

PROMOTION AND TENURE GUIDELINES

FOR THE

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

UNIVERSITY OF HAWAII AT HILO

Approved by the Faculty Senate of CAFNRM

On

October 29, 2010

Tenure and/or Promotion Guidelines, College of Agriculture, Forestry, and Natural Resource Management (CAFNRM), University of Hawaii 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 excellence in their assigned duties, which includes teaching, scholarly activity and service. In the spirit of fairness and to recognize some unusual challenges for research that may exist within certain specialties, and the relatively large contributions that may be required of faculty in their assigned area of responsibility, some deviations from the expressed standards for research and (or) service will be permitted and communicated to the faculty. However, recognizing these factors, it is incumbent on the faculty to do their utmost to exceed expectations in all areas and to clearly document all achievements in their dossiers. They should 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 can be promoted and tenured only when clear evidence of effective teaching is documented. Effectiveness in teaching can be demonstrated in several ways. Faculty must demonstrate commitment to teaching, command of the subject matter, ability to organize material and convey it with relevance and efficacy to the students. Commitment to teaching can be demonstrated by the faculty 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 contribution 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's advising. Student' feedback, teaching evaluations, peers evaluations based on classroom observations, and other evidence of student learning can be submitted as demonstrated subject matter command and efficient transfer of knowledge to the students. Other supporting data demonstrating teaching effectiveness that can be submitted includes 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 make his/her case.

Service

Quality service is a responsibility of all faculty members and is essential to the University's success in serving its central mission. Faculty members are expected to provide service to the University, the college, its programs, its students, clients, the broader community, and their professions. Candidates for tenure and (or) promotion must demonstrate a record of reliable and consistent service to claim ***competence*** in service. Letters of appointment, minutes of meetings, meeting agenda, thank you notes, concrete outcome of the committee work (brochures, flyers, surveys, testimonials, etc) can be presented to document effectiveness of committee work or ¹

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community service. Community service outside of the faculty field of expertise and not directly related to their appointment (coaching youth soccer, etc), though valuable in their own right, and a demonstration of good citizenship, should not be presented in support of competence in service.

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 intended beneficiaries or clients and the candidate must demonstrate a consistent record of such service, basically one that goes beyond the call of duty. Such service must be fully documented in the candidate's dossier regarding impact and outcomes with supporting documentations from the beneficiaries. It is the responsibility of the candidate to make the case of why the service should be considered extraordinary. In addition the candidate must also demonstrate leadership role in committee work by serving as chairs or taking the lead in assign duties within the committees.

Research

Research is the active pursuit of new ideas and knowledge. All faculty members should engage in research activities. Usually the quality of the research activities is evaluated based on a record of extramural grant funding, publication of peer-reviewed articles at the local, national and international level, and senior authorship. However, because of the applied research mandate of the college, there are other outcomes of research activities that should be accommodated as evidence of high quality scholarship. Such research activities may not necessarily result in peer-reviewed manuscripts in top tier journals, but rather produce practical outcomes that positively impact the local agricultural industry, protection of our environment or preservation of our natural resources. Some examples are finding a solution to a major problem affecting industry or developing new technologies, materials or methods to enhance crop production while minimizing environmental impact, thereby contributing to the economic well-being of the state and its citizens.

Candidates applying for tenure and (or) promotion can use a combination of both types of research activities to demonstrate competence or excellence in scholarly activities. For tenure and promotion to **Associate Professor**, the candidate must show demonstrated promise for performing scholarly activities over the course of the review period to show competence in research. Such promise can be demonstrated by obtaining extramural grant funding for the research work, documentation of at least one impact on the agricultural industry or natural resource management and publication of several senior-authored extension type research and synthesis (review) papers at the local or national level. The papers should preferably be based on original research conducted by the candidate since their appointment to CAFNRM. Alternatively, competence for performing scholarly activities may be demonstrated by obtaining extramural grant funding for the research work, showing a consistent record of scholarly activities during the review period, publication of at least one peer-reviewed paper as senior

author in a national journal and several senior-authored research and synthesis (review) papers at the local or national level.

To demonstrate excellence in research, in addition to showing consistent and regular productivity over the course of the review period, and securing extramural funds for the research projects, the faculty member must clearly demonstrate that his/her work significantly contributed to the solution of some major problems and (or) contributed towards advancement in the agricultural industry or management of natural resources. Acknowledgement letters from the beneficiaries, analyses describing impact on the industry or target beneficiaries, extension type publications, pamphlets, electronic type media, URL of web sites describing the work or methods, and evidence of any presentations or field demonstrations made to industry representatives should be included in the dossier. Alternatively, in addition to showing consistent and regular productivity over the course of the review period, and securing extramural funds for the research projects, publication of at least 3 peer-reviewed papers at the regional, national or international level with senior authorship and several research and synthesis (review) papers at the local or national level may be substituted as evidence for excellence in scholarly activities. Most of the work should be based upon projects initiated or continued while employed at UH-Hilo.

For promotion to **Full Professor**, the faculty member must clearly demonstrate superior achievements in scholarly activities during the years after promotion to Associate professor whether in the form of peer-reviewed publications, securing of extramural grant funding, 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. In terms of publications, at least five (5) senior-authored peer reviewed papers are required for excellence in scholarly contributions or three (3) peer-reviewed papers plus clear documentation of contributions to solving problems for the industry for competence in scholarly contributions. The candidate should also show that he/she has achieved a significant reputation in the field. 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 editorial boards of a journal, letters from experts in the field and invitation to provide the keynote addresses at meetings.