



UNIVERSITY  
of HAWAII®  
MĀNOA

Office of the Vice Chancellor for Academic Affairs

January 22, 2019

**MEMORANDUM**

TO: Jerris Hedges, Dean  
John A. Burns School of Medicine

FROM: Beverly A. McCreary  
Assistant Vice Chancellor  
for Academic Personnel

A handwritten signature in black ink, appearing to read 'Beverly McCreary', written over the printed name.

SUBJECT: Approved Department Personnel Committee Policies and Procedures

Enclosed please find approved procedures for the Department of Tropical Medicine, Medical Microbiology and Pharmacology, John A. Burns School of Medicine.

Please note that all faculty who will be submitting applications for tenure and/or promotion this fall should be given the option to use this document or the one in effect for the prior year.

If you have any questions, please call or email me at 956-4571 or [bmccrear@hawaii.edu](mailto:bmccrear@hawaii.edu).

Enclosure

2500 Campus Road, Hawai'i Hall 209  
Honolulu, Hawai'i 96822  
Telephone: (808) 956-8447  
Fax: (808) 956-7115

An Equal Opportunity/Affirmative Action Institution

APPROVED:

APPROVED:

gmmmsDKarduch 2019/01/05  
UHPA Date

M. O. Brown 1/17/19  
Mānoa Chancellor's Office Date

Original: April 8, 2015; Revised: April 24, 2015, March 15, 2018, March 27, 2018, April 4, 2018, April 17, 2018, April 25, 2018, June 19, 2018, November 26, 2018

**Governance Document**

**Department of Tropical Medicine, Medical Microbiology and Pharmacology (2018)**

- A. Criteria and Procedures for Composition and Role of the Departmental Personnel Committee (DPC)**
- B. Criteria, Expectations, and Guidelines for Tenure and Promotion**
- C. Statement of Expectations for 5-Year Review of Tenured Faculty**

**A. Criteria and Procedures for Composition and Role of Departmental Personnel Committee (DPC)**

The DPC will conform to the minimum requirements as described in *Article X of the BOR-UHPA faculty contract* and to *John A. Burns School of Medicine M-series Faculty Criteria for Promotion and Tenure*, (adopted June 2009).

1. The DPC will draw its primary membership from all tenured faculty members (with 1.0 FTE) in the Department. From this roster, up to four faculty members from the Department will be assigned to serve on the DPC. Membership will be rotated among all tenured faculty members (1.0 FTE) in a manner that no DPC member will serve longer than three consecutive years. Should there be fewer than four eligible tenured faculty members (within the Department), the Dean of JABSOM will make additional selections with consultation from the Department Chair (DC).
2. In addition, one tenured faculty member from the Department of Pediatrics, specializing in Infectious Diseases, will serve on the DPC (three-year term). The Chair of the Department of Pediatrics will nominate the appointment, which will be voted by all faculty members (with  $\geq 0.5$  FTE) of the home department. Nominations will be confirmed by majority vote. All voting on personnel matters by the DPC will be by secret ballot. The DPC Chair will also vote. All five DPC members are needed to conduct personnel business. The DPC Chair will be elected by DPC members.
3. When a candidate is seeking promotion and/or tenure, only DPC members of equal or higher academic rank than the level that the applicant is seeking may participate in the evaluation process.
4. The Department Chair is excluded from participation in the DPC.
5. An individual candidate will be provided a list of DPC members and may choose to exclude the participation of one DPC member to review and vote on his/her promotion and/or tenure application. In this case, a replacement with an *Ad Hoc* member will be made by the DC for the review of the particular application. If the *Ad Hoc* member is not from within the Department, the Dean of JABSOM will make the selection with consultation from DC.

