy – Classification of Faculty, E5.221 (Attachment 1 or 3, depending on faculty hire).

   Other illustrations of work for Librarian, Legacy Specialist and Legacy Extension Agent Faculty can be found in, and Supplemental Guidelines for Librarians, Specialists, or Extension Agents (Appendix B). Please note that the examples in Appendix B are not to be used as criteria by reviewers at any level.

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

3. The faculty member should have participated in the academic affairs of the University, such as through service on appropriate faculty committees, and have shown a willingness to use professional competence in the service of the profession and the general community. Where the faculty member's letter of offer and/or position description articulate substantial expectations for community-engaged service, candidates should demonstrate that their service involves activities and outreach between those in the university and those outside the university that are based upon qualities of mutual respect and reciprocity.

C. Tenure Criteria for Specialist (hired prior to August 1, 2024) and Librarian Faculty

1. The University must have a present and long-term need for a faculty member with the particular combination of qualifications, expertise, and abilities possessed by the applicant for tenure.

2. The faculty member must have demonstrated a level of professional achievement and productivity in the field of specialization appropriate to the rank at which tenure is sought in comparison with peers active in the same field. The comparison peer group consists not only of local colleagues but also the whole of similarly-situated professionals active at major institutions of higher education. At the ranks of Junior and Assistant Specialist and Librarian II and III, the applicant should demonstrate clear evidence of professional growth in the specialty. The Associate Specialist and Librarian IV seeking tenure should be an established contributor to the standards, techniques, and methodology of the profession. The full Specialist and Librarian V must show evidence of interaction with the broader professional community beyond the University of Hawai‘i and have made significant contributions to the standards, techniques, and methodology of the profession. For the senior ranks, there should be evidence of a high level of professional maturity and the capacity to assume responsibilities calling for the extensive exercise of independent judgment. Where the faculty member's letter of offer and/or position description articulate substantial expectations for community-engaged research, candidates should demonstrate that their research, scholarship and/or creative works

involve the dissemination of new knowledge to address social issues through collaborations between those in the university and those outside the university that are based upon qualities of mutual respect and reciprocity and which may entail collective or joint-authorship. A more detailed listing of the criteria that will be used at each rank may be found in Executive Policy – Classification of Faculty, E5.221 (Attachment 1 or 3, depending on faculty hire).

Other illustrations of work for Librarian, Legacy Specialist and Legacy Extension Agent Faculty can be found in, and Supplemental Guidelines for Librarians, Specialists, or Extension Agents (Appendix B). Please note that the examples in Appendix B are not to be used as criteria by reviewers at any level.

3. The faculty member should have participated in the academic affairs of the University, such as through service on appropriate faculty committees, have shown a willingness to use professional competence in the service of the profession and the general community, and have demonstrated the ability to work effectively with faculty, staff, and administrators as necessary. Where the faculty member's letter of offer and/or position description articulate substantial expectations for community-engaged service, candidates should demonstrate that their service involves activities and outreach between those in the university and those outside the university that are based upon qualities of mutual respect and reciprocity.

D. Tenure Criteria for Extension Agent Faculty

In the New Faculty Classification system effective August 2024, Junior Extension Agent (A2) positions are not tenure-eligible.

1. The University must have a present and long-term need for a faculty member with the particular combination of qualifications, expertise, and abilities possessed by the applicant for tenure.

2. The faculty member must have demonstrated a level of professional achievement and productivity in extension service appropriate to the rank at which tenure is sought in comparison with peers active in extension. The comparison peer group consists not only of local colleagues but also of the whole of the community of extension professionals active in major extension service programs nationwide. At the ranks of Junior and Assistant Extension Agent, the applicant should demonstrate clear evidence of professional growth. The Associate Extension Agent seeking tenure should provide evidence of interaction with the nationwide extension profession and of contributions to extension as a profession. The full Extension Agent should provide evidence of significant interaction with the nationwide extension profession and of substantial contributions to extension as a profession.

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

general community. The faculty member should have rendered other services to the community as appropriate and have shown an ability to work effectively in an integrated extension program.

E. Tenure Criteria for F (Faculty) and H (Clinical Faculty) 9 and 11 month, hired under the Faculty Classification system implemented on August 1, 2024.

