

Notice of Meeting

UNIVERSITY OF HAWAI‘I

BOARD OF REGENTS COMMITTEE ON PERSONNEL AFFAIRS

Members: Regent Ernie Wilson (Chair), Regent David Iha (Vice-Chair), and Regents McEnerney, Moore, Putnam, and Yuen

Date: Wednesday, November 2, 2016

Time: 10:00 a.m.

Place: University of Hawai‘i at Mānoa
Information Technology Building
1st Floor Conference Room 105A/B
2520 Correa Road
Honolulu, Hawai‘i 96822

AGENDA

I. Call Meeting to Order

II. Approval of Minutes of the September 8, 2016 Meeting

III. Public Comment Period for Agenda Items: All written testimony on agenda items received after posting of this agenda and up to 24 hours in advance of the meeting will be distributed to the board. Late testimony on agenda items will be distributed to the board within 24 hours of receipt. Registration for oral testimony on agenda items will be provided at the meeting location 15 minutes prior to the meeting and closed once the meeting begins. Written testimony may be submitted via US mail, email at bor@hawaii.edu, or facsimile at 956-5156. Oral testimony is limited to three (3) minutes.

IV. Agenda Items

A. For Information and Discussion:

1. Update on Teaching Workload Equivalencies at UH Mānoa
2. Update on Revisions to RP 9.214 Teaching Assignments for Instructional faculty
3. Update on System-UH Mānoa Facilities and Communications Reorganization
4. Review Committee Charge to Include Board Governance Tasks

V. Executive Session (Closed to the Public)

A. Personnel Actions Related to the Following (To discuss the following personnel matters pursuant to HRS §92-5(a)(2)):

1. Salary Range and Appointment Terms for Associate Director, Institute for Astronomy

VI. Adjournment



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**UNIVERSITY OF HAWAII
BOARD OF REGENTS**

Risa E. Dickson, Ph.D.
Vice President for Academic Planning and Policy

16 OCT 26 P5:23

October 26, 2016

UNIVERSITY OF HAWAII
PRESIDENT'S OFFICE

16 OCT 26 P2:43

RECEIVED

MEMORANDUM

TO: Ernie Wilson, Chairperson
BOR Committee on Personnel Affairs

VIA: David Lassner
President

FROM: Risa E. Dickson
Vice President for Academic Planning and Policy

SUBJECT: BOR Committee on Personnel Affairs Agenda Material for November 2016

Please find attached the following documents that will be discussed at the November 2016 BOR Committee on Personnel Affairs:

For information and Discussion:

1. Update on Teaching Workload Equivalencies at UH Mānoa
2. Update on revisions to RP 9.214 Teaching Assignments for Instructional faculty

Attachments

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ARCHITECTURE

The typical School of Architecture (SoA) teaching load each semester is a 6 or 4 credit Design Studio, and alternating each semester, either a 3 credit required Lecture course or a 3 credit Elective course. The design studio has a student contact time of 1.5 hours per credit hour. In addition, each faculty is expected to serve as the Chair of 3 and no more than 5 in ARCH 546 or ARCH 548 Doctorate Project students per semester. Faculty not teaching studio teach an additional course every third semester. In determining equitable teaching loads consideration should be given to the following factors: (a) graduate or undergraduate level, (b) class format, such as lecture, lecture + lab, seminar, or design studio (c) course enrollment, (d) contact hours, (e) required or elective course, (f) curriculum responsibilities including assigned National Architectural Accreditation Board (NAAB) Student Performance Criteria, (g) co-instructors or teaching assistants, (h) a required course taught for the first-time, (i) D. Arch Committee Chair service. Distribution of chair assignments shall be done in a way determined by the faculty to distribute the load among all faculty members.

Architecture- standard: 2-2 teaching load, chair of 3-5 doctorate projects per semester

- Teaching considerations: studio instruction class format, course enrollment, contact hours, required/elective course, curriculum responsibilities, co-instructing, assistance from TAs, required course, first-time course, director duties.
- Research considerations: peer reviewed papers, journal articles, books, patents, intellectual property, grants, professional awards, professional design or construction work, digital fabrication and prototyping, grant funding (contracts and MOUs with state agencies and non-profits).
- Service considerations: UHM and/or professional service, chair or member of a SoA standing committee, ad hoc committee, UHM faculty senate, service on AIA National, AIA State Council, AIA Honolulu, ASLA Hawai'i, and Hawai'i Architectural Foundation boards, or equivalent service on peer review of professional written or creative work.

Workload Equivalencies

Architecture						
Rank	BOR Policy	Teaching Workload	Research Equivalency	Service Equivalency	Buy-out	Total
I-3, I-4, I-5	4-4	2-2 12 credit hours	Research considerations: peer reviewed papers, journal articles, books, patents, intellectual property, grants, professional awards, professional design or construction work, digital fabrication and prototyping, grant funding (contracts and MOUs with state agencies and non-profits). Recent examples of a 3-credit equivalent release for research: none since AY14-15.	Service considerations: UHM and/or professional service, chair or member of a SoA standing committee, ad hoc committee, UHM faculty senate, service on AIA National, AIA State Council, AIA Honolulu, ASLA Hawai'i, and Hawai'i Architectural Foundation boards, or equivalent service on peer review of professional written or creative work. Recent examples of a 3-credit equivalent release for service: co-chairing a national conference on design and health; developing a new graduate degree program approved for planning; special projects (e.g. developing a longitudinal survey of SoA graduates)		T+R+S = 24
Review time-frame		Method			Conducted by	
Annually		Each faculty member documents teaching research and service for past academic year (AY); also summarize anticipated teaching, research and service for following AY			Submitted to the Dean, who will meet with each faculty; through consultation, every effort is made to ensure workloads and resources are distributed equitably	

Workload Equivalencies

COLLEGE OF ARTS AND HUMANITIES

The College of Arts and Humanities is comprised of 9 departments whose instructional missions range from undergraduate to intensive Ph.D. The College embraces, and has high expectations for, research in the forms of traditional, creative, and performance-based scholarship as well as service that contributes to the self-governance of the university, that resonates with the campus and university mission, and that engages both the broader community and the broader professional discipline.

The College Instructional Teaching Workload Policy is consistent with the recognition of the additional teaching-related duties and efforts to maintain a Research 1 level of graduate and undergraduate instruction. The College standard is a 3-3 course load (18 credit hours) that can be reduced to 3-2 or 2-2 on the following criteria:

- Teaching considerations: Graduate and Undergraduate Advising; Chairing and serving on Thesis and Dissertation Committees; Supervision of Internships. Practicums, and Special Immersive Programs; Designing, directing major stage and dance performances; Production of student-involved major independent film projects.
- Research considerations: peer-reviewed publications; producing, directing, exhibiting, performing, curating significant creative scholarship; writing extramural grants and contracts, editing scholarly journal(s).
- Service considerations: Service as departmental chair, associate chair, and graduate chair; directing significant outreach programs enhancing the university and engaging the community.
- Other: recipient of grant, contract awards, and fellowships (external funding for lecturer replacement).

Workload Equivalencies

College of Arts & Humanities						
Rank	BOR Policy	Teaching Workload	Research Equivalency	Service Equivalency	Buy-out	Total
I-2	4-4	4-4 24 credit hours	None	None	None	T = 24
I-3, I-4, I-5	4-4	3-3 18 credit hours	College Standard Expectations of continuous, consistent and focused scholarship within the discipline that results in: * Refereed or Invited Conference Presentation * Publication of journal articles, book chapters * Theatrical design, direction * Music recital * Art Installation * Festival Screening * Grant writing	Undergraduate and Graduate Student Advising Curriculum development, Program assessment, Chairing department committees, Service on College, Campus committees	N/A	
I-3, I-4, I-5	4-4	3-2 15 credit hours	College Standard Expectations, as above. 3 credit hours	Chairing MA, MFA, MM Committees Serving on PhD Committees 6 credit hours	Externally Funded Grant Time buy-out as director of campus center or program	T = 24
I-3, I-4, I-5		2-2	Exceptional Research International Conference Presentations, Recitals, Exhibits, Festival Screenings Publication in top-tier disciplinary journals Publication of book in top-tier press	Chairing PhD Committees Service as Associate Chair or Graduate Chair in MA Departments Direction of Outreach Programs that significant engage the community in the arts and public performances, museum	Externally Funded Grant Time buy-out as director of campus center or program	

Workload Equivalencies

College of Arts & Humanities						
Rank	BOR Policy	Teaching Workload	Research Equivalency	Service Equivalency	Buy-out	Total
		12 credit hours	Major Theatrical, Dance, Film Productions Major grant, contract awards Major fellowships 6 credit hours	studies, historic preservation 6 credit hours		T+R+S = 24
		2-1 9 credit hour	Exceptional Research as above 6 credit hours	Service as Associate Chair or Graduate Chair in PhD Departments Editor of major disciplinary journal 9 credit hours	Externally Funded Grant Time buy-out as director of campus center or program	T+R+S = 24
		1-1 6 credit hour	Exceptional Research as above 6 credit hours	Service as Department Chair Editor of major disciplinary journal (with course buy-out provision) 9 credit hours	Externally Funded Grant Time buy-out as director of campus center or program	T+R+S+B = 24
Review time-frame		Method			Conducted by	
Annually		The Chair annually reviews the workload of each faculty member; prior to the end of each spring semester the departments submit the teaching assignments to the Dean			Department Chairs who submit to the Dean	

SHIDLER, COLLEGE OF BUSINESS

Business – standard: 3-3

- Teaching consideration: 25% FTE/week
- Research consideration: writing, publishing, editing, conferences, writing books, serving on editorial boards, grants, other forms of recognition
- Service consideration: College and UH professional services, governance, committee work, disciplinary organizations at local, national and/or international.

Basic Assumptions

- 1) The range of activities and responsibilities that justify the 3&3 teaching load include, but are not restricted to, the following kinds of duties that constitute the special demands of teaching in a graduate research university: keeping abreast of the literature in one's discipline and in the area of one's scholarly and creative specialization and expertise; regularly updating course lectures, syllabi, reading lists, assignments and creative activities in order to keep courses and teaching abreast of current knowledge and interpretations; participating in the routines of departmental, university, and faculty governance; counseling and advising students.
- 2) Teaching a "typical" class requires 25% of a faculty member's time per week. This number will vary, depending on factors like the number of sections of a given course being taught, the number of new preparations, the number of students, and the type of students. It is understood that some courses may require additional time to prepare and teach.
- 3) Research activities include conducting research and all forms of writing, publishing, and editing relevant to one's discipline, especially the publication of significant scholarship. This includes but is not limited to writing papers, submitting papers to academic journals and conferences, writing books and book chapters, reviewing papers for academic journals and conferences, serving on research journal editorial boards, serving on PhD dissertation committees, writing research grant proposals, and serving on research grant review panels. It also includes recognition for scholarly or professional accomplishment such as receipt of prizes, awards, and grants, especially extramural grants, election or appointment to office in professional organizations, and other forms of recognition.
- 4) Service activities include College, UH, and professional services. They include: regular and ongoing participation at all levels in the governance of the department, the college, and the university, such as committee work; regular and ongoing participation in the affairs and activities of one's discipline and disciplinary organizations at local, national, and international levels, such as work on conferences; substantial ongoing service to the university community and to the larger community in ways related to one's professional stature and scholarly achievements; and mentoring junior faculty and students.

Workload Equivalencies

Shidler, College of Business

Rank	BOR Policy	Teaching Workload	Research Equivalency	Service Equivalency	Buy-out	Total
I-2	4-4	4-4 24 credit hours	None	None	None	T = 24
I-3, I-4, I-5	4-4	3-3 18 credit hours	a. Proceedings in research conferences, scholarly programs, and/or international, national, or regional research forums Or Case studies of research leading to the adoption of new teaching/learning practices Or Textbooks and Research-based learning projects with companies, institutions, and/or non-profit organizations Or Instructional software & Case study development.	a. Serve as experts on policy formulation, witnesses at legislative hearings, members of special interest groups/roundtables, etc. b. Memberships on boards of directors of corporate and non-profit organizations c. Serve the practice community by utilizing faculty expertise for consulting projects, broadcast forums, researcher-practitioner meetings, faculty/student consulting projects, etc.	Serve as Editor-in-Chief, for recognized, leading peer-review journals Serve as Department Chair/Director Serve as faculty directors for executive Ed program or Ph.D. program	
I-3, I-4, I-5	4-4	3-2 15 credit hours	a. + b. Editorial board memberships, and/or service as journal reviewers for recognized, leading peer---review journals	a, b, c, + d. Publications in practitioner journals or other venues aimed directly at improving management expertise and practice e. Consulting reports Research income from various		T+ R + S = 24

Shidler, College of Business

Rank	BOR Policy	Teaching Workload	Research Equivalency	Service Equivalency	Buy-out	Total
			c. Publications in peer-review journals.	external sources such as industry and community/governmental agencies to support individual and collaborative research activities f. Case studies based on research that has led to solutions to business problems		T+R+S = 24
I-3, I-4, I-5	4-4	2-2 12 credit hour	a. b. c. + d. Publications in highly recognized, leading peer---review journals (journals in a designated journal list, Top 3, Top 10, etc.) Or Competitive grants awarded by major national and international agencies (e.g., NSF and NIH) or third---party funding for research projects	a-f + g. Help the adoption of new practices or operational approaches as a result of faculty scholarship h. Presentations and workshops for business and management professionals i. Advising Ph.D. students, serve on Ph.D. dissertation committees.		T+R+S = 24
Review time-frame		Method			Conducted by	
Annually		Faculty members must submit their plan for the next academic year to their chair/director; the College has a database that provides evidence of faculty member's ability to carry out plans; Dept. Chairs review plans, determine teaching load, and submit a summary			Department Chairs; Dean's Advisory Committee review any disagreements between a faculty member and the Chair	

COLLEGE OF EDUCATION

All instructional faculty members in the COE are expected to teach and advise students in the College and University, keep abreast of literature and promising educational practices in the faculty member's area of expertise, demonstrate scholarship and contribute to the educational research and practice community, participate in routine department, college, and university governance, and provide professional service to the faculty member's discipline, stakeholder organizations, and communities. Research, grants and contracts as well as resulting peer reviewed publications are expected be at the level of faculty at RU/VH: Research Universities (very high research activity) institutions. The level of productivity is expected to be commensurate with the instructional faculty member's specific appointment and consistent with tenure, promotion, contract renewal, and post-tenure evaluation criteria.

