APPENDIX B

SUPPLEMENTAL GUIDELINES

These are illustrations of how Librarian, Specialist or Extension Agent Faculty can make a case for tenure or promotion. They are advisory only and are not to be used as criteria by reviewers at any level.
FOR SPECIALIST FACULTY

Faculty members at a major research university such as the University of Hawai‘i at Mānoa are generally expected to remain productive in three distinct but interrelated categories of activities: teaching, research, and service. This tripartite model, taken in a literal and traditional sense, is most suitable for instructional faculty. In contrast to this are specialist faculty whose role is distinctively complementary to that of instructional faculty, who possess full professional training in the processes and methods of teaching and research, but whose role is to effectively support the academic mission of the university.

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. Nor do specialists’ activities and duties easily lend themselves to categorization into a tripartite model such as that suggested by the traditional role of instructional faculty.

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 is 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
• Identify and assess client group need in a systematic manner and respond 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
- Engage 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 bodies, committees (e.g., Mānoa Faculty Senate, College 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, bodies
   • Serving on advisory boards, 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
FOR LIBRARIAN FACULTY

There are several broad aspects of librarianship. These include: collection development, bibliographic control, systems support, public and reference services, instructional services, information technology and library automation, and administrative/managerial responsibilities. Generally, librarians concentrate their professional career on one or two of these aspects.

I. Collection Development

Resources in various media must be developed to enhance the programs of all colleges and schools and to maintain the effectiveness of the library as a resource at the University of Hawai‘i at Mānoa (UHM). Library faculty, whose responsibilities are concentrated in this area, must take the initiative for exploring and identifying scholarly publications in a wide range of disciplines that relate to the content and objectives of programs on the UHM campus. Areas of expertise related to collection development include, but are not limited to, the following:

- Knowledge of library resources, procedures and techniques relevant to collection development activities.
- Knowledge of the library collections and the University programs which they support.
- Knowledge of the world of publishing and its distribution channels.
- Effectiveness in obtaining needed library materials as expeditiously as possible, through purchase, exchange agreements, interlibrary loan, or other methods.
- Ability to recognize research and publication trends, in one or more subject disciplines, and to anticipate collection needs which develop from such trends.
- Ability to develop and maintain the collection in subject fields through ongoing and critical review of relevant literature.
- Proficiency in languages or subject knowledge related to University programs.

II. Bibliographic Control

The Library’s catalogs, files, and locally created bibliographic tools provide access to a wide range of materials. The design, development and maintenance of these library access tools is a cooperative and cumulative process. Our resources, when included in local, national, and international data bases, make the University of Hawai‘i’s collections available to scholars and students worldwide. Areas of expertise related to bibliographic control include, but are not limited to, the following:

- Knowledge of technical resources and methodologies available for achieving bibliographic control in the most accurate and effective manner.
- Knowledge of an academic discipline(s) or an advanced specialization in one or more subject, format, or language fields.
- Skill in analyzing books, serials, manuscripts, or non-print media in a scholarly manner to extract the essential content.
- Skill in applying national and international standards to the description of library materials and holdings in all subjects, languages, and formats.
- Effectiveness in interpreting various catalogs and other finding tools to library users.
III. Public and Reference Services
Public and reference services must insure the effective sharing and utilization of library resources in all media. An understanding of and commitment to the educational and research programs at UHM will influence the scope, variety, and quality of sources offered. Areas of expertise related to public and reference services include, but are not limited to, the following:

- Working effectively with people to provide thorough, efficient, and courteous assistance to patrons.
- Possessing skill in interpreting questions, locating relevant information, or conduction reference interviews.
- Facilitating use of the library collections by patrons through knowledge of the collections and the University programs they support.
- Developing knowledge in an academic discipline(s) or an advanced specialization in one or more subject, format, or language fields.
- Effectively designing search strategies in manual and/or automated systems.
- Effectively conveying information regarding library polices, procedures, and/or services to users.