6. The deadline for submission of dossier to the DC, including supporting materials, by the faculty applicant for consideration is dictated by the schedule established annually by the University. Generally, all materials should be received by the DC at least two weeks before the scheduled evaluation meeting. At the discretion of the DPC Chair, late materials may be considered up until the time that the DPC meets.
7. The DPC will submit a written report to the DC for inclusion in the candidate's dossier. The report will note the results of the vote "For" or "Against" the candidate.
8. A narrative of the candidate's strengths and weaknesses; and the overall recommendation (which is based on a majority vote) will comprise the report for inclusion into the dossier. The committee will strive for a consensus agreement, but in the absence of this, different opinions expressed by the DPC members will be included, anonymously.
9. The DPC will meet and finalize its report in a timely manner, preferably within two weeks of receipt of the application.
10. The chairperson of the DPC will conduct the 5-Year Review of the DC (*University Procedures for Evaluation of Faculty at UH Manoa*).
11. The DPC will participate in reappointment recommendation of each probationary tenure track faculty member as per *Article XII, Tenure and Service contract*. A five-point rating scale will be used to evaluate the candidates teaching, research productivity, service, and value to the Department (Appendix 1).

## **B. Criteria, Expectations, and Guidelines for Tenure and Promotion**

The Department's criteria and guidelines for tenure and promotion conform to *Criteria and Guidelines for Faculty Tenure/Promotion Application with reference to UHPA Contract*. The Department expects that each candidate will have accomplishments in each of the three main areas of endeavor: Research (Scholarship), Teaching, and Service. The examples listed below are for the purpose of assisting candidates in making a case for tenure and/or promotion. They are by no means exhaustive. Other relevant documentation may be submitted if the applicant believes it is warranted for consideration. Each dossier will differ from another in effort and time spent in the three areas, but all efforts are expected to be of the highest quality.

### **a. Research (Scholarship)**

The evaluation of research is based on originality, independence, engagement in team science, productivity, funding, and recognition in one's field at local, national, and/or international level as evidenced by activities and accomplishments in each of the following categories.

1. Publications, particularly recent ones, including any of the following (ranked in the order of descending importance). It is expected that faculty members who are seeking promotion and/or tenure based largely on research will have a significant number of peer reviewed publications appropriate for the rank they are seeking.
  - a. original articles in high-impact, refereed journals.
  - b. patent applications, awarded patents.
  - c. peer-reviewed books.
  - d. invited articles, reviews and book chapters.

- e. articles reprinted in professional society meeting reports.
  - f. refereed abstracts.
  - g. non-refereed abstracts and communications.
  - h. book reviews and letters to the editor.
  - i. other publications, videos, multimedia presentations.
2. Research support, evaluated on the following (ranked in the order of descending importance). It is expected that faculty members who are seeking promotion and/or tenure based largely on research will have significant accomplishments and activities in this area, appropriate for the rank they are seeking.
- a. funded extramural grants, sub-awards, and/or contracts.
  - b. funded intramural grants, sub-awards, and/or contracts.
  - c. approved but not funded extramural grants.
  - d. approved but not funded intramural grants.

Note: for c. and d. the committee will take grant reviews and scores into consideration.

3. Local, national, and/or international recognition in one's field as evidenced by:
- a. external, independent evaluations from recognized experts in the field.
  - b. service as an editor, editorial board member, or referee of a scholarly journal.
  - c. service as grant reviewer in major national or international research funding agencies.
  - d. membership on a committee of, or service as a consultant to, local, national, or international scientific societies or reviewing bodies.
  - e. presentation of keynote addresses or equivalent in national/international conferences,
  - f. invitations to participate in symposia and workshops.
  - g. invited presentations at conferences.
  - h. receipt of local, national and/or international awards and honors in one's field.
  - i. consultations sought by other professional or media organizations.
  - j. professional consultant to industrial organizations and government agencies.
  - k. participation in national/international conferences in relevant areas as evidenced by (in order of importance): oral and/or poster presentations, submission and acceptance of abstracts.
  - l. publication citation index or equivalent.

Note: candidates for associate professor or associate researcher level are expected to have national recognition, whereas candidates for full professor or researcher are expected to also have international recognition.

4. Participation in research opportunities and research forums sanctioned by the university and/or medical school such as:
- a. biomedical symposia.
  - b. medical school symposia, conferences, and special lectures.
  - c. mentoring undergraduate, graduate, and medical students in original research in Directed Research courses as 499 or 699, and thesis research as 700 or 800.

Note: The research component can be met by research in educational techniques and subsequent publications in peer-reviewed journals.