There are two types of tenure-track instructional faculty in the College of Education, 9-month and 11-month faculty. The standard assignments for full-time instructional faculty as stated in the 2009-2015 UHPA Contract is 24 credits. This designation applies to 9-month instructional faculty. 11-month instructional faculty assignment is 30 credits. These standard assignments are qualified by the UH Board of Regents Reference Guide as follows: "The policy for faculty at all campuses allows for calculation of equivalent teaching loads for faculty whose load is not adequately measured by credits taught, as well as development of equivalencies for special duties and responsibilities. In practice, almost all faculty members at the 4-year campuses teach a lighter load to allow time for research... In general, UH regular faculty members teach from two to four courses a semester. The time UH faculty spends on teaching, research, and other activity is roughly comparable to their mainland counterparts" (May 2011, Section V. 9 under "Teaching Loads").

All instructional faculty are generally expected to carry a workload of 15 credits of teaching and 9 credits research and service. The department chair has the responsibility to balance individual expectations with collective expectations for the department, and makes the final decision in workload determination and exceptions. In determining workload, chairs, to the maximum extent appropriate, must consider student needs, accreditation requirements, and impact on the College. In addition, the strengths and interests of faculty should be considered when determining workload. As a part of a larger research institution, care should be taken that faculty are provided sufficient assigned work time to meet college expectations for research and scholarly productivity.

Given the critical need to retain (and improve) our rankings as a leader in teacher education, we strive towards and need support for both excellent teaching and high research productivity. As a college, we recognize and agree that we will actively prioritize support for faculty to achieve this including finding and potentially reallocating resources to meet this much needed goal. Therefore, a 3:2 workload is a goal towards which resource allocation can (and must) be shifted over time.

Workload Equivalencies

College of Education						
Rank	BOR Policy	Teaching Workload	Research Equivalency	Service Equivalency	Buy-out	Total
I-2	4-4	4-4 24 credit hours	None	None	None	T = 24
I-3, I-4, I-5	4-4	3-3 18 credit hours	<ul style="list-style-type: none"> • Contracts and grants • Published manuscripts in refereed journals • Proceedings of presentations • Published editorials • Published book chapters or books • Awarded grants • Conducted research projects • Keynote speeches • Submitted proposals • Research equivalency for new faculty 	<ul style="list-style-type: none"> • Department Chair • Coordinator of special college programs (e.g., college-wide PhD, EdD) • Graduate Advising: Doctoral dissertations and master thesis/Plan B (point system) • Department Graduate Chair • Chair of Faculty Senate • Chair of UHM Committees • Chair or president of national organizations • Accreditation reports 	Contracts and grants	
Review time-frame		Method			Conducted by:	
Annually		Faculty members submit information to Department Chairs; Department Chairs submit electronically a compilation of the workload for all faculty in the department; this is done at the same time that the Schedule of Classes comes out; the Dean and Associate Dean meet with the Chairs			Department Chairs, Associate Dean and Dean	

COLLEGE OF ENGINEERING

Noncredit Teaching Equivalencies: Teaching includes traditional, credit-based instruction of courses that meet 50 minutes per week per SCH (or 120 minutes for laboratory courses). Faculty undertake other instructional activities that do not fall within such a definition. Examples include research supervision of undergraduate and graduate students. Research Experience for Undergraduate (REU) programs have become very popular to enrich and deepen the undergraduate experience. Supervision of undergraduates inexperienced in research requires substantial faculty time. Similarly, supervision of graduate students and editing theses and dissertations, all oriented to training the next generation, are instructional activities for which SCH-equivalencies can be defined. A typical equivalency, for example, is supervising a PhD student to graduation, which typically takes 4 years or more, has an equivalency of 1 course.

Service: Faculty must provide service to the university. At a minimum this means serving on departmental, college, and university-wide committees and advising undergraduate students. This level of service can reduce the teaching load to 3-3. Higher levels of service include department chair, graduate program chair, ABET chair, advisor to student professional clubs, service on state, national or international committees, conference organizational activities, and journal reviewer and editorship. Additional reduction of the teaching load can be provided for higher levels of service, especially where they enhance the national and international reputation of the University. This is usually limited to 1 or 2 courses per year.

Research: Engineering is a unit for which the faculty are expected to obtain extramurally-funded research grants. Writing proposals and obtaining significant research grants as a PI or co-PI deserve a reduction in teaching load of 1 to 2 courses per year. Equally important to obtaining extramural funding is doing significant research. Refereed publications are the normal metric used to measure this activity. Journal publications are the gold standard, but writing textbooks and conference papers are also deserving of recognition.

Total reduction in teaching load for research activities is usually limited to 1 to 2 courses per year.

Minimum Teaching Level: Despite the equivalencies, it is anticipated that a minimum teaching level of 2-1 (i.e., 3 courses per year) is expected. (Note: probationary faculty may have a reduced load during some or all of the probationary period, and department chairs are given a reduced teaching load as well, typically 1-1 if they are also active in research.) However, depending on staffing levels, instructional needs, and department policy, it may be possible to use extramural research funds to pay for a reduction below this by paying the equivalent salary plus fringe benefits out of the research funds, per university policy. The instructional needs of the department should not be compromised by such course buy-outs. It is anticipated that buy-outs would be limited to one course, i.e., down to 1-1. Because of a minimum teaching level, it is quite possible that a faculty member may have a workload higher than 24 SCH if other activities result in an equivalency more than 5 courses. In such cases, credit above the 5 courses is not extended.

Engineering – standard: 4-4 (3-3)

- Noncredit instructional activities: research supervision of undergraduate and graduate students, editing theses and dissertations, up to 1-2 courses
- Writing proposals and obtaining significant research grants as a PI or co-PI: 1 to 2 courses per year
- Minimum service (college, and university-wide committees and advising undergraduate students) reduction to 3-3. Higher levels of service: an additional 1-2 courses.

Workload Equivalencies

- ❖ Teaching considerations:
 - 4-4, no research & service.
 - 4-3 some advising
 - 3-3/3-2: one publication or involved as PI/Co-PI, advising, some participation in committees
 - 2-2/2-1- one journal paper every two years or conference, involved as PI/Co-PI on one funded project, advising, attend department meetings, and substantial participation in committees
 - 1-1- one journal every two years AND one conference publication AND involved in PI/Co-PI in multiple projects, advising, attend department meetings, and substantial participation in committees.

Electrical Engineering –categorized by level of teaching, research, and service

- ❖ Teaching consideration: PhD student
- ❖ Research consideration: number of archival referred journal papers published per year, significant research grants to support graduate research (by amount of research grant)
- ❖ Service consideration: level of activities for service

Mechanical Engineering –3-3 (tenured faculty), 2-1 (probationary after yr 2), 1-1 (probationary yr 1&2)

- ❖ Teaching consideration: supervision of graduate students
- ❖ Research consideration: submission of proposals, receiving of funding, publication of papers
- ❖ Service consideration: committee work at the department, college, and university levels/ community and professional services

SCHOOL OF HAWAIIAN KNOWLEDGE

Specialist Faculty

- Professional considerations: 50%-75% of time towards professional activities (e.g., admin duties, program development, strategic planning, fiscal and or financial budgeting, providing leadership, developing new courses, developing student-centric recruitment and retention programs, advising students, assessment/evaluation and institutional research, community partnerships).
- Research considerations: 25% of time should go towards scholarly activities (conducting assessment/evaluations, presentations, grants, publications, research initiatives, workshops, professional associations).
- Service considerations: 25% of time should go towards service (outreach, committees)
- An MOA is created for every Specialist Faculty member. It is reviewed and approved by the faculty, direct supervisor, and Personnel Committee.

Instructors (I-2 Instructor: 4/4; I-Faculty 3-5: 3-3)

- Teaching considerations: advising, writing intensiveness, capstone course, supervision of graduate students.
- Research considerations: external funding (buy-out for research/applied inquiry work), discovery of knowledge, publish journals/books, presentations, lecturers.
- Service considerations: Center Director, Graduate Program Chair, engage in activities for institutional vitality (assigned by Dean/Director), application of knowledge to advisory groups, commissions, professional associations, practitioners, community members.

Workload Equivalencies

Hawai'iinuiākea School of Hawaiian Knowledge						
Rank	BOR Policy	Teaching Workload	Research Equivalency	Service Equivalency	Buy-out	Total
I-2	4-4	4-4 24 credit hours	None	None	None	T = 24
I-2	4-4	3-3 22 credit hours (4.0 language courses)	Externally funded scholarship. 1 peer-reviewed journal article in one year. Scholarly presentations, lectures, demonstrations.	Provides administrative and/or student-focused service. Provided curriculum development service.	Funded scholarship. Time buy-out by another department or campus program.	T = 24
I-3, I-4, I-5	4-4	3-3 18 credit hours	Externally funded project. Applied community-based engaged scholarship (funded). Publication of 1 book, 1-2 peer-reviewed journal article(s), 1 juried artistic installation, and scholarly presentations and/or lecturers within a year.	Engage in activities for institutional vitality (assigned by Dean/Director), application of knowledge to advisory groups, commissions, professional associations, practitioners, community members. Undergraduate and Graduate student advising.	Could buy-out up to 6.0 credits (more would require approval from the Dean)	T = 24
I-4, I-5	4-4	3-2 15 credit hours	Same as above	Graduate Program Chair is equivalent to 3.0 reduction (AY) Graduate student advising.	Could buy-out up to 3.0 credits (more would require approval)	T=24

Workload Equivalencies

Hawai'iinuiākea School of Hawaiian Knowledge						
Rank	BOR Policy	Teaching Workload	Research Equivalency	Service Equivalency	Buy-out	Total
I-4, I-5	4-4	2-1 9 credit hours	Same as above 3 credit hours	Serves as Department Chair/Director is equivalent to 6.0/6.0 reduction load. 12 credit hours		T = 24
I-5	4-4	1-1 6 credit hours	Externally funded project (research & applied). Applied community-based engaged scholarship (funded). Scholarly presentations and/or lecturers. Publication of 1 book, 1-2 peer-reviewed journal article(s), 1 juried artistic installation, and scholarly presentations and/or lecturers within a year. 3 credit hours	Application of knowledge to advisory groups, commissions, professional associations, practitioners, community members. Graduate student advising is considered service. 3 credit hours	Institute Buyout of 50% (approval by Dean) 12 credit hours	T = 24
Review time-frame		Method			Conducted by:	
Annually		Faculty workload is developed in consultation with the Center Director or Department Chair; faculty complete a workload assignment form for the upcoming academic year			Department Chair or Center Director	

COLLEGE OF LANGUAGES, LINGUISTICS & LITERATURE Workload Matrix – October 2016

College of Languages, Linguistics & Literature

Workload Matrix – October 2016

Specialist Faculty (Advising Center for the Colleges of Arts & Humanities and Languages, Linguistics & Literature, East Asian Languages & Literatures, Center for Language Instruction, Second Language Studies)

Specialist faculty may teach lower-division language courses or practicums, but classroom teaching does not represent their primary area of responsibility. Rather, specialist faculty in LLL work primarily in the area of program development and support. As such, their primary professional activities include administrative duties, online program development, advising resources development, strategic planning, development of new curriculum and courses, assessment and program evaluation of programs. All Specialist faculty are encouraged to develop presentations and workshops for their professional organizations as well as to apply for grants and other funding opportunities and other research initiatives as relevant to their specific areas. Specialist faculty provide service to the unit and college. At the S-4 and S-5 levels, service should expand to include participation in university-wide committees or initiatives and/or national professional organizations.

Instructional Faculty (East Asian Language and Literature, English, Indo-Pacific Languages and Literature, Languages and Literatures of Europe and the Americas, Linguistics, Second Language Studies)

Teaching considerations may include advising, foundational courses, supervision of graduate students.

Research considerations may include national rankings of unit; external funding (buy-out for research); administration of multiple grants; strong record of research as demonstrated by publications in peer-reviewed journals, books, peer-reviewed conference presentations, invited presentations, and externally-funded lectures or workshops.

Service considerations may include Department Chair, Center Director, Program or Division Director/Coordinator, editors of university press published quarterly journals, buyouts for university-level service as offered by administrative units beyond the college, leadership in national or international professional organizations.

Instructional course loads vary across departments

EALL (provisional approval of 2-2 load, may be increased to 3-3 if faculty member demonstrates lower than expected research productivity through lack of research activities or loss or potential loss of full graduate faculty status).

English (provisional approval of 3-2 and 2-2 across 2 years, may be increased to 3-3 if faculty member demonstrates lower than expected research productivity through lack of research or loss or potential loss of full graduate faculty status; 3 course semester may be fulfilled by teaching 2 sections of English 100).

Indo-Pacific Languages and Literatures (3-2, may increase to 3-3 if faculty member's total student semester hours in a semester drops below 60; no graduate programs).

Languages and Literatures of Europe and the Americas (3-2, may increase to 3-3 if faculty member demonstrates lower than expected research productivity through lack of research or loss or potential loss of full graduate faculty status).

Linguistics (2-2 workload in recognition that this program is a national-ranked and of international renown in the areas of sociolinguistics and language endangerment, conservation, preservation and revitalization.

Workload Equivalencies

Workload may increase to 3-2 or 3-3 if faculty member demonstrates lower than expected research productivity through lack of research or loss or potential loss of full graduate faculty status).

Second Language Studies Linguistics (2-2 workload in recognition that this is a national-ranked program of international renown in the practice and theory of teaching second languages. Workload may increase to 3-2 or 3-3 if faculty member demonstrates lower than expected research productivity through lack of research or loss, or potential loss of full graduate faculty status).

