University of Hawai'i Community Colleges
Administrative Affairs

UNIVERSITY of HAWAI'I® SYSTEM

July 27, 2011

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FROM: Michael T. Unebasami
Associate Vice President for Administrative Affairs

SUBJECT: **GUIDELINES FOR TENURE AND PROMOTION, UH-COMMUNITY COLLEGES 2011-2012**

Attached is the *Guidelines for Tenure and Promotion for 2011-2012.* No changes have been made to the document except for revisions to deadlines, pertinent dates and references to the collective bargaining agreement.

As a reminder, this year's deadline for submitting applications for tenure/promotion is **October 7, 2011.**

Should you have any questions, please call Director Sandra Uyeno at 956-3874.

Attachment

c Director Sandra Uyeno

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An Equal Opportunity/Affirmative Action Institution

GUIDELINES FOR TENURE AND PROMOTION
UNIVERSITY OF HAWAI'I COMMUNITY COLLEGES
2011- 2012

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APPLICATION DEADLINE

October 7, 2011

I. GUIDELINES FOR TENURE

A. INTRODUCTION

This document describes the University of Hawai'i Community Colleges tenure application process. It is a guide for both the applicant and the peer and administrative reviewers of the application. This document outlines the community colleges' expectations and values. It provides standard forms and formats which community college faculty may use to organize and present their applications for tenure.

The guidelines are written so that information common to all applications can be consistently presented and assessed. This information consists of discipline expertise, instructional delivery skills, instructional design skills, achievements in other areas of professional service, and how the applicant has sustained a high level of quality in their efforts over time.

For the applicant, these guidelines encourage a flexible approach for self-appraisal and provide the framework for a professional presentation of an educator's commitment to teaching and learning in an open-door institution of higher learning. The forms and format guides have been designed to encourage independent judgment and to stimulate creativity on the part of each applicant. They present an opportunity for the applicant to document professional accomplishments, viewpoints, and attitudes as a community college educator.

For the reviewer, these guidelines are to be used in conjunction with the *Community Colleges Faculty Classification Plan* approved by the Board of Regents. The guidelines emphasize the need for the thoughtful exercise of peer participation in assessment matters in higher education. In accordance with Article X, B, faculty members are reminded that 1) there is a strict exclusion from voting of any individual who is not a tenured bargaining unit 07 member on the tenure of another faculty member; and 2) that only faculty members of equal or higher rank are allowed to vote on applications for promotion. In addition, in accordance with Article XII, G.2.j., faculty members are reminded that when participating on personnel committees, they have the responsibility for avoiding conflicts of roles by recusing themselves from the process when such conflicts exist.

B. GENERAL INFORMATION FOR TENURE APPLICANTS

*The 2009-2015 Agreement between the University of Hawai'i Professional Assembly and the Board of Regents of the University of Hawai'i (*hereinafter referred to as "the Agreement") requires that all eligible faculty 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,

Section C, of the Agreement. The normal probationary period is five (5) probationary years. If requests for extensions are approved, the probationary period may extend an additional two years for a total maximum of seven (7) years. Failure to apply for tenure during the final year of probationary service, results in the automatic issuance of a terminal year contract commencing July 1. (Article XII, Section F of the 2009-2015 Agreement) If you have any questions regarding your final year of probation, check with your campus Human Resources Office.

Tenure application forms shall be made available to eligible faculty members no less than six (6) weeks prior to the application deadline. Faculty members applying in the final year of the normal probationary period shall have the option of being considered under the criteria contained in the guidelines distributed this academic year or those contained in the guidelines distributed two years earlier (Article XII, Section G of the 2009-2015 Agreement).

The application for tenure is very important. The information submitted by you, and that which is appended to your application by reviewers, is the documentation upon which your case for tenure will be examined. It is your responsibility to see that all pertinent information has been included in your application.

The Available Options

Article XII of the Agreement defines when you should normally apply for tenure. There are several options available to you:

1. 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 tenure application during the 2011-2012 academic year, you must elect whether or not to apply.

   a. You may elect to apply for tenure and may proceed by signing statement C.1 on p. 2.1 of the application form. Be sure to complete and submit the application to your Chancellor before or by the close of business on **October 7, 2011.** To assist you, the Division Chair/Unit Head/Dean is available for consultation, but is prohibited from assisting in the preparation of the application. Procedures for review of your application are outlined in Section C below. You should also be familiar with Article XII of the *2009-2015 UHPA/UH Agreement.*

   b. You may instead elect not to apply, in which case you should select and sign statement C.1 on p. 2.1 of the application form and submit the statement to the Chancellor before or on **October 7, 2011.**

IMPORTANT: If you elect this choice, your contract for 2012-2013 will be a terminal year contract. Your appointment with the University will terminate on July 31, 2013, unless you resign before that date.

