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*9/29/15*

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Mānoa Chancellor's Office

Date

**SCHOOL OF COMMUNICATIONS  
GUIDELINES FOR PROMOTION AND TENURE,  
CONTRACT RENEWAL AND PERIODIC REVIEW**

The School of Communications, in implementing the University of Hawai'i at Mānoa's Criteria and Guidelines for Faculty Tenure/Promotion Application, articulates these guidelines to enhance School's mission of excellence in teaching, research and creative activity, and service in the integrated areas of communications and journalism. These criteria also serve as guidelines for the faculty member making his or her case for contract renewal and for periodic review, although a more focused and less extensive documentation of evidence is required.

It is the responsibility of each candidate to set out his/her case. The School of Communications' DPC shall base tenure and promotion recommendations on the candidate making the strongest case possible for meeting or exceeding the guidelines of the School of Communications and the criteria and guidelines of the University of Hawai'i at Mānoa.

**I. Teaching**

Instructional faculty members who are candidates for promotion or tenure must demonstrate high quality performance in teaching. Teaching and the accompanying scholarship and commitment to students are considered a top priority in the School.

The School highly values innovation in teaching, whether that innovation takes the form of new teaching techniques or technologies, or of developing or refining new methods of delivering courses.

Among items to consider:

- A. Course evaluations (required)
- B. Written comments by students.
- C. Comments from former students.
- D. Reports of classroom observation by colleagues (peer review or Center for Teaching Excellence feedback). All non-tenured faculty members are required to have one review.

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- E. Comments from professional colleagues other than those on the School of Communications faculty who have had the opportunity to observe the candidate's performance as a teacher.
- F. Comments from non-academic industry professionals.
- G. Syllabi, instructional notes, assignments and examinations used in the candidate's courses, as well as student projects that have been edited and critiqued by the candidate.
- H. Special instructional materials developed by the candidate, especially those that are considered innovative in nature.
- I. The candidate's statement of teaching philosophy, teaching aims and self-evaluation of teaching effectiveness.
- J. Teaching awards.
- K. Development/enrichment of new courses or programs.
- L. Evidence that the candidate is using the results of his/her research and/or knowledge in writings or courses that he/she teaches.
- M. Co-curricular activities.

## **II. Research and Creative Activity**

Every faculty member in the School of Communications is expected to contribute to the advancement of the discipline through meaningful research or creative activity, or both, since intellectual pursuit enhances understanding and application of communication in contemporary society. The School of Communications encourages research-oriented and practice-oriented academicians to work together within an environment that nurtures the quality of both groups. The School embraces diverse paths toward scholarly and creative accomplishments that advance the discipline.

In addition to the traditional scholarly activity of refereed or peer-reviewed academic publishing as outlined in the UHM Criteria and Guidelines for Tenure and Promotion (updated 7/14) for instructional faculty, the School of Communications values creative, professional and applied work based in research that shows a careful understanding of the discipline, defines key issues well, presents creative insights and advances public understanding and discourse. In journalism, for example, making complex ideas understandable to a large audience can be a difficult, demanding task, one

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that requires not only deep and thorough knowledge of one's field, but keen skills as well.

For professional scholarship, emphasis is placed on meaningful works that reach a substantial audience and that enhances the university's reputation. The School accepts as scholarly work creative endeavors and applied scholarship that meet professional and university standards of excellence. It should be noted that the MFA is the terminal degree in the field of creative media and fine arts and is considered equivalent to the doctorate. For those with master's degrees and substantial professional experience in which the doctorate has been waived, applied scholarship that advances public discourse is the standard, "in comparison with peers active in the same discipline" at equivalent universities (see UHM Criteria and Guidelines for Promotion and Tenure: 7). The quality of scholarship, research and projects performed by an individual can be demonstrated in the form of published works and/or creative products such as screenplays, films and documentaries, multimedia, animations and software development as well as articles in scholarly, and independently reviewed professional publications and periodicals. The School of Communications also recognizes that emerging media technologies may provide additional outlets for scholarly work.

The following criteria and guidelines explain and elaborate on the UHM Criteria and Guidelines.