Workload Equivalencies

College of Language, Linguistics, & Literature						
Rank	BOR Policy	Teaching Workload	Research Equivalency	Service Equivalency	Buy-out	Total
I-2 (EALL, IPLL, LLEA, Linguistics)	4-4	3/3 (if courses are each 4 credits) 4/4 (if courses are each 3 credits) (24 credit hours)	None	Course reduction possible for coordinating multiple section courses or supervising GA training across multiple sections (3 – 4 credit hours dependent upon course)		T or T+S = 24
I-3 (IPLL)	4-4	3-3 Established course load for IPLL faculty member whose total student semester hours fall below 60 (18 credit hours)	1 course reduction to conduct research and submit articles or manuscripts for publication; to present papers and disseminate research at regional, national or international conferences (3-4 credit hours depending on class)	1 course reduction to perform service for the department in the form of advising students, serving on department and college governance committees, participating in assessment activities (3-4 credit hours depending on class)	At ranks, I-3 – I-5 course buy-outs are possible on externally funded grants and projects or from another department or campus program	
I-3 (IPLL & LLEA)		3-2 Course load for probationary faculty with regular enrollment courses (15 credit hours)	1.5 course reduction to conduct research and submit articles or manuscripts for publication; to present papers and disseminate research at regional, national or international conferences; must result in publication of article in peer-reviewed journal of high ranking and/or acceptance of book manuscript (4.5 credit hours)	1.5 course reduction to perform service for the department in the form of advising students, serving on department and college governance committees, participating in assessment activities; additional outreach to community organizations and/or work on graduate or Honors student committees (4.5 credit hours)		
I-3 (EALL, English, LLEA, Linguistics and SLS)		2-2 Course load for probationary faculty to assist with achieving tenure and promotion (12 credit hours)	2.5 course reduction to conduct research and submit articles or manuscripts for publication; to present papers and disseminate research at regional, national or international conferences; must result in publication of 3 or more articles in peer-reviewed journals of high ranking and/or acceptance of book manuscript (7.5 credit hours)	1.5 course reduction to perform service for the department in the form of advising students, serving on department and college governance committees, participating in assessment activities; additional outreach to community organizations and/or work on graduate or Honors student committees (4.5 credit hours)		

T+R+S = 24

Workload Equivalencies

College of Language, Linguistics, & Literature						
Rank	BOR Policy	Teaching Workload	Research Equivalency	Service Equivalency	Buy-out	Total
I-4, I-5 (EALL, English, IPLL, LLEA)		3-3 IPLL faculty member's total student semester hours fell below 60 in previous semester, or faculty in EALL, English, IPLL, LLEA have lower than expected research productivity that results in removal of or jeopardizes the faculty member's full faculty status 18 credit hours	1 course reduction to conduct research and submit articles or manuscripts for publication; to present papers and disseminate research at regional, national or international conferences (3-4 credit hours depending on class)	1 course reduction to perform service for the department in the form of advising students, serving on department and college governance committees, participating in assessment activities (3-4 credit hours depending on class)		T+R+S = 24
I-4, I-5 EALL (in cases of lower than expected research activity), English (alternate years), IPLL, LLEA		3-2 15 credit hours	1.5 course reduction to conduct research and submit articles or manuscripts for publication; to present papers and disseminate research at regional, national or international conferences; must result in publication of article in peer-reviewed journal of high ranking and/or special issue or series editing, and/or acceptance of book manuscript (4.5 credit hours)	1.5 course reduction to perform service for the department in the form of advising students, serving on department and college governance committees, participating in assessment activities; additional outreach to community organizations and/or work on graduate or Honors student committees (4.5 credit hours)		T+R+S = 24
I-4, I-5 EALL, English, IPLL, LLEA, Linguistics, SLS		2-2 2 sections of English 100 will be equivalent to a 3 course load	2 course reduction to conduct research and submit articles or manuscripts for publication; to present papers and disseminate research at regional, national or international conferences; must result in publication of 2 or more articles in peer-reviewed journals of high ranking and/or journal editing, special issue or series editing and/or acceptance of book manuscript	1.5 course reduction to perform service for the department in the form of advising students, serving on department and college governance committees, participating in assessment activities; additional outreach to community organizations and/or work on graduate or Honors student committees (4.5 credit hours) +		

Workload Equivalencies

College of Language, Linguistics, & Literature						
Rank	BOR Policy	Teaching Workload	Research Equivalency	Service Equivalency	Buy-out	Total
		12 credit hours	(6 credits)	.5 course reduction for additional work as language coordinators, Honors director; Graduate Directors in MA only programs with less than 30 students (LLEA); Undergraduate Directors in LLEA; multi-section language coordinators (1.5 credit hours)		T+R+S = 24
I-4, I-5 EALL, English, LLEA, Linguistics, SLS)	2-1 9 credit hours		2.0 course reduction to conduct research and submit articles or manuscripts for publication; to present papers and disseminate research at regional, national or international conferences; must result in publication of 2 or more articles in peer-reviewed journals of high ranking and/or journal editing, special issue or series editing and/or acceptance of book manuscript (6 credit hours)	1.5 course reduction to perform service for the department in the form of advising students, serving on department and college governance committees, participating in assessment activities; additional outreach to community organizations and/or work on graduate or Honors student committees (4.5 credit hours) + 1.5 additional course release for any of the following administrative positions EALL – Grad Director, Section Heads, Flagship Director English – Undergrad Director, Creative Writing Director, Writing Center Director, Composition & Rhetoric Director (alternate years), First Year Writing Director (alternate years) LLEA – Division Chairs Linguistics – Undergraduate Teaching Assistant Coordinator SLS – ESL Executive Director 4.5 credits		
I-4,I-5 EALL, English, IPLL, LLEA, Linguistics,	1-1 6 credit hours		2 course reduction to conduct research and submit articles or manuscripts for publication; to present papers and	1.5 course reduction to perform service for the department in the form of advising students, serving on department and college		T+R=S=24

Workload Equivalencies

College of Language, Linguistics, & Literature						
Rank	BOR Policy	Teaching Workload	Research Equivalency	Service Equivalency	Buy-out	Total
SLS			<p>disseminate research at regional, national or international conferences; must result in publication of 3 or more articles in peer-reviewed journals of high ranking and/or journal editing, special issue and/or series editing and/or acceptance of book manuscript (6 credit hours)</p>	<p>governance committees, participating in assessment activities; additional outreach to community organizations and/or work on graduate or Honors student committees (4.5 credits)</p> <p>+ 2.5 course reduction for any of the following positions:</p> <p>All Department Chairs and Associate Chair (English only) - to provide unit-level leadership; oversee all curricular offerings; oversee personnel actions including hiring, contract renewal, tenure and promotion applications, 5-year reviews; address student and/or faculty complaints; review full faculty evaluations; coordinate special unit-level activities; serve on university and college-level committees; coordinate unit's outreach activities in addition to advising students, serving on department and college governance committees, participating in assessment activities; additional outreach to community organizations and/or work on graduate or Honors student committees (7.5 credits)</p> <p>or</p> <p>Graduate Directors in PhD granting departments with over 65 MA and PhD students combined (English, Linguistics & SLS), Director of Center for Second Language Research (SLS); to provide unit-level leadership, oversee all curricular offerings; oversee personnel actions; oversee</p>		

Workload Equivalencies

College of Language, Linguistics, & Literature						
Rank	BOR Policy	Teaching Workload	Research Equivalency	Service Equivalency	Buy-out	Total
				<p>admissions and graduate curriculum; advise all graduate students on professional development and career placement; oversee graduate program assessment; lead workshops on milestone measures in graduate program such as exam structures and theses/dissertations from committee formation to completion; serve on university-level graduate council; work with graduate students on grant and fellowship applications.</p> <p>(7.5 credit hours)</p>		
Review Time-frame		Method				Conducted by:
Annually		Extensive workload survey filled out by each faculty member, then during T&P, Personnel Review, and Contract Renewals.				By Chair and Associate Dean/Dean to ensure productivity

SCHOOL OF LAW

Law Faculty (J-Faculty: J-2, J-3, J-4, J-5)

Law Librarian (B-Faculty: B-3, B-4, B-5)

Law Specialist (S-Faculty: S-3, S-4, S-5)

N.B. The Law School Faculty adopted a workload policy in May, 2016 that is currently under review by the office of the VCAA.

Narrative

J-Faculty Members

The teaching load at law schools that are professionally accredited by the American Bar Association (ABA) and that maintain membership in the Association of American Law Schools (AALS) differs significantly from that other schools and colleges within their universities. The typical course load for such American law schools is no more—and often less than—12 credits per year. This generally means 4 courses. Many law schools have reduced this workload to only 9 credits per year (3 courses) to encourage scholarly productivity and service to the university and the broader community.

One important factor is that law schools must provide a minimum of 6 credit hours of experiential learning for each law student before graduation. This requirement may increase in the future because some state bar examiners (*e.g.*, New York State) are raising the experiential graduation requirement to 15 credit hours.

Experiential training includes clinical work, trial practice, and advocacy skills and these take place in very small classes, with frequent direct feedback to the students. Students must engage in self-reflection, often directly serve clients under careful attorney supervision, appear in court, and otherwise receive training in professionalism as well as in legal skills training.

Another is that our full-time law faculty members are directly engaged in teaching law students in small, intensive legal writing and research courses, in which students learn both basic and advanced professional skills.

In the first year at the William S. Richardson School of Law, all students are enrolled in rigorous legal research and writing courses, which are deliberately small and intensive, with frequent feedback as students learn what is, in essence, a new language and methodology of law. Our Law School dedicates full-time faculty teachers for these first-semester writing intensive sections, guided by an experienced full-time faculty director of the program.

Additionally, our full-time faculty teach a writing-intensive upper level writing requirement (called Second Year Seminar or Law Thesis), which engages all students in writing a major academic paper of publishable quality before they graduate.

Third, many of our full-time faculty members teach large sections of first-year or required courses without the assistance of Teaching or Graduate Assistants, as are available in other units on campus. Law School faculty members do all of their own grading in all courses for our large required courses throughout the first year and in several other areas, this involves grading three- or four-hour exams taken by 70-90 students, and on occasion over 100 students.

Furthermore, over 20 percent of our Law School faculty members teach courses in UH units outside the Law School, generally with little or no course relief for the extra burden they take on in important

Workload Equivalencies

multidisciplinary areas. In addition, our faculty has had considerable success in obtaining prestigious grants and visitorships, which adds to the prestige of the Law School but also increases the teaching burden for other faculty members.

The research burden for promotion and tenure at law schools across the United States is sometimes quite different from that in other schools and colleges. One initial difference is that most of the faculty members we hire in the junior ranks need additional time upon entry and pre-promotion to focus on scholarly publications. They do not have a PhD thesis already in hand to ease their initial publication burden. Therefore, we offer a one-course reduction in the first entry semester to our incoming junior faculty and a one-course reduction on the cusp of an application for promotion.

Law faculty members are highly engaged in community service because of their specialized training, skill, and professional obligations. In Hawai'i, for example, they serve the community in positions such as boards and commissions, training community groups and all government branches, serving the judiciary, and the legal profession with a particular emphasis on access to justice.

S-Faculty Members

The Law School is blessed to have a very diverse and committed group of Faculty Specialists. Some are primarily administrators and some do direct community service, financed primarily through outside grants. Almost all of our Faculty Specialists also teach to varying degrees, including in other units of UH.

B-Law Librarians

Typically, Law Librarians do not teach but focus primarily of their duties as librarians. At the William S. Richardson School of Law, however, they also average 1 credit each semester of teaching law students.

Workload Equivalencies

School of Law						
Rank	BOR Policy	Teaching Workload	Research Equivalency	Service Equivalency	Buy-out	Total
J-2	4-4	2-2 (6 credit hours per semester) Other course reductions by application to the Dean (e.g. large required classes, evening teaching)	New J faculty member 1 st semester = 1 course (3 credits) reduction; additional pre-promotion semester = 1 course (3 credits) Other reductions (e.g., Fulbright, fellowship/visiting faculty leave) by application to the Dean	Serves as major program director = 1 course (3 credits) reduction Teaching in other University units	.25 FTE = 1 course (3 credits)	T = 12
J-3	4-4	Same as above	Same as above	Same as above	Same as above	T = 12
J-4	4-4	Same as above	Same as above	Same as above	Same as above	T = 12
J-5	4-4	Same as above	Same as above	Same as above	Same as above	T = 12
B-3	4-4	1-1	Reductions for Law Library duties and responsibilities	Reductions for Law Library duties and responsibilities	Reductions for Law Library duties and responsibilities	T = 6
B-4	4-4	1-1	Same as above	Same as above	Same as above	T = 6
B-5	4-4	1-1	Same as above	Same as above	Same as above	T = 6
S-3	4-4	1-1 (3 credit hours per semester) Other course reductions by application to the Dean (e.g. large required classes, evening teaching)	External research project (e.g., grant funded) Scholarly and community service publications Professional development and advising Direct legal services to under-served communities	External community service engagement projects (e.g., grant funded) Application of knowledge to advisory groups, commissions, professional associations, practitioners, community members. Teaching in other University units	.50 FTE = 2 courses (6 credits)	T = 6
S-4	4-4	Same as above	Same as above	Same as above	Same as above	T = 6
S-5	4-4	Same as above	Same as above		Same as above	T = 6

Workload Equivalencies

School of Law						
Rank	BOR Policy	Teaching Workload	Research Equivalency	Service Equivalency	Buy-out	Total
Review Time-frame		Method			Conducted by:	
Annually		The faculty members submit a five year plan annually. This plan articulates the courses that they will be teaching, other teaching service (i.e. moot court), if engaged in department service (director of program). Plans submitted to the Associate Dean of Academic Affairs.			The Associate Dean of Academic Affairs reviews faculty submissions and confers with Dean.	

SCHOOL OF MEDICINE

Instructional Activities

The BOR states that individual departments can determine equivalencies based on departmental differences in instructional and non-instructional activities that are important to the given department. *Instructional activities* span degree-leading teaching, residency and fellow training, other certificate-leading teaching, and the provision of faculty development training.

Degree-leading teaching.

This category encompasses a wide range of activities related to the teaching of undergraduate students, graduate students and/or medical students in University-recognized, credited courses. Faculty may be course directors, or members of the teaching staff for larger courses. Instruction can be provided in the classroom, clinical, laboratory, or other appropriate settings. Preparation for, and conducting of, class meetings, developing instructional materials, delivering oral examinations, and preparing and grading assignments and examinations should also be recognized. This category also includes supervision of student research, senior papers, honor theses, directed reading and directed research, guest lecturing in non-assigned courses, service on thesis or dissertation committees, and chairing of thesis or dissertation committees. Active participation in educational committees that support degree-leading programs is also recognized.

