

School of Cinematic Arts
Criteria for Tenure and Promotion/Standards and Expectations

Standards and Expectations

Professionalism

All faculty members shall exhibit a commitment to respectful behavior, openness, and cooperation. Respectful behavior refers to conduct that fosters collegiality and professionalism, and that maintains a positive, constructive tone even while disagreeing on issues. Openness refers to the sharing of information openly to foster trust among colleagues. Cooperation refers to the willingness to provide time and energy to the work of the college and department, and to work as a team member in college and department projects.

Departmental Governance

Participation in departmental meetings is a basic service expectation of all faculty members. Departmental meetings provide the opportunity for discussion of programs and policies, and subsequent votes. A lack of participation results in an imbalanced workload among faculty and sets a negative precedent for junior faculty about shared governance and morale.

All full-time faculty members are required to attend and actively participate in department meetings. Timely notice to the Chair for unavoidable absence is expected. Repeated unexcused absences may be considered in assessing performance.

Timely Availability

All faculty are expected to keep regularly posted office hours which are scheduled at times convenient for students (CBA Article IV.B).

Faculty are expected to hold at least one in-person office hour per class that they are teaching in any given semester. If a student cannot make your office hours, faculty must schedule an appointment that meets their schedule.

Within reason, faculty and staff are strongly encouraged to return student emails within 1 business day. Faculty are strongly encouraged to return department business related emails within 2 business days.

If a faculty member is unable to attend a class due to illness, they should email their students or contact them through the learning management system as soon as possible. Faculty should also inform the Chair and the main office so that a notice can be placed on the classroom door in case a student does not see the email.

Evidence for excellence in individual instruction may include:

- Supervision of Honors theses, 399/499 theses
- Master or Ph.D. theses at SCA, other departments at UH, or at other universities
- Demonstrating quality or improvement in student work.

Research/Creative Research Expectations and Evidence Thereof

Tenure-track faculty are expected to develop and pursue well-defined, ambitious agendas for scholarly and creative achievement. Faculty members conducting scholarly research make distinctive, well recognized contributions to the field.

School of Cinematic Arts (SCA) faculty work in both traditional and creative scholarship and engage in a variety of formats from books and articles to fiction film, screenplays, museum installations, new media works, documentary, and animation. Faculty work within the field is often collaborative, with different faculty taking on discrete roles on a given project. There is no direct one to one correlation between the effort each format requires and even within a given format there are disparities of effort that can be difficult to gauge because each project is different. There are times when a creative researcher may take a project from beginning to end, and others where a faculty member plays a key creative role in a segment of a project, both of which are considered valued forms of creative research. Faculty should clearly explain the value of their role on each creative project completed so that their research is well understood to members of the DPC and the TPRC. Their creative contribution to a project should be clearly articulated. It is expected that creative works are publicly screened or displayed.

For example, during a five year period, a typical candidate may have completed a sole authored book or peer reviewed articles, a feature film, or short films, in one or more key creative roles in the categories of Producing, Directing, Cinematography, Editing, Screenwriting or as an Animator, Visual Animation Coordinator. The candidate may also have industry professional experience. Candidates can also submit work that crosses disciplines. For example, an editor can submit short completed films and articles.

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

(Please note that these documents are updated and the reviewers should reference current UFVA standards)

Completed creative work in film and video 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 a feature-length dramatic film, a half-hour documentary, a 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 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. (2024)

Instances of joint authorship occur in traditional scholarship. In such cases it is necessary to establish the contribution made by each author, if the work is included in a promotion or tenure dossier. Film and video works are frequently, although not always, collaborative endeavors. Thus, it is extremely important to know what role a faculty member played on a particular production. In many cases, the faculty member will have had total responsibility for the production. In other cases, his/her role might have been that of writer, editor, etc. It is appropriate to give varying levels of credit for varying levels of responsibility. In cases of shared responsibility, it is best to rely on experts in the field to determine the relative importance of each individual's contribution. (2024)

Research should undergo rigorous peer review. Peer review of books is built into the process of publishing with an academic press and can also include reviews of the book in academic journals. Articles should also be peer reviewed and appear in recognized journals in the field or in anthologies published by an academic press or editor-reviewed trade presses. Peer review of films may include television broadcasts, film festival screenings and awards, screenplay competitions, and screenings/awards at academic conferences such as those hosted by BEA and UFVA. Consideration is given to the quality of the venue, such as the reputation of a film festival or contest (e.g. Academy Award qualifying), festival acceptance rates, number of awards given and national vs regional broadcasts. Reviewers of SCA dossiers should understand that acceptance into reputable film festivals is often more difficult than publishing an article in a reputable journal due to the high number of submissions to festivals. For example the Sundance Film Festival receives between 16,000-17,000 submissions each year and accepts 90-100 features, 50-60 shorts in any given year and has an acceptance rate of 0.05%.

Guidelines for In-Progress work.