2. You may apply for tenure before your final year of probationary service. If you wish to do so, however, you should have submitted a signed letter requesting that the University reduce your normal probationary period. This letter should have been submitted in Spring of 2011. Please note that, in the event the request was approved, the 2011-2012 academic year will become your final year of probationary service and a negative decision on your application for tenure will result in a terminal year contract commencing August 1, 2012.

3. You may apply for promotion from Rank 2 to Rank 3 in the same year that you apply for tenure, provided that you meet the requirements stated in these Guidelines. The decision to grant tenure includes a determination that you qualify for promotion to Rank 3 (Article XII, C.2.g. of the 2009-2015 Agreement). Should tenure be denied, you may request a review consistent with Article XII, H.

C. CRITERIA FOR TENURE

The general reasons for granting tenure are that the University has concluded a) that you are, and will continue to be, an efficient and productive member of your discipline and college; and b) that it anticipates a long-term need for the services you have proven yourself capable of rendering. Applicants are reminded that although reviews are guided by specific criteria and all reviews involve a fair and thorough consideration of the evidence, the final tenure decision involves judgment, and may include honest differences of opinions. It should also be noted that because the granting of tenure involves a long-term commitment of the resources of the University, the review process is essentially conservative. Unless there is a clear case for tenure, the practice is not to recommend tenure to the Board of Regents.

In evaluating the request for tenure, reviewers will consider accomplishments and performance during the period since your initial hire at the University of Hawai'i. 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 established by the University for that rank, and any additional criteria which may have been established.

The Community Colleges Classification Plan has been appended for your information and use. It is also important to include in your dossier a discussion of the following: (1) your own philosophy and goals regarding teaching (counseling, or appropriate area of instructional support); (2) your perceptions about the students we serve, including their needs and

aspirations[1]; (3) a concise self-analysis of how you have responded to these educational needs; and (4) the possible impact and contributions you have made toward achieving your professional objectives and meeting your students' needs.

D. GUIDELINES FOR PREPARING APPLICATION

Your application for tenure is the means by which you inform those involved in the review process of your achievements and ability. Therefore, it is your responsibility to clearly show how you fully meet the expectations of the rank and criteria at which tenure is requested. You must clearly describe all of your professional activities and where appropriate, provide substantive interpretation and discussion of summarized data and information.

Please complete Parts I, II, and IX of the application form. If you have questions, your Division Chair/Unit Head/Assistant Dean will be able to assist you.

Presentation of Dossier

Be sure that your dossier is organized in such a way as to prevent loss of any material. The dossier should be paginated and bound in some way that will allow insertion of additional documents.

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[1] Your statement should be made in the context of the Community Colleges' mission. i.e., an open-door institution that serves a multi-ethnic student population.

II. GUIDELINES FOR PROMOTION

A. INTRODUCTION

This document describes the University of Hawai'i Community Colleges promotion application process. It is a guide for both the applicant and the peer and administrative reviewers of the application. This document outlines the community colleges' expectations and values and provides standard forms and formats which community college faculty may use to organize and present their applications for promotion. These guidelines are written so that information common to all applications can be consistently presented and assessed. This information consists of discipline expertise, instructional delivery skills, instructional design skills, achievements in other areas of professional service, and how the applicant has sustained a high level of quality in their efforts over time.

For the applicant, these guidelines encourage a flexible approach for self-appraisal and provide the framework for a professional presentation of an educator committed to teaching and learning in an open-door institution of higher learning. The forms and format guides have been designed to encourage independent judgment and to stimulate creativity on the part of each applicant. They present an opportunity for the applicant to document professional accomplishments, viewpoints, and attitudes as a community college educator.

For the reviewer, these guidelines are to be used in conjunction with *The Community Colleges Faculty Classification Plan* approved by the Board of Regents. The guidelines emphasize the need for the thoughtful exercise of peer participation in assessment matters in higher education. In accordance with Article X, B, faculty members are reminded that 1) there is a strict exclusion from voting of any individual who is not a tenured bargaining unit 07 member on the tenure of another faculty member; and 2) that only faculty members of equal or higher rank are allowed to vote on applications for promotion. In addition, in accordance with Article XII, G.2.j., faculty members are reminded that when participating on personnel committees, they have the responsibility for avoiding conflicts of roles by recusing themselves from the process when such conflicts exist.