"Teaching Workload Credit Equivalencies" (TWCE)

"Teaching workload credit equivalencies" represent an attempt to reconcile the wide variety of teaching efforts at JABSOM with a more traditional concept of "24 credits per year". TWCE can be used in conjunction with departmental assignment of credit for other non-instructional equivalencies to recognize the many ways that faculty can contribute to the multi-faceted mission of the medical school. TWCE can be derived in two ways, again reflecting the diversity of teaching contexts across JABSOM:

1. Course credit based: For official course directors of university-recognized courses. In this context, 1 TWCE equates to 1 credit of a university-recognized course.
2. Teaching contact time based: For instruction not directly tied to serving as the official course director for university-recognized credited courses, TWCE are derived from the following general UH undergraduate credit conversion equation: 1 credit/15 contact hours

Department chairs may choose to consider class enrollment and/or departmental/ school teaching priorities in their assignment of TWCE for specific teaching activities.

Teaching workload credit equivalencies: The following table provides basic guidelines for Teaching Workload Credit Equivalencies for degree-leading teaching. Department Chairs have the authority to grant TWCE for other teaching activities that are not listed in this table.

Workload Equivalencies

Teaching activity	1WCE
	Determined in one of two ways: 1. = credits for given course 2.= contact hours/15 hours
Medical student teaching	
Problem-based learning tutor	1TWCE/course credit
Course director - preclinical required course	1TWCE/course credit
Course director - other preclinical course (non-research elective, etc.)	1TWCE/course credit
Clinical clerkship director	1TWCE/course credit
Course director—other clinical course (elective, etc.)	1TWCE/course credit
Lecturer (includes laboratories)	1TWCE/ 15 lecture or lab hours
Clinical precepting (preclinical - not course director)	1TWCE/ 15 contact hours
Clinical precepting (clinical - not course director)	1TWCE/ 15 contact hours
Student research course	1TWCE/ course credit
Student research advisor	1TWCE/ 15 contact hours
Undergraduate student teaching	
Course director - classroom	1TWCE/ course credit
Student research course	1TWCE/ course credit
Lecturer (includes laboratories)	1TWCE/ 15 lecture or lab hours
Student research advisor	1TWCE/ 15 contact hours
Graduate student teaching	
Course director - classroom	1TWCE/ course credit
Student research course	1TWCE/ course credit
Lecturer (includes laboratories)	1TWCE/ 15 lecture or lab hours
Student research advisor	1TWCE/ 15 contact hours

Certificate leading teaching (including residency and clinical fellowship training).

JABSOM recognizes residency and/or clinical fellowship training, and other teaching that leads to certificates as an important part of its teaching mission. Faculty may serve as program directors, rotation supervisors, or members of the teaching staff for larger rotations or components of the training program. Instruction can be provided in the classroom, clinical, laboratory, or other appropriate settings. Preparation for, and conducting of, program meetings, developing instructional materials, delivering oral examinations, and preparing and grading assignments and examinations should also be recognized. This category also includes supervision of resident or clinical fellow research. Active participation in educational committees that support certificate-leading programs is also recognized.

Workload Equivalencies

Teaching activity	TWCE
	1TWCE/ 15 contact hours
Residency or Clinical Fellowship teaching	
Program Director	1TWCE/ 15 contact hours
Training rotation director	1TWCE/ 15 contact hours
Lecturer	1TWCE/ 15 lecture hours
Clinical precepting (not rotation director)	1TWCE/ 15 contact hours
Resident or fellow research advisor (not rotation	1TWCE/ 15 contact hours

Provision of professional development training (including continuing medical education/CME).

JABSOM recognizes the provision of professional development and continuing medical education activities as an important part of its teaching mission. Faculty should be recognized for their contributions to providing professional development to others. JABSOM recognizes that the various professions within the school (physicians, research scientists, medical technologists, etc.) have different ways of demonstrating a commitment to continuing education within their given disciplines. Generally, these activities should represent a small proportion of a faculty member's teaching efforts, and should be considered part of the faculty member's general academic scholarship and not counted toward a faculty member's teaching efforts.

Teaching workload credit equivalencies: TWCE for the provision of professional development training shall be determined by the respective Department Chair. Those who are assigned significant CME involvement may be credited at the discretion of the department chair with concurrence of the dean.

Other unique duties.

JABSOM reserves the right to recognize on rare occasions other instructional activities not otherwise described above at the discretion of the respective Department Chair or Dean.

Review Time-frame	Method	Conducted by:
Annually	Department Chairs consider department faculty input and then make assignments	Department chair, can be appealed to the Dean or designee

NURSING & DENTAL HYGIENE

The teaching load for the Department of Dental Hygiene's instructional faculty includes assignments in lecture, clinical and laboratory instruction and evaluation, and clinic and laboratory coordination. Faculty conduct other activities such as radiographic and records evaluation, course, curriculum and program development, advising and counseling of dental hygiene students and prospective applicants, committee assignments, planning for continuing education and professional development, supply and inventory management, and equipment maintenance and repair coordination. In addition, other scholarly, service and professional activities are conducted, but not tabulated info faculty workload.

Computation of Instructional Workload

The computation of instructional workload for dental hygiene faculty necessitates equivalences for semester hours. Equivalents for credit hour instruction are as follows:

- 1 credit equivalent for 1 lecture hour
- 2 credits equivalent for 3 hours of laboratory and/or clinical assignment

The average full-time time faculty is assigned approximately 13 semester credit hours equivalent per semester with approximately 20 student contact hours.

Teaching/Workload Assignment

Teaching assignments for the faculty of the Department of Dental Hygiene are determined by the Department Chairperson in consultation with faculty.

Consideration is given to the following:

- Occupational area (DDS/DMD, periodontist, RDH)
- Qualifications; specialty/expertise area(s); faculty interest
- Dental Practice Act of the State of Hawai'i
- Accreditation Standards (minimum preclinical/clinical hours for students; ratio of faculty to students in preclinical, clinical radiographic laboratory, and dental science laboratory courses)
- Full-time equivalent (FTE) status of courses.

Workload Equivalencies

Nursing and Dental Hygiene	
Category	Workload Credit (WLC) Equivalency
FACULTY WORKLOAD PER ACADEMIC YEAR	
9 Month Tenured Faculty (I) ^{A,B,1,2}	24 WLC per academic year (fall & spring) <ul style="list-style-type: none"> - 18 WLC Teaching (9 fall; 9 spring) - Up to 3 WLC Scholarship (with formulated plan) per semester (1.5 fall; 1.5 spring) - 3 WLC Service (1.5 fall; 1.5 spring)
11 Month Tenured Faculty (I) ^{A,B,1,2}	30 WLC per academic year (24 WLC fall & spring; 6 WLC summer) <ul style="list-style-type: none"> - 21 WLC Teaching (9 fall; 9 spring; 3 summer) - Up to 4.5 WLC Scholarship with formulated plan (1.5 fall; 1.5 spring; 1.5 summer) - 4.5 WLC Service (1.5 fall; 1.5 spring; 1.5 summer)
11 Month Tenure Leading Faculty (I) ^{A,B,1,2}	30 WLC per academic year (24 WLC fall & spring; 6 WLC summer) <ul style="list-style-type: none"> - 12 WLC Teaching (6 fall; 6 spring) - 3 WLC Service (1.5 fall; 1.5 spring) - 15 WLC Scholarship (4.5 fall; 4.5 spring; 6 summer)
9 Month Not-Eligible-for-Tenure Faculty (I) ^{A,B,1}	24 WLC per academic year (fall & spring) 24 WLC Teaching (12 fall; 12 spring) <ul style="list-style-type: none"> - May be eligible for up to 3 WLC Service for advanced service to the DON or University, as negotiated with the Dept. Chair, e.g., chair of a major committee (1.5 fall; 1.5 spring)
11 Month Not-Eligible-for-Tenure Faculty (I) ^{A,B,1}	30 WLC per academic year (24 WLC fall & spring; 6 WLC summer) <ul style="list-style-type: none"> - 30 WLC Teaching (12 fall; 12 spring; 6 summer) May be eligible for up to 4.5 WLC Service for advanced service to the DON or University, as negotiated with the Dept. Chair, e.g., chair of a major committee (1.5 fall; 1.5 spring; 1.5 summer)
Faculty with Funded Research/ Extramural Grants or Contracts (I,R,S) ^C	3 WLC reduction per semester for each 25% of funded salary (including summer for 11-month faculty) <ul style="list-style-type: none"> - If funding begins during a semester the buyout becomes effective in the following semester. - Faculty considering an individual project buyout that is greater than 25% must submit a request to the Dean. - Faculty may be bought out for up to their entire instructional workload requirement.
PROGRAM DIRECTORS	
Director/Advisor - Executive RN to BS - Graduate Specialty Program	3 WLC for up to 30 students per semester 3 WLC prorated for every 30 additional students/per semester (3 WLC = 30 students)
Director - Doctoral Program (DNP, PhD)	3 WLC / semester
COURSE COORDINATION	
Coordinate Undergraduate Linked Didactic and Clinical Courses (I faculty): ⁷	5 WLC each time the course is offered

Workload Equivalencies

Nursing and Dental Hygiene	
Category	Workload Credit (WLC) Equivalency
- NURS 210/210L, 220/220L, 320/320L, 360/360L, 450/450L, 460/460L, N462/462L-Exec RN-BS, N465/N465L-Psych-MH	
Coordinate Clinical Courses: - GEPN (MEPN), NURS 612, 675	2 WLC for 0 – 40 students 3 WLC = > 40 students
Coordinator Clinical Site Placement: - NURS 675	6 WLC for 0 – 40 students 3 WLC for each increment up to 20 students (3 WLC = 20 students)
DIDACTIC COURSES	
Didactic Courses (face-to-face or hybrid): - Undergraduate and Graduate	1 WLC for each academic credit 1 additional WLC > 50 students (1 WLC for each academic credit = 50 students)
Didactic On Line Course (web-delivered): ⁵ - Undergraduate and Graduate	1 WLC for each academic credit Prorate for each student > 25 (1 WLC for each academic credit = 25 students)
CLINICAL COURSES, PRACTICUM & FIELDWORK	
Clinical Courses (direct supervision): - Undergraduate: NURS 210L, 220L, 320L, 360L, 450L, 465L - GEPN (MEPN): Pre-licensure Clinical Courses ^D	2 WLC for 1 clinical course credit with 1:10 faculty-student ratio Prorate if actual enrollment is < 8 based on baseline of 10 students (2 WLC for 1 clinical course credit = 10 students)
Undergraduate Precepted Practicum (indirect supervision): - NURS 460L	1 WLC for 2 students Faculty is expected to conduct 5 minimum clinical site visits/student/semester. Students with special circumstances may require more frequent visits.
Graduate Precepted Practicum (indirect supervision): - NURS 517L - NURS 675-NP practicum - NURS 664, 693, 775	3 WLC for every 8 students Prorate if < 8 or > 8 students (3 WLC = 8 students) Maximum 2 sections (6 WLC = maximum of 16 students)
Field Work Courses: - NURS 462L- Exec RN-BS - NURS 672	3 WLC for each semester students are enrolled; maximum of 15 students per semester
Graduate Clinical Courses: - NURS 612L, 693 ^D	3 WLC for every 8 students Prorate if < 8 or > 8 students (3 WLC = 8 students)
HONORS RESEARCH & DIRECTED STUDY COURSES	
Honors Research Supervision: - NURS 481	0.5 WLC for 3 students/per semester; maximum of 15 students per semester
Directed Study Courses: - NURS 399, 699	NURS 399 and 699: - No WLC if taught as an independent study; - WLC equivalent to designated course credit if taught as a required course
PhD Research Practicum: - NURS 777 ⁴	No WLC for 0-4 students; 1 WLC for each additional student
Thesis and Doctoral: ^{4,6} - NURS 776, 700, 800	No WLC for 0-4 students; 1 WLC for each additional doctoral student:

Workload Equivalencies

Nursing and Dental Hygiene		
Category	Workload Credit (WLC) Equivalency	
	<ul style="list-style-type: none"> - PhD students for a maximum of 3 semesters/student - DNP/SIP students for each semester 	
Development of New Required Course	1 WLC per course	
Review Time-frame	Method	Conducted by:
Annually	Each faculty member completes an Assignment Communication Template; this is submitted to the Department Chair, who can consult with AREA leaders; form must be turned in by specified date in Spring for the following year; faculty member can appeal assignment to Department Chair	Department Chair

Workload Equivalencies

COLLEGE OF NATURAL SCIENCES

1. The UH BOR workload policy requires faculty to teach 24 classroom lecture credits or equivalent per year (4-4).
2. In recognition of the RU/VH (Research I) status of the Mānoa campus, for Mānoa the policy allows a reduced teaching load of 18 credits per year (3-3).
3. Faculty actively engaged in scholarly activity in addition to teaching may be granted teaching reductions to as low as 9 credits per year (1-2) by the department chair. Measures of scholarly activity and the resulting level of teaching reduction shall be as specified in the department workload policy document, which should give the greatest weight to published scholarship and the receipt of research grants and contracts and should require higher levels of scholarship for greater reductions in teaching.
4. Faculty with administrative responsibilities for operation of a department, graduate program, or major research or training program may be granted a reduction to 6 credits per year (1-1) by the department chair. Criteria for this reduction shall be as specified in the department workload policy.
5. Newly hired faculty may be granted a special workload reduction by the department chair in either the first or second year of employment. The purpose of this reduction is to assist the new member of the faculty in establishing an active research program.
6. Faculty teaching courses with enrollment greater than 100 may receive a teaching load reduction of half a course. This reduction may be accumulated over two semesters to yield a reduction of one full course. Faculty teaching courses with enrollment greater than 300 may receive a teaching load reduction of one course.

Department workload policies will be submitted to the college dean for review and approval. Department chairs determine the courses to be offered each semester and faculty teaching assignments (in consultation with individual faculty members), subject to the approval of the college dean. Teaching loads of 6 credits per year (1-1) or less shall be explained in a memo from the department chair to the college dean. In addition to the considerations in items 1-6 above, teaching assignments should also take into account many additional faculty activities that support the instructional, research and service missions of the University.

Other activities

Supervision of senior papers, honors theses, Guest lecturing, Graduate thesis or dissertation committee service, Hours arranged, e.g., credit-by-exam, independent study, Exceptional course preparation responsibilities, New course or major curriculum revision, Student advising, Writing books, articles, reviews or technical papers, Developing new instruments, procedures or research methods, Grant management and proposal writing, Attending professional meetings, Refereeing, University, College or Department committee service, Advising student, academic or pre-professional organization, Service as officer, board member or journal editor, Faculty mentoring.