1. The University must have a present and long-term need for a faculty member with the particular combination of qualifications, expertise, and abilities possessed by the applicant for tenure.

2. The faculty member must have demonstrated a high level of competence as a teacher during the probationary period. In the rank of Assistant Professor, there should be evidence of increasing professional accomplishment as a teacher. For the Associate and full Professor ranks, there should be evidence of a mature level of performance and the versatility to contribute to all levels of the department's instructional program. In all cases, the evidence should include summaries of student evaluations, how your classes contribute to programmatic and institutional learning outcomes, or other objective assessments of a significant sample of the courses taught during the probationary period.

   Where the faculty member's letter of offer and/or position description articulate substantial expectations for community-engagement, candidates should demonstrate that their teaching involves the dissemination of new knowledge to address social issues through collaborations between those in the university and those outside the university that are based upon qualities of mutual respect and reciprocity and which may entail collective or joint efforts.

3. The faculty member must have demonstrated a level of achievement in research, scholarship and/or creative works appropriate to the rank at which tenure is sought in comparison with peers active in the same discipline. The comparison peer group consists not only of departmental colleagues but also of the whole of similarly situated scholars active at major research universities in the United States. For the Assistant Professor seeking tenure as an Associate Professor, the applicant should be well on the way to becoming an established researcher, scholar or creative practitioner in their discipline or artistic media. The Associate Professor seeking tenure should be an established researcher, scholar or creative practitioner whose research, scholarly and/or creative contributions and recognition during the probationary period reflect this stature. The full Professor must be among the leaders in the research, scholarly discipline or creative media. It is expected that to receive tenure as a Full Professor, the research, scholarship or creative works will be published or exhibited or performed – not just accepted for publication – prior to the faculty member's application for tenure.

In general, publication, exhibition or performance in a form that involves review by independent referees is of first importance in establishing research, scholarly and creative achievement. Other means by which research, scholarly and creative contributions to the discipline are reviewed, utilized and evaluated by peers outside the University are also important.

Where the faculty member's letter of offer and/or position description articulate substantial expectations for community-engaged research, candidates should demonstrate that their research, scholarship and/or creative works involves the dissemination of new knowledge to address social issues through collaborations between those in the university and those outside the university that are based upon qualities of mutual respect and reciprocity and which may entail collective or joint-authorship.

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

Additionally, commercialization and innovation achievements also serve as evidence of high-quality research and/or scholarship. Such efforts should be evaluated for their contribution to knowledge creation, translation, and societal benefit, not purely for revenue. Non-proprietary and community-engaged innovations (e.g., open-source software, Indigenous knowledge co-production) are equally valued. Quantitative and qualitative evidence must be verifiable, benchmarked, and contextualized.

A more detailed listing of the criteria that will be used at each rank may be found in the promotion criteria (Part V) and the Executive Policy – Classification of Faculty, E5.221 (Appendix A).

4. The faculty member should have participated in the academic affairs of the University, such as through service on appropriate faculty committees, and have shown a willingness to use professional competence in the service of the profession and the general community. Where the faculty member's letter of offer and/or position description articulate substantial expectations for community-engaged service, candidates should demonstrate that their service involves activities and outreach between those in the university and those outside the university that are based upon qualities of mutual respect and reciprocity.

V. Criteria for Promotion: General Comments

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

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

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

In assessing the evidence for promotion, reviewers will assign the greatest weight to accomplishments and performance during the period since the last promotion, or since initial hire at the University of Hawai'i if you have not been previously promoted during your service here.

A. Promotion Criteria for Instructional Faculty - including Law and Medicine (I, L, M)

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

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

2. **Promotion to I2-C.** A Master's degree from a college or university of recognized standing with the majority work in the field in their area of assignment and evidence of continued professional growth, skill, and knowledge (e.g. additional coursework, certificates, or other educational activities that advance knowledge of their discipline and/or work with students). A minimum of 4 years as an I2B, or equivalent, evidence of increasing proficiency in ability to teach effectively, direct group discussions, and/or to provide clinical supervision; and professionalism in meeting and conferring with others.