B. GENERAL INFORMATION FOR PROMOTION APPLICANTS

Article XIV of the *2009-2015 Agreement between the University of Hawai'i Professional Assembly and the Board of Regents of the University of Hawai'i* (hereinafter referred to as "the Agreement") provides that any faculty member shall, upon application, be considered for promotion in any year in accordance

with guidelines established by the University. This means that faculty may apply for promotion in accordance with the guidelines set forth below.

Should there be a substantial change in the promotion criteria in the year of application, the candidate shall have the option of being considered under the criteria contained in the guidelines distributed in the preceding year. (Article XIV, Section B.2. of the 2009-2015 Agreement)

Creditable service includes regular on-duty service, sabbatical leaves, and leaves without pay for professional improvement.

The application for promotion is very important. The information submitted by you, and that which is appended to your application by reviewers, is the principal documentation on which your application for promotion will be examined. It is your responsibility to see that all pertinent information has been included in your application.

The Available Options

1. If you believe you have met the expectations and criteria of the rank to which you plan to apply for promotion, you may submit your promotion application:

   - from Rank 2 to 3 after completing your fourth year of creditable service in Rank 2;

   - from Rank 3 to 4, or Rank 4 to 5, after completing your third year of creditable service in rank 3 or 4, respectively.

2. You may apply for promotion prior to the required time period even if you do not meet the minimum qualifications with respect to time-in-rank and/or the educational requirements for the rank to which you are applying if you believe that your outstanding experience and/or performance is worthy of such consideration. In this case, you may apply for an early promotion only after approval has been received by the appropriate approving authority.

   Your request for a shortening should contain a detailed explanation of why you believe a shortening is justified. As a general rule, such requests are granted only in unusual and exceptional circumstances. Note that requests for such waivers must be approved prior to the application deadline.

   After familiarizing yourself with the Guidelines for Promotion and assessing your eligibility, you may initiate your application by signing statement Part II.A. on page 2.1 of the application form. Be sure to complete and submit the application to your Chancellor before or by the close of business (4:30 p.m.) on **October 7, 2011.**

To assist you, the Division Chair/Unit Head/Assistant Dean, as appropriate, is available for consultation, but is prohibited from assisting in the preparation of the application. You should also be familiar with Article XIV of the Agreement.

C. CRITERIA FOR PROMOTION

In order to be promoted, the applicant must meet the minimum qualifications established by the Board of Regents for the rank to which promotion is sought in addition to any other criteria which may be established. However, the mere satisfaction of these requirements does not guarantee promotion, rather the decision for promotion is based on whether the faculty member has documented performance at the level to which he/she is seeking promotion. Instead, promotion represents an important transition in the faculty member's professional status. The exact stage of a faculty member's career at which promotion is deserved is a matter of judgment and there may be honest differences of opinion based upon fair and thorough consideration of your dossier. Because the granting of promotion has implications for the University's standards and its standing in the academic community, the review process is essentially conservative. Unless there is a clear case for promotion, the practice is not to recommend promotion to the Board of Regents.

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

It is also important to include in your dossier a discussion of the following: (1) your own philosophy and goals regarding teaching (or counseling, or appropriate area of instructional support); (2) your perceptions about the students we serve, including their needs and aspirations[2]; (3) a concise self-analysis of how you have responded to these educational needs and; (4) the possible impact and contributions you have made toward achieving your professional objectives and meeting your students' needs. In addition to a discussion of these four general topics, the dossier should address, under appropriate headings, how you have met each of the criteria for the rank to which you are applying. For example, faculty members applying to rank C3, should address the rank C3 criteria; those applying to rank C4 should address rank C4 criteria, and so on. The specific criteria for each rank are listed in *Community Colleges Classification Plan*, which has been appended.

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2 Your statement should be made in the context of the Community Colleges' mission, i.e., an open-door institution that serves a multi-ethnic student population.

D. GUIDELINES FOR PREPARING THE APPLICATION

Your application for promotion is the means by which you inform those involved in the review process of your achievements and ability. Therefore, it is your responsibility to clearly show how you fully meet the expectations and criteria of the rank to which promotion is requested. You must include a clear rationale for your selection of activities and a substantive interpretation of the results.

Please complete Parts I, II, and IX of the application form. If you have questions, your Division Chair/Unit Head/Dean, will be able to assist you.

Presentation of Dossier

Be sure that your dossier is organized in such a way as to prevent loss of any material. The dossier should be paginated and bound in some way that will allow insertion of additional documents.