Workload Equivalencies

College of Natural Sciences						
Rank	BOR Policy	Teaching Workload	Research Equivalency	Service Equivalency	Buy-out	Total
I-2	4-4	4-4 24 credit hours	None	None	None	T = 24
I-3, I-4, I-5		9 credit hours 2-1	<p>8.5 credit hours 2 published papers in journals are equivalent to 2.5 credit hours.</p> <p>Involved/Serves as PI or Co-PI on 1 funded project in one year is equivalent to 3 credit hours.</p> <p>Preparing and submitting 1 large research grant proposal (>\$100,000) is equivalent to 1.5 credit hours.</p> <p>Preparing and submitted 2 small grant proposals (<\$100,000 ea.) is equivalent to 1.5 credit hours.</p>	<p>6.5 credit hours Advising 4 graduate students in one year is equivalent to 1.5 credit hours.</p> <p>Serving on 4 graduate student committees is equivalent 0.6 credit hours.</p> <p>Mentoring 2 undergraduate research projects is equivalent to 1.5 credit hours.</p> <p>Serves as Chair of a major departmental or university committee is equivalent to 0.5 credit hours.</p> <p>Serving on a departmental committee is equivalent to 0.3 credit hours.</p> <p>Serving as an officer for a national or international professional society is equivalent to 0.8 credit hours.</p> <p>Serving as a reviewer for 5 journal manuscripts is equivalent to 0.7 credit hours.</p> <p>Preparing and presenting 2 presentations at professional meetings is equivalent to 0.6 credit hours.</p>	None	
Review Time-frame		Method			Conducted by:	
Each semester or every year, depending on department.		Department Chairs determine courses offered and faculty teaching assignments, in consultation with the individual faculty member			Dept. Chair; teaching loads of 6 credit hours/year or below must be approved by the Dean	

Workload Equivalencies

SCHOOL OF PACIFIC AND ASIAN STUDIES

Specialist Faculty

- Teaching considerations: no more than 2 courses/AY; often less, depending on needs
- Research considerations: modest expectations for writing and presentations
- Service considerations: Service is the main workload, including recruiting, advising, outreach to the community, website development and maintenance, organizing events.

Instructors (I-Faculty -3, -4, and -5; normal teaching load = 2-2)

- Teaching considerations: graduate seminars, upper-division undergraduate courses, writing intensiveness, capstone course, supervision of graduate students.
- Research considerations: external funding (buy-out for research/applied inquiry work), contribution to knowledge, publish book(s), journal article(s), performance and creative work, make presentations, give invited lectures, performances.
- Service considerations: Academic Program Chair, Center Director, Graduate Program Chair, Editorial Board Chair or Member, special activities to promote the School's mission (assigned by Dean/Director), application of knowledge to professional associations, practitioners, community members.

Workload Equivalencies

School of Pacific and Asian Studies						
Rank	BOR Policy	Teaching Workload	Research Equivalency	Service Equivalency	Buy-out	Total
I-3, I-4, I-5	4-4	2-2 Regular courses (12); plus directed reading, independent study, chair of thesis committee(s); member of thesis committee(s); Member of other university departmental thesis and dissertation committee(s)	Externally funded project(s). Research for self-authored book, editing a book of collected articles, directing performance or exhibition, grant development or supervision = 3, writing/revising peer-reviewed journal article(s), translation, chapter for a book, preparing conference presentations or keynote address, editorial work, and scholarly presentations and/or lectures = 2	Service to the University and to the Profession DPC chair; membership DPC/Search Committee, Other SPAS committees, UH committees, writing references. Tenure and promotion review (other universities), journal editor, editorial board member, reviewing manuscripts; advisory board(s) Undergraduate and Graduate student advising Special assignments (recruiting & retention; work with community members and professional associations)	With prior approval from the dean	T = 18
I-4, I-5	4-4	2-1	Same as above	Service as Graduate Program Chair is equivalent to 3 credit hours (per AY) Other Service as above (2-3 credit hours)	With prior approval from the dean	T = 18

Workload Equivalencies

School of Pacific and Asian Studies						
Rank	BOR Policy	Teaching Workload	Research Equivalency	Service Equivalency	Buy-out	Total
		9-10 credit hours	2-4 credit hours	5-6 credit hours		
I-4, I-5	4-4	1-1 6-7 credit hours	Same as above 2-4 credit hours	Service as Department/Program Chair is equivalent to 6 credit hours (per AY) Other service as above (2-3 credit hours) 8-9 credit hours		T = 18
Review Time-frame			Method	Conducted by:		
Annually			If a course is cancelled the faculty member is to make up the course the following semester	Dean		

Workload Equivalencies

OFFICE OF PUBLIC HEALTH STUDIES

OPHS Specialist faculty members are hired for a specific job description that may be externally and/or internally funded. If the position is 100% externally funded, these Specialists ("S" positions) and Researchers ("R" positions) have no teaching responsibilities. However, if the position is funded fully or in part by departmental funds, the job description includes teaching. All "S" and "R" faculty also are required to provide service and serve as student advisors and/or academic program committee members, as long as it is consistent with the provisions of their external funding source.

Because new undergraduate, masters, and doctoral courses and students are being added as we move toward becoming a School of Public Health, our teaching loads are increasing. At the same time, OPHS wants to reward faculty members that are actively engaged in research. OPHS also wants to encourage faculty members to secure extramural funding to support their work, which allows faculty members to "buy out" of teaching. However, OPHS also believes that every permanent faculty member should teach at least 1 course per year, regardless of amount of buy-out. As a consequence the maximum %FTE that a faculty member can charge to an external funding source would be 87.5%, as 12.5% of salary would need to come from University sources to cover the 1 course requirement.

This updated workload policy reflects university standards and OPHS conditions.

- 9-month "I" faculty members are expected to maintain active research programs as well as provide service to their departments, the university, and their professions, and in addition to these activities will teach 4 non-499/699 courses per year. A faculty member in this category may request a course reduction for every 25% of his/her base salary covered by non-departmental funding, up to 3 courses.

In order to establish an equitable distribution of workload and better define equivalencies, a standard "course" in the context of the UHPA contract is herein defined as a three credit lower division undergraduate (UG) course with 20 or fewer students. Courses of lower or higher credits are counted proportionately. Larger classes, upper division, and graduate classes would be assigned proportionately higher credit equivalent values as described in Appendix A. Overall this means that in terms of credit equivalents the standard workload expected of faculty to meet their obligations under the UHPA contract would be 24 credit equivalents, which is met by various combinations of the required 4 courses, adjusted for complexity and the number of students, and other equivalent teaching, research, and service duties expected of faculty.

- 11-month "I" faculty members are expected to maintain active research programs, and will be expected to teach 5 non-499/699 courses per year. A faculty member in this category may request a course reduction for every 20% of his/her base salary covered by non-departmental funding, up to 4 courses. During the additional two months of duty time 11 month "I" faculty would perform proportionately more teaching and or equivalent duties, as needed, such that the overall number of courses per year would equal 5 in OPHS. The corresponding equivalency requirement would be 27 credit equivalents for an 11 month "I" faculty.
- 11-month "S" faculty workload will be negotiated with the department chair annually. Teaching load will vary depending on duties assigned.

Workload Equivalencies

Office of Public Health Studies						
Rank	BOR Policy	Teaching Workload	Research Equivalency	Service Equivalency	Buy-out	Total
I-2	4-4	4-4 24 credit hours	None	None	None	T = 24
I-3, I-4, I-5	4-4	2-2 3cred for 100/200 level courses 3.6cred for 300/400 level 4.2cred for graduate level courses Students in excess of 20 0.02 Credit equivalents per student O, W, or E designation +1.5 Credit equivalents/ 3 credit class MS MPH Committee Chair 0.3 Credit equivalents per student MPH/MS/DrPH/PhD committee Member 0.1 Credit equivalents/student PhD/DrPH Chair 0.5 Credit equivalents / student 499 Directed Research/Teaching 0.12 credits/student 699 Directed Research/Teaching 0.14 Credit equivalents /student	Mentoring UG student project 0.12 Credit equivalents /student 3cred for 6 publications over 3 years 3cred to serve as PI/Co-PI on 2 research projects per year	1.5cred to provide service to professional research association (board, reviewer, etc.). 1.5cred for service on department committees. 6cred to serve as department chair 3cred to serve as associate department chair 3cred to serve on university committees	6cred for every 25% of salary offset for funded research	T+R or S = 24
Review Time-frame		Method			Conducted by:	
Annually; workload policy reviewed every two years					Dean	

Workload Equivalencies

COLLEGE OF SOCIAL SCIENCES

Scholarly components of Faculty workload: teaching, research, and application. Scholarship in the College consists of teaching, research, and application. The time devoted to each component of scholarship may vary not only across faculty but also over the lifetime of individual faculty. Thus, a faculty member at one stage of her/his career may be devote more time and energy to one particular component of scholarship but later on choose to focus on other components. While different faculty may be involved in different components of scholarship at different phases of their career, there is nonetheless a high level of overall scholarship and fairness within the unit and across the college.

1. Teaching: As teaching is a fundamental element of scholarship, every faculty member of the College is expected to contribute to the undergraduate and/or graduate curricula so that students can be assured of receiving a quality program and graduating in a timely manner. Faculty may have a teaching load less than that mandated by the regents when their activities in other components of scholarship warrant a reduction in teaching workload.
2. Research: The University of Hawai'i at Mānoa is a Carnegie Doctoral Research Extensive University and, therefore, the scholarship of research is an essential component of every faculty member's workload. The publication of peer-reviewed works and the writing and obtaining grants/contracts constitute important parts of faculty research.
3. Application: The College is committed to the scholarship of application- that is, using the professional expertise of our faculty to address consequential community/global issues.

Workload Equivalencies

College of Social Sciences						
Rank	BOR Policy	Teaching Workload	Research Equivalency	Service Equivalency	Buy-out	Total
I-2	4-4	4-4 24 credit hours	None	None	None	T = 24
I-3, I-4, I-5	4-4	3-3 18 credit hours				T = 24
Review time-frame		Method			Conducted by:	

*MATRIX PENDING FACULTY DISCUSSION & COMMITTEE REVIEW

Workload Equivalencies

SCHOOL OF SOCIAL WORK

Faculty Workload: Teaching, Scholarship and Service

In line with the doctrines of the UHPA and the BOR, this Workload Policy is based on the goal of high quality performance in teaching, research/scholarship and service. Specifically, this policy focuses on workloads within each of these areas in order to promote collegiality, and assure equity and fairness within the School. It also specifies general guidelines to authorize adjustments in workload.

I. Teaching

- A. Since teaching is the cornerstone of education, there is the expectation that faculty demonstrate subject mastery, employ pedagogy and instructional strategies that foster learning, and inspire the community of learners. The kinds of teaching activities and responsibilities that adhere to UHPA, BOR and School standards include but are not limited to:

- Teaching five courses per year (2-3; 3-2);
- Where appropriate, supervision of internships and practica;
- Curriculum and course development;
- Updating of course syllabi, lectures, assignments and other creative activities in line with current knowledge and applications;
- Participating in professional development to enhance instructional methodology; and,
- Participating in and providing course evaluations to the School.

- B. Consideration for Course Reductions: The kinds of teaching activities and responsibilities that justify course reductions below UHPA, BOR and School standards constitute that body of instructional engagement which contributes to education in a graduate research university. These include, but are not limited to, significant contributions in the following:

1. Doctoral Dissertation Chairship;
2. Doctoral Committee Membership;
3. Independent Graduate Research (SW 743, SW 744, SW 746); and,
4. Directed Readings (SW699, SW499).
5. Instructing in the Distance Education Option

The School maintains course equivalency guidelines for the calculation of course reductions for the above areas. Instructional faculty, regardless of course reduction options, is required to teach a minimum of 1 course per year.

II. Scholarship

- A. The UHM is classified as a Carnegie Doctoral/Research-Extensive University. As such, research and scholarship are essential to faculty workload. The School's position to deviate from the BOR policy of 8 courses per year is based on the justification of exemplary research and scholarship and service. Areas of scholarly activities and responsibilities include but are not limited to:

- Publication of top-ranked peer-reviewed journal articles;
- Publication of books (original and edited);
- Publication of other works such as book chapters, book reviews, technical reports, newspaper articles;
- All forms of research;
- Disseminating scholarship through invited and juried presentations at conferences, workshops, exhibits, and seminars; and,
- Preparing, obtaining, and administering grants and contracts.

- B. Consideration for Course Reductions:

- Minimum of 1.5 publications per year in peer reviewed journals

Workload Equivalencies

- Minimum of 1 juried presentation at a major professional conference per year
- Submission of grant proposal per year
- Principal or Co-Investigator on a grant per year
- Buyout of 15% of 1FTE for a 3 credit hour course.

III. Service

- A. Service to the School, University and community is a critical component of faculty workload and represents civic engagement and responsibility. The nature and scope of service are aligned with the faculty member's expertise and scholarly agenda as well as the mission of the School and University. Areas of service activities and responsibilities include but are not limited to:
- Regular and ongoing participation in governance of the School, with a requirement of serving annually on a minimum of one with a preference for two School committees. This is in addition to mandatory meetings such as faculty meetings, retreats, or other meetings as required by the Dean.
 - University service, including leadership and membership on campus and system-wide committees (volunteer and elected);
 - Professional service, including editorial boards/committees of professional journals; program evaluations of professional organizations; professional consultations; providing leadership and program directions in professional societies and associations; and,
 - Community service, including government, private sector, and other public interest groups.
- B. Consideration for Course Reductions: The kinds of service activities and responsibilities that justify course reductions below UHPA, BOR and School standards relate to non-instructional administrative service to the School. These include, but are not limited to contributions in the following:
- Department Chair
 - Educational Program Chairship: Serving as BSW, MSW or PhD Program Chair may result in course reductions in negotiation with the Dean, and take into consideration multiple factors such as size and scope of the program and appointment times relevant to 9 or 11-month; and,
 - Other School Administrative Responsibilities: Serving as the faculty lead in various administrative assignments may result in course reductions in negotiation with the Dean, with such responsibilities including, program assessment, technical services support and research infrastructure support.
 - Academic Advising of 25 or more social work students with academic plan; identifying academic and professional goals; identifying and utilizing resources to support them in achieving their identified goals; and assisting with academic and performance review of advisees.
 - Faculty participate in evaluating applications in both the undergraduate and graduate programs for admission.

