

APPROVED:


Mānoa Chancellor's Office 8/3/17
Date

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

December 13, 2016

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 the School’s mission of excellence in teaching, research, creative activity, and service in the integrated areas of Communication, Journalism and emerging media. Moreover, the School’s mission embraces the values of Leadership, Excellence, and Innovation embodied in the University of Hawai‘i at Mānoa’s (UHM) strategic plan and the “vibrant academic climate” and “outstanding scholarship” central to the mission of the College of Social Sciences as articulated in College Focus. The mission of the School is to be the Asia-Pacific locus of excellence for academic and professional scholarship through Communication, Journalism, and emerging media.

The School’s guidelines also will serve as the basis for faculty seeking contract renewal and for periodic review, although a more focused and less extensive documentation of evidence is required for the periodic review.

It is the responsibility of each candidate under review to present the strongest case possible for consideration of renewal, tenure, and/or promotion. The School of Communications’ Department Personnel Committee (DPC) shall base renewal, 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 renewal, promotion, and/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.
- 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, goals, 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 for courses that he/she teaches.
- M. Co-curricular activities.
- N. Undergraduate and graduate mentorship.

II. Scholarship and Creative Activity

The School of Communications takes an inclusive view of scholarship and creative activity, as Communication and Journalism constitute a broad, interdisciplinary field. As intellectual and creative pursuits enhance understanding and application of communication through example, every faculty member in the School of Communications is expected to contribute to the advancement of the disciplines of Communication and/or Journalism through meaningful research, creative, or professional activities, or some meaningful combination. For scholarly research, faculty members produce works that make distinctive, well-recognized contributions to the field. In addition, the School embraces creative endeavors and applied scholarship that meet recognized standards of excellence **e.g., juried or peer-reviewed work, or work that is**

published by a recognized professional media organization. For standards of excellence creative works, we refer to standards referenced below in Creative and Professional Work. 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 the context of a scholarly agenda, the School encourages collaboration and Native-Hawaiian and community-based work as they are consistent with the mission of the School and the University to serve as important resources to the community in which we work and live.

Scholarly Research

Faculty are expected to develop and pursue well-defined, ambitious agendas for scholarly achievement and consistent productivity pointing to national or international leadership in their field of inquiry. Faculty members conducting scholarly research make distinctive, well-recognized contributions to the field. Faculty members must document how their work makes that contribution.

In judging scholarly research, greatest weight will be assigned to manuscripts published as journal articles that have undergone rigorous peer review; books published by a high-quality and well-respected press; manuscripts published as conference papers that have undergone rigorous peer review; and chapters in books that have undergone rigorous peer review. In addition, faculty members contribute to scholarly understanding by publishing invited chapters in books, and other articles or research reports in professional publications. Books will be given weight commensurate with the time and effort required to produce them.

The School recognizes the rapidly changing nature of our field and the platforms on which we work. New forms of scholarly production and distribution continue to emerge and grow. Faculty members may pursue these new forms of digital scholarly communication. However, each Faculty member assumes responsibility for providing evidence that digital publications meet the standards of rigorous peer review applied to more traditional scholarship. **Rigorous peer-review is defined as blind review by peers with expertise in that particular field of study who can make a valid assessment of a work's merits and weaknesses.**

Creative and Professional Work

Creative work merits the same status as work in research and publication in matters concerning promotion and tenure considerations. The School of Communications values creative, professional, and applied work that shows a careful understanding of the discipline, defines key issues well, presents creative insights, and advances public understanding and discourse. Greatest weight will be assigned to rigorous peer-reviewed works appearing publicly in some form (including but not limited to grant-funded work, screening, publication, online distribution, exhibition, film/screenwriting/digital media for festivals, academic conferences, and

competitions).

For specific assessment criteria, the School of Communications looks to the Broadcast Education Association (BEA) Guidelines for Promotion and Tenure for Electronic Media Faculty Involved in Creative Works and the University Film & Video Association (UFVA) Faculty Evaluation in Creative Specialties for Promotion and Tenure adopted as appendices to the School's guidelines.

The School of Communications recognizes that creative fields are changed continuously by technology, therefore new forms of production and distribution are encouraged and recognized in creative and professional work outside of the BEA and UFVA guidelines in the field of Communication and Journalism.

For professional scholarship, emphasis is placed on meaningful works that reach a substantial audience and that enhances the University's reputation. For example, making complex ideas understandable to a large audience can be a difficult, demanding task, one that requires not only deep and thorough knowledge of one's field, but keen skills as well. Applied research activity improves professional practice in Communication (e.g. applied studies of contemporary media, Communication and Journalism; **workshops to disseminate knowledge from their research**; software and app development, etc.).

Professional scholarly engagement

All 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 presentations, productions, exhibitions workshops, and published articles that have been reviewed according to high standards provided by national and international professional organizations related to the candidate's field of specialization.

Collaborative work

In demonstrating scholarship, faculty members can pursue the benefits of both sole-produced and collaborative works.

Collaborative scholarship is valued and of growing importance in the field of Communication and Journalism. Interdisciplinary inquiry and production is essential to 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.

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, writer) 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, and encourages faculty 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 functions. Along with more traditional metrics of teaching, research and service, such engaged community-based scholarship activities help to meet the University's core functions. Academic excellence and rigor are expected in all community-based activities.

Rate and significance of engaged community-based projects provide evidence for the significance and value of engaged scholarship. Quality of the work may be assessed on creativity, difficulty, and importance, while the overall value will necessarily consider the impact, length, and difficulty of the project. The nature of much engaged community-based scholarship renders rates of productivity (i.e., number of publications, publication venue) 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.

Value is assigned 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, implementing, and/or evaluating strategic communication campaigns; developing, conducting, and analyzing opinion surveys and focus groups; fundraising; speechwriting and other professional writing activities; and affecting digital 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. Conducting 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.
- I. Public lectures, multimedia presentations, and papers delivered at professional meetings.

IV. Promotion to Professor

Candidates applying for promotion to full professor must provide evidence of a mature level of performance and achievement as a teacher and the versatility to contribute to all levels of the department's instructional program. This evidence should include summaries of student evaluations, how your classes contribute to programmatic and institutional learning outcomes, or other objective assessments of a significant sample of the courses taught while in the rank of Associate Professor. The significance and distinction of the scholarly and creative achievement should clearly place the faculty member at the forefront of the discipline or field. In general, for scholarly works, publication in the major journals and presses in the field is of first importance in establishing this level of scholarly achievement. The body of research or creative work must have been rigorously peer reviewed (or equivalent), nationally or internationally disseminated, and recognized within the field as an original and substantive contribution to the discipline. Funded research grants and other means by which scholarly and creative contribution to the

discipline are reviewed, utilized, and evaluated by peers outside the University are also important. The faculty member should be a leader in the academic affairs of the University, should have shown a willingness to use professional competence in the service of the profession and the general community, and should have shown significant accomplishment in the profession and the appropriate discipline.

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 UIIPA 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 also can serve as the basis for evaluating contract renewal and post-tenure, five-year review, although the documentation of such in these cases 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 Communication and Journalism.

The School of Communications faculty voted 11-0 in favor of these revision on December 13, 2016.