ATTACHMENT 1

UNIVERSITY OF HAWAII
COMMUNITY COLLEGES
FACULTY CLASSIFICATION PLAN

The University of Hawai'i Mission, as approved by the Board of Regents, November 1996, states that "The UH Community Colleges enable the University of Hawai'i system to meet its mission mandate of putting postsecondary education within the reach of every resident who wants and can benefit from it."

"Opportunity is afforded those who can benefit and either have completed high school or are 18 years of age. For some, community college classes are the first step toward a baccalaureate or postgraduate degree; for others, they provide training or retraining in skills tailored to Hawai'i's job market."

"The instructional, scholarship, and service missions of the Community Colleges are inseparable. Presenting knowledge through effective teaching is a special strength. This requires scholarship that focuses on the instructional enterprise, ensuring that students are prepared for advanced baccalaureate work, employment, and/or job upgrading. Achieving this outcome, while providing for students' personal enrichment, is the fundamental service mission of the UH Community Colleges."

Within the context of this mission, a faculty member in the University of Hawai'i's Community College System is primarily a teacher and/or academic support faculty, appointed for teaching skills, knowledge of the field and ability to relate to and assist student learning. The primary obligation and the one responsibility, which most distinguishes Community College faculty members is effectiveness in teaching and in the assistance of learning. Further, the Open Door commitment of the community colleges results in a diverse and multi-faceted student body with educational needs ranging from remedial and developmental to highly specialized and technical skills. Teaching and learning in this environment is significantly impacted by factors such as the student's level of academic preparedness, motivation, and ultimate educational goals, including transfer to baccalaureate institutions. Moreover, the process of teaching and learning is the shared responsibility of the faculty and the student. The following classification system is to be viewed within this context. (November 15, 2007)

A. PRINCIPLES OF CLASSIFICATION

Faculty in the University of Hawai'i's community colleges are classified according to four principles.

1. Community College faculty members develop and maintain excellence in their area of primary responsibility: teaching and learning or the professional support of teaching and learning, or a combination of both (including both credit and non-credit areas). (November 15, 2007)

2. Community College faculty members understand and are committed to the open-door philosophy and to the complementary ideals of teaching and learning and service within their college and community.

3. Community College faculty members achieve and maintain excellence over time and through varied endeavors.

4. Community College faculty members recognize their students' diverse educational needs and are committed to providing the necessary academic rigor, support and encouragement that will permit students to achieve their educational goals.

This classification plan recognizes two distinct phases in developing and maintaining faculty excellence: these are the probationary period and the period after the award of tenure.

Because of the high value placed on teaching and learning, prior to the granting of tenure, faculty are expected to demonstrate excellence in teaching or the primary area of responsibility. Simultaneously, they are expected to contribute service as befit members of an institution of higher learning that is also a public agency. (July 17, 1992; am: Nov. 15, 2007)

With the granting of tenure, the University of Hawai'i recognizes both the continuing need for the faculty member's service and the achievement of excellence during the probationary period. Tenured faculty are expected to sustain the excellence that contributed to their tenure and to continue developing their skills as professionals and leaders in their college and community.

This classification plan also recognizes, however, that at different stages in a faculty member's career, responsibilities and emphases may change in response to the needs of the college, the nature of its community, the availability of opportunities, and the evolution of individual professional interests and expertise. Faculty are challenged, therefore, to follow multiple paths in the performance of their responsibilities.

During the tenure and promotion review process, the faculty's primary responsibilities are carefully evaluated. This process makes essential the use of insightful professional judgment by both faculty reviewers and administrators.

B. PRIMARY RESPONSIBILITIES OF FACULTY

Community College faculty members should strive for excellence in the performance of their primary responsibilities. Where appropriate, they design measurable or observable learning outcomes and assess and provide evidence of student learning. Above all they work to improve student achievement and success. However, critical assessment and evaluation of excellence will be conducted with due consideration for individual assignments and institutional needs.

It is recognized that in certain situations, a faculty member's responsibilities may encompass a combination of instruction, academic support, and economic development and customized training. In such instances, the faculty member may choose to present a case for reappointment, tenure, or promotion on a combination of performance and accomplishment in the four areas. (Nov. 15, 2007)

1. INSTRUCTION

Instructional faculty members are primarily teachers. This primary focus entails the responsibility to develop an educational philosophy and methodology that will challenge and stimulate students; to require academic rigor and discipline; and to assist students to understand concepts, solve problems, and learn to think independently. At the same time, faculty members need to be responsive to students, be concerned with developing their potential, and be willing to serve as role models, academic advisors, mentors, and leaders. Faculty must motivate students, work with a wide diversity of student abilities and needs, and develop within them the capacity to become life-long learners. In this manner, faculty members promote social responsibility while providing professional assessment of student learning. To carry out these responsibilities, faculty members must maintain currency and understanding in their fields, must continually search for the most effective means of teaching, and must contribute to the development of the curriculum and program improvement. (July 17, 1992)