Workload Equivalencies

School of Social Work						
Rank	BOR Policy	Teaching Workload	Research Equivalency	Service Equivalency	Buy-out	Total
I-3, I-4, I-5	4-4	3-2/ 2-3 <i>15 credit hours</i>	<i>6 credit hours reduction</i> <ul style="list-style-type: none"> ● 1-2 published papers per year in peer reviewed journal is equivalent to 4 credit hours. ● 1-2 Presentation at National conference per year is equivalent to 1 credit hour. ● PI /Co-PI of a research project <i>or</i> submission of grant proposal is equivalent to 1 credit hour 	<i>3 credit hours reduction</i> <ul style="list-style-type: none"> ● Academic and professional advising 25 or more MSW graduate students per year is equivalent to 3 credit hours. 		T+R+S = 24 15+6+3 =24
		<i>Additional Course reduction for teaching and mentorship</i> Individual or group research projects & dissertation <ul style="list-style-type: none"> ● 5 students for SW 800, SW 746, SW 743/744 is equivalent to 1 credit hour 		<i>Additional Course reduction for service in leadership</i> <ul style="list-style-type: none"> ● Serve as Chair of Ph.D., MSW, or BSW programs is equivalent to 3 credit hours reduction load per year at a minimum threshold of student census. ● Department Chair is equivalent to 6 credit hours reduction load per year. 	<i>Additional Course reduction from grants</i> 15% of 1FTE salary for buyout for funded projects in one year is equivalent to 3 credit hours.	
I-3, I-4, I-5	4-4	2-2	<i>6 credit hours reduction</i>	<i>3 credit hours reduction</i>		T+R+S = 24

Workload Equivalencies

School of Social Work						
Rank	BOR Policy	Teaching Workload	Research Equivalency	Service Equivalency	Buy-out	Total
Distance Education (DE)		<p><i>12 credit hours</i></p> <ul style="list-style-type: none"> 1 online course is equivalent to 1.5 credit hours 	<ul style="list-style-type: none"> 1-2 published papers per year in peer reviewed journal is equivalent to 4 credit hours. 1-2 Presentation at National conference per year is equivalent to 1 credit hour. PI /Co-PI of a research project <i>or</i> submission of grant proposal is equivalent to 1 credit hour 	<ul style="list-style-type: none"> Academic and professional Advising 25 or more MSW graduate students per year is equivalent to 2 credit hours. 		T = 24
		<p><i>Additional Course reduction for teaching and mentorship</i></p> <p>Individual or group research projects & dissertation</p> <ul style="list-style-type: none"> 5 students for SW 800, SW 746, SW 743/744 is equivalent to 1 credit hour 		<p><i>Additional Course reduction for service in leadership</i></p> <ul style="list-style-type: none"> Serve as Chair of Ph.D., MSW, or BSW programs is equivalent to 3 credit hours reduction load per year at a minimum threshold of student census. Department Chair is equivalent to 6 credit hours reduction load. 	<p><i>Additional Course reduction from grants</i></p> <p>15% of 1FTE salary for buyout for funded projects in one year is equivalent to 3 credit hours.</p>	
Social Work Review Time-frame		Method			Conducted by:	
Annually; workload policy reviewed every two years		Each faculty member completes a Workload Form to document the reduction from the BOR's 24 Credit Hours; the Dean reviews each Workload Form; the Dean must approve any teaching load below five courses a year			Dean	

Workload Equivalencies

SCHOOL OF TRAVEL INDUSTRY MANAGEMENT

The maximum teaching load for University of Hawai'i at Mānoa faculty according to Board of Regents Policy 9-16 is 24 credits (4/4) per year. In TIM, a teaching load of 18 credits (3/3) per year are granted to tenure track faculty, based on the expectations of on-going research and non-instructional activities which are of a significant or substantive nature in terms of service or creativity. Research-active tenure track or tenured faculty who publish regularly and/or obtain grants or contracts may be assigned 15 credits (3/2) per year without application. If these criteria are not met, then the teaching load is adjusted accordingly up to the maximum. Instructors are not entitled to apply for research reduction since by definition a non-tenure track faculty does not have research responsibilities.

Workload Equivalencies

School of Travel Industry Management						
Rank	BOR Policy	Teaching Workload	Research Equivalency	Service Equivalency	Buy-out	Total
I-2	4-4	4-4 24 credit hours	None	None	None	T = 24
I-3, I-4, I-5	4-4	4-3 21 credit hours				T+R or S = 24
		3-3 18 credit hours				T+R+S = 24
		3-2 15 credit hours	Research active: preparing and presenting at conferences; advising graduate students; serving on external PhD committees; advising undergraduate research projects	Student club advisor; chair or member of School committees; member of professional organization board;	n/a	T+R+S = 24
		2-2 12 credit hours	In previous year, publish one article in top-tier journal, OR, buyout one course with grant/contract	Graduate chair	Externally funded grant that covers cost of instructor	T+R+S = 24
		2-1 9 credit hours	n/a	n/a	Externally funded grant that covers cost of instructor	T+R+S = 24
		1-1 6 credit hours	n/a	n/a	Externally funded grant that covers cost of instructor	T+R+S+B = 24
Review Time-frame		Method			Conducted by:	
Done every Fall semester		Research active faculty (publish regularly and obtain grants) may be assigned 15 credit hours; applications for reductions go to the Research Committee of the TIM Faculty Senate for recommendation to the Dean			Dean	

Workload Equivalencies

College of Tropical Agriculture & Human Resources

CTAHR faculty with 1.0 FTE in instruction are expected to teach 18 credit hours each academic year (9 credit hours per semester), and the expectation is proportionally prorated for faculty with less than a 1.0 FTE instructional appointment. Scholarly and service activities undertaken by faculty are expected to replace the other 6 credit hours of teaching per academic year required by BOR. In addition, instructional faculty are expected to contribute to building a stimulating and supportive learning environment by advising and mentoring students; chairing and serving on committees relating to assessment, the curriculum, and other academic matters; and participating in extracurricular activities that enrich student's learning. Generally, faculty members fulfill their instructional workload by teaching 3 courses that total 9 credit hours per semester. However, expectations to the general practice, or instructional equivalences, are sometimes granted in recognition of the extraordinary workload required for some tasks that benefit and enrich the college's academic program.

Workload Equivalencies

College of Tropical Agriculture & Human Resources						
Rank	BOR Policy	Teaching Workload	Research and Extension Equivalency	Service Equivalency	Buy-out	Total
I-2	4-4	4-4 24 credit hours	None	None	None	T = 24
I-3, I-4, I-5		3-3 See college workload policy for other instruction-related equivalencies 18 credit hours	Demonstrate scholarship by garnering research funding and publishing, report on grants, and advise graduate students; perform extension outreach (3-credit equivalence)	Contribute to career advising and academic program assessment; provide university, public and professional service (3-credit equivalence)	0.25 FTE grant buy-out = 3-credits	T+R+S+B = 24
I-3, I-4, I-5		All other credit hour loads	Depends on research and/or extension FTE appointment	Same as above	Same as above	T+R+S+B = 24
R, S, A faculty		Depends on instruction FTE appointment	Same as above	Same as above	Same as above	T+R+S+B = 24
Dept. Chair		Depends on instruction FTE appointment; Chair's administrative duties = 0.5 FTE	Same as above; Chair's administrative duties = 0.5 FTE	Same as above; Chair's administrative duties = 0.5 FTE	Same as above; Chair's administrative duties = 0.5 FTE	T+R+S+B = 24
Review Time-frame		Method			Conducted by:	
Annually		Determined by the faculty member and the Department Chair (and County Administrator where appropriate); should be appropriate to the faculty member's formal appointment (instruction, research, extension); changes in work conditions must be approved by the Department Chair; deviations from workload policy must be approved by Associate Dean			Department Chair	

Item IV.A.2.

Update on Revisions
to RP 9.214

Teaching
Assignments for
Instructional Faculty

Materials

DRAFT 1

Policy RP 9.214

Title

Teaching Assignments for Instructional Faculty

Header

Regents Policy Chapter 9, Personnel

Regents Policy RP 9.214, Teaching Assignments for Instructional Faculty

Effective Date: Jan. 22, 1982

Prior Dates Amended: Oct. 31, 2014 (recodified)

Review Date: August 2019

I. Purpose

To set forth policy regarding teaching assignments for instructional faculty.

II. Definitions

No policy specific or unique definitions apply.

III. Board of Regents Policy

A. The instructional faculty of the University of Hawai'i has duties and responsibilities that encompass a number of professional activities in addition to teaching. The nature and scope of these additional duties depend on the particular mission of the unit and program and the relationship of that mission to the faculty member's professional qualifications. As instruction is the university's highest priority, however, teaching remains the most important duty of its faculty. This policy sets standards for the assignment of the instructional component of faculty responsibilities.

1. Except as otherwise provided herein, the standard teaching assignments for full-time instructional faculty shall be as follows:

a. 24 semester credit hours per academic year at the University of Hawai'i at Mānoa,

b. 24 semester credit hours per academic year at the University of

DRAFT 1

Hawai'i at Hilo,

- c. 24 semester credit hours per academic year at University of Hawai'i - West O'ahu, and
 - d. 27 semester credit hours per academic year in the community colleges.
2. The teaching assignments in section aA. above refer to classroom lecture instruction. For other modes of instruction (clinical practice, laboratory, online, thesis supervision, etc.), each chancellor shall develop and recommend:
- a. An appropriate measure of the instructional activity (contact hours, number of students supervised, etc.), and
 - b. An equivalence relating the designated measure to semester credit hours.
- It is expected that the development of appropriate equivalents will involve consultation of the appropriate faculty, department chairpersons, and academic deans.
- Such equivalents shall be reviewed and approved by the president and reported to the board upon their establishment or subsequent revision consistent with board policy
3. Teaching assignments for part-time instructional faculty or for faculty paid less than full-time from instructional funds shall be as in section A. above pro-rated by their fractional full-time equivalent in instruction.
4. In recognition of the diverse responsibilities of the university and its faculty, each chancellor shall develop and recommend equivalents for specific non-instructional activities that are consistent with and in furtherance of the mission of the university unit and program.

It is expected that the development of appropriate equivalents will involve consultation of the appropriate faculty, department chairpersons, and academic deans.

The definition of these equivalents shall include:

- a. A description of the professional activities for which they may be granted,

DRAFT 1

- b. An explanation of the relationship of these activities to institutional and program mission and priorities, and
- c. Guidelines for determining the circumstances which warrant granting them.

Such equivalents shall be reviewed and approved by the president and reported to the board upon their establishment or subsequent revision consistent with board policy. The implementation of this policy shall be the responsibility of the chancellors of the respective units.

- 5. The teaching equivalences for every unit shall be publicly posted online and readily available directly from a single point on each campus website. On at least an annual basis there shall be an update and public posting of a "bio bib" or curriculum vitae for each instructional faculty member that includes, at a minimum, the faculty member's teaching, research, service and other professional activities.
- 6. Each unit shall ensure against discriminatory teaching assignments. In addition, chancellors shall establish procedures to monitor the effectiveness of teaching reductions for non-instructional duties.

Draft 5/10/16

Policy RP 9.214

Title

Teaching Assignments for Instructional Faculty

Header

Regents Policy Chapter 9, Personnel

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A. The instructional faculty of the University of Hawai'i has duties and responsibilities that encompass a number of professional activities in addition to teaching. The nature and scope of these additional duties depend on the particular mission of the unit and program and the relationship of that mission to the faculty member's professional qualifications. As instruction is the university's highest priority, however, teaching remains the most important duty of its faculty. This policy sets standards for the assignment of the instructional component of faculty responsibilities.

1. Except as otherwise provided herein, the standard teaching assignments for full-time instructional faculty shall be as follows:

a. 24 semester credit hours per academic year at the University of Hawai'i at Mānoa.¹

b. 24 semester credit hours per academic year at the University of

Hawai'i at Hilo¹⁷

- c. 24 semester credit hours per academic year at University of Hawai'i - West O'ahu¹⁷ and
 - d. 27 semester credit hours per academic year in the community colleges.
2. The teaching assignments in section aA. above refer to classroom lecture instruction. For other modes of instruction (clinical practice, laboratory, online, thesis supervision, etc.), each chancellor shall develop and recommend:
- a. An appropriate measure of the instructional activity (contact hours, number of students supervised, etc.), and
 - b. An equivalence relating the designated measure to semester credit hours.

It is expected that the development of appropriate equivalents will involve consultation of the appropriate faculty, department chairpersons, and academic deans.

Such equivalents shall be reviewed and approved by the president and reported to the board upon their establishment or subsequent revision consistent with board policy

- 3. Teaching assignments for part-time instructional faculty or for faculty paid less than full-time from instructional funds shall be as in section A. above pro-rated by their fractional full-time equivalent in instruction.
- 4. In recognition of the diverse responsibilities of the university and its faculty, each chancellor shall develop and recommend equivalents for specific non-instructional activities that are consistent with and in furtherance of the mission of the university unit and program.

It is expected that the development of appropriate equivalents will involve consultation of the appropriate faculty, department chairpersons, and academic deans.

The definition of these equivalents shall include:

- a. A description of the professional activities for which they may be granted¹⁷

- b. An explanation of the relationship of these activities to institutional and program mission and priorities¹⁷ and
- c. Guidelines for determining the circumstances which warrant granting them.

Such equivalents shall be reviewed and approved by the president and reported to the board upon their establishment or subsequent revision consistent with board policy. The implementation of this policy shall be the responsibility of the chancellors of the respective units.

- 5. The teaching equivalences for every unit shall be publicly posted online and readily available directly from a single point on each campus website. On at least an annual basis there shall be an update and public posting of a "bio bib" or curriculum vitae for each instructional faculty member that includes, at a minimum, the faculty member's teaching, research, service and other professional activities.
- 6. Each unit shall ensure against discriminatory teaching assignments. In addition, chancellors shall establish procedures to monitor the effectiveness of teaching reductions for non-instructional duties.

B. With respect to transparency, public relations, academic standing and performance, and in recognition of an individual's body of work in their discipline and classification, all tenure line (tenured and probationary) Instructional (I-Faculty) of the University of Hawai'i shall be required to maintain and keep current their own respective Curriculum Vitae (CV) which shall be made available electronically on a website.

