

Faculty Teaching Workload Policy

John A. Burns School of Medicine
University of Hawai'i at Manoa

Introduction

Faculty members of the John A. Burns School of Medicine at the University of Hawai'i at Manoa are responsible for contributing to the three missions of the University: Teaching, Research and Service. This policy provides school-wide guidelines for the determination of the *teaching* workload for Instructional (I-series) and Medical (M-series) faculty, and has been designed to respect both the University of Hawai'i Administrative Policy on Teaching Assignments for Instructional Faculty (1990) and the authority of Department Chairs – as stewarded by the Dean – to establish departmental workload standards that consider the unique departmental differences in instructional and non-instructional activities.

Policy

Department Chairs shall establish departmental workload standards that consider the unique departmental differences in instructional and non-instructional activities. Instructional workload will be assigned to meet the instructional needs of the learners enrolled in the medical school's undergraduate, graduate, medical student, postgraduate medical (residency and clinical fellowship), and other educational programs.

Parameters, Considerations and Definitions

The expectation set by the Board of Regents (BOