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Date

**CURRICULUM RESEARCH & DEVELOPMENT GROUP
COLLEGE OF EDUCATION
UNIVERSITY OF HAWAI‘I AT MĀNOA
DEPARTMENT PERSONNEL COMMITTEE**

**CRITERIA FOR TENURE, PROMOTION, AND
PERIODIC REVIEW FOR SPECIALIST FACULTY**

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The Curriculum Research & Development Group (CRDG) is an organized research unit of the University of Hawai‘i at Mānoa. Curriculum research and development at CRDG is conducted by instructional faculty (designated as *I faculty*), whose teaching is integral to curriculum research and development, and by specialist faculty (designated as *S faculty*), who provide support services and may also be expected to teach as a direct client service. This document provides the tenure and promotion criteria for specialist faculty.

To provide context for our discussion of these criteria, we present background information about CRDG, including an overview of the unit and a description of the major functions that CRDG faculty address.

CRDG ROLES AND FUNCTIONS

The mission of the Curriculum Research & Development Group (CRDG) is to conduct research and create, evaluate, disseminate, and support educational curricula and programs that serve students, teachers, parents, and other educators in grades preK–12. CRDG contributes to the body of professional knowledge and practice in (a) teaching and learning; (b) curriculum and program development, dissemination, implementation, evaluation, and assessment; and (c) school improvement. Some faculty positions are allocated primarily to curriculum or program research, development, and dissemination roles; some are allocated primarily to evaluation and assessment roles; and some are allocated primarily to administration, support, and oversight roles. CRDG instructional faculty are required to teach at least one UHM course per tenure or promotion cycle. Additionally, CRDG instructional faculty must teach at least an average of, or the equivalent of, one UHM course per year of the tenure or promotion cycle to achieve tenure and be promoted.

CRDG faculty strive to produce “paradigm shifts” in how subjects are taught, not merely improved versions of standard approaches, which is the niche of commercial publishers. CRDG faculty produce theoretically sound, research-based curricula and programs that meet the tests of “teachability” and “learnability” and are shown to be valuable through wide use by teachers and students in Hawai‘i, nationally, and internationally. CRDG faculty follow the University’s thrust to make products and services available commercially and expect their work to change what happens in schools. CRDG faculty often see major projects as career-long ventures, although some also conduct projects of shorter duration. The broad scope of most projects requires that the work be accomplished in teams (a significant contrast to many academic departments), often involving small groups in early stages of development and large teams in later stages.

Faculty typically engage in research and development projects in a continuing cycle of (a) theorizing, conceptualizing, and designing; (b) developing; (c) evaluating; (d) disseminating the results; and (e) teaching. Conducting educational research alone is usually insufficient for CRDG work.

Theorizing, Conceptualizing, and Designing Curricula and Programs

One major function of CRDG faculty is to *theorize, conceptualize, and design curricula and programs*. When performing this exploratory research/theory-building function, CRDG faculty apply their conceptions of the knowledge discipline, linked with an understanding of how it can be appropriately presented and arranged for the student group; apply theories of student learning and adult learning; draw upon relevant curriculum theories; and conceptualize curricula and instructional programs, including instructional materials for students and other materials for teachers, administrators, and teacher trainers. Sometimes materials are needed also for policy makers, parents, and the media. The curricula or programs can be broad, covering multiple years, or narrow, covering subject matter courses in depth.

Developing Curricula and Programs

A second major function that faculty perform is to *develop curricula and programs*. CRDG work typically requires the step of designing and developing effective applications of what is learned from research through creating new instructional materials and the associated professional development. The development phase includes recruiting and directing junior staff; designing and crafting materials (texts and other student materials, teaching materials, assessment materials, all of which may be in print and other media); forming teams of consultants and reviewers; working with editorial and production staff; and coordinating, conducting, and evaluating trials in classes in the University Laboratory School and in schools elsewhere. Often, development endeavors require funding from external sources. CRDG faculty actively pursue this funding through grants and contracts from foundations and government agencies.

Evaluating

A third major function is *evaluation*. This involves reflection and validation of the work. All researchers and developers engage in formative and summative evaluations of their own products. In addition, CRDG faculty teams include experts in program evaluation, educational assessment, and educational research who develop evaluation theories and methods; develop evaluation and research designs to study the implementation and outcomes of educational programs and curricula developed by CRDG or other agencies or organizations; develop evaluation and research instruments and methods; collect and analyze data, using state-of-the-art methods when appropriate; and prepare and present technical reports. CRDG evaluators are expected to develop or refine theories and methods of program evaluation and educational assessment that contribute significantly to the advancement of the field and to conduct and report on evaluations and other studies that are useful for educational decision-making. They must stay abreast of current developments in the theory and methods of program evaluation and educational assessment and apply them to CRDG curriculum and program evaluation.