IV. Instructional Services
Instruction, whether in formal classroom settings or in less formal group and individual sessions, is an ongoing activity of librarians. It consists of helping to define questions assisting in the conduct of research, or effectively assisting in the use of library resources and bibliographic services. Areas of expertise related to instructional services include, but are not limited to, the following:

- Proficiency in planning, developing, and conducting library orientation programs and implementing other instructional projects for various levels of student use of the library.
- Teaching ability, whether in conducting formal classes in library resources and services, or in instructing individual patrons in particular aspects of library use, or in the development of learning aids, audio visual presentations and guides to the collections.
- Effectiveness in developing and using a variety of materials and methods in formal library instruction about bibliographic research, use of reference materials in specialized areas, and instruction in the use of the library’s catalogs in all formats.

V. Administration and Management
The effective organization of activities in all sections of the library is essential to operation of the Library Services Program. Librarians with administrative/managerial responsibilities must work effectively to create an optimum environment for the accomplishment of departmental activities and library objectives. Areas of expertise related to administration and management include, but are not limited to, the following:

- Effectiveness in planning, organizing and controlling work flow.
- Keeping abreast of current trends in application of computer technology to library automation and implementing applications where possible.
- Demonstrating effective leadership and innovative ability in improving library organization, procedures, services, communication and staff relationships.
• Establishing and maintaining productive working relationships with other faculty, students, and general public, and publishers and distributors, to facilitate resource development and effective service.
• Ability to identify and resolve problems.
• Contributing to the development of colleagues and in-service training of paraprofessional staff, student interns, and assistants.
• Ability to manage fiscal and budgetary responsibilities as assigned.
• Serving effectively on library administrative bodies.
• Obtaining awards and grants to support library programs.
• Serving effectively in relating library functions to campus-wide administrative bodies.

VI. Information Technology

Computer-based systems and services have become integral to the way libraries function. They have become the foundation for electronic storage, retrieval, and delivery of a wide range of bibliographic and full-text data. Information technology enhances and offers broader and deeper access to library resources and other on-line information. Integrating appropriate information technology into the mission of the library is one of the responsibilities of library faculty active in this aspect of librarianship, and often requires a high degree of understanding of the operation of all units of the library. Additionally, these faculty must keep current with new developments in the application of information technology in support of programs on the UHM campus. Areas of expertise related to information technology include, but are not limited to, the following:
• Knowledge of library procedures and services and their automated counterparts, i.e. circulation, serials, acquisitions, cataloging, online retrieval systems, etc.
• Effectiveness in communicating, analyzing, interpreting and testing technical requirements of automated library and online information systems as they affect the processing, access and delivery, use and dissemination of information.
• Knowledge of the world of computer hardware; software, online information resources or automated systems.
• Ability to work effectively with staff, vendors, and patrons to provide thorough and responsive assistance and consultation resulting in access to online resources and/or computer technology.
• Skill in facilitating use of online systems and broad or specialized knowledge of their capabilities to support augmented access to a wider range of data which complement and enhance traditional information resources.
• Developing expertise or an advanced specialization in one or more applications of information technology or computerized systems.
• Effectiveness in translating technical jargon and conveying information regarding automated library services and procedures to the user, as well as to designers and vendors of computer-based systems.
Faculty members at a land grant university such as the University of Hawai‘i at Mānoa are generally expected to remain productive in three distinct but interrelated categories of activities: teaching, research, and service. While engaging in all three categories of activities, research and instructional faculty tend to emphasize the teaching and research components of this model. In contrast, the role of the agent faculty emphasizes the service component of this model and is distinctively complementary to that of instructional and research faculty.

Agent faculty are situated in county offices throughout the State where they can be in direct contact with the community at large. In this way, they are able to assess the needs of their community and can provide direct services to their clientele. They also act as a conduit between their clientele and specialist, research, and instructional faculty. Agents can provide the most current assessments of clientele needs to assist in directing research and instructional endeavors.

