

Please complete this form and attach it to all requests to establish a specialist position.

1. Specify the type of specialist (Teacher, Research, Outreach, Advisor, Curriculum Development):

\_\_\_\_\_

2. Specify minimum level of formal education and work experience or other qualifications required to meet the performance standards associated with this position.

Education (degree(s) and discipline or field of study): \_\_\_\_\_

Experience (number of years and type): \_\_\_\_\_

\_\_\_\_\_

3. For outreach duties, specify the information being transferred and the audience: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**The following questions apply to the current academic year:**

4. For teaching duties, specify whether:  "E t g f k"  "P q p / e t g f k"  "Q p / e c o r w u"  "Q h / e c o r w u"

If credit, specify course number and number of credits \_\_\_\_\_

5. For research duties, is the person in this position specified as the principal or co-principal investigator on a research grant or contract?  Yes  No

\_\_\_\_\_

**PLACEMENT GUIDELINES (Use when listing duties and responsibilities on back of this form.)**

**1. TEACHING/ADVISING/CURRICULUM DEVELOPMENT**

Teaching specialists provide instruction for credit courses. Teaching and related class preparation, grading, student evaluation, etc., are substantial and continuing dimensions of ongoing responsibilities (i.e., occupying at least 30% of the time). These specialists are the instructors of record or teach portions of courses on a regular basis entailing the time commitment referenced above. Occasional teaching assignments cannot satisfy assignment to this specialist category.

Advising specialists devote the preponderance of their time (50%+) to advising students on course selection, degree requirements, majors, etc., and/or to other instructional activities, e.g., tutoring, interpreting for students with disabilities or bilingual students, advising on academic developmental needs, and developing instructional strategies to assist academic progress. Advising may include career counseling, but this is incidental to the major focus of course and curriculum advice.

Curriculum development specialists provide content-related support to course, curriculum and/or instructional development activities. At least 30% of time must be devoted to these activities to satisfy assignment to this specialist category.

Beyond the assignments referenced above, time may be spent on research, administration, outreach, or other activities.

**2. RESEARCH**

Research specialists take a lead role on research projects, including developing grant proposals, and directing the research project with designation as principal investigator or performing position responsibilities which require a doctorate degree.

This means in order to hold the Specialist-Research title, one must either: 1) be designated as the PI on a research project, or alternatively, 2) take a lead role on research projects (not as PI, but performing duties which require a doctorate degree).

**3. OUTREACH**

Outreach specialists are responsible for disseminating the knowledge resources of the University to meet the knowledge needs of people outside the University.

Their work involves providing non-credit educational programs to off-campus students or client groups, including course development and presentation, and/or providing a linkage for those outside the University to identify and access faculty knowledge, resources, and research results. This can involve technology transfer which provides a linkage between external University publics and faculty research resources to help resolve complex technological issues and/or share technological or scientific knowledge. These duties must involve a time commitment of at least 30%.

In addition to these responsibilities, outreach specialists may be involved in proposal writing, resource identification, and data gathering. Outreach specialists also can be designated as principal investigators. They can be appointed through any college as part of the newly decentralized Lifelong Education program or through a college which has technological/research resources to share with the outside public.

DESCRIPTION OF DUTIES

Summarize the **primary** purpose of the position in a few sentences (i.e., why does the job exist?): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

List the duties and responsibilities of the position. Specify percentage of time devoted to each duty during the year and categorize each duty using this key: Tch = Teaching Credit Course; Adv = Advising; Cur = Curriculum Development; Rsc = Research; Out = Outreach Education or Technology Transfer; Oth = Other. Indicate particularly important duties and responsibilities by placing an asterisk (\*) in the priority box. See front of form for placement guidelines.

aa

EXAMPLES

Tch Adv Cur Rsc Out Oth

#1 25%    \_\_\_ \_\_\_ \_\_\_  \_\_\_ \_\_\_    *Serve as a principal investigator to conduct research in the area of composite materials fabrication.*  
 Priority

#2 30%    \_\_\_ \_\_\_ \_\_\_ \_\_\_  \_\_\_ \_\_\_    *Provide in-service education programming for teachers and staff throughout the state.*  
 Priority

Tch Adv Cur Rsc Out Oth

#1 \_\_\_\_\_%    \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_    \_\_\_\_\_  
 Priority

#2 \_\_\_\_\_%    \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_    \_\_\_\_\_  
 Priority

#3 \_\_\_\_\_%    \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_    \_\_\_\_\_  
 Priority

#4 \_\_\_\_\_%    \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_    \_\_\_\_\_  
 Priority

#5 \_\_\_\_\_%    \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_    \_\_\_\_\_  
 Priority

% TOTAL Tch \_\_\_\_\_% Adv \_\_\_\_\_% Cur \_\_\_\_\_% Rsc \_\_\_\_\_% Out \_\_\_\_\_% Oth \_\_\_\_\_%

USE ADDITIONAL PAGES IF NECESSARY