- 1. On at least a bi-annual basis (i.e. two years) there shall be an update and web posting of a Bio-Bibliography (Bio-Bib) or CV for each instructional faculty member that includes, at a minimum, the I-Faculty member's teaching, research, service and other professional activities.
- 2. The appropriate use, management, and application of the Bio-Bib or CV shall not be used for evaluative purposesactions including but not limited to, decisions regarding retention, promotion, tenure, contract renewal, evaluation of workload and assignments, or any type of actions, procedures, and/or decisions covered under the Unit 7 collective bargaining agreementshall be governed under the respective collective bargaining agreement. The intended use and purpose of the Bio-Bib or CV as codified in B. above shall be maintained and adhered to.

| Draft 1095/03210/16



UNIVERSITY of HAWAI'I®

Update on System-UH Mānoa Facilities and Communications Reorganization Personnel Committee

November 2, 2016



Facilities and Communications Mānoa – System Reorganization Proposal

COMMUNICATIONS

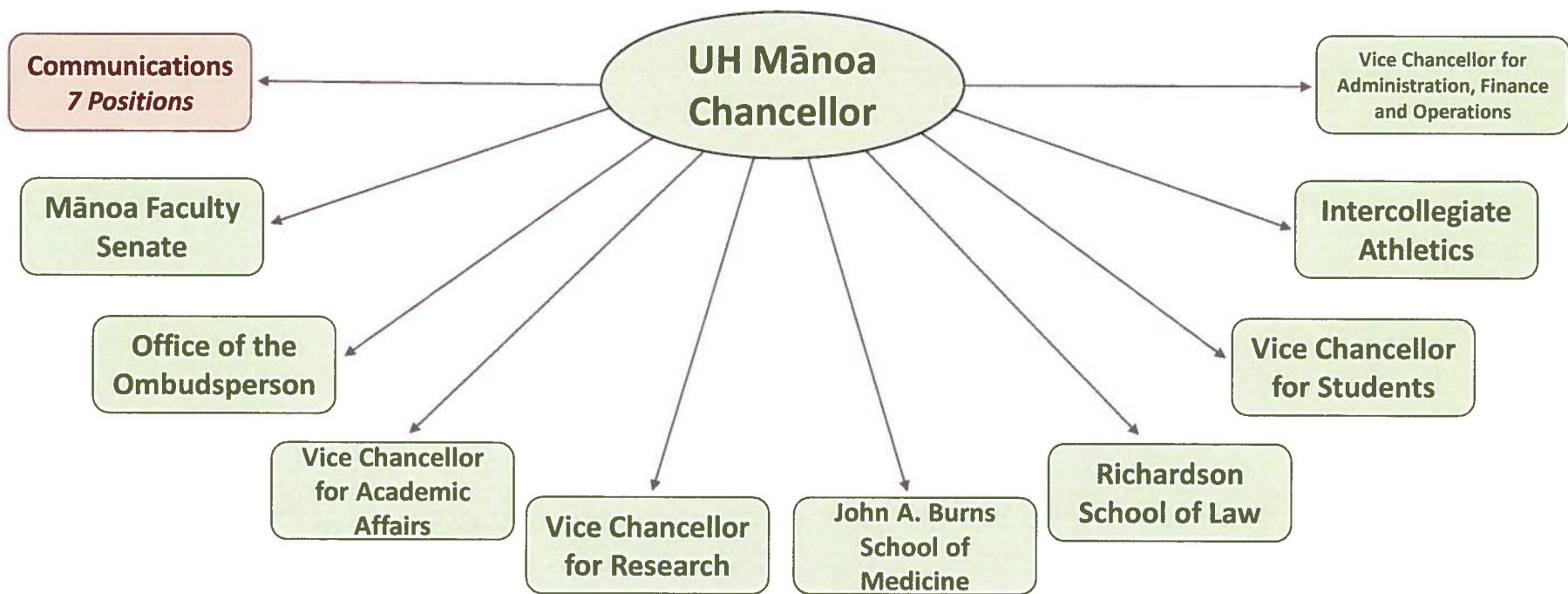
- 4 positions in Communications Office under the Office of the Mānoa Chancellor
- Transferred to the System Communications Office
- Responsible for all internal and external communications for System and Mānoa

FACILITIES

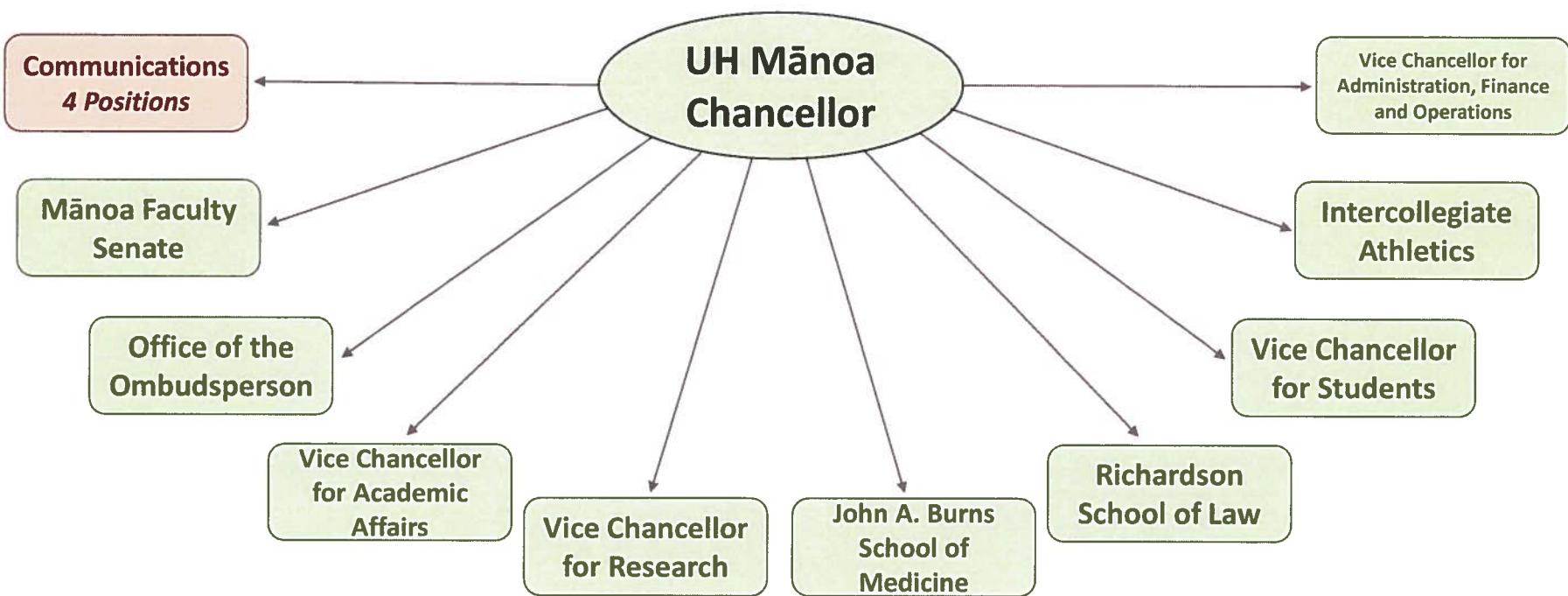
- Mānoa Office of Planning and Facilities under the Office of the Mānoa Vice Chancellor for Administration, Finance & Operations
- Consolidated in its entirety within the Office of the Vice President into 5 distinct units:
 - Planning & Sustainability
 - Campus Operations & Facilities
 - Project Delivery
 - Facilities Business Office
 - Office of Systems Integration

