

**Promotion Guidelines
Specialist Faculty
College of Pharmacy
University of Hawaii at Hilo
Accepted by the Faculty, August 2010**

General Comment: These guidelines are intended to supplement the university requirements and procedures. They are not to be interpreted as supplanting these university requirements and procedures. Thus, this document describes specific criteria and standards which will be used to evaluate whether candidates meet the general criteria for promotion and tenure developed by the University of Hawaii at Hilo. The criteria, standards, and procedures are applied without regard to race, religion, color, sex, national origin, handicap, age, veteran status, or sexual orientation.

Mission Statement

The role of the Specialist faculty in the College of Pharmacy (CoP) is complementary to that of instructional faculty. They are 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.

Preamble

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 and pursuit of excellence. The categories are: 1) Professional activities; 2) Research/scholarly activities; and 3) Service activities. Faculty specialists are expected to demonstrate proficiency in each of the three categories.

1. Professional Activities: 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 College of Pharmacy (CoP) and/or the University. Support activities encompass a broad spectrum of activities ranging from administrative duties, to sensitive and efficient response to changing stake-holder needs, to program development and delivery of services.
2. Research/Scholarly Activities: Specialist faculty utilize research and assessment to ensure that programs and services are relevant and that they are meeting student, institutional, professional organization, and stake holder needs. Implicit in this function is the ability to change to accommodate shifting priorities and circumstances. In addition, specialist faculty are expected to have demonstrated the ability to be up to date with current developments in their field of specialization, improve and enhance skills and quantitative techniques, and continuously expand basic knowledge in order to better serve students, the College, the

University, and the community.

3. Service Activities: Service refers to a very broad spectrum of activities which will typically be a significant portion of the specialist faculty role. Demonstrated service activities for the CoP, the university, professional bodies, and external organizations related to the faculty member's professional expertise and/or responsibilities are expected. As this is likely to be a significant element in the Specialists role, added weight may be given to the criteria applied to this category.

Appendix A contains a list of specific examples illustrating the possible scope of activities for each category.

Criteria for Promotion from Assistant to Associate Specialist

Assessment of the promotion application to Associate Specialist will employ the criteria stated as well as the material generated during Division Personnel Committee (DPC) contract renewal reviews of the Candidate. In addition, the faculty specialist must meet minimum criteria for tenure and/or promotion as specified by the Board of Regents.

Academic tenure is normally acquired on promotion to the Associate Specialist faculty rank. A successful candidate should have a significant record of accomplishment as a faculty member and show promise of continued professional growth and recognition.

- I. Professional Activities (Administration, Program Development, Direct Stake-Holder Service)
The Candidate must demonstrate a record of aiding or leading the development and administration of programs under their charge. Depending upon the program, supporting documentation and metrics may take the form of:
 - a) Supervisor evaluation
 - b) Evaluation/review of the work product invited by the Candidate and/or supervisors from recognized colleagues and/or stake holders.
 - c) Metrics of success of the programs/activities in the form of:
 - i. Meeting planned deliverables/milestones and/or against stake holder agreed upon goals and expectations.
 - ii. Sustained initiative to obtain competitive funding from grants or other sources
 - a) When participating as a co-investigator, objective evidence of the extent and importance of their role in the project must be provided.

II. Scholarly Activities (Research/Assessment, Professional Development)

The Candidate must demonstrate a sustained record of research and publication (or the equivalent consistent with the domain of their activity). The Candidate is also expected to participate in symposia or other forums to present, or otherwise communicate, the product of their research. The form of the record of accomplishment may vary with the assigned roles and responsibilities of the specialist but should include:

- a) A record of annual peer reviewed publication as a primary or corresponding author in journals or other publications recognized to be important to the scope of the specialists area of responsibility, e.g.:
 - i. Professional journals
 - ii. Guidelines or protocols
 - iii. Training documents
 - iv. Media communication
- b) Presentations to professional societies or stake holder organizations:
 - i. Community organizations
 - ii. Professional gatherings
 - iii. Legislative or governing bodies
 - iv. Continuing education
- c) Letters of review:
 - i. These are solicited letters and must be divided between evaluators familiar with the Candidate and their work and from those with no personal connection to the Candidate. The Candidate may submit a list of suggested reviewers with the final selection being determined by the department chair and/or CoP administrators. The experts must evaluate the quality and impact of the Candidate's contribution against criteria set out here and any unique criteria in the CoP Contract Renewal policy.

III. Service (University, Professional, Community)

A record of service to the University of Hawaii at Hilo and the College of Pharmacy, and some service at the community and/or state and/or national level. Participation in Departmental and CoP committees and activities, as well as service to national organizations and relevant government agencies will be considered. Other examples of relevant service include:

- a) Peer review of manuscripts or other publications in areas relevant to the Specialist's domain.
- b) Service on grant review boards.
- c) Service on Local, State, National Pharmacy boards or other health care related organizations.
- d) Teaching relevant material in relevant venues including but not limited to:
 - i. The CoP electives or regular classes

- ii. Pre-pharmacy classes
- iii. University classes/symposia
- iv. Professional association courses
- v. Community symposia or meetings

Criteria for Promotion from Associate to Full Specialist

Assessment of the promotion application to full specialist will employ the criteria stated as well as the material generated during yearly tenure reviews of the Candidate. In addition, the faculty specialist must meet minimum criteria for tenure and/or promotion as specified by the Board of Regents.

The Candidate must be internationally recognized by relevant International Professional Organizations as a leader or expert in their area of endeavor. Typically, such recognition will require participation in or leadership of CoP projects funded by extramural sources, and evidenced by activities such as involvement in national and international meetings, as well as invitations to participate in peer review activities.

- I. Professional Activities (Administration, Program Development, Direct Stake-Holder Service)
A record of accomplishment as described for promotion to Associate Specialist as well as:
 - a) A record of obtaining competitive funding for programs/projects in the scope of the specialist.
 - b) Recognition at the highest professional levels of the relevant professional community.
 - c) Significant contributions to the achievement of strategic goals of the CoP in relevant areas.

- II. Scholarly Activities (Research/Assessment, Professional Development)
A record of accomplishment as described for promotion to Associate Specialist as well as:
 - a) First author on peer reviewed publications in nationally recognized journals and/or principal investigator on competitive grant awards from national agencies or organizations.
 - b) Development of academic elective courses for the CoP to be distinguished from participating in established courses as detailed in the criterion for service in the associate specialist section.

- III. Service (University, Professional, Community)
A record of accomplishment as described for promotion to Associate Specialist as well as:
 - a) The mentoring of junior faculty and staff.
 - b) Sustained record of service on relevant university and/or system wide committees,
 - e) Service on editorial boards.

- f) Demonstrated interaction with leaders in industry, government, or non-governmental organizations promoting professional excellence and engagement to fulfill the missions of a public university.

Procedures

All procedures described in University Documents on Promotion and Tenure will be followed.

Discrepancies or Conflicts between this Document and University Documents

If there are any discrepancies between this document and any University documents, the policies and procedures in the University's documents will prevail.

Appendix A: Possible Scope of Specialist Activities by Category (after draft UH Manoa Policy)

I. Professional Activities (Administration, Program Development, Direct Stake Holder Service)

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 stake holders' needs 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. Stake Holder Interaction

- Providing individual or group counseling/advising/consultation/support
- Conducting informational or developmental workshops and seminars
- Supervising internships, residents, practicum, 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/Assessment, Professional Development)

A. Research/Assessment

- 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)

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
- Conduct workshops, seminars, and presentations in area of expertise upon request or on the Candidate's initiative
- 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