

APPENDIX A-2

Supplements to Criteria and Guidelines for Faculty Tenure/Promotion
Application UH-WO
(as approved February 1, 2002)

FOR SPECIALIST FACULTY

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As members of the academic community, specialist faculty engage in a myriad of activities designed to provide support to students, to researchers, to other faculty, and to other client groups both within the institution and in the community-at-large. Specialist faculty have the common goal of providing a support system that is prerequisite to academic, research, and/or community stability and success, as well as effectiveness and efficiency of operation for the institution. Specialist faculty activities are not consistent across settings due to the complexity, the number, and the variety of locations and assignments.

Scope of Responsibility

The responsibilities of specialist faculty generally involve three distinct categories of activities which can be perceived as parallel to the tripartite model characterizing instructional faculty workload. The categories are: 1) professional activities; 2) research/scholarly activities; and 3) service activities. Each of the three categories of responsibility are briefly defined in this document, and each includes examples of specialist faculty endeavors within each category. These descriptions are to be viewed as guidelines only, and not as minimum qualifications for tenure and/or promotion.

Activities and functions of specialist faculty may include but are not limited to those included in the list of examples in each category. Neither is the specialist faculty professional expected to engage in every activity/function listed in each category. However, faculty specialists are expected to demonstrate proficiency in each of the three categories. In addition, the faculty specialist must meet minimum criteria for tenure and/or promotion as specified by the Board of Regents.

I. PROFESSIONAL ACTIVITIES (Administration, Program Development, Direct Client Service)

Specialist faculty engage in a variety of activities focused on providing support for academic and research success as well as for facilitating the overall mission of the university or the unit to which they are assigned. Support activities encompass a broad spectrum ranging from administrative duties, to sensitive and efficient response to changing client need to program development and delivery of direct client services.

A. Administration

- * Participating in the development, interpretation, revision, and implementation of policies and procedures governing a program/activity
- * Planning, ordering, and securing resources for use in support of programs/services
- * Administering, supervising, and/or coordinating programs or services
- * Performing general administration (writing correspondence, keeping records, preparing budgets, etc.)

B. Program Development

- * Identifying and assessing client group need in systematic manner and responding appropriately in program planning and management.
- * Program planning, development, decision-making, and implementation, including securing extramural funds as necessary and appropriate
- * Program monitoring and evaluation for ensuring that the original stated need is met and that needs have not changed
- * Making arrangements for coordinating and/or supervising participation in activities, programs
- * Developing and improving techniques, procedures, and materials
- * Participating in the development and/or revision of program literature

C. Direct Client Service

- * Providing individual or group counseling/advising/consultation/support
- * Conducting informational or developmental workshops and seminars
- * Supervising internships, practica, research, work experiences
- * Providing feedback/evaluation/assessment of participant performance in research, endeavors, programs, seminars, field work, counseling, advising, etc.
- * Designing, developing, and teaching academic courses
- * Designing and implementing teaching/instruction/research strategies based on selected goals. learning theory and characteristics of learner/participant
- * Developing effective research tools, learning aids, teaching materials, simulations, etc. to be used in teaching/presentations/workshops/research
- * Providing specialized services (e.g.. employment information, career guidance, developing and managing equipment/facilities, etc.)
- * Serving as advisor to student organizations/groups and/or other client groups
- * Providing verbal and written support in related endeavors, including assigned academic and research projects
- * Guest presentations in academic classes

II. SCHOLARLY ACTIVITIES (Research/Evaluation, Professional Development)

Specialist faculty utilize research and evaluation to ensure that programs and services are relevant and that they are meeting student, institutional and client need. As needs change, this function allows a sensitive response and provides the basis for modification and change. In addition, specialist faculty keep current with developments in the field of specialization, improve and enhance skills and techniques and continuously expand basic knowledge in order to better serve students, the institution and the community.

A. Research/Evaluation

- * Determining needs and interests of targeted service groups through formal assessment methods
- * Evaluating success, effectiveness, user satisfaction, utilization of program or service through formal evaluation methods
- * Conducting formal inquiry into a topic through accepted means (reviewing literature; generating hypotheses; collecting, analyzing, and interpreting data)
- * Planning, presenting, and/or editing written/oral reports of results of research/evaluation
- * Presentation of materials for publication in relevant journals, books, monographs, etc.
- * Applying for and receiving fellowships, grants, and/or awards for research/evaluation purposes
- * Presenting papers or poster sessions at a professional conference, colloquium, seminar
- * Conducting research or other studies in field of specialization
- * Creating documents/tools, maintaining facilities/equipment that assist in research being conducted by others
- * Engaging in professional activities that enhance research visibility and prominence of the unit/institution

B. Professional Development

- * Being selected and making presentations, participating in a panel or discussion group at a professional conference/seminar
- * Engaging in formal study, workshops. meetings, seminars and conferences in order to improve professional competence
- * Studying for/completing requirements for advanced degree, license, diploma, certification, etc., in a field relevant to the position involved
- * Remaining current with literature and professional associations relevant to area of expertise

(e.g.. professional society membership. contributions to professional activities)

III. SERVICE (University, Professional, Community)

Service refers to a very broad spectrum of activities which is a significant portion of the specialist faculty role. Service activities include those that have to do with the internal organization of the university itself; those activities having to do with the professional bodies which provide the faculty specialist with professional identity and status; and activities which normally occur outside the institution itself and are related to the faculty member's professional expertise and/or responsibilities.

A. University Service

- * Serving as a member or chair of a departmental campus-wide or system-wide committee
- * Working on faculty governance committees (e.g.. UH-West O‘ahu Faculty Senate)
- * Serving as a mentor to colleagues, staff, students
- * Responding to both formal and informal requests for documentation of relevant data, proposals, reviews, reports
- * Serving as a member of review/evaluation panel/committee
- * Acting as special project leader or coordinator
- * Organizing/presenting conferences/workshops for faculty development
- * Providing expertise/consultation in developing and/or teaching courses/workshops in collaboration with other university professionals

B. Professional Service

- * Reviewing research, professional organization proposals, manuscripts
- * Serving as an editor of conference proceedings as a journal editor, as a member of an editorial board or other professional publication in area of expertise.
- * Serving as an officer and/or board member in a state, national or international professional society in the area of one's expertise
- * Organizing, chairing, or co-chairing a conference or conference session
- * Responding to requests to conduct workshops, seminars, and presentations in area of expertise
- * Consulting and advising with professional colleagues
- * Responding to requests for comments on published materials
- * Working to provide options/opportunities for faculty development which also enhance the mission of the University.

C. Community Service

- * Providing uncompensated consultation to the community-at-large and to government agencies in area of expertise
- * Speaking, making presentations to public groups.
- * Serving on advisory boards or committees as related to area of expertise
- * Conducting conferences and workshops on campus for the benefit of the community-at-large
- * Providing expert testimony at legislative and public hearings, and/or meetings while serving as a representative of the university in area of expertise
- * Providing assistance to federal, state, or county agencies in area of expertise
- * Providing service to volunteer organizations in area of expertise