University of Hawai‘i Community Colleges

FACULTY CLASSIFICATION PLAN

The University of Hawai‘i Mission, as approved by the Board of Regents, November 1996, states that “The UH Community Colleges enable the University of Hawai‘i system to meet its mission mandate of putting postsecondary education within the reach of every resident who wants and can benefit from it.”

“Opportunity is afforded those who can benefit and either have completed high school or are 18 years of age. For some, community college classes are the first step toward a baccalaureate or postgraduate degree; for others, they provide training or retraining in skills tailored to Hawai‘i’s job market.”

“The instructional, scholarship, and service missions of the Community Colleges are inseparable. Presenting knowledge through effective teaching is a special strength. This requires scholarship that focuses on the instructional enterprise, ensuring that students are prepared for advanced baccalaureate work, employment, and/or job upgrading. Achieving this outcome, while providing for students’ personal enrichment, is the fundamental service mission of the UH Community Colleges.”

Within the context of this mission, a faculty member in the University of Hawai‘i’s Community College System is primarily a teacher and/or academic support faculty, appointed for teaching skills, knowledge of the field and ability to relate to and assist student learning. The primary obligation and the one responsibility, which most distinguishes Community College faculty members is effectiveness in teaching and in the assistance of learning. Further, the Open Door commitment of the community colleges results in a diverse and multi-faceted student body with educational needs ranging from remedial and developmental to highly specialized and technical skills. Teaching and learning in this environment is significantly impacted by factors such as the student’s level of academic preparedness, motivation, and ultimate educational goals, including transfer to baccalaureate institutions. Moreover, the process of teaching and learning is the shared responsibility of the faculty and the student. The following classification system is to be viewed within this context. (November 15, 2007)

A. PRINCIPLES OF CLASSIFICATION

Faculty in the University of Hawai‘i's community colleges are classified according to four principles.

1. Community College faculty members develop and maintain excellence in their area of primary responsibility: teaching and learning or the professional support of teaching and learning, or a combination of both (including both credit and non-credit areas). (November 15, 2007)

2. Community College faculty members understand and are committed to the open-door philosophy and to the complementary ideals of teaching and learning and service within their college and community.

3. Community College faculty members achieve and maintain excellence over time and through varied endeavors.

4. Community College faculty members recognize their students' diverse educational needs and are committed to providing the necessary academic rigor, support and encouragement that will permit students to achieve their educational goals.

This classification plan recognizes two distinct phases in developing and maintaining faculty excellence: these are the probationary period and the period after the award of tenure.

Because of the high value placed on teaching and learning, prior to the granting of tenure, faculty are expected to demonstrate excellence in teaching or the primary area of responsibility. Simultaneously, they are expected to contribute service as befit members of an institution of higher learning that is also a public agency. (July 17, 1992; am: Nov. 15, 2007)

With the granting of tenure, the University of Hawai‘i recognizes both the continuing need for the faculty member's service and the achievement of excellence during the probationary period. Tenured faculty are expected to sustain the excellence that contributed to their tenure and to continue developing their skills as professionals and leaders in their college and community.

This classification plan also recognizes, however, that at different stages in a faculty member's career, responsibilities and emphases may change in response to the needs of the college, the nature of its community, the availability of opportunities, and the evolution of individual professional interests and expertise. Faculty are challenged, therefore, to follow multiple paths in the performance of their responsibilities.

During the tenure and promotion review process, the faculty's primary responsibilities are carefully evaluated. This process makes essential the use of insightful professional judgment by both faculty reviewers and administrators.

B. PRIMARY RESPONSIBILITIES OF FACULTY

Community College faculty members should strive for excellence in the performance of their primary responsibilities. Where appropriate, they design measurable or observable learning outcomes and assess and provide evidence of student learning. Above all they work to improve student achievement and success. However, critical assessment and evaluation of excellence will be conducted with due consideration for individual assignments and institutional needs.

It is recognized that in certain situations, a faculty member's responsibilities may encompass a combination of instruction, academic support, and economic development and customized training. In such instances, the faculty member may choose to present a case for reappointment, tenure, or promotion on a combination of performance and accomplishment in the four areas. (Nov. 15, 2007)

1. INSTRUCTION

Instructional faculty members are primarily teachers. This primary focus entails the responsibility to develop an educational philosophy and methodology that will challenge and stimulate students; to require academic rigor and discipline; and to assist students to understand concepts, solve problems, and learn to think independently. At the same time, faculty members need to be responsive to students, be concerned with developing their potential, and be willing to serve as role models, academic advisors, mentors, and leaders. Faculty must motivate students, work with a wide diversity of student abilities and needs, and develop within them the capacity to become life-long learners. In this manner, faculty members promote social responsibility while providing professional assessment of student learning. To carry out these responsibilities, faculty members must maintain currency and understanding in their fields, must continually search for the most effective means of teaching, and must contribute to the development of the curriculum and program improvement. (July 17, 1992)