Research at any level must be supported by a written record.

## **b. Teaching**

All teaching must be done in a fair and professional manner with clear objectives for instruction and evaluation methods, distinctly stated. Instruction must be competent and reflect the needs and professional objectives of the students. Textbook selected and course content should be comparable to similar courses offered at other R1 institutions. All courses must be taught in such a manner that the majority of students can receive a satisfactory grade with appropriate effort. Students who require individual instruction should be accommodated during posted office hours, while those who function best in small group settings should be accommodated in study groups under the supervision of Graduate Assistants. Formal evaluations of didactic teaching activities are mandatory, and the candidate's teaching narratives should show how student evaluation surveys have been solicited. The evaluations should be summarized for each course, and the surveys made available for review on request. The narratives should then show how the resulting criticisms and suggestions from the students were used to guide modification of course content, examination scheduling, and examination format.

Willingness to teach in the area of one's expertise at any level appropriate to department function and in any role as assigned by the Department Chair is important. This includes undergraduate, graduate, and medical school instruction. Participation is valuable in a variety of teaching situations from sole responsibility of a large undergraduate course to, for example, a single focused medical school lecture or directed research. Team-taught courses and development of new courses are encouraged as are single-student courses at the 499 and 699 levels (Directed Reading and/or Directed Research). Contributions to home department's graduate research training and mentoring are not only highly valued but expected. As such, each faculty member is expected to serve as the major advisor for at least one MS student (Plan A or B), or one Ph.D. student in the home department during every academic semester. The Department Chair, along with the Graduate Program Admissions Committee, will provide each faculty member with a roster of accepted Ph.D. and MS (Plan A or B) students from which the faculty member may serve as the major advisor.

Possible teaching activities that are of importance include, but not limited to, the following:

1. Serve as principal instructor, director and/or manager of a major undergraduate or graduate course, certificate, or program.
2. Serve as PBL tutor/co-tutor.
3. Participate in curriculum development at the department and/or school level.
4. Participate in team-taught undergraduate or graduate courses.
5. Provide relevant content lectures to PBL (undergraduate medical student education) or graduate courses.
6. Teach PBL (undergraduate medical student education) elective courses.
7. Direct undergraduate/graduate seminar courses.
8. Teach directed reading/research courses: 499 or 699.
9. Provide mentoring for Ph.D., M.S., undergraduate students, and medical students.

10. Mentor post-doctoral fellows or equivalent.
11. Serve as member of M.S or Ph.D. thesis committees.

### **c. Service**

Three classifications of Service are important in considering promotion and/or tenure. They contribute to the individual's growth and development; support the functioning of the Department, the School, and the University; and enhance the reputation of the University in the wider academic community. Possible Service activities include, but not limited to, the following:

1. Professional service as a committee member, officer, or manuscript reviewer in local, national, or international discipline-based societies.
2. Participation in study sections or panels of government funding agencies, such as the National Institutes of Health (NIH) or the National Science Foundation (NSF), or local funding agencies is especially important in this area.
3. Participation in committees at Department, School, or University level.
4. Participation in activities within the community off campus, such as science fair judge, presentations at community organizations, high schools, etc. (This is the least important activity for consideration for promotion and should be done at a level that does not interfere with teaching, research, or other service).
5. Participation in Institutional Review Boards, such as Human Subjects or Animal Welfare, Biosafety.

Leadership in any of these services, such as being President/Chair/Director, Vice-President/Co-Chair/Co-Director, and/or Secretary/Treasurer will be valued at a higher level.

### **C. Statement of Expectations for 5-Year Review of Tenured Faculty**

The Department Chair will conduct the 5-Year Review of tenured faculty (*University Procedures for Evaluation of Faculty at UH Manoa*). The tenured faculty member is expected to continue to fulfill expectations in Scholarship, Teaching, and Service each year of the five-year review period. The activities listed below are some of the ways by which individual tenured faculty members can maintain their faculty rank in compliance with BOR Policy Section 9-2 and also meet the requirement of this 5-Year Review. These activities are expected to vary broadly among faculty members in terms of the activity in which the faculty member is engaged and the amount of effort devoted to each. In order to maximize faculty member contributions to the School of Medicine and to the University, individualized efforts should be encouraged according to each person's talents, skills, and expertise.

