# Department of Family and Consumer Sciences
## Personnel Policies and Procedures for Contract Renewal, Tenure and Promotion
(Revised 9-26-16 for UHPA , Faculty approved;
VCAA clarification, DC revised 1-13-17)

## INTRODUCTION

The policies and procedures set forth in this document are designed to ensure that all faculty are treated fairly in matters dealing with contract renewal, tenure, and promotion. All policies and procedures must be in harmony with University of Hawai'i at Manoa Tenure and Promotion guidelines.

The DC shall provide a copy of the DPC procedures to the candidate, along with the University's Tenure and Promotion packet. The DC shall provide the following to the candidate and to the DPC members; these documents shall be attached to the dossiers:

1. Definition of scholarship (e.g. Scholarship Unbound, See Tables 1 and 2).
2. The candidate's job description.
3. The description of the role of agents and specialists (as appropriate).
4. DPC procedures to the candidate, along with the University's Tenure and Promotion packet.

## DEPARTMENT PERSONNEL COMMITTEE (DPC) COMPOSITION AND TERM OF OFFICE

1. The DPC should be composed of 5-7 voting members having broad categorical (I, R, E), content and geographic representation.
2. The committee members are elected by Department faculty, and must be tenured. Faculty serving in executive or managerial positions are not eligible to serve on the DPC.
3. Committees will be elected. When votes are tallied, two Instructional and two Specialist/ Agent faculty who received the most votes will serve on the committee. Other committee members will consist of at least one more member from the same category or work location as the candidate. (To qualify for a given category, faculty must have at least 50% time in that category.) With the approval of the Dean of CTA HR, additional DPC members may be appointed to the DPC to ensure appropriate I, R, E and content-area representation.
4. Two alternates shall be designated, based on departmental voting for DPC membership.
5. DPC members serve 2-year terms. Members may serve successive terms.
6. The DPC chair will be elected by the members of the DPC and serve for I year but may also serve successive terms if elected.

7. DPC elections will be held during Spring semester for the following academic year, and the DC will run the election with standard processes to ensure the confidentiality of votes.

## ROLE OF THE DEPARTMENT PERSONNEL COMMITTEE

1. The role of the Department Personnel Committee is to evaluate a candidate's dossier for contract renewal, tenure and/or promotion.
2. At least one month prior to the dossier submission deadline to the Department Chair, the candidate can request review of a completed draft by individuals on
Department Personnel Committee to provide written feedback for improvement of the dossier so that it can be submitted by that year's deadline. This review is advisory and does not constitute approval by the DPC. Note: Mentorship of the candidate by an experienced faculty member from the time of hire is encouraged. This mentorship should include substantive advice in dossier preparation.
3. The chair of the DPC will attend at least one of the annual informational meetings on T &P hosted by the VP for Academic Affairs to ensure that the DPC is compliant with UHM's procedures.
4. The DPC will examine and evaluate the application/dossier with regard to the candidate's job description(s) and will evaluate the candidate's strengths and weaknesses in light of the UHM Tenure and Promotion criteria.
5. The DPC will evaluate the candidate's scholarly activities based on the Scholarship Unbound definition of scholarship as "creative intellectual activity that is validated by peers and communicated. . . . It may take the form of (1) research contributing to a body of knowledge, (2) development of new technologies, materials or methods, (3) integration of knowledge or technology leading to new interpretations or applications, or ( 4) creation and interpretation in the arts" (CTAHR Scholarship Unbound Ad Hoc Committee Report, 10/6/99).
6. As part of the Tenure and Promotion application process, a candidate's application, dossier, and discussions, and assessment by DPC members and DC as part of the assessment shall remain confidential.
7. After a Contract Renewal assessment is completed, it is appropriate for the DC will share the DPC and DC assessment reports with the faculty member to communicate with the candidate strengths and weaknesses of the candidate's Contract Renewal materials.

## EXTERNAL EVALUATION

1. Candidate provides names of 5-7 external evaluators, with rank, address and other contact information including e-mail addresses, in addition to a short description of the potential evaluator's qualifications.
2. DPC and DC should also provide names of 5-7 evaluators.
3. DPC Chair and DC together will select 5-7 evaluators to approach for letters of evaluation.

4. External reviewers should be in similar professional positions at comparable institutions at a rank equal to or higher than the rank that the candidate is seeking. Evaluators should be professionally capable to assess the applicant's work objectively, and comment on its significance in the discipline. Evaluators not affiliated with a university or college should only be selected when they can provide perspective to the candidate's work (these types of evaluations may be particularly relevant in faculty positions that work broadly with the public, for example extension agent). Department should make every effort to get an equal number of reviewers from the list provided by the candidate and department.

5. External evaluations are solicited by the DPC chair/DC two months prior to deadline for dossier submission to the department chair.