In certain areas, most specifically vocational education and discipline areas such as science, learning skills, and art, where there is an expectation that shops and laboratories must be maintained, materials located, supplies and equipment ordered, and students supervised in shop or lab activities, these additional expectations will be considered a vital part of faculty contribution to the campus. (Nov. 15, 2007)

2. CONTINUING EDUCATION AND TRAINING

Faculty members in continuing education, customized training units have primarily program development and administrative responsibilities for continuing education classes. Because continuing education and training is market-driven and focused on life-long learning, faculty working in this area need to challenge the "traditional limits on education" and develop new and innovative strategies for creating dynamic learning environments for the adult life-long learner. They are primarily responsible for workforce and community needs assessment and the development, selection and implementation of curriculum and revision of existing classes. These responsibilities may include determining the number of new class offerings, recommending appropriate fees for public and contract classes,marketing of classes, training and developing practitioners/new hires for continuing education instruction by teaching educational concepts and principles;

identifying and recommending appropriate trainers and developing appropriate performance measures based on established objectives. Achievement of desired outcomes may be assessed, as appropriate, through a combination of quantitative and qualitative measures. (am: Nov. 15, 2007)

3. ACADEMIC SUPPORT

Resource Professionals (e.g. librarians, media coordinators/specialists, learning assistance center directors/staff) gather, organize, circulate, develop, and evaluate resources in support of the educational mission of the college. They also provide instructional faculty with expertise through their knowledge of learning resources and styles, alternate learning modes or methods for the assessment of student learning; in settings outside of the classroom, they organize learning activities for students, including providing instruction on information literacy or study skills. Resource faculty members are essential partners with instructional faculty, supporting teaching and learning through preparation and organization of teaching aids, and disseminating information and teaching tools designed to serve the needs of diverse students, many with special needs. To discharge this responsibility, they must support and facilitate faculty, staff, and student use of resources, and must contribute to the improvement of the quality and availability of resources. (am: Nov. 15, 2007)

4. COUNSELING

Counseling faculty are both counselors and educators who specialize in students' personal and academic growth and development. Counselors help students to integrate educational and career-life goals by improving student ability at problem-solving, decision-making, interpersonal skills, self-management, and self-expression. In addition, counselors assist students to remove barriers that impede academic progress and to establish and work towards realistic career goals. Counselors facilitate such instructional activities as workshops and seminars to assist students to examine personal, educational, and social values; establish and work towards realistic career goals; and identify appropriate resources to meet individual needs.

Counseling faculty must also be sensitive to the needs of a widely diverse student population and to specific groups of students with special needs – for example, immigrants, students with disabilities, persons with limited English proficiency, and adult learners, among others. Counselors must, therefore, be familiar with the stages of student development and with new developments in counseling theory. It is expected that they will constantly refine their skills in interpersonal relations and communication. (July 17, 1992; am: Nov. 15, 2007)

C. OTHER RESPONSIBILITIES OF FACULTY

In addition to the primary responsibilities, faculty members are expected to participate in other essential areas such as professional and self-development, and to contribute to their college and community in other ways. These activities may include active participation in institutional assessment and planning, research or publication. These contributions can be made in a variety of ways that are necessary to the effective functioning of the institution, including service.

1. Institutional Service. This category refers to a broad spectrum of activities, including general administration (serving as department or division head or faculty senate chair); attending meetings and functions common to university campuses; serving on University committees; systemwide special project coordination; acting as a campus public relations liaison; technical systems designer; holding office or serving and actively participating on committees of faculty senates and other recognized faculty organizations; acting as special project leader or conference coordinator; engaging in major curriculum revision; new program development including marketing and promotion of classes, and proposal or grant application writing; assignment as student activities coordinator, student development coordinator; coordinating with outside agencies; serving as a mentor to junior faculty members and lecturers; and other academic duties that are part of the assigned responsibility.

2. Professional Service. This category includes serving a State, national, or international organization, related to the faculty member’s professional status, as an officer, board member, journal editor, etc.

3. Public Service. This category refers to activities which normally occur outside of the college and are related to the faculty member’s professional status. These activities include consulting; making speeches to public groups; playing a leadership role in public organizations; conducting on-campus conferences and workshops for the benefit of the community at-large; writing for non-academic publications; providing expert testimony; providing expert technical assistance to Federal, State, or county agencies; and other related activities that serve the public.