Faculty members who maintain a research program during the evaluation period (provided the research program is supported by competitive grants/sub-awards/contracts from national granting agencies or institutions, or funding from other sources (e.g. Industry) at levels comparable to NIH or NSF grants), will receive a favorable 5-Year Review without additional accomplishments, given they meet the Service requirement. Similarly, faculty members who teach 24 credit hours per year

(for 11 month faculty) and satisfy the Service requirement will also satisfy all requirements for the 5-Year Review. Other faculty members can use various combinations of activities in Scholarship, Teaching, and Service as described below and appropriate for the faculty member's current classification and rank, to satisfy the 5-Year Review. Any equivalent expectation will be considered.

**a. Scholarship** (The development and dissemination of new knowledge or new insights into existing knowledge or competent mastery of one or more academic discipline[s] through continued systematic study)

Examples of scholarly activities (in the order of descending priority):

1. Authorship in publications in refereed journals.
2. Published abstracts at professional meetings.
3. Grant proposals submitted to international, national, state, or local funding agencies.
4. Invitation to give plenary lectures at professional national and/or international meetings.
5. Receiving awards for scholarly recognition.
6. Presentation at research seminars.
7. Development of a new course, or significant revision of an existing course, requiring significant scholarly synthesis of new content.

#### **b. Teaching**

Examples of teaching activities (in the order of descending priority):

1. Serve as course director/instructor of undergraduate, graduate, or medical school classes.
2. Serve as Medical School's PBL unit tutor/co-tutor.
3. Serve as chair or member of dissertation committee for M.S./Ph.D. candidates (700, 800).
4. Lead or participate in PBL (undergraduate medical student education) elective courses.
5. Participate in Medical School basic science lecture/colloquia series.
6. Mentor M.S./Ph.D. graduate students (700 and 800).
7. Lectures in area(s) of academic expertise in team-taught courses.
8. Instruct directed research/directed reading courses (499 and 699)
9. Mentor UH students supported by local, national or international programs.
10. Present research findings at weekly department and professional meetings/seminars.

11. Serve as Chair/Director for the educational component(s) of home department's graduate program.
12. Show evidence of mentoring students of the home department.
13. Show evidence of professional mentoring of junior faculty members and post-doctoral fellows.
14. Contribute seminar presentations to home department in one's field of expertise annually.
15. Active participation in journal clubs, etc.

**c. Service**

Examples of Service activities (in the order of descending priority):

1. Chairing departmental, school-wide, campus/ UH system-wide committees (standing or *ad hoc*).
2. Participate as a member of any committees referred in (1).
3. Engage in professional service such as journal manuscript reviewer, editorial board member, member of granting agency study sections (grant reviewing), member of various professional society committees.
4. Serve on committees of local, state, or national/international professional societies.
5. Participate as a member of JABSOM Faculty Senate, Manoa Faculty Senate, etc.
6. Participate in University or JABSOM ceremonies and events.
7. Serve as consultant and/or speaker in area(s) of professional expertise.
8. Serve as community/local government resource expert or consultant.
9. Serve as a judge in science fairs.



**John A. Burns School of Medicine  
Annual Faculty Evaluation  
5-Point Rating Scale**

Faculty Member's Name \_\_\_\_\_

Department \_\_\_\_\_ Classification/Rank \_\_\_\_\_

Please rate the faculty member in each of the following areas, as applicable, using the 5-point rating scale indicated below:

- 1 Point – Poor/Unsatisfactory \*
  - 2 Points – Needs Improvement \*
  - 3 Points – Average/Satisfactory
  - 4 Points – Very Good
  - 5 Points – Excellent
- \* Comments are required below

**AREAS OF EVALUATION:**

TEACHING	_____
RESEARCH	_____
UNIVERSITY/PROFESSIONAL SERVICE	_____
CLINICAL ACTIVITIES	_____
OTHER ACTIVITIES (please list)	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Comments/Concerns (Mandatory for ratings of "1" or "2" and Optional for all others):**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_