

Unanimously adopted by faculty, 5/15/2025

SCHOOL OF COMMUNICATION AND INFORMATION
JOURNALISM PROGRAM

CRITERIA FOR TENURE AND PROMOTION, CONTRACT RENEWAL, AND
PERIODIC REVIEW

May 15, 2025

Article 1. Program Standards and Expectations

The School of Communication and Information's Journalism Program, in alignment with the University of Hawai'i at Mānoa's Criteria and Guidelines for Faculty Tenure & Promotion Application, articulates these additional and complementary criteria to further develop a public understanding of the Program's needs, wants, and strategic aims of its faculty members. To be recommended for tenure and/or promotion, a faculty member must demonstrate excellence in teaching, research and/or creative activity, and service. This document describes how the Journalism Program promotes a standard of excellence, in terms of requiring concrete accomplishments in teaching, research and creative activity, and service. These criteria also serve as the Program's criteria for a faculty member making a case for contract renewal and for periodic review.

I. Professionalism

All faculty members shall exhibit a commitment to respectful behavior, openness, and cooperation. While professionalism often can seem like common-sense and akin to public behavior among colleagues in any setting, university work demands a high level of professionalism, per our public duty, as outlined, for example, in EP 5.221, which articulates that all faculty ranks are expected to have "Professionalism in meeting and conferring with others." Respectful behavior in that sense refers to conduct that fosters collegiality and professionalism, at all times, and that maintains a positive, constructive tone even while disagreeing on issues. We are modeling professional behavior for our students at the same time we are practicing professional behavior ourselves. Openness, as another key term, refers to the sharing of information openly to foster trust among colleagues. And, cooperation refers to the willingness to provide time and energy to the work of the College, School, and Program and to work as a team member in College and Program projects. These approaches are valued, and we operate under the Golden Rule of treating others as we want to be treated.

II. Program and School Governance

Participation in Journalism Program and School of Communication and Information (SCI) meetings is a basic service expectation of all faculty members. Program and School 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 Program and School meetings. Timely notice to the Program

Director and School Chair for unavoidable absence is expected. Repeated unexcused absences may be considered in assessing performance.

III. Timely Availability

All faculty are expected to keep regularly posted office hours that 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, including offering online meetings as a substitute for in-person meetings, when necessary. Faculty and staff are strongly encouraged to return student emails within 2 business days. Faculty are strongly encouraged to return School and Program 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 Program Director and the School office so that a notice can be placed on the classroom door in case a student does not see the email. If a faculty member plans to miss class for academic travel, (e.g. conferences, workshops) that involves missing a scheduled class, the faculty member should inform students as far in advance as possible. The faculty member should try to get a guest lecturer or make alternate instructional arrangements. If the faculty member is aware of the trip before the start of the semester, this information and plans for coverage should be included in the syllabus.

Article 2. University Criteria for Tenure and/or Promotion

In order to be recommended for tenure, the candidate's value to the Journalism Program and SCI 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 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 citizen through professionalism and active participation in the Program and SCI.

At the rank of Assistant Professor, the Program expects evidence that the Faculty Member is well-prepared, has a mastery of the fundamentals of the subject matter, and one who 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 Program expects the Faculty Member to demonstrate the ability to successfully mentor students.

Article 3. Program Criteria for Tenure and Promotion (I and F Instructional Faculty)

I. Teaching

Instructional faculty members with I or F classification who are candidates for promotion and/or tenure must demonstrate high-quality performance in teaching. Teaching excellence is

demonstrated by the quality of classroom instruction, impact on the curriculum, achievement of course and program learning objectives, and advising of students. Maintenance of up-to-date curriculum and resources, effective use of audio-visual resources and of learning management system resources is part of teaching excellence.

Teaching as well as scholarship about pedagogy and commitment to students are considered a top priority in the Program. The Program 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 the evidence for the candidate to provide and for the DPC to consider:

- A. Demonstration of breadth in level and topic across courses taught, understanding that Program needs may constrain which classes are taught.
- B. Course surveys (The University of Hawai'i's Course Evaluation System, CES, is to be used for course evaluations, and a summary of student evaluations are required, plus a summary of global results, among all classes).
- C. Written comments by students and former students.
- D. Faculty peer evaluations. Reports of classroom observation by colleagues (peer review or Center for Teaching Excellence feedback). All non-tenured faculty members are recommended to have at least one CTE review conducted in one of their classes, as a point of external feedback, which does not have to be included in the candidate's dossier.
- E. Comments from professional colleagues other than those on the School of Communication and Information 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 their research and/or knowledge in writings or courses that he/she teaches.
- M. Co-curricular activities.
- N. Promotion of diversity, equity, inclusion, accessibility (DEIA) efforts in teaching.
- O. Successful undergraduate Honors or similar capstone experiences and/or graduate student theses and/or dissertations.