3. **Promotion to I2-D.** A Master's degree from a college or university of recognized standing with the majority work in the field in their area of assignment and evidence of continued professional growth, skill, and knowledge (e.g. additional coursework, certificates, or other educational activities that advance knowledge of their discipline and/or work with students). A minimum of 4 years as an I2C, or equivalent, evidence of increasing proficiency in ability to teach effectively, and/or to provide clinical supervision; and professionalism in meeting and conferring with others.

4. **Promotion to Assistant Professor.** Given that the functions greatly differ from an Instructor to an Assistant Professor, promotion to Assistant Professor is not automatic and requires prior approval from the Dean based on operational needs. If a position is general-funded, additional approvals from Chancellor, Provost, Chief Business Officer and President may be necessary, depending on the current Budgetary Operational Guidelines. Once approved, the following is required to pursue promotion: An earned doctorate in the relevant field or other appropriate terminal degree is required. The faculty member must provide evidence of competence and increasing professional maturity as a teacher. This evidence should include summaries of student evaluations, how your classes contribute to programmatic and institutional learning outcomes, or other objective assessments of a significant sample of the courses taught while in the rank of Instructor. There must be evidence of scholarly research and contribution to scholarship or other related creative activity which shows scholarly ability, accomplishment and promise.

5. **Promotion to Associate Professor.** The faculty member must provide evidence of a mature level of performance as a teacher and the versatility to contribute to all levels of the department's instructional program. This evidence should include summaries of student evaluations, how your classes contribute to programmatic and institutional learning outcomes, or other objective assessments of a significant sample of the courses taught while in the rank of Assistant Professor. The Assistant Professor seeking promotion to Associate Professor should be well on the way to becoming an established scholar in her/his/their discipline. The comparison peer group consists not only of departmental colleagues, but the whole of the community of scholars active at major research universities. In general, publications and other creative activities of a type that permit review by independent referees are of first importance in establishing scholarly

achievement. Other means by which scholarly and creative 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.

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

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

B. Promotion Criteria for Research Faculty (R) hired before August 1, 2024

1. **Promotion to Assistant Researcher.** An earned doctorate in the relevant field or other appropriate terminal degree is required. The faculty member must provide evidence of competence and increasing professional maturity in the performance of professional and scientific work in the field of research indicated by the title of the class. There must be evidence of ability and promise in independent professional and scientific research documented by independent research activities, publications and contributions to scholarship.

2. **Promotion to Associate Researcher.** The faculty member seeking promotion to Associate Researcher should be well on the way to becoming an established scholar in their/her/his discipline in comparison with peers active in the same area of research.

The comparison peer group consists not only of departmental colleagues, but the whole of the community of scholars active at major research centers. Publication in a form that involves review by independent referees is of first importance in establishing research achievement. Other means by which scholarly and creative research contributions to the discipline are reviewed, utilized and evaluated by peers outside the University are also important. The faculty member must provide evidence of independent ability to plan and organize funded research activities, including effective interactions with students and assistants as appropriate. The faculty member should have participated in the academic affairs of the University, such as through service on appropriate faculty committees, and have shown a willingness to use professional competence in the service of the profession and the general community.

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

C. Promotion Criteria for Specialist Faculty (S)

1. **Promotion to Assistant Specialist.** The faculty member must provide evidence of competence, productivity and increasing professional achievement and maturity in the performance of assigned duties. Training represented by a Master's degree and 30 credits of graduate study beyond the Master's from a college or university of recognized standing with major work in a field closely related to the position involved is required. There should be evidence of ability to perform duties calling for independent professional judgment in the field of specialization, evidence of productivity and an indication of the capacity to supervise clerical help and at least three years previous experience at the next lower rank or equivalent.

2. **Promotion to Associate Specialist.** The faculty member must provide evidence of increasing professional maturity in the professional specialization and in the performance of duties in the rank of Assistant Specialist, including evidence of the ability to exercise independent professional judgment competently in the field of specialization. Training represented by a doctorate from a college or university of recognized standing with major coursework and dissertation in a relevant field is required. At least four years of experience in the appropriate specialty in the next lower rank or equivalent are required. The faculty member must demonstrate the ability to plan and organize assigned activities and to supervise the work of assistants, if appropriate. The faculty member

must demonstrate a level of professional achievement which reflects his/her/their stature as a contributor to the standards, techniques and methodology of the profession in comparison with peers active in the same field. The comparison peer group consists not only of local colleagues but the whole of the professional community active at major institutions of higher education. In general, contributions of such a nature as to permit critical review and facilitate use by other professionals are of first importance in establishing professional achievement. There must be evidence of interaction with the broader professional community beyond the University of Hawai‘i.