Agent faculty activities are not consistent across settings because of the complexity, the number, and the variety of locations and assignments. The responsibilities of extension agent faculty are more readily compared with those of specialist faculty than they are with those of instructional or research faculty. Like specialists, agents are generally involved in three distinct categories of activities which can be perceived as parallel to the teaching, research, and service model. The categories are: 1) professional activities; 2) scholarly activities; and 3) service activities.

Each of the three categories of responsibility is briefly defined below and each includes examples of agent faculty endeavors within that category. Activities and functions of agent faculty may include, but are not limited to, those included in the list of examples in each category. Neither is the agent faculty professional expected to engage in every activity function listed in each category. The agent faculty must meet minimum criteria for tenure and/or promotion as specified at the end of this document.

I. Professional Activities and Functions (Program Development, Direct Service)

Agent faculty engage in a variety of activities focused on providing support for individual, family, industry, and community success as well as for facilitating the overall mission of the university. Support activities encompass a broad spectrum ranging from sensitive and efficient response to changing clientele needs to program development and direct services.

A. Program Development
   • Program planning, development, and implementation designed as a response to assessed need
   • Administering, supervising, and/or coordinating of programs or services
   • Making arrangements for, coordinating, and/or supervising participation in activities, programs
   • Planning, ordering, and securing resources for use in support programs/services
   • Developing and improving techniques, procedures, and materials
   • Participating in the development and/or revision of program literature
B. Direct Service
- Providing individual or group advising/consultation/support
- Conducting and/or coordinating informational or developmental meetings, workshops, field days, demonstrations, and field tours
- Developing effective teaching tools, learning aids, teaching materials, simulations, etc., to be used in teaching, presentations, workshops
- Providing specialized support services (e.g., HAEYC, DHS, USDA, DCA, etc.)
- Serving as advisor to clientele organizations/groups

II. Scholarly Activities (Extension/Evaluation, Professional Development)
Agent faculty utilize research and evaluation information to ensure that extension programs and services are relevant and that they are meeting clientele needs. As needs change, this function allows a sensitive response and provides the basis for modification and change. In addition, agent faculty keep current with developments in related program areas, improve and enhance skills and techniques, and continuously expand basic knowledge in order to better serve clientele.

A. Extension/Evaluation
- Determining needs and interests of targeted clientele groups through diverse assessment methods
- Evaluating success, effectiveness, user satisfaction, utilization of program or service through diverse evaluation methods
- Planning, presenting, and/or editing written/oral reports of results of research/evaluation information
- Applying for and receiving grants and/or awards for extension/evaluation purposes
- Presenting papers or poster sessions at conferences or seminars
- Conducting applied research or other studies in related program areas
- Preparing and publishing educational materials and applied research results that are used in non-formal education
- Assist in research being conducted by others (e.g., specialists, researchers)

B. Professional Development
- Making presentations, participating in a panel or discussion group to a professional conference or seminar
- Engaging in formal study, workshops, meetings, seminars, and conferences in order to improve professional competence
- Studying for or 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 memberships, 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 agent 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 member with professional identification 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 county, college-wide, campus-wide, or system-wide committee
- Working on faculty governance bodies, committees (e.g., Mānoa Faculty Senate, College Faculty Senate)
- Serving as a member of review/evaluation panels or committees
- Acting as special project leader or coordinator
- Organizing and/or presenting conferences or workshops for faculty development
- Providing expertise or consultation in developing conferences or workshops in collaboration with other university professionals

B. **Professional Service**
- Reviewing research and extension proposals
- 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
- Conducting workshop or seminar for professionals in area of expertise
- Consulting and advising with professional colleagues
- Responding to requests for comments on published materials
- Serving as a mentor to junior agent faculty

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 or bodies
- Serving on advisory boards and/or committees related to area of expertise
- Conducting conferences and workshops for the benefit of the community-at-large
- Providing assistance to federal, state, or county agencies in area of expertise
- Providing service to volunteer organizations in area of expertise