In certain areas, most specifically vocational education and discipline areas such as science, learning skills, and art, where there is an expectation that shops and laboratories must be maintained, materials

located, supplies and equipment ordered, and students supervised in shop or lab activities, these additional expectations will be considered a vital part of faculty contribution to the campus. (Nov. 15, 2007)

2. CONTINUING EDUCATION AND TRAINING

Faculty members in continuing education, customized training units have primarily program development and administrative responsibilities for continuing education classes. Because continuing education and training is market-driven and focused on life-long learning, faculty working in this area need to challenge the "traditional limits on education" and develop new and innovative strategies for creating dynamic learning environments for the adult life-long learner. They are primarily responsible for workforce and community needs assessment and the development, selection and implementation of curriculum and revision of existing classes. These responsibilities may include determining the number of new class offerings, recommending appropriate fees for public and contract classes, marketing of classes, training and developing practitioners/new hires for continuing education instruction by teaching educational concepts and principles; identifying and recommending appropriate trainers and developing appropriate performance measures based on established objectives. Achievement of desired outcomes may be assessed, as appropriate, through a combination of quantitative and qualitative measures. (am: Nov. 15, 2007)

3. ACADEMIC SUPPORT

Resource Professionals (e.g. librarians, media coordinators/specialists, learning assistance center directors/staff) gather, organize, circulate, develop, and evaluate resources in support of the educational mission of the college. They also provide instructional faculty with expertise through their knowledge of learning resources and styles, alternate learning modes or methods for the assessment of student learning; in settings outside of the classroom, they organize learning activities for students, including providing instruction on information literacy or study skills. Resource faculty members are essential partners with instructional faculty, supporting teaching and learning through preparation and organization of teaching aids, and disseminating information and teaching tools designed to serve the needs of diverse students, many with special needs. To discharge this responsibility, they must support and facilitate faculty, staff, and student use of resources, and must contribute to the improvement of the quality and availability of resources. (am: Nov. 15, 2007)

4. COUNSELING

Counseling faculty are both counselors and educators who specialize in students' personal and academic growth and development. Counselors help students to integrate educational and career-life goals by improving student ability at problem-solving, decision-making, interpersonal skills, self-management, and self-expression. In addition, counselors assist students to remove barriers that impede academic progress and to establish and work towards realistic career goals. Counselors facilitate such instructional activities as workshops and seminars to assist students to examine personal, educational, and social values; establish and work towards realistic career goals; and identify appropriate resources to meet individual needs.

Counseling faculty must also be sensitive to the needs of a widely diverse student population and to specific groups of students with special needs - for example, immigrants, students with disabilities, persons with limited English proficiency, and adult learners, among others. Counselors must, therefore, be familiar with the stages of student development and with new developments in counseling theory. It is expected that they will constantly refine their skills in interpersonal relations and communication. (July 17, 1992; am: Nov 15, 2007)

C. OTHER RESPONSIBILITIES OF FACULTY

In addition to the primary responsibilities, faculty members are expected to participate in other essential areas such as professional and self-development, and to contribute to their college and community in other ways. These activities may include active participation in institutional assessment and planning, research or publication. These contributions can be made in a variety of ways that are necessary to the effective functioning of the institution, including service.

1. Institutional Service. This category refers to a broad spectrum of activities, including general administration (serving as department or division head or faculty senate chair); attending meetings and functions common to university campuses; serving on University committees; systemwide special project coordination; acting as a campus public relations liaison; technical systems designer; holding office or serving and actively participating on committees of faculty senates and other recognized faculty organizations; acting as special project leader or conference coordinator; engaging in major curriculum revision; new program development including marketing and promotion of classes, and proposal or grant application writing; assignment as student activities coordinator, student development coordinator; coordinating with outside agencies; serving as a mentor to junior faculty members and

lecturers; and other academic duties that are part of the assigned responsibility.

2. Professional Service. This category includes serving a State, national, or international organization, related to the faculty member's professional status, as an officer, board member, journal editor, etc.

3. Public Service. This category refers to activities which normally occur outside of the college and are related to the faculty member's professional status. These activities include consulting; making speeches to public groups; playing a leadership role in public organizations; conducting on-campus conferences and workshops for the benefit of the community at-large; writing for non-academic publications; providing expert testimony; providing expert technical assistance to Federal, State, or county agencies; and other related activities that serve the public.