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

4. A more detailed listing of the criteria that will be used at each rank may be found in Executive Policy – Classification of Faculty, E5.221 (Attachment 1 or 3, depending on faculty hire).

   Other illustrations of work for Librarian, Legacy Specialist and Legacy Extension Agent Faculty can be found in, and Supplemental Guidelines for Librarians, Specialists, or Extension Agents (Appendix B). Please note that the examples in Appendix B are not to be used as criteria by reviewers at any level.

D. Promotion Criteria for Librarian Faculty (B)

1. **Promotion to Librarian III.** The Librarian must provide evidence of competence, productivity and increasing professional achievement and maturity in the performance of assigned duties. Training represented by a Master’s degree in Library or Information Science and in addition to the Master’s degree, 24 post-baccalaureate credits of academic study, and at least three years of appropriate experience is required. There should be evidence of ability to perform duties calling for independent judgment as well as evidence of initiative, analytical and problem-solving ability and familiarity with

departmental functions, library-wide goals and University programs. The Librarian should demonstrate awareness of current professional literature and development.

2. **Promotion to Librarian IV.** The Librarian must provide evidence of increasing professional maturity in the professional specialization and in the performance of duties in the rank of Librarian III, including evidence of the ability to exercise independent professional judgment. Training represented by two Master's degrees is required: one in Library or Information Science, and one in a specialized subject area. Seven years of appropriate experience or four years in the rank of Librarian III are also required. The Librarian should show ability to anticipate and recommend changes in accordance with the changing needs of the Library and University as a whole and should also exhibit independence and creativity in the provision of service and/or program development or evaluation. The Librarian should demonstrate participation in academic or professional activities within the University and beyond. If managerial or supervisory responsibilities are an aspect of the Librarian's assigned position or function, there should be demonstration of maturing competence in this area.

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

4. A more detailed listing of the criteria that will be used at each rank may be found in Executive Policy – Classification of Faculty, E5.221 (Attachment 1 or 3, depending on faculty hire).

   Other illustrations of work for Librarian, Legacy Specialist and Legacy Extension Agent Faculty can be found in, and Supplemental Guidelines for Librarians, Specialists, or Extension Agents (Appendix B). Please note that the examples in Appendix B are not to be used as criteria by reviewers at any level.

E. Promotion Criteria for Extension Agent Faculty (A)

1. **Promotion to Assistant Extension Agent.**

   For faculty hired under the legacy classification system: A Master's degree from a college or university of recognized standing, with major work in agriculture, home economics, marine science, resource management or a related field, as appropriate, or, in addition to the Bachelor's degree, 30 credits of post-baccalaureate academic work in a field appropriate to the individual's job (with a maximum of three credits of independent study or directed reading) is required. Three years of successful experience in Cooperative Extension work, Sea Grant Extension work, or equivalent in closely related fields are required. The faculty member must provide evidence of competence, productivity and increasing professional maturity in the performance of assigned extension activities. In addition, there should be evidence of ability to perform duties calling for independent professional judgment, and of the capacity to assume responsibility for the development of an extension program. The faculty member must have shown an ability to work effectively with other agents in an integrated extension system.

   For faculty hired under the new classification system effective August 2024: Applying for promotion from A2 to A3 requires approval from the Appointing Authority and must be based on operational needs.If a position is general-funded, additional approvals from Chancellor, 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:

   A Master's degree from a college or university of recognized standing, with major work in agriculture, family and consumer sciences, marine science, resource management, or a related field, whichever is appropriate, and at least three years of successful experience in Cooperative Extension work, Sea Grant Extension work or equivalency in closely related fields; ability to exercise independent judgment and to assume responsibility for developing a Cooperative Extension program; ability to work harmoniously with other agents in an integrated Cooperative Extension system, and with related agencies. Professionalism in meeting and conferring with others.