SCA recognizes in-progress work on projects. SCA does not recommend that probationary (non-tenured) faculty seeking tenure or faculty seeking promotion submit solely in progress work. In this case, in progress work can be submitted as proof of upcoming research. For the periodic review of tenured faculty, significant progress of the project needs to be made

- Other emerging types of work with sufficient justification

Service/Community Service Expectations and Evidence Thereof

SCA recognizes direct service to the University and broader local, national, and international communities. The Mānoa Strategic Plan, the UH System Strategic Plan and the College's Strategic Plan all contain goals that commit to creating collaborative work and interdisciplinary and/or community partnerships to establish the University as a Native Hawaiian Place of Learning. Service on departmental committees is essential to the operation of SCA.

Service may be demonstrated by:

- Serving on SCA committees and projects
- Serving on Mānoa campus and UH committees, task forces, work groups, etc.
Serving as an advisor, consultant, resource person, guest speaker, workshop coordinator/presenter, competition judge
- Working in collaborative relationships with media programs on other University of Hawai'i System campuses and/or in other universities, media programs, etc.
- Participation as a jury member in film festivals and similar cultural competitions and exhibitions
- Working with student organizations, coordinating student filmmaking competitions, etc.
Conducting workshops, seminars, and other training for professionals
- Service as an officer, committee chair, or other administrative responsibility in appropriate scholarly and professional organizations
- Serving as a judge or jury member for film festivals or other professional events
Serving as a peer reviewer of scholarly and professional works in the discipline
Public lectures, multimedia presentations, and papers delivered at professional meetings
- Receipt of service grants, honors, and awards
- Editorship of journal articles
- Service on an editorial board of a journal
- Grant execution and administration
- Programmatic administration
- Faculty peer development
- Officership in professional organizations
- Serving as a tenure reviewer
- Use of educational competence to serve the larger community.
- Other emerging types of service with sufficient justification (Dean's Office)

Criteria for Tenure and Promotion (Faculty (F) and Instructional (I) Criteria)

Criteria for Tenure

In order to be recommended for tenure, the candidate's value to SCA must be evident and substantial, and it must appear certain that they will continue to be productive with regard to teaching, research, and service. In particular, they must have a publication record or record of creative works which, in the judgment of the DPC and outside reviewers, is commensurate with other departments in leading United States research universities. There must be evidence that the candidate is, or will soon become, a leader in his or her specialty. The candidate should have shown strong evidence of being a good departmental citizen through professionalism and active participation in the department.

SCA expects evidence that the faculty member is well-prepared, has a mastery of the fundamentals of the subject matter, and creates an inclusive classroom atmosphere of mutual respect among all participants. Efforts should show clear promise of continued growth as a teacher. In addition to classroom teaching, the department expects the faculty member to demonstrate the ability to successfully mentor. Tenured faculty are expected to be experts in their area of focus with an ability to communicate that knowledge effectively to their students and peers in the field.

For tenure, an example of a faculty member's contributions might consist of the following combination:

- Evidence of increasing professional accomplishment as a teacher
- Teaching an expected course load per academic year, in consideration of departmental baseline expectations
- Serving on two or three SCA committees during each year of the review period
- Excellence in scholarly or creative work. (See Research/Creative Research Expectations and Evidence Thereof)
- Fulfilling reasonable department service responsibilities per department workload policy document
- Serving on one or two university-level committees
- Service to the cinematic arts industry, cinema studies organizations, in related cinematic arts associations, organizations, and institutions

Criteria for Promotion to Full 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 student evaluations, how your classes contribute to programmatic and institutional learning outcomes, or other objective assessments of 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 contributions 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. For specific assessment criteria, the School of Cinematic Arts looks to University Film & Video Association (UFVA) Faculty Evaluation in Creative Specialties for Promotion and Tenure and the Broadcast Education Association (BEA) Guidelines for Promotion and Tenure for Electronic Media Faculty Engaged in Creative Work adopted as appendices to the School's guidelines. (Please note that these documents are updated and the reviewers should reference current UFVA standards)

For a full professor, an example of a faculty member's contributions might consist of the following combination:

- Teaching an expected course load per academic year, with consideration of departmental baseline expectations
- Serving on three or four SCA committees during each year of the review period.
- Continued scholarly or creative work (See Research/Creative Research Expectations and Evidence Thereof)
- Fulfilling reasonable department service responsibilities, and ideally with leadership roles
- Leadership role in external/university/system level committees, serving on one or two external/university/system level committees and/or serving as Department Chair
- Serving the academic profession in a leadership capacity
- Service to the industry in the form of expertise consultant positions in related cinematic arts associations, organizations, and institutions
- Obtaining and administering a competitive grant

Criteria for Promotion: Instructor (I2) In-rank Promotions

Criteria for Promotion for Instructional Faculty I2 B

In addition to the duties and responsibilities of an I2A, Faculty at I2B level will perform with increasing professional maturity in their area of expertise (teaching, supervising independent study activities, and/or off-campus learning such as practicums and internships, or other duties). Faculty at this level may be assigned undergraduate and graduate teaching, supervision, and mentorship, based on departmental needs. They maintain a professional level of performance and productivity in their area of expertise, including remaining current on academic content, methodologies, and discipline content related work.