Disseminating

A fourth major function of CRDG faculty members is *publication and dissemination of CRDG products*. This function is the culmination of the work and involves dissemination of both a physical and intellectual product. There is no standard approach to dissemination because each project faces a different constituency, tradition, and funding pattern. Typically, however, it

requires creating strategies to make the nature and value of the curriculum or program methods and materials known; gaining acceptance and backing from school and district administrators and teachers; helping schools find resources to initiate and sustain the curriculum or program; designing, developing, and providing a system of teacher professional development; and assisting in institutionalizing school change and reform. In a simultaneous process, the researcher/developer must work with production and marketing staffs to design and produce dissemination and professional development materials that meet the needs of teachers and students. In addition to disseminating products, this function can also involve the dissemination of the results of research conducted when developing the products or of the methods for evaluating the products in conference presentations, refereed conference proceedings, and refereed journal articles.

Teaching

A fifth major function, which cuts across several of the others described above, is *teaching in various venues*. CRDG's teaching is in accordance with the 2017-2021 Agreement between the University of Hawai'i Professional Assembly and the Board of Regents of the University of Hawai'i (p. 4), which states,

The performance of teaching duties ... extends beyond classroom responsibilities and other direct student contact duties. Instructional activities encompass more than just classroom teaching. Other aspects of instruction include, but are not limited to: academic and thesis advising, supervision of instructional activities such as cooperative work experiences, practica, internships, and practice; instructional management, tutoring; curriculum and course development; and creation of teaching and instructional materials, and supervision of laboratory activities. Also, included in the work associated with instruction are the implementation of instructional systems and strategies, distance learning technologies, and student evaluation and assessment.

SPECIALIST FACULTY AND CRITERIA¹

Overall, the multiple functions of CRDG faculty members call for a particular approach to evaluating the success of their work, including recognition and promotion of a faculty member. Judgments of the quality of professional service and of readiness for tenure or promotion are based on evidence of successful achievement in multiple endeavors. There will be publications in refereed journals, but the other kinds of evidence described here are also important. Judgments of the quality of professional service and of readiness for tenure or promotion are based on the composite of the evidence of successful achievement in all aspects of the work. We do not expect that each person will necessarily meet all of the criteria, but we do expect that the individual will show definite and outstanding accomplishments in those areas of their job assignment and potential for growth and expanded accomplishments. The identification of the applicable criteria is made by the director of CRDG, in consultation with the candidate. In most instances, these criteria are interpretations or extensions of the existing university guidelines. In all cases, university guidelines take precedence over unit guidelines.

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

¹ The description here and the criteria in sections I and II were adapted from the "Supplemental Guidelines for Specialist Faculty" recommended by UH Mānoa Faculty Senate April 17, 1997 and since updated by the OVCAA and available as Appendix B of the Tenure and Promotion Criteria at http://manoa.hawaii.edu/ovcaa/faculty/tenure_promotion_contract_renewal/.

most suitable for instructional faculty. In contrast to this, the role of the specialist faculty is to support the academic mission of the university. CRDG specialist faculty possesses full professional training in the processes and methods of teaching and research.

As members of the academic community, specialist faculty engage in a myriad of activities designed to provide support to students, 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. Specialists' activities and duties do not easily lend themselves to categorization into the tripartite model as suggested by the traditional role of instructional faculty. The roles of CRDG specialist faculty are best described by their job descriptions.

Scope of Responsibility

The responsibilities of CRDG specialist faculty involve two general categories of activities, which both encompass and extend the tripartite model characterizing instructional faculty workload. The categories are 1) professional activities, which include research/scholarly activities, and 2) service activities. A CRDG specialist faculty's major endeavors lie in category 1, with category 2 a minor endeavor. Each of the categories of responsibility is briefly described in this document, and each includes examples of specialist faculty endeavors within each category typical of CRDG work. These descriptions are to be viewed as guidelines only, and not as minimum qualifications for tenure and promotion.

Activities and functions of specialist faculty may include, but are not limited to, those included in the list of examples in each category provided below; neither is the faculty specialist professional expected to engage in every activity/function listed in each category. However, faculty specialists are expected to demonstrate proficiency in those aspects of categories that are relevant to their duties as described in their job descriptions. 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/Curriculum Research, Development, Evaluation; Direct Client Services; Professional Self Improvement)

CRDG specialist faculty engage in a variety of activities focused on both participating in and providing support for academic and research success as well as for facilitating the overall mission of the university and the unit. Support activities encompass a broad spectrum ranging from administrative duties, to sensitive and efficient response to changing client needs, to program research and development, and delivery of direct client services. Specialist faculty utilize research and evaluation to ensure that programs and services are effective and relevant and that they are meeting student, institutional, and client needs. 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. Examples of specialist faculty endeavors follow.