Note, however, that if faculty members are provided assigned time to perform these or any other duties, then these are to be considered primary duties. (July17, 1992; am: Nov. 15, 2007)

D. FACULTY CLASSIFICATION RANK

Instructor (C2)

Faculty at Rank 2 perform competently with increasing professional maturity in the area of primary responsibilities. They instruct students and/or provide academic support to students. They work under the guidance of colleagues to develop an understanding of student needs in their discipline or area of primary responsibility. They begin to provide college and community service. They are expected to participate in professional and self-development activities.

Those hired as an Instructor must meet the community colleges minimum qualifications for education, experience, and certification, as appropriate.

Those who, at initial appointment, are deemed to be generally qualified to perform the duties and responsibilities of an Instructor, except that the minimum qualifications for the Instructor level have not yet been completed, may be appointed as an Acting Instructor. Further, appointment as Acting Instructor is contingent upon an approved plan of professional self-improvement which is designed to meet the minimum qualifications for Instructor, and should be completed within three (3) years from the time of first employment in this rank. Extensions beyond the three years may be granted by the Chancellor due to extenuating or exceptional circumstances. (July 17, 1992)

Assistant Professor, Community Colleges (C3)

Faculty at Rank 3 effectively maintain a professional level of performance and productivity in the area of primary responsibilities. They maintain their expertise in current discipline content and methodologies, and in the understanding of student educational needs. They develop an understanding of the relationship of their discipline to the students' total instructional program and they contribute to the development activities at the discipline and campus level. They work independently and with colleagues to develop, revise and select curriculum materials, instructional techniques, and student-needs-assessment strategies at the course or discipline level. They also provide service to the college and community outside of the area of primary responsibilities and leadership in discipline, department, or college activities. They sustain involvement in professional and self-development activities. At this rank, faculty members begin to serve as Division Personnel Committee members, provide leadership in campus committees or task groups and serve as mentors or resources to other faculty.

A minimum of five years of service as Instructor (C2) is required for promotion to Assistant Professor, Community Colleges. Therefore, application for promotion to Assistant Professor, Community Colleges, may be made after completing four years of service as Instructor. Waiver of time-in-rank requirements may be approved in accordance with the *Community College Tenure and Promotion Guidelines*. (July 17, 1992; am: Nov. 15, 2007)

Associate Professor, Community Colleges (C4)

Faculty at Rank 4 perform consistently at a highly effective professional and productive level in the area of primary responsibilities. They maintain their expertise in current discipline content and methodologies, and in the understanding of student needs. They provide individual leadership to colleagues in their discipline area, college, or university. In addition, they work with colleagues in other disciplines to facilitate student learning. They initiate, coordinate, and participate in discipline-related projects at the campus or system level to include significant program or curricular modification. It is expected that they will provide significant service to the college and community outside of the area of primary responsibilities and that they will sustain involvement in professional and self-development activities. Faculty at this rank are expected to accept appointments to serve as Division or Department Chairpersons. Other examples of leadership may include involvement in program review and other assessment and planning activities for the campus.

A minimum of four years of service as Assistant Professor, Community Colleges (C3) is required for promotion to Associate Professor, Community Colleges. Therefore, application for promotion to Associate Professor, Community Colleges, may be made after completing three (3) years of service as an Assistant Professor, Community Colleges. Waiver of time-in-rank requirements may be approved in accordance with the *Community College Tenure and Promotion Guidelines*. (July 17, 1992; am: Nov. 15, 2007)

Professor, Community Colleges (C5)

Faculty at Rank 5 sustain excellence in the area of primary responsibilities and demonstrate versatility and depth in the mastery of strategies which effectively meet student needs at the course, or discipline or program level. They sustain leadership and service to the discipline, college, or university; demonstrate expertise; and serve as resources to other faculty, businesses, and the community. At this rank, they serve as mentors to junior faculty. Sustained involvement in professional and self-development activities at an appropriately high level is expected. Faculty at this rank are expected to accept appointments to serve as Division or Department Chairpersons. Other examples of leadership may include leading program review, serving on institutional assessment and planning groups on the campus and system levels.

A minimum of four years of service as Associate Professor, Community Colleges (C4) is required for promotion to Professor, Community Colleges. Therefore, application for promotion to Professor, Community Colleges, may be made after completing three (3) years of service as an Associate Professor, Community Colleges. Waiver of time-in-rank requirements may be approved in accordance with the *Community Colleges Tenure and Promotion Guidelines*. (July 17, 1992; am: Nov. 15, 2007)