
8. SPECIALIZED EXPERTISE

ARC employee educators will continuously build the knowledge, skills, and abilities necessary to remain current in their chosen field. They will cultivate a growing level of expertise with the concepts, theories, techniques, practices, equipment, and regulations that are relevant to their discipline, function, or service area.

Learning and growth in this competency may be demonstrated by these qualities:

Level I: Introductory (Awareness)

- learns about new concepts, theories, requirements, equipment, and other emerging aspects that are influencing the chosen field
- seeks opportunities to upgrade skills and maintain currency in subject-matter knowledge (particularly as the area of expertise changes over time)
- develops professional networks or other mechanisms to identify, retrieve, interpret, and communicate subject-specific information
- recognizes concepts of universal design as appropriate to the employee educator's role

Level II: Action/Skill Development

- progresses beyond minimum qualifications to attain a depth of knowledge in the subject matter and responsibilities of the chosen field
- continuously increases proficiency in the application of subject matter knowledge and content expertise
- adapts work practices to take advantage of newly acquired information, skills, and tools
- utilizes knowledge of universal design
- interacts with practitioners from outside the college to gain an expanded perspective
- actively participates and serves in professional organizations

Level III: Inquiry, Outcome, and Assessment (Adult Self-Directed Learning)

- utilizes specialized expertise to reflect on individual and departmental effectiveness
- explores emerging concepts, tools, and practices relevant to the chosen field to consider how they might be applied at the college
- advances in the field through formal education, research, or other activities
- challenges the continued use of antiquated or ineffective practices, methods, and materials
- shares professional expertise with others through activities such as written publications, conference presentations, and mentoring