Evaluation of Excellence for Creative Work: Film/New Media and Screenwriting. These guidelines have been adapted from University Film and Video Association as well as the Broadcast Education Association criteria and are similar to those applied in the UHM Academy of Creative Media, as well as the Art and Theatre departments:

The fine arts have clearly established a precedent for consideration of creative work as a part of the evaluation process or promotion and tenure. Exhibitions of photographs, videos and other visual work are accepted as evidence of professional contributions in the visual arts. Creative writing, screenplays, sound, animations, film and video direction and

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design of multimedia (including audio) projects are likewise accepted as evidence of faculty contributions this creative field.

Creative work in film and new media and its dissemination is considered evaluation in the field. Dissemination of scholarly work typically is accomplished by means of publication in books, articles and monographs. Complete creative work in film and new/emerging media consists of products whose forms have a greater variety in length than is found in printed materials. A faculty member might be involved in the production of feature-length dramatic film, a half-hour documentary, and three-minute animated work. or a work of some other type and length: many possibilities exist. The length of a finished work is significant but not indicative of the effort required to complete it. A short experimental video piece or a multi-media production might require even more time and effort to create than a relatively straightforward hour-long documentary. When peers evaluate a film or video work, it is important that they determine the probable difficulty of particular projects. Their task is analogous to that of judging the importance of a multi-year horizontal study in the social sciences: such a study might require many years of effort, yet result in an article of only modest length.

Examples of projects:

- Screenplays (feature and shorts);
- Short Films (Narrative and/or Documentary);
- Feature Films (Narrative and/or Documentary);
- New Media/Multimedia Video Art Installation — for artistic or instructional;
- Panels and Reviews;
- Papers.

Evidence of quality can be documented by the following:

- A. Network television licensing (commercial, public television; cable systems. Local/national/international. Level of public exposure.)
- B. Film/new media distribution. (Selectivity of distributor; may be competing with professionals dedicated to creative film and new media production. Projects are

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technical, as well as capital and labor intensive. The artist is up against other full-time artists whose budgets could far exceed that of a faculty member).

- C. Film festivals/public exhibitions & screenplay competitions, such as festivals, prizes and awards as a result of competitive judgment by peers. Reputation of festival; importance of award or prize.
- D. Multiple showings of the film (Multiple showings are not the equivalent of reprints of a scholarly work as there is no easy access; each showing of a media work makes the production available to a new, previously inaccessible audience.)

The School of Communications also adheres to criteria that are common at top Communication and Journalism programs. Faculty members contribute to the advancement of scholarly and professional knowledge and engage in scholarship that includes research, creative and professional activity. Faculty members communicate the results of their activities to other scholars, educators and practitioners through traditional articles and books as well as through juried presentations, productions, exhibitions workshops and published articles that have been reviewed according to high standards in journalism (guidelines from the Society of Professional Journalists and the American Society of Newspaper Editors), both of which encourage the highest standards of ethical and professional performance.

- A. Among items to consider (*Some guidelines are taken from other Research I schools that have journalism programs*). Analyses and critical reviews of professional subjects, which are published in professional outlets that have a premiere status, national or international reputation. Publication of exceptionally meritorious articles, reviews and commentaries in newspapers or other media if they demonstrate high standards in the practice of journalism or the appropriate field, such as public relations, multimedia, video production, and have been reviewed by editors. This might include newspapers, magazine, video and digital distribution channels that have state, national or international reputations as independently judged by peers at other universities and those in the journalism profession. (See Society of Professional Journalists).

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- B. Publication of textbooks or other books in journalism and communication and related fields if the books break new ground and successfully advance concepts, ideas and approaches that transcend ordinary instructional material.
- C. In the case of professional achievement in the graphic-visual arts area and in other professional fields represented in the School of Communications such as multimedia, work of an original nature that advances the state of the art and breaks new ground (see UFVA and BEA guidelines above).
- A. Applied research and creative activity that improves professional practice in communications (e.g. applied studies of contemporary issues in journalism; workshops to disseminate knowledge; software and app development etc.)
- B. Unpublished writings, including work in progress in traditional and new media.

Evidence of the quality of creative achievements includes: prizes and awards in professionally sponsored competitions; letters or other forms of comments and criticism from those who observe and are qualified to assess the work, and acceptance of creative work for publication or broadcast by professionals in journalism and other fields of communications.

All faculty members should stay in touch with developments in their fields and remain professionally active throughout their professional careers. This emphasis should entail rigorous measures of professional accomplishment and rigorous professional/peer review.

#### Collaborative work

In demonstrating scholarship, faculty members should consider the benefits of pursuing both sole-produced and collaborative works.