Administration

- Providing leadership in the development, interpretation, revision, and implementation of policies and procedures governing a program/activity
- Planning and securing resources for use in support of programs/services
- Administering, supervising, and/or coordinating programs or services
- Performing general administration (unit planning and budgeting, resource allocation, personnel counseling and management, managing organizational change and improvement, supervising/coordinating program development and productivity improvement)
- Administering professional development programs

Program/Curriculum Research, Development, Evaluation

- Identifying and assessing client group needs in a systematic manner and responding appropriately in program planning and management
- Program planning, development, decision making, and implementation, including securing extramural funds as appropriate
- Designing, developing, and evaluating curricula
- Program monitoring and evaluation
- Making arrangements for, coordinating, and/or supervising participation in activities, and programs
- Developing and improving techniques, procedures, and materials
- Designing research and conducting formal inquiry into a topic through accepted means (reviewing literature; generating hypotheses; collecting, analyzing, and interpreting data)
- Demonstrating an understanding of a relevant education or related discipline and drawing implications for the task of curriculum research, design, development, implementation, evaluation, and dissemination to schools
- Designing and implementing teaching/instruction/research strategies based on selected goals, learning theory, and characteristics of learner/participant
- Developing effective research and evaluation tools, learning aids, teaching materials, simulations, etc. to be used in teaching/presentations/workshops/research
- Publishing in relevant journals, books, monographs, etc.
- Presenting papers or poster sessions at a professional conference, colloquium, seminar

Authorship Conventions

At CRDG, most of the work is *team* work; thus, multiple authorship of publications is the norm, with the sequence of authors reflecting the relative contribution of each individual to the most critical aspects of the work. CRDG specialist faculty are expected to provide the proportion of time and effort that they contributed to the research, writing, and publication of any works under review, with validation by co-authors.

Direct Client Services

- Providing individual or group counseling/advising/consultation/support
- Conducting informational or developmental workshops or seminars
- Supervising internships, practice, research, or 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 and/or professional development institutes
- Teaching demonstration or research classes at the preK-12 level

- Providing specialized services (e.g., employment information and mentoring, career guidance, developing and managing organizational improvement activities, 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
- Serving as a chair or committee member on dissertations or theses

Professional Self Improvement

- Making invited presentations at a professional conference or 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)

II. SERVICE (University, Professional, Community)

Service refers to a very broad spectrum of activities. It includes activities related to 1) the internal organization of the university, 2) professional bodies that provide the faculty specialist with professional identity and status, and 3) the faculty member's professional expertise and/or responsibilities outside of the University. Though subordinate to the specialist faculty's professional work responsibilities, it is assumed that service will be included in the total contribution of the member.

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., Manoa 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 panels/committees
- Acting as special project leader or coordinator outside the unit
- Organizing/presenting conferences/workshops for faculty development
- Providing expertise/consultation in developing and/or teaching courses/workshops in collaboration with other University professionals

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

- Working to provide options/opportunities for faculty development which also enhance the mission of the University

Community Service

- Providing 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 to 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

III. PRESENT AND FUTURE VALUE IN CRDG

This criterion must be met by all candidates for tenure; it is not applicable to considerations for promotion. In addition to the criteria for tenure of specialist faculty listed in the University guidelines, the CRDG candidate proposed for tenure should present evidence of the following:

- 1) potential for promotion to maximum rank;
- 2) desire for career-long association with and contribution to CRDG;
- 3) competence in an area of general and long-term interest to CRDG;
- 4) leadership in administration and supervision and in dealing with institutional management; and
- 5) capacity for professional leadership.

Future value is determined by both the candidate's desires and productivity and the university's long-term need for such services.

IV. RELATIONSHIP WITH COLLEAGUES AND CLIENTS

This criterion must be met by all candidates for tenure. The candidate for tenure shall present descriptions of the following:

- 1) ability to work effectively with both professional educators and university scholars in disciplinary fields;
- 2) cooperative, supportive, and professionally critical attitudes in relationships with colleagues; and
- 3) effective relationships with client communities (school faculty, students, school administrators, etc.).

PERIODIC REVIEW

A rank 5 specialist faculty member in CRDG is presumed to be competent in their work. When required to submit paperwork for a periodic review, CRDG specialist faculty will provide evidence of continued accomplishments addressing CRDG specialist faculty promotion criteria. Toward this end, faculty members will submit an updated curriculum vitae (CV); a no more than five (5) page statement describing the work done since the last period of review, with specific references to the sections of the CV documenting this work; and additional information or documentation to augment the above. When the CRDG director is to be reviewed, the chairperson of the DPC shall conduct the review. When the DPC chair is to be reviewed, the CRDG director will conduct the review.

The CRDG director will review the submitted documents and prepare a written review that addresses the CRDG promotion criteria for specialist faculty. The review will address three primary questions:

1. What new or continuing administrative and leadership roles, program and curriculum research, development, evaluation, direct client service, or professional self improvement was accomplished during the review period, and what publications or other products were produced?
2. What service activities were conducted and of what value was the service to CRDG, the College of Education, the University, and the broader educational profession and community?