Note, however, that if faculty members are provided assigned time to perform these or any other duties, then these are to be considered primary duties. (July 17, 1992; am: Nov. 15, 2007)

D. FACULTY CLASSIFICATION RANKS

Instructor (C2)

Faculty at Rank 2 perform competently with increasing professional maturity in the area of primary responsibilities. They instruct students and/or provide academic support to students. They work under the guidance of colleagues to develop an understanding of student needs in their discipline or area of primary responsibility. They begin to provide college and community service. They are expected to participate in professional and self-development activities.

Those hired as an Instructor must meet the community colleges minimum qualifications for education, experience, and certification, as appropriate.

Those who, at initial appointment, are deemed to be generally qualified to perform the duties and responsibilities of an Instructor, except that the minimum qualifications for the Instructor level have not yet been completed, may be appointed as an Acting Instructor. Further, appointment as Acting Instructor is contingent upon an approved plan of professional self-improvement which is designed to meet the minimum qualifications for Instructor, and should be completed within three (3) years from the time of first employment in this rank. Extensions beyond the three years may be granted by the Chancellor due to extenuating or exceptional circumstances. (July 17, 1992)

Assistant Professor, Community Colleges (C3)

Faculty at Rank 3 effectively maintain a professional level of performance and productivity in the area of primary responsibilities. They maintain their expertise in current discipline content and methodologies, and in the understanding of student educational needs. They develop an understanding of the relationship of their discipline to the students' total instructional program and they contribute to the development activities at the discipline and campus level. They work independently and with colleagues to develop, revise and select curriculum materials, instructional techniques, and student-needs-assessment strategies at the course or discipline level. They also provide service to the college and community outside of the area of primary responsibilities and leadership in discipline, department, or college activities. They sustain involvement in professional and self-development activities. At this rank, faculty members begin to serve as Division Personnel Committee members, provide leadership in campus committees or task groups and serve as mentors or resources to other faculty.

A minimum of five years of service as Instructor (C2) is required for promotion to Assistant Professor, Community Colleges. Therefore, application for promotion to Assistant Professor, Community Colleges, may be made after completing four years of service as Instructor. Waiver of time-in-rank requirements may be approved in accordance with the *Community College Tenure and Promotion Guidelines*. (July 17, 1992; am: Nov. 15, 2007)

Associate Professor, Community Colleges (C4)

Faculty at Rank 4 perform consistently at a highly effective professional and productive level in the area of primary responsibilities. They maintain their expertise in current discipline content and methodologies, and in the understanding of student needs. They provide individual leadership to colleagues in their discipline area, college, or university. In addition, they work with colleagues in other disciplines to facilitate student learning. They initiate, coordinate, and participate in discipline-related projects at the campus or system level to include significant program or curricular modification. It is expected that they will provide significant service to the college and community outside of the area of primary responsibilities and that they will sustain involvement in professional and self-development activities. Faculty at this rank are expected to accept appointments to serve as Division or Department Chairpersons. Other examples of leadership may include involvement in program review and other assessment and planning activities for the campus.

A minimum of four years of service as Assistant Professor, Community Colleges (C3) is required for promotion to Associate Professor, Community Colleges. Therefore, application for promotion to Associate Professor, Community

Colleges, may be made after completing three (3) years of service as an Assistant Professor, Community Colleges. Waiver of time-in-rank requirements may be approved in accordance with the *Community College Tenure and Promotion Guidelines*. (July 17, 1992; am: Nov. 15, 2007)

Professor, Community Colleges (C5)

Faculty at Rank 5 sustain excellence in the area of primary responsibilities and demonstrate versatility and depth in the mastery of strategies which effectively meet student needs at the course, or discipline or program level. They sustain leadership and service to the discipline, college, or university; demonstrate expertise; and serve as resources to other faculty, businesses, and the community. At this rank, they serve as mentors to junior faculty. Sustained involvement in professional and self-development activities at an appropriately high level is expected. Faculty at this rank are expected to accept appointments to serve as Division or Department Chairpersons. Other examples of leadership may include leading program review, serving on institutional assessment and planning groups on the campus and system levels.