Office of Mānoa Chancellor

Current

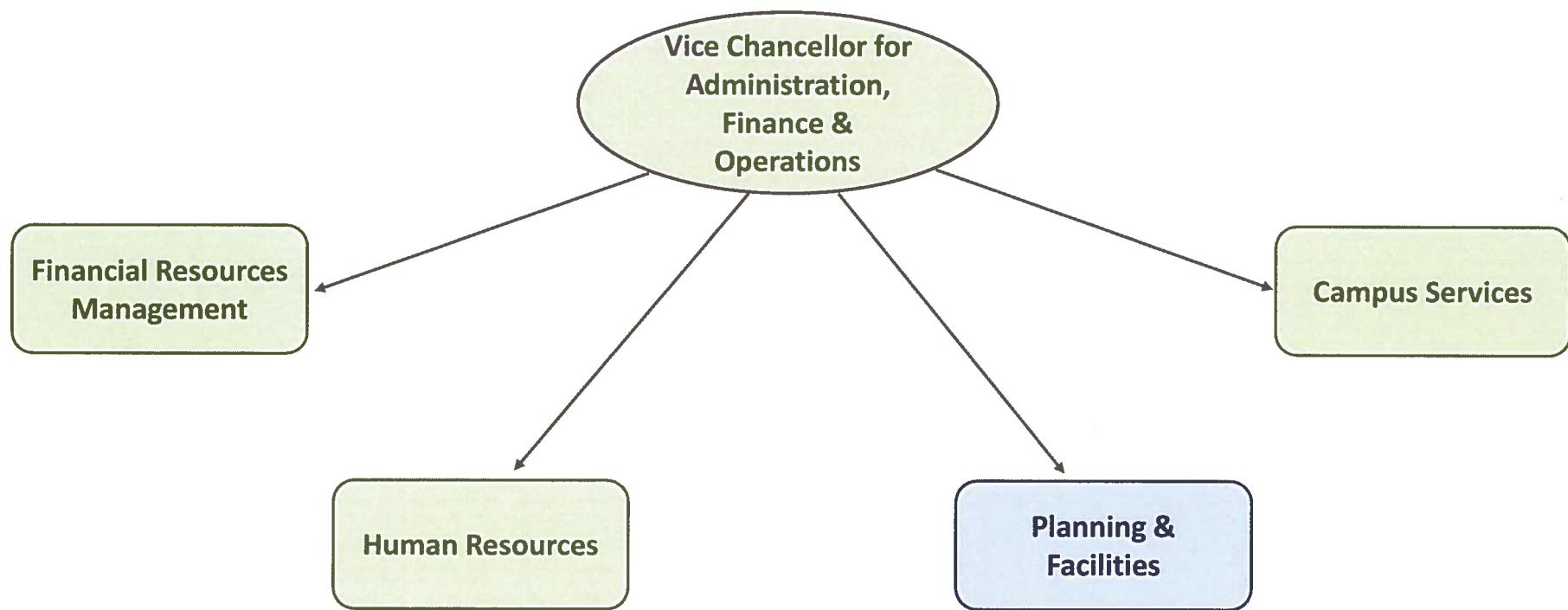


Office of Mānoa Chancellor *Proposed*

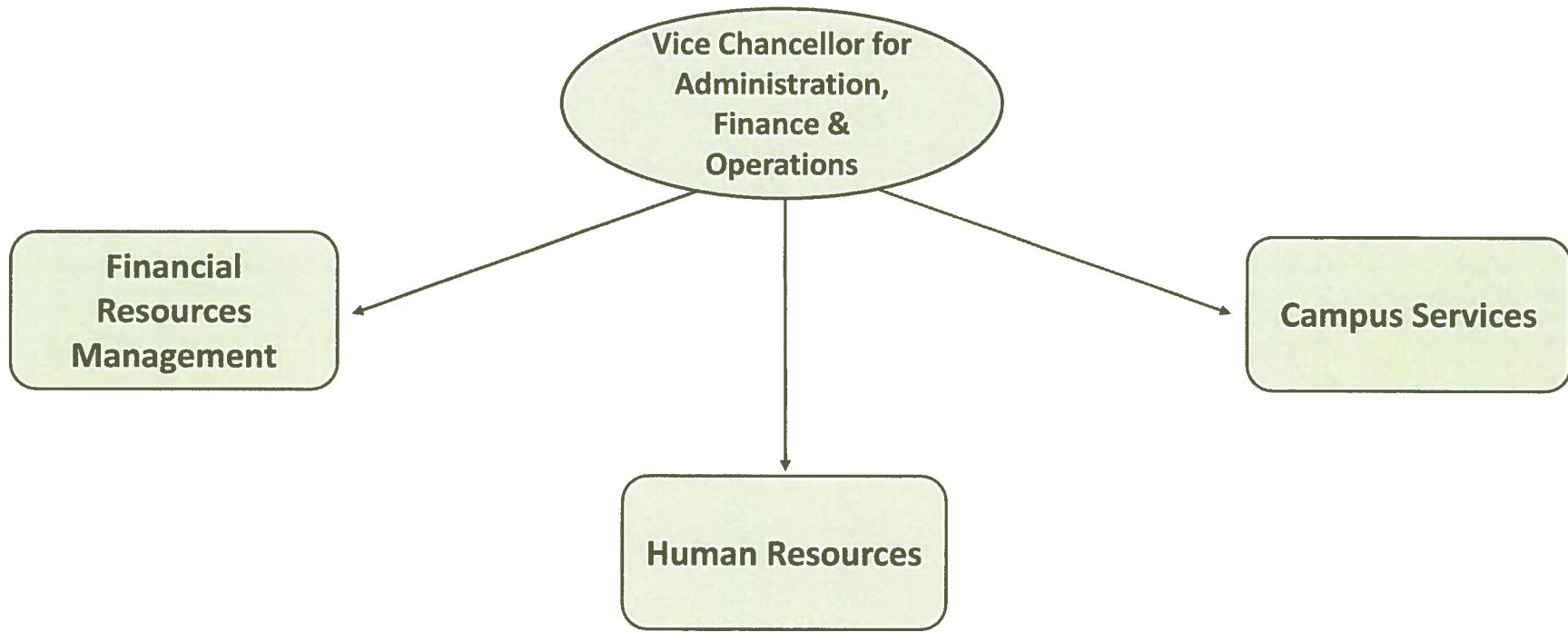


Office of Mānoa Vice Chancellor for Administration, Finance & Operations

Current

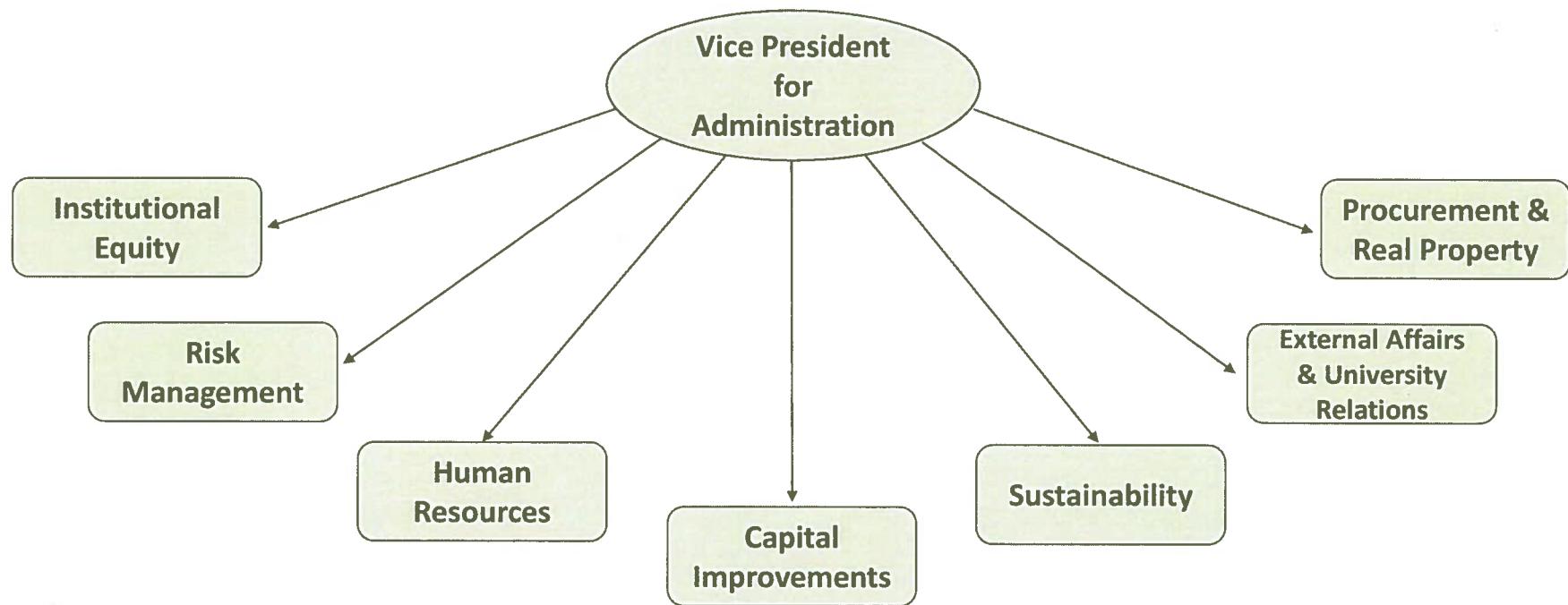


Office of Mānoa Vice Chancellor for Administration, Finance & Operations
Proposed



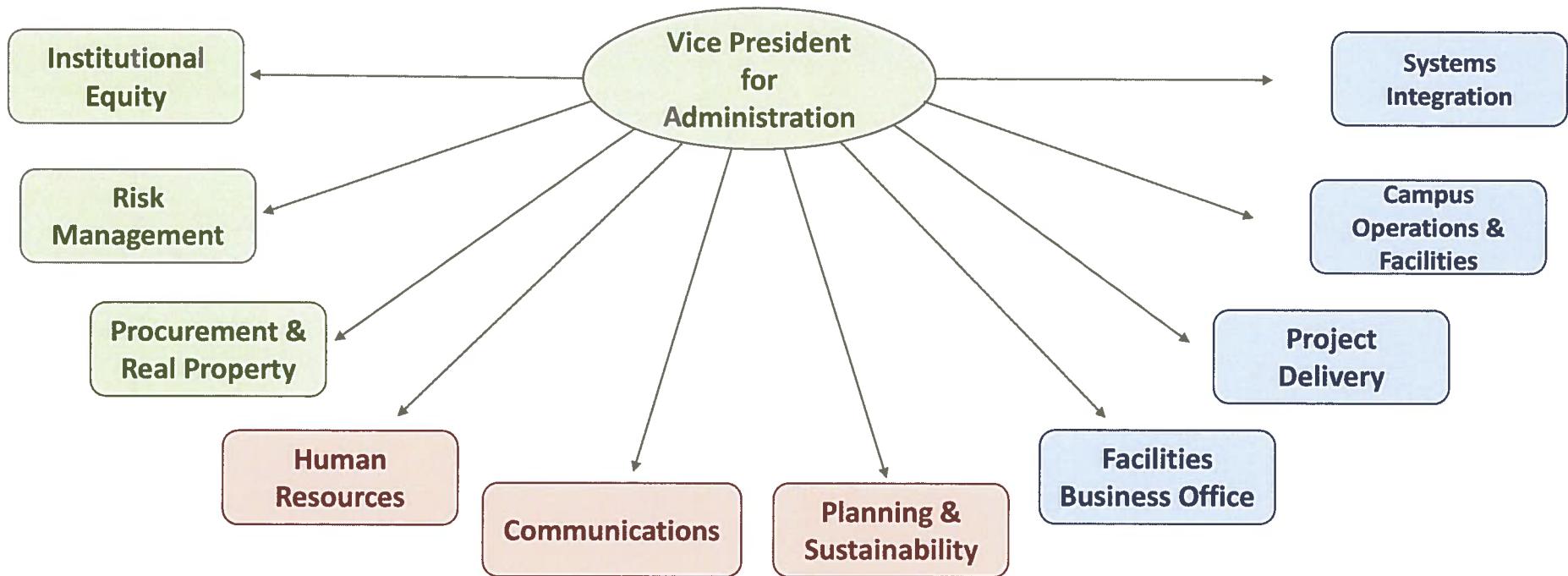
Office of Vice President for Administration

Current



Office of Vice President for Administration

Proposed



Office of Vice President for Administration - Communications

Proposed

Director of Communications

Dan Meisenzahl

Responsible for developing an overall strategy that provides systemwide internal and external communications through strategic partnerships with the internal UH community and external media

**Internal and External Communications
(System)
(Mānoa)**

Execute responsive and transparent communications to external and internal audiences, consistently promoting UH achievements.

**UH News
(System)
(Mānoa)**

Oversee primary UH communication platform where the individual campuses, units, departments and offices input information for strategic dissemination with maximum impact.

**Multimedia Specialists
(System)**

Support and enhance all communications using various media and platforms including web, video, social media and graphic design.

Office of Vice President for Administration – Campus Operations & Facilities *Proposed*

Dir. of Campus Operations &
Facilities
Blake Araki

Responsible for developing a comprehensive repair and preventive maintenance program that strategically addresses work orders, minor facility upgrades and other campus improvements on an on-going basis.

Trade Shops

Buildings & Grounds

Professional/Technical Support

Mechanical Engineering
Electrical Engineering

Warehouse

Work Coordination Center

Safety

Key Management

Operate, repair and maintain UHM facilities, grounds and infrastructure as directed

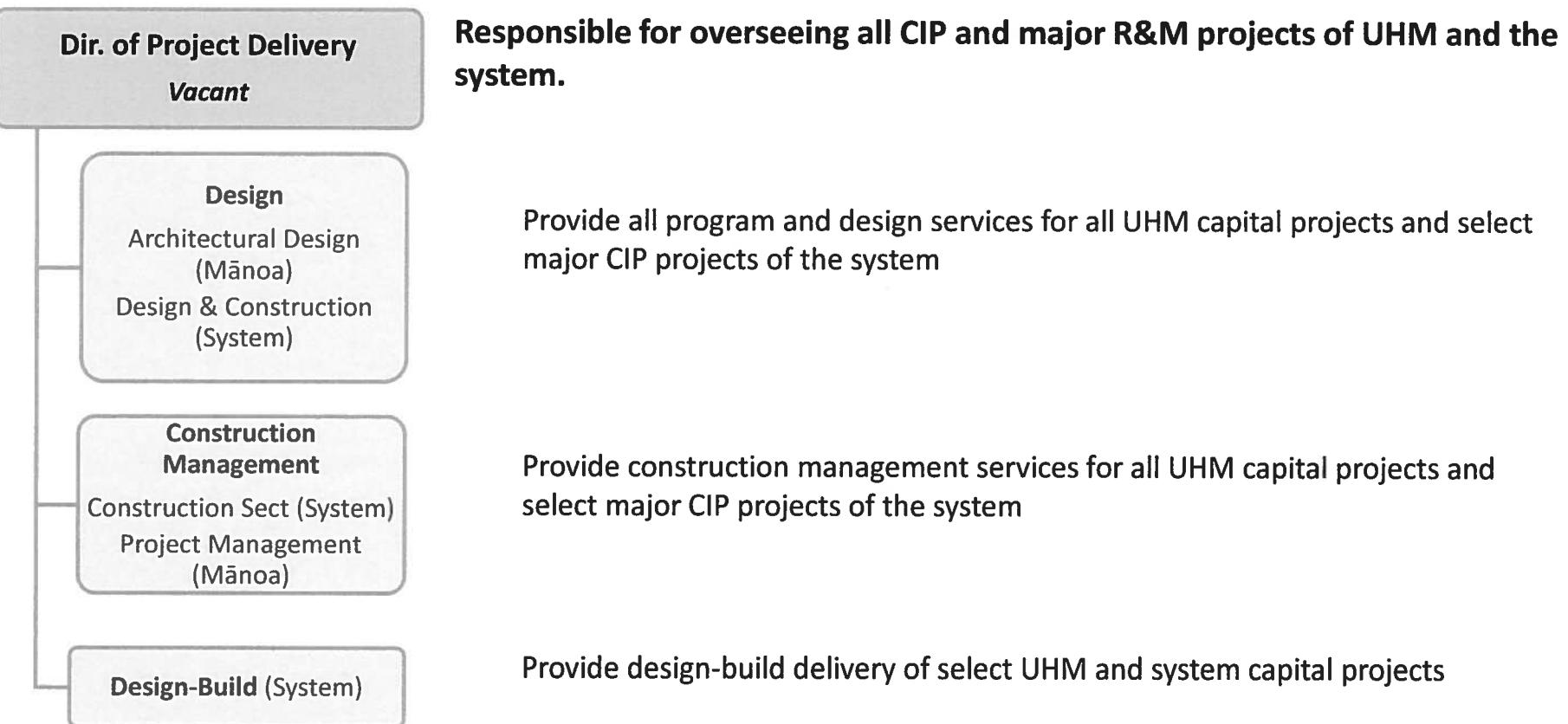
Work with all units to ensure necessary inventory is available to repair, maintain, and service the campus community

Operate the work order system by monitoring and updating status of requests; communicate with the end users

Responsible for compliance with all applicable safety requirements and protocol

Responsible for maintaining existing key management program

Office of Vice President for Administration – Project Delivery *Proposed*



Office of Vice President for Administration – Planning and Sustainability

Proposed

Dir. of Planning &
Sustainability
Jimmy Kurata

Responsible for:

- Developing and implementing a strategic capital program for UHM that aligns with campus academic, student life, and facilities priorities and enhances the overall campus environment through modern facilities and infrastructure
- Coordinating the long range capital plans of the system
- Overseeing sustainability plans and energy management initiatives for the System and UHM.

Planning (Mānoa)

Develop UHM's long range capital plan and space/design standards; maintain UHM's space inventory; and provide analysis of facility-related data

Sustainability (System)

Provide day-to-day oversight and management of campus and system sustainability initiatives, including energy management projects.

Office of Vice President for Administration – Facilities Business Office

Proposed

Dir. Facilities Business Office
Lisa Dau

Responsible for supporting all business requirements of the Facilities and Project Development units through fiscal, procurement, contract administration, and human resources functions.

Human Resources
HR (Mānoa)

Provide all personnel services for newly established Facilities unit

Fiscal
Fiscal Services (Mānoa)
Admin & Support Services
(System)

Provide all budget and fiscal services for the newly established Facilities and Project Development units

Procurement & Contract Administration
Procurement & Property Mgmt (System)
Procurement & Property Mgmt (Mānoa)

Provide all procurement and contract administration services for the newly established Facilities and Project Development units

Office of Vice President for Administration – Systems Integration *Proposed*

**Director of Systems
Integration**

Kathy Wong-Nakamura

**Business Process
Transformation**
(System)
(Mānoa)

**PeopleSoft
Development**
(System - HR)

Technology Integration
(System)

Responsible for managing all information technology and data systems to support operational requirements, utilize and integrate current technology capabilities, provide reliable data for reporting and strategic decision making, and leverage functionality of enterprise systems to support re-engineering and streamlining of processes under the VPA.

Manage data intensive and critical information systems including AiM (work order/asset system), Lokahi (electronic workflow/reporting system), Sightlines (facilities condition index/deferred maintenance database), eBuilder (project management tracking), and a geospatial/GIS graphical database that can organize and exhibit asset information in a user friendly environment

Provide business analysis, integration and development capabilities for the enterprise-wide PeopleSoft program that establishes and tracks all employees within the University; ensures data integrity to produce strategic management reports that provide a basis for organizational and personnel decisions

Directs the strategic utilization and integration of technology capabilities by allowing seamless information sharing and data transfer between systems to maximize functionality for end-users

Office of Vice President for Administration – Human Resources
Proposed

Dir. of Human Resources

Debra Ishii

Responsible for developing the overall framework for the administration of human resources that promotes consistent practices across the university system, and compliance with all applicable laws, rules, policies and CBAs.

Civil Service Employee Relations
(existing)

No change in functional statement.

Classification and Benefits
(existing)

No change in functional statement.

Collective Bargaining and Employee Relations
(existing)

No change in functional statement.

System Support and Administration
(existing)

No change in functional statement.

SUMMARY OF REORGANIZATION

- VPA will assume responsibility for all Mānoa OPF functions to include:
 - Planning;
 - Project Design and Construction;
 - Buildings and Grounds Management;
 - Repair and Maintenance through Trade Shops;
 - Architectural, Mechanical & Electrical Profession/Technical Support;
 - Work Orders and Warehouse; and
 - Support Services (Fiscal, HR, Safety, IT, etc.)
- VPA will also assume responsibility for internal & external communications for Mānoa
- VPA staff will increase from 81 positions to 425 positions
- Mānoa VC for Administration/Finance/Ops staff will decrease from 578 positions to 234 positions
- Consolidation of Facilities reduces at least 4 (up to 8) upper and mid-level management positions
- All existing Mānoa OPF and Communications resources, including positions, salaries, and operating budgets, that are part of this reorganization will be transferred to the System

Item IV.A.4.

Review Committee

Charge to Include

Board Governance

Tasks

Discussion materials

to be distributed

Item V.A.1.

Executive Session

Salary &

Appointment Terms for Assoc. Director, IfA

ITEM TO BE
DISCUSSED IN
EXECUTIVE
SESSION