2. **Promotion to Associate Extension Agent.**

   A Master's degree from a college or university of recognized standing in agriculture, home economics, marine science, resource management or a related field, whichever is appropriate; in addition to the Master's, 15 credit hours of post-baccalaureate academic work in an appropriate field (with a maximum of three credits of independent study or directed reading) is required; at least four years of experience as an Extension faculty member or its equivalent in related fields in the next lower rank is required. The faculty member must provide evidence of increasing productivity and professional maturity in the performance of extension activities in the rank of Assistant Extension Agent. There must be evidence of a high level of leadership ability, including the capacity to develop

leadership in others. The faculty member must demonstrate the successful administration of a well-organized extension program and the capacity to work effectively with agents in other jurisdictions and with related public agencies. There must be evidence of interaction with the profession and of contributions to the appropriate subject matter discipline or to extension as a profession.

3. **Promotion to Extension Agent.**

   A Master's degree from a college or university of recognized standing with major work in agriculture, home economics, marine science, resource management or a related field, whichever is appropriate; in addition to the Master's degree, 30 credit hours of post-baccalaureate academic work beyond the Master's degree in an appropriate field (with a maximum of six credits of independent study or directed reading) is required; and at least four years of experience as an Extension faculty member or similar and equivalent work in the next lower rank are required. The faculty member must provide evidence of continued professional growth as an Associate Extension Agent. There must be evidence of exceptional leadership ability and success in a position with significant program or administrative responsibilities covering major subject areas or large geographic areas. The faculty member must provide evidence of ability to perceive and implement broad educational programs relevant to community needs, and the capacity to work harmoniously with agents in other jurisdictions and with other governmental agencies in an integrated extension program. There must be evidence of significant interaction and leadership with the nationwide extension profession, and of substantial contributions to the appropriate subject matter discipline or to extension as a profession.

F. Promotion Criteria for Academic Faculty (F)

1. **Promotion to Assistant Professor.** Given that the functions greatly differ from an Instructor to an Assistant Professor, promotion to Assistant Professor is not automatic and requires prior approval from the Dean based on operational needs. If a position is general-funded, additional approvals from Chancellor, 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.

2. **Promotion to Associate Professor.** The faculty member must provide evidence of a mature level of performance as a teacher and the versatility to contribute to all levels of the department's instructional program. This evidence should include summaries of student evaluations, how your classes contribute to programmatic and institutional learning outcomes, or other objective assessments of a significant sample of the courses taught while in the rank of Assistant Professor. The Assistant Professor seeking promotion to Associate Professor should be well on the way to becoming an established scholar in her/his/their discipline. The comparison peer group consists not only of departmental colleagues, but the whole of the community of scholars active at major research universities. In general, publications and other creative activities of a type that permit review by independent referees are of first importance in establishing scholarly achievement. Other means by which scholarly and creative 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.

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

G. Promotion Criteria for Clinical Faculty (H)

1. **Promotion to Associate Professor.** The faculty member must provide evidence of a mature level of performance as a teacher and the versatility to contribute to all levels of the department's instructional program. This evidence should include summaries of student evaluations, how your classes contribute to programmatic and institutional learning outcomes, or other objective assessments of a significant sample of the courses taught while in the rank of Assistant Professor. The Assistant Professor seeking

promotion to Associate Professor should be well on the way to becoming an established scholar in her/his/their discipline. The comparison peer group consists not only of departmental colleagues, but the whole of the community of scholars active at major research universities. In general, publications and other creative activities of a type that permit review by independent referees are of first importance in establishing scholarly achievement. Other means by which scholarly and creative 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.

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

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

A more detailed listing of the criteria that will be used at each rank may be found in Executive Policy – Classification of Faculty, E5.221 (Attachments 1 and 3).

Other illustrations of work for Librarian, Legacy Specialist and Legacy Extension Agent Faculty can be found inSupplemental Guidelines for Librarians, Specialists, or Extension Agents (Appendix B). Please note that the examples in Appendix B are not to be used as criteria by reviewers at any level.

VI. The Tenure/Promotion Review Process

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

The procedures for review of applications for tenure/promotion are given in detail in Article XII, and Article XIV of the *UHPA/UH Agreement*.

Conflicts of Interest

Reviewers at any point in the process should recuse themselves if a conflict of interest exists or if there could be a perception that a conflict of interest exists. Prior knowledge of an applicant's work or existing professional relationships do not in themselves represent such a conflict. However, if the outcome of an application would impact a reviewer's economic condition, reputation, or relationship with the applicant then it is likely that such a conflict or perception of conflict exists and the reviewer should recuse themself from both discussion and decision-making with respect to the applicant. When in doubt, confer openly with the relevant committee and/or the Office of the Vice Provost for Academic Excellence.