A minimum of four years of service as Associate Professor, Community Colleges (C4) is required for promotion to Professor, Community Colleges. Therefore, application for promotion to Professor, Community Colleges, may be made after completing three (3) years of service as an Associate Professor, Community Colleges. Waiver of time-in-rank requirements may be approved in accordance with the *Community Colleges Tenure and Promotion Guidelines*. (July 17, 1992; am: Nov. 15, 2007)

07/2011

UNIVERSITY OF HAWAI'I COMMUNITY COLLEGES
2011 - 2012

Application For (*applicant to check one*):

☐ Tenure only at Rank _____
☐ Tenure and Promotion to Rank _____
☐ Promotion only to Rank _____
☐ Tenure with Promotion (without separate application) from Rank 2 to 3

PART I. ELIGIBILITY (Information to be certified by Dean/Assistant Dean for both tenure and promotion applicants.)
Name of Applicant _____
College _____
Subject Area _____

Initial Probationary Appointment at College:
Rank: C-____ Initial Appointment Date _____

Appointment Type: 9-month ☐ or 11-month ☐ (check one).

Present UH Appointment: (*If different from above*)
Rank: C-____ Effective Date _____

Appointment Type: 9-month ☐ or 11-month ☐ (check one).

Complete the item below if faculty member is applying for tenure.
Tenure Consideration is (*check one*):

☐ Appropriate since the applicant is in the 5th probationary year of service.

☐ Prior to initially designated year. See Chancellor's approval for shortening of probationary period dated mm/dd/yy. (Article XII, Section C of the Agreement)

☐ After initially designated year. See Chancellor's approval for extension of probationary period dated mm/dd/yy. (Article XII, Section C of the Agreement)

Signature: _____ Date _____
Dean/Assistant Dean

Applicant: _____
College: _____

PART II. CERTIFICATION (*To be completed by Applicant*)

A. I have read Articles XII, XIV and XV of the UHPA/UH Agreement, as appropriate.

Signature _____ Date mm/dd/yy
Applicant

B. On the matter of consultation with my Department/Division Chair/Unit Head regarding my tenure and/or promotion application (*check as appropriate*):

☐ 1. I did consult.
☐ 2. I was not able to consult (*give reasons*) _____
☐ 3. I did not request consultation.

Signature: _____ Date mm/dd/yy
Applicant

C. Use of Guidelines:

1. For "Tenure Only" and "Tenure and Promotion" applicants (*please select one of the following*):
   - ☐ a. I hereby apply for tenure and certify that I have read the current *Guidelines for Tenure for the University of Hawai'i Community Colleges* and that I understand them.
   - ☐ b. I have read the current *Guidelines for Tenure for the University of Hawai'i Community Colleges.* I certify that I understand them, but do not wish to apply for tenure. I further understand that I will be given a one-year terminal contract as provided for in Article XII, Section F, of the Agreement.

2. For "Promotion only" applicants. (*Please select one of the following*):
   - ☐ a. I believe I meet the minimum qualifications for the next higher rank. I therefore wish to be considered for promotion.
   - ☐ b. I do not meet the minimum qualifications for the rank for which I am applying, but wish to be considered for promotion based on a request for waiver of minimum qualifications. A copy of the approved waiver is attached (pages 2.3 to 2.__).

Signature: _____ Date mm/dd/yy
Applicant

Applicant: _____
College _____

D. I certify that all the information provided in my dossier is true and verifiable.

Signature: _____ Date mm/dd/yy
Applicant

E. Notification Address:

In the event it should be impractical to notify me of the University's decision by personal delivery, I ask that notice be mailed to the address given below. I understand that if I provide no address below, mailing will be to the last recorded residence on file in the Human Resources Office and shall constitute effective notification.

Signature: _____ Date mm/dd/yy
Applicant

Spring Address _____
(until May 31) _____

Summer Address _____
(If different from _____
above)

Applicant: _____
College: _____

PART III. DIVISION ASSESSMENT (To be completed by the Division/Departmental Personnel Committee)

Assessment of Strengths and Weaknesses

The DPC's written assessment of the applicant's strengths and weaknesses is attached. (pp. 3.___ to 3.___)

Signature: _____ Date _____
DPC Chair

PART IV. DIVISION/DEPARTMENT CHAIR

This is to acknowledge that in accordance with Article XII, G.2.c., I have not participated in the deliberations of the DPC nor influenced the DPC's written assessment. My separate and independent written assessment and recommendation of the applicant's strengths and weaknesses is attached. (pp. 4. to 4.___)

Signature: _____ Date_____
Division / Department Chair

PART V. DEAN OR EQUIVALENT

My separate written assessment and recommendation of the applicant's strengths and weaknesses is attached. (pp. 5.___ to 5.___)

Signature: _____ Date _____
Dean or Equivalent

Applicant: _____
College: _____

PART VI. TENURE AND PROMOTION REVIEW COMMITTEE (TPRC) RECOMMENDATION (to be filled out by the Chair of the TPRC)

A. Recommendation

The TPRC assigned to review this application is familiar with the "Criteria for Tenure/Promotion" contained in the Guidelines for Tenure/Promotion.

