

**PROMOTION AND TENURE GUIDELINES**

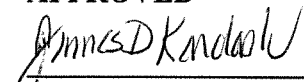
**FOR THE**

**COLLEGE OF AGRICULTURE, FORESTRY AND  
NATURAL RESOURCE MANAGEMENT**

**UNIVERSITY OF HAWAI'I AT HILO**

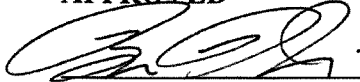
**Approved by the CAFNRM Faculty Senate  
on  
July 10<sup>th</sup>, 2020**

**APPROVED**

  
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University of Hawai'i  
Professional Assembly

9/17/2020  
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Date

**APPROVED**

  
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Bonnie D. Irwin, Chancellor  
University of Hawai'i at Hilo

9-15-20  
\_\_\_\_\_  
Date

## **TENURE AND PROMOTION GUIDELINES. COLLEGE OF AGRICULTURE, FORESTRY AND NATURAL RESOURCE MANAGEMENT (CAFNRM), UNIVERSITY OF HAWAI'I AT HILO**

This document outlines, for CAFNRM faculty, the general expectations for tenure and promotion. Candidates for tenure and promotion are evaluated objectively, consistent with the mission of the college, for evidence of performance in their assigned duties, which includes teaching, scholarly activity and service. Faculty members are encouraged to exceed expectations in all areas, to clearly document all achievements in their dossiers, and to communicate any deviations from the standards provided below. They should provide a thoughtful, organized dossier, and make their strongest case possible for tenure and/or promotion.

**Teaching.** The teaching of students is central to the mission of the University of Hawaii at Hilo and that of CAFNRM. **Excellence** in teaching is an essential criterion to earn tenure and (or) promotion. Faculty will be promoted and tenured only when clear evidence of excellence in teaching is documented. Effectiveness in teaching can be demonstrated in several ways. Faculty must demonstrate commitment to teaching, command of the subject matter, the ability to organize material and to convey it with relevance and clarity to the students. Commitment to teaching can be demonstrated with willingness to teach the full complement of classes needed for students to graduate in a timely fashion. Data on number and type of classes taught must be submitted. Other evidence includes contributions to curricular development and collaborative programs, innovation in teaching strategies, well organized syllabi, mentoring of students in independent studies including research projects, and fostering of student learning and retention through dedicated student advising. Student feedback, teaching evaluations, peers evaluations based on classroom observations, and other evidence of student learning can be submitted to demonstrate subject matter command and efficient transfer of knowledge. Evidence supporting teaching effectiveness includes the number of students taught, samples of class materials, teaching grants received, teaching related conferences and (or) training attended, and any other types of evidence that will help the candidate demonstrate excellent teaching..

**Service.** Quality service is a responsibility of all faculty members and is essential to the University's and CAFNRM's success in serving its central mission. The service should include some activities with significant local and Pacific Island impact. Faculty members are expected to provide service to the University, the college, its programs, its students, clients, the broader community, and to their professions. Candidates for tenure and/or promotion must demonstrate a record of reliable and consistent service to claim **competence** in service. Evidence demonstrating service competence include letters of appointment, thank you notes, and concrete outcomes of the effort (i.e. brochures, flyers, surveys, testimonials). Community service outside of the faculty's field of expertise and not directly related to their position in CAFNRM might not be considered by the evaluating bodies.

Besides a record of consistent and reliable service to the college and university, candidates can make a case for **excellence** in service by additionally demonstrating a record of extraordinary service that advances the goals and mission of the college, university, the professions or the community in general at the local, state, national or international level. Such service must have very significant impact on the beneficiaries or clients and the candidate must demonstrate a consistent record of going beyond the call of duty. In addition, the faculty must also demonstrate leadership in committee work by serving as chairs or taking the lead in assigned duties within the committees/ programs.

The faculty should state and provide evidence for **competence, high quality, or excellence** for promotion to Associate or Full Professor.

**Research.** Research is the active pursuit of new ideas and knowledge. The college's research mission aims to positively impact the local agricultural industry, protect our environment, and preserve our natural resources. We also strive to bring forth solutions to major problems, develop new technologies, and develop materials or methods to enhance crop production. All faculty members should engage in research or scholarly endeavors that have a significant local and/or Pacific Island impact. The quantity and quality of the research activities is evaluated based on the faculty member's record of extramural grant funding, publication of peer-reviewed articles at the local, national and international level, and senior authorship. Research activities can also include, with documentation, developing practices and products that fulfill the research mission. Faculty applying for tenure and/or promotion can use a combination of both types of research activities to demonstrate competence or excellence in scholarly activities. At least 3 peer reviewed publications should be provided.

For tenure and promotion to Associate Professor, the candidate must provide evidence of scholarly activities over the course of the review period. To show **competence** in research, extramural grant applications and peer-reviewed publications are typically provided. Other products may include evidence for least one impact on the agricultural industry or natural resource management, publication of extension type bulletins, articles in lay publications and review articles at the local or national level. Evidence of original research conducted by the candidate since their appointment to CAFNRM must be provided.

To demonstrate **excellence** in research, in addition to showing consistent and regular productivity over the course of the review period, the faculty member must clearly demonstrate significant work contributing to the college's research mission. Evidence for significance include; acknowledgement letters from the beneficiaries, analyses describing impact on the industry or target beneficiaries, extension type publications and evidence of any presentations or field demonstrations made to industry representatives.

For promotion to Full Professor, the faculty member must clearly demonstrate superior achievements in scholarly activities during the years after promotion to Associate professor in the form of securing of extramural grant funding, publication in peer-reviewed journals (at least

3), presentation of papers at local and national conferences and (or) major contributions to solving problems in the field of agriculture and natural resources. Such contributions must be clearly documented as to their impacts and the faculty is highly encouraged to show substantial input in at least one peer reviewed publication. The faculty should also show that he/she has achieved a significant reputation and is well recognized as a leading authority in the subject area. This may be demonstrated through special recognition by one's professional organization, leaders of the industry or the state government; citations of one's work, appointment to journal editorial boards, letters from experts in the field and invitations to provide keynote addresses at meetings. The faculty should state and provide documentation to support the assessment of **competence, high quality, or excellence**.

**Summary.** Candidates for tenure and promotion must demonstrate **excellence** in teaching and one of the following combinations of service and research: 1) **Excellence** in service and **competence** in research, 2) **Excellence** in research and **competence** in service, or 3) **High quality** (above competence) in both service and research.