Following are the minimum qualifications:

- a minimum of four years of service as an I2A, or equivalent.
- evidence of increasing proficiency in ability to teach effectively, direct group discussions
- professionalism in meeting and conferring with others. EP 5.211

Criteria for Promotion for Instructional Faculty I2 C

In addition to the duties and responsibilities of an I2B, Faculty at I2C will perform at a consistent and highly effective professional and productive level in the area of primary responsibility. Faculty at this level may be assigned undergraduate and graduate teaching, supervision, mentorship, and course coordination, based on departmental needs. Maintain expertise in their discipline; provide peer mentorship in their content area, department or college; initiate, coordinate, and participate in disciplinary and/or interdisciplinary -related projects.

Following are the minimum qualifications:

- Evidence of continued professional growth, skill, and knowledge (e.g. additional coursework, certificates, or other educational activities that advance knowledge of their discipline and/or work with students).
- A minimum of 4 years as an I2B, or equivalent.
- Evidence of increasing proficiency in ability to teach effectively, direct group discussions.
- Professionalism in meeting and conferring with others.

Criteria for Promotion for Instructional Faculty I2 D

In addition to the duties and responsibilities of an I2C, Faculty at I2D will sustain excellence in their area of primary responsibilities (teaching, supervising independent study activities, off-campus learning such as practicums and internships, or other duties) and demonstrate excellence in the mastery of strategies which effectively meet students' needs in the course, or at the discipline or program level. They may be assigned to undergraduate and graduate teaching, supervision, committee assignments, and mentorship, depending on departmental needs. They will provide individual mentorship to their colleagues in their discipline at UHM and/or other institutions; they will initiate, coordinate and participate in disciplinary and/or interdisciplinary-related projects between institutions, possibly including at the national level.

Following are the minimum qualifications:

- Evidence of continued professional growth, skill, and knowledge (e.g. additional coursework, certificates, or other educational activities that advance knowledge of their discipline and/or work with students).
- A minimum of 4 years as an I2C, or equivalent, evidence of increasing proficiency in ability to teach effectively, and/or to provide project supervision.
- Professionalism in meeting and conferring with others.

Given that the functions greatly differ from an Instructor to an Assistant Professor, promotion to Assistant Professor is not automatic and requires prior approval from the Dean based on operational needs. If a position is general-funded, additional approvals from Provost, Chief Business Officer, and President may be necessary, depending on the current Budgetary Operational Guidelines (UHM Criteria and Guidelines for Tenure & Promotion, 2024).

Departmental Criteria for Periodic Review

The Department Chair will oversee the periodic review of tenured faculty according to the current UHM schedule and procedure for periodic reviews. The faculty member under review shall submit to the Department Chair an academic profile, suggested of no more than five pages, and/or an updated CV.

The profile should summarize teaching, research, and service activities. Syllabi of courses taught since the last review and course evaluations must be submitted. Creative or published work may also be included as supporting materials.

Tenured faculty must contribute significantly to the School of Cinematic through a combination of teaching, research, and service. It is expected that faculty will continue to perform at the professional level at which they were tenured or to which they have been promoted. Therefore, faculty will be evaluated according to the general criteria/requirements for their rank as

described by the current UHM Criteria and Guidelines for Faculty Tenure/Promotion Application and departmental criteria specified above.

SCA acknowledges that each candidate's balance of efforts and responsibilities in the three key areas is unique and may evolve during a faculty member's academic career. Exceptional contributions made in one area may compensate for a less than typical level in another area.

For an Associate Professor, an example of a faculty member's contributions might consist of the following combination:

- Teaching an expected course load with, consideration of departmental baseline expectations
- Serving on two or three SCA committees during each year of the review period
- Continued scholarly or creative work (See Research/Creative Research Expectations and Evidence Thereof)
- Fulfilling reasonable department service responsibilities during each year of the review period
- Serving on one or two university-level committees and/or serving as Department Chair.
- Service to the cinematic arts industry in related state or national cinematic arts associations, organizations and institutions

For a Professor, an example of a faculty member's contributions might consist of the following combination:

- Teaching an expected course load per academic year, with consideration of departmental baseline expectations
- Serving on three or four SCA committees
- Continued scholarly or creative work (See Research/Creative Research Expectations and Evidence Thereof)
- Fulfilling reasonable department service responsibilities, and ideally with leadership roles
- Leadership role in external/university/system level committees as officer or Chair, serving on one or two external/university/system level committees and/or serving as Department Chair and/or serving the academic profession of cinematic arts in some capacity.
- Service to the cinematic arts industry in the form of leadership and/or expertise consultant positions in related national or international cinematic arts associations, organizations and institutions
- Obtaining a competitive grant

UHM Approvals

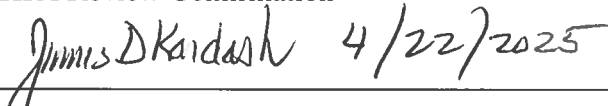


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Dean/Director (Name, Signature, Date)

Provost (Name, Signature, Date)

UHPA Review Confirmation



UHPA (Name, Signature, Date)