6. Letters to the external evaluators should include the following information:
The purpose of this request is to obtain your opinion about the quality of _____'s scholarly contributions and not to determine whether he/she would receive tenure/promotion at another institution. To facilitate your review, a curriculum vita and other materials pertaining to _____'s work are enclosed. The College of Tropical Agriculture and Human Resources has defined scholarship as "creative intellectual activity that is validated by peers and communicated." It may take the form of (1) research contributing to a body of knowledge, (2) development of new technologies, materials or methods, (3) integration of knowledge or technology leading to new interpretations or applications, or (4) creation and interpretation in the arts. Please take this definition of scholarship into account in making your assessment of _____'s scholarly contributions. (CTAHR Scholarship Unbound Ad Hoc Committee Report, 10/6/99).

**NOTE:  Center on the Family**
The center on the Family (COF) will continue to operate under the procedures of the Department of Family and Consumer Sciences (FCS) until new FCS/COF procedures are approved.

Table 1. The Nature of Scholarship. Scholarship is creative intellectual work that is validated by peers and communicated. Forms of scholarship include discovery, creativity, integration, and application.

| Forms | Discovery | Creativity | Integration | Application |
|---|---|---|---|---|
| Character of scholarship | Generates, synthesizes, interprets and communicates new knowledge, methods, understandings, technologies, materials, uses, insights, beauty... | | | |
| Audiences for scholarship | Research peers, other educators, students, users, patrons, public... | | | |
| Means of communicating scholarship | Publications, presentations, exhibits, performances, patents, copyrights, distributions of materials or programs... | | | |
| Criteria for validating scholarships | Accuracy, replicability, originality, scope, significance, breadth, depth, and duration of influence, impact or public benefit... | | | |
| Means of documenting scholarship | Present evidence that creative intellectual work was validated by peers; communicated to peers and the broader audience; recognized, accepted, cited, adopted or used by others; that it made a difference... | | | |

(4) that scholarly achievement is expected of all faculty;
(5) that scholarship may be subject-matter based or based on development of instructional or educational methods;
(6) that collaborative work is valued; and
(7) that documentation of achievements is based on what was accomplished rather than how it was accomplished.

The information in Table 2 provides more details about the forms of scholarship. It acknowledges the work and creative scholarly achievements of instruction, research, and extension faculty at CTAHR. As the new departments in CTAHR begin to develop guidelines for their governance, day to day operations, and promotion and tenure documentation, we encourage faculty to examine and incorporate the broader definitions of scholarship into departmental operational procedures.

The committee recognizes that the forms of scholarship presented here must be embraced by tenure and promotion reviewers at levels beyond CTAHR, and we have introduced the idea to the UHM Faculty Senate last Spring. Unfortunately, the Senate Executive Committee did not appear ready to consider the new forms of scholarship. Nevertheless, we believe that the concepts presented in the new forms of scholarship provide excellent ideas that tenure and promotion applicants can use to write their cases for scholarly achievement within the current criteria for tenure and promotion.

* Committee members: James Carpenter, Dana Davidson, Carl Evensen, Randall Hamasaki, Wayne Iwaoka, Diane Masuo, Lynn Nakamura-Tengan, Roy Nishimoto, and Douglas Vincent.

# Table 2. Forms of Scholarship

Scholarship creates something that did not exist before that is validated and communicated to others; new understanding in the minds of students, new knowledge about ourselves and our universe, new beauty that stimulates the senses, new insights, and new technologies, and applications of knowledge that can benefit human kind.

| | Discovery | Artistic creativity | Integration | Application |
|---|---|---|---|---|
| Nature of Scholarship | Generates and communicates new knowledge and understanding; develops and refines methods, including teaching content and methods. | Interprets the human spirit, creates and communicates new insights and beauty; develops and refines methods. | Synthesizes and communicates new or different understandings of knowledge or technology and its relevance; develops and refines methods. | Develops and communicates new technologies, materials or uses; fosters inquiry and invention; develops and refines new methods. |
| Primary audience for scholarship | Peers; supporters of research; other educators; students; members of the public | Members of the public; peers; patrons; students. | Users; educators; students; peers. | Users; customers; educators; peers. |
| Primary means of communicating scholarship | Peer-reviewed publications and presentations; patents; public reports and presentations; teaching materials and methods, classes, curricula. | Shows, performances and distribution of products, reviews, news reports; copyrights; peer presentations and juries publications. | Presentations, publications, demonstrations and patents. | Demonstrations and presentations to audiences; patents; publications for users; periodicals and reports; peer presentations and publications. |
| Primary criteria for validating scholarship | Originality, scope, and significance of new knowledge; applicability and benefits to society; adoption of methodology by educator peers. | Beauty, originality, impact, and duration of public value; scope and persistence of influence and public appreciation. | Usefulness and originality of new or different understandings, applications, and insights. | Breadth, value, and persistence of use and impact. |
| How scholarship is documented | Summaries of primary contributions, significance and impact in advancing knowledge, new methods, public benefits; communication and validation by peers; evidence of leadership and team contributions; teaching portfolios. | Summaries of primary contributions, public interest and impact; communication to publics, peer recognition and adoption; evidence of leadership and team contributions. | Summaries of primary contributions, communication to users, scope of adoption and application, impact and benefits; acceptance and adoption by peers; evidence of leadership and team contributions. | Summaries of primary contributions, communication to users, significance and scope of use and benefits; commercial and social value; acceptance and adoption by peers; evidence of leadership and team contributions. |