After consideration of the evidence and the prior assessments, the TPRC voted as follows:

Number voting tenure and/or promotion be granted _____

Number voting tenure and/or promotion not be granted _____

Signature: _____ Date _____
TPRC Chair

B. Statement

A statement summarizing the TPRC's evaluation and any minority reports are appended (pp. 6.___ to 6.___).

Applicant: _____
College: _____

PART VII. REQUEST TO EXAMINE DOSSIER (*to be filled out by applicant and Chancellor, if there is negative recommendation*)

A. APPLICANT

1. I wish to examine my dossier as a result of notification by the Chancellor that it contains a negative recommendation.

Signature: _____ Date _____
Applicant

2. I acknowledge having examined the dossier and ❒ will ❒ will not submit written comments and additional material to the Chancellor by 4:30 p.m. on ___/___/___.

Signature: _____ Date _____
Applicant

B. CHANCELLOR

1. I acknowledge receipt of written comments and additional materials from the applicant. These materials have been appended as pp. 7.__ to 7.__, and will be transmitted with the dossier to the TPRC.

Signature: _____ Date _____
Chancellor

C. TPRC Response to Written Comments and Additional Material

The TPRC has considered the comments and additional material submitted by the applicant and responds as follows:

❑ Reaffirms its original recommendation, as indicated on p. 6.1; and explained in the statement appended on pp. 7.___ to 7.___ (*optional*)
❑ Recommends as follows, as explained in the statement appended on pp. 7.__ to 7.___.

Number voting that tenure and/or promotion be granted _____
Number voting that tenure and/or promotion not be granted _____

Signature: _____ Date _____
TPRC Chair

Applicant: _____
College: _____

PART VIII. CHANCELLOR'S RECOMMENDATION/DECISION

A. For Tenure Applications only

1. Certification of Continuing Need:

I certify that there is continuing need for the services in the position to which the applicant is being considered for tenure.

❑ Yes

❑ No

B. My recommendation/decision is:

❑ Tenure with promotion be granted
❑ Tenure with promotion not be granted
❑ Tenure be granted
❑ Tenure not be granted
❑ Promotion be granted
❑ Promotion not be granted

Signature: _____ Date _____
Chancellor

Applicant: _____
College: _____

PART IX. GENERAL INFORMATION (*To be completed by Applicant*)

A. Educational Background

	Type	Awarded	Field	Institution
Highest Degree/ Certificate				
Other Degrees/ Certificates				

	Type	Period Attended	Institution/Organization
Specialized			
Training (non-degree)			

	Type	Date Awarded	Date Effective	Awarding Agency
Professional License/ Certificate				

Applicant: _____
College: _____

B. List of courses taught in the past four (4) years (*List the most recent courses first. Non-instructional faculty need not complete this item unless they have been assigned courses.*)

Academic Year	Course Alpha/No.	Course Title	No. of Sections	No. of Students

C. List of Assigned Time (*list most recent assigned time first*).

Academic Year	Duties Assigned	Credit Equivalent

Applicant: _____
College: _____

D. UH Employment History at College

Give in reverse chronological order, dates of significant personnel actions since appointment. These include prior range advancements, promotions, leaves without pay (indicate purpose), periods of broken service, and beginning date of probationary service if different from date of initial hire.

	Date(s)	Personnel Actions
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Applicant: _____
College: _____

PART X. ENDEAVORS

A. Statement on Endeavors

The general outline provided below has been specifically designed to be non-prescriptive in nature; to encourage independent judgment; to allow for creativity on the part of each applicant; and to demonstrate professional accomplishments, viewpoints, attitudes and outlook as a community college educator. Each faculty member is responsible for clearly showing how he/she fully meets the expectations of the rank and criteria at which tenure/promotion is requested. The faculty member must include a clear rationale for his/her selection of activities and a substantive interpretation of the results.

The information to be provided would normally include descriptions of:

1. Primary duties
2. Professional/self-development activities
3. College/community service activities
4. Leadership abilities

Other appropriate endeavors, if any, may be included in the dossier. Append and paginate pages as required.

B. Supporting Materials (*Optional*). Supporting materials, if submitted, are to be organized in separate appendices. The information must be pertinent to the narrative portions of the application. Other supporting materials, if requested by any reviewing bodies, shall also be organized for easy reference.