External Reviews

Solicitation of external evaluations is performed by Department Chair, Chair of Department Personnel Committee, or Dean/Director in accordance with any relevant departmental procedures. Departments should seek external evaluations of each applicant's work. An evaluator should be at, or above the rank aspired to by the applicant - as such, evaluators holding faculty appointments are strongly preferred. All external evaluators should be professionally capable to assess the applicant's scholarly work (utilizing the applicable tenure criteria covered in Section IV above) objectively and comment on its significance in the discipline.

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

Approximately the same cover letter or email soliciting the evaluation should be sent to each evaluator. PDF (portable document format) on letterhead is recommended if email is used. The Department Chair should keep a copy of each letter. A curriculum vita will be included with the letter and, if practical, copies of reprints of the applicant's major publications. The purpose of the request is to obtain an opinion about the scholarly contributions which the applicant has made and not to determine whether or not the applicant would receive tenure/promotion at another institution.

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

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

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

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

1. Mark hard copy letters "Confidential" as soon as they arrive. Do not show letters to the applicant at any time.

2. Summarize the number of confidential letters solicited by the department and the number of confidential letters received by the department in a PDF document, for inclusion in the External Reviews section of the candidates dossier. Indicate the number of reviewers contacted from the applicant's list and the number from the department's list, and from which list the received letters were drawn from. Do not list the authors of the confidential letters in this section. The names of External Reviewers should NOT be included in any assessment reports by the DPC Chair; Department Chair; Dean/Director or TPRC Chair.

3. Department Chairs (or Tenure and Promotion Coordinators) should upload PDF versions of all external review letters and the summary of requests noted above to the External Reviews section of the applicant's dossier.

4. When the final decisions are announced, a brief letter or email should be sent to each of the external reviewers informing them of the disposition of the case and thanking them once again for their efforts on behalf of the department, the college, and the UH Mānoa. In the case of a negative decision, departments must confirm with the Mānoa Provost's Office that any appeal has been resolved prior to contacting the reviewers.

Order of Review

A. After submission of the dossier, the Chair and the Department Personnel Committee will make written assessments of your strengths and weaknesses, append recommendations if they so desire, and transmit the dossier to the Dean/Director.

B. The Dean/Director will make their independent assessment and recommendation and transmit the dossier to a Tenure and Promotion Review Committee (TPRC) which is appointed to review your case.

C. The TPRC "shall review the dossier and make a recommendation, then return it to the Dean/Director for consideration and transmission to the Provost."

D. Faculty Members will be notified of the TPRC's recommendation after it has been received by the Provost's Office.

E. If, after the TPRC review, the dossier contains only positive recommendations, the dossier will be transmitted to the Provost for review. If the Provost's assessment is positive, a recommendation for tenure/promotion will be made to the President.

F. If, after the TPRC review, the dossier contains a negative recommendation, you will be permitted to examine the dossier and to submit written comments and additional materials. If the negative recommendation occurred at the TPRC, the dossier will be returned to the same TPRC for a second review. The dossier will then be forwarded to the Provost who will make an independent assessment of the application, reviewing all materials, including any additional materials that may have been submitted in accordance with the procedure described. If the negative review did not occur at the TPRC, then the additional materials will be forwarded directly to the Provost. The Provost will then decide to either recommend tenure/promotion or deny tenure/promotion. If the latter, you will be notified and permitted to examine the dossier and meet with the Mānoa Provost, if you desire.

G. If you are denied tenure, the options available to you are explained in Article XII.H of the *UHPA/UH Agreement*.

H. If you are denied promotion, under certain circumstances, as specified in Article XIV.D of the *UHPA/UH Agreement*, you may request a further review.

References

UH System Executive Policy 5.221 - Classification of Faculty

- Attachment 1 Classification of 4-year Faculty
- Attachment 3 Legacy Classifications

Supplemental Guidelines for Librarians, Legacy Specialists, or Legacy Extension Agents (not to be used as criteria by reviewers at any level)

- Appendix B