Collaborative scholarship is valued and of growing importance in the field of communication. Interdisciplinary inquiry and production is essential to communication scholarship, and teams including members with different areas of expertise are increasingly essential to success in many areas of research and creative work.

Collaborative work does, however, pose a challenge for evaluators in judging whether the scholarly output provides sufficient evidence of the scholarly contributions of an individual faculty member.

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Collaborative projects in which the faculty member is listed as the first author, principal investigator, or in which the faculty member's title indicates specific contributions (e.g., producer, director) provide evidence that the faculty member is a driving force in a portion of the collaborative work. However, in many cases in collaborative research and creative activity in communication, team member contributions are not easily gauged by mere order of authorship or presentation order of credits. In such cases, the faculty member should describe his or her role in the project to evaluators. Evidence of agreement from other team members about the faculty member's relative contribution to a mutual project lends credibility to such descriptions.

#### Native Hawaiian- and community-based scholarship

The School of Communications values the UHM land grant and Native Hawaiian-serving institution missions. It encourages all faculty members to contribute toward fulfilling these missions via engaged community-based endeavors in teaching, research and/or service, which help to meet the University's core function. Academic excellence and rigor are expected in all community-based activities.

The significance of engaged community-based projects is assessed by the Department or Faculty Personnel Committee (DPC or FPC). Quality of the work may be assessed based on creativity, difficulty, and importance, while the overall value will necessarily consider the impact, frequency and duration of the project. The nature of much community-based scholarship renders rates of productivity (i.e., number of publications, publication venue) that are difficult to evaluate on traditional scales. Although quality work and productivity are hard to define precisely in the area of engaged community-based scholarship, their presence is generally recognizable. A faculty member concerned about his/her rating in this area may ask the DPC for preliminary assessments and guidance.

The DPC also will assign value to social media participation and other forms of public communication activities, which are critical to the ethos of the modern communicator. That assessment will favor consistently high-quality, long-term, and impactful performances of public communication activities (including designing, supervising,

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implementing, and/or evaluating strategic communication campaigns; developing, conducting, and analyzing opinion surveys and focus groups; speechwriting and other professional writing activities; and affecting media and social media campaigns.

### **III. Service:**

The School of Communications expects faculty members to make meaningful contributions to its wide range of constituencies. The service component involves contributions to the profession, to the academic discipline, to the University and to the community. Service to the profession offers assistance or knowledge to a communication and/or journalism organization or audience. Service to the discipline includes roles in scholarly associations and academic publications. University service involves advising organizations, student media supervision and contributions to the unit, college and university as a whole. Community service is the use of the faculty member's abilities and expertise for the public good.

Among items to consider:

- A. Statements from knowledgeable persons, such as chairpersons of departments and committees, directors of community organizations, colleagues in relevant disciplines and knowledgeable professionals.
- B. Statements by the candidate.
- C. Statements by students and others who have had the opportunity to observe the candidate performing service.
- D. The conduct of seminars and workshops for professionals, if that work entails teaching professional skills and practices and that work is deemed meritorious.
- E. Receipt of service grants, honors and awards.
- F. Professional contributions through service as an officer, committee chair or other administrative responsibility in appropriate scholarly and professional organizations.
- G. Speeches and other activities that contribute to the discipline.
- H. Serving as a peer reviewer of scholarly and professional works in the discipline.
- C. Public lectures, multimedia presentations and papers delivered at professional meetings.



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#### **IV. Procedures**

The responsibility for formulating practices and procedures for making recommendations of tenure and promotion within the School of Communications shall be the function of the School's DPC.

Guidelines for the DPC are contained in the *University of Hawai'i at Mānoa School of Communications Procedures Governing Tenure, Promotion, and Contract Renewal*. Guidelines are also outlined in the UHPA Collective Bargaining Agreement and the University of Hawai'i at Mānoa Criteria and Guidelines for Tenure and Promotion.

#### **V. Conclusion**

This document articulates the criteria for tenure and promotion in the School of Communications. These criteria can also serve as bases for evaluating contract renewal and post-tenure, five-year review, although the documentation of such in the latter two is expected to be more focused than comprehensive. The School of Communications is committed to providing a quality education, meaningful scholarship and beneficial service consistent with the scholarship and practice of present and emerging realities in the fields of communications and journalism.