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).
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.

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.