For the promotion of an Associate Professor to a Full Professor, the candidate should provide evidence of increasing improvement in teaching skills and capabilities beyond what was established in the step from Assistant Professor to Associate Professor, through evidence of growth as an instructor, as a mentor to students, and/or as a force for improvement in pedagogical circles beyond the Program level, helping to improve teaching and learning at the School, College, and/or University levels, and beyond, impacting the improved pedagogy of Journalism outside the University of Hawai'i as well as within.

II. Research and/or Creative Activity

Every faculty member in the Journalism Program is expected to contribute to the advancement of the study of Media, Journalism, and Communication through meaningful research or creative activity, or both. The Program encourages research-oriented and practice-oriented academicians to work together within an environment that nurtures the quality of both groups. The Program embraces diverse paths toward scholarly and creative accomplishments that advance the discipline. In other words, types of works recognized by the unit for Research (scholarship) equal both creative and intellectual work. Provided evidence for establishing impacts in Research and/or Creative Activity should show a sufficient body of work, including work that has been peer reviewed and/or in public views, such as in an exhibition, and earned critical recognition, while making original contributions to the field.

The nature of research/creative works is that end-products are generated over varying and sometimes lengthy periods. As such, a faculty member's productivity should be examined over multi-year periods. The unit's description of baseline expectations should take this into account, and consider the faculty member's productivity as a trajectory; including retrospective accomplishments and works in various states of progress. As with Teaching, and with Service, we recommend that the applicant for tenure and/or promotion align Research statements with and use the language, the models, and the factors of workload equivalencies as articulated in the [Workload Equivalency Framework](#), which was created in response to the 2022 UH/UHPA Joint Statement on Workload Policies.

For instructional faculty, the Journalism Program also 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. 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. For professional creative activity, emphasis is placed on meaningful works that reach a substantial audience and that enhance the university's reputation. The Program accepts as scholarly work creative endeavors and applied scholarship that meet professional and university standards of excellence. A MFA degree, for example, is a terminal degree in the area of creative nonfiction writing and is considered equivalent to a doctorate degree. Authorization for waivers of a doctorate will be dependent on a position's specialization, and a Ph.D. waiver is only allowed in fields where the terminal degree is not a Ph.D. 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 Program also recognizes that emerging media technologies may provide additional outlets for scholarly work that are not easy to define at the time of this writing; innovative and experimental scholarly projects in such emerging media are welcomed and valued. 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 design of multimedia (including audio) projects are likewise accepted as evidence of faculty contributions in this creative and broad field of Journalism.

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 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. 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 multiyear horizontal study in the social sciences: such a study might require many years of effort, yet result in an article of only modest length.

As a conceptual guide and benchmark, not a hard and fast measurement, we frame the standard for research and creative activity in terms of workload “units” of published contributions. The Journalism Program’s emphasis in this area is on published research/creative activity contributions, with a relatively traditional foundation, and it gives those achievements the most weight of all contributions to the tenure and/or promotion case.

To meet our standard for tenure and/or promotion in terms of a “sufficient body of work,” advancing the faculty member **from Assistant Professor to Associate Professor**, we aim for 8-10 published “units,” which address the basic requirement for producing a breadth of high-quality work. Qualitative factors are interwoven in this benchmark, and also considered separately as a factor in the determination of if the faculty member’s research has met the university standard, such as with:

- A. A major monograph from a reputable publisher (i.e. a university press), or a major creative achievement (e.g. production of a streaming series based on a faculty member’s journalistic work) is understood to equal about half, or 5 of the target of 10 research/creative activity units.
- B. An academic journal article in a top-rated publication (i.e. with an Impact Factor of 2.0+) could be worth 2 or even 3 units, depending on the journal and the faculty member’s argument for its impact.
- C. A book chapter or an academic journal article in a peer-reviewed but mid-competitive journal could be worth about 1 unit.
- D. The creation of an investigative documentary that has been nationally or internationally distributed, could be worth about 5 units.
- E. The launch of a long-form multimedia project, such as an interactive digital journalism feature recognized by industry awards, could be worth 2 or even 3 units, depending on the publication and the award.
- F. A photojournalism exhibit featured in a major museum or gallery, could be worth 2 or even 3 units, depending on the museum and recognition.
- G. The development of a podcast series with substantial public engagement and critical recognition, could be worth 2 or even 3 units in whole, not per episode, depending on the public engagement level and critical recognition.

While we value other contributions, — such as conference presentations, book reviews, keynote speeches, grant proposals, grants, public collaborations, white paper reports, visual presentations and performances, mass media productions, etc. — we value those less-so, which in whole means we are expecting research/creative activity contributions in the range of 5-10 published academic journal articles (about two units a year during a review period), or a university press book + 2-5 academic journal articles, or a film/television series + 2-5 academic journal articles, mixed with other units of workload, as an achievement of arguable equivalence that establishes a “sufficient” body of work. In other words, a book, film, or television series, on its own, likely does not equate to a full promotion-worthy achievement, except on only the rarest of occasions. Our faculty members instead need to establish that they can offer a multitude of publishable and impactful ideas and demonstrate a variety of ways to contribute to the discipline in order to meet this standard.

When participating in a periodic review during the tenuring process — at 2 years, and at 4 years — an Assistant Professor might not be on a perfect 1/3rd / 2/3rd pace toward producing the necessary WCB workload “units” in research based on the length of time that some research projects, such as finishing a published university-press book, take to complete, but the DPC also needs to make sure to hold the unit standard in research and/or creativity activity and not allow the slow pace of publishing to become an excuse, which can manifest into a full-blown problem later. Therefore, great care and attention to pace should be paid by both the Assistant Professor and the DPC to ensure alignment with unit expectations.

Collaborative scholarship is valued and common in the field of Journalism, too. Interdisciplinary inquiry and production are essential to much of the work that needs to be done and includes team members with different areas of expertise. 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.

If co-authored works are included in the dossier where 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), the faculty shall describe the significance of collaborative work in their field of study, and demonstrate that the faculty member is a driving force in a portion of the collaborative work. Specifically, the faculty member's relative contribution to co-authored works shall be included, indicating (1) the proportion of his or her time and effort in the functions of conceptualization, research, analysis, and/or writing; and (2) the total proportion of his or her time and effort in the research or publication. In other cases of collaborative research and creative activity in journalism, though, 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. Most importantly, and in whole, the faculty member must clearly and unambiguously establish what parts of the project that person produced and what was produced by other people.

We understand that not every contribution will neatly fall into preconceived notions about tenure and/or promotion guidelines, so ultimately, with the above concepts in mind, the Journalism Program is open to considering all types of substantial contributions to the field, but those also

must be articulated and framed as an equivalent to traditional scholarly benchmarks.

Native Hawaiian- and community-based scholarship

The Journalism Program 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.

Where the faculty member's letter of offer and/or position description articulate substantial expectations for community-engaged research, candidates should demonstrate that their research, scholarship and/or creative works involves the dissemination of new knowledge to address social issues through collaborations between those in the university and those outside the university that are based upon qualities of mutual respect and reciprocity and which may entail collective or joint-authorship.

The nature of much 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. A faculty member concerned about his/her rating in this area may ask the DPC for preliminary assessments and guidance, but that request cannot be made in the year of the formal Tenure & Promotion review. It must happen at least one year in advance of the formal review to allow the DPC to properly respond and to allow the candidate time to respond to the feedback. 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, 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).

For the promotion of an Associate Professor to a Full Professor, the candidate should provide evidence of increasing improvement in research skills and capabilities beyond what was established in the step from Assistant Professor to Associate Professor, through evidence of growth as a researcher, a research mentor to students, and as a force for improvement in research beyond the program level, helping to improve research and scholarship at the School, College, and/or University levels, and beyond, impacting the improved practice of academic research related to Journalism outside the University of Hawai'i as well as within.

III. Service

The Journalism Program 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, to the School, to the Program, 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.

The Program 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. Grant execution, administration and programmatic administration and faculty peer development may be considered significant factors for community service activities.

Participation in the academic affairs of the University is a strong consideration and should include taking an active role in Program, School, College and campus committees. Service in this regard may also include work with task forces and other UH campuses. External service activity includes professional activity in your discipline, officership in a professional organization, refereeing workshops and professional publications, creating discipline-related instructional material and the use of educational competence to serve the larger community. As with Teaching and Research, we recommend that the applicant for tenure and/or promotion align Service statements with and use the language, the models, and the factors of workload equivalencies as articulated in the [Workload Equivalency Framework](#), which was created in response to the 2022 UH/UHPA Joint Statement on Workload Policies. Among such a model, evidence to consider and gather includes:

- 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, editor, editorial board member, 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.

Article 4. Criteria for In-Rank Promotion of I2 Instructors

In-rank promotion of an instructor in the Journalism Program will be based on their contributions specific to the position they hold as they may be significantly different than the expectations for full-time faculty members aiming to earn tenure and/or promotion. It is expected that the letter of hire, advertised position description, or other official evidence of assigned job expectations will serve as the basis for a review for in-rank promotion.

I. In-rank promotion of I2A to I2B

In addition to the duties and responsibilities of an I2A, instructor 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 Program 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.

To be considered for in-rank promotion from I2A to I2B, a minimum of four years of service as an I2A, or equivalent is required. Faculty should demonstrate evidence of (1) increasing proficiency in ability to teach effectively, direct group discussions, and to supervise students; and (2) professionalism in meeting and conferring with others.

II. In-rank promotion of I2B to I2C

In addition to the duties and responsibilities of an I2B, instructor at I2C level will perform at a consistent and highly effective professional and productive level in their area of primary responsibilities (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 teaching, supervising independent study activities, and/or off-campus learning such as practicums and internships, course coordination or other duties based on Program needs. They maintain expertise in their discipline, provide peer mentorship in their content area, Program, School or College; initiate, coordinate and participate in disciplinary and/or interdisciplinary-related projects.

To be considered for in-rank promotion from I2B to I2C, a minimum of four years of service as an I2B, or equivalent is required. Faculty should demonstrate evidence of (1) increasing proficiency in ability to teach effectively, direct group discussions, and to supervise students; and (2) professionalism in meeting and conferring with others.

III. In-rank promotion of I2C to I2D

In addition to the duties and responsibilities of an I2C, instructor at I2D level will sustain excellence in their area of primary responsibilities (teaching, supervising independent study activities, and/or 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, and meet Program needs in their responsibility areas. Faculty at this level may be assigned to undergraduate and graduate teaching, supervising independent study activities, off-campus learning such as practicums and internships, committee assignments, mentorship, course coordination, or other duties based on Program needs. They will provide individual mentorship to their colleagues in their discipline at the University or other institutions; they will initiate, coordinate and participate in disciplinary and/or interdisciplinary-related projects between institution, possibly including at the national level.

To be considered for in-rank promotion from I2C to I2D, a minimum of four years of service as an I2C, or equivalent is required. Faculty should demonstrate evidence of (1) increasing

proficiency in ability to teach effectively, direct group discussions, and to supervise students; and (2) professionalism in meeting and conferring with others.

Article 5. Program Criteria for Periodic Review

Tenured faculty undergo periodic review in accordance with the most current Procedures for Evaluation of Faculty at UHM. 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 Program criteria specified above.

Article 6. Procedures

The specific practices and procedures for making recommendations of tenure and promotion shall be the function of the School's DPC, and are articulated in the document, "The Procedures for Contract Renewal, Tenure, Promotion and Periodic Review," adopted by the Faculty of the School. Additional guidelines for the DPC are contained in the University of Hawai'i at Mānoa's 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.

Article 7. Conclusion

This document articulates the criteria for tenure, promotion and periodic review in the Journalism Program in the School of Communication and Information. These criteria can also serve as basis for evaluating contract renewal although the documentation of those is expected to be more focused on shorter periods of time. The Journalism Program is committed to upholding the highest standards of teaching, research and creative activity, and service in representation of its standing in the state as the only Tier 1 Carnegie Classified: Research University / Very High Research Activity institution.

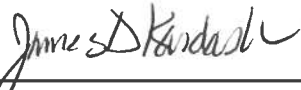
UHM Approvals



Dean/Director (Name, Signature, Date)

Provost (Name, Signature, Date)

UHPA Review Confirmation



6/6/2025

UHPA (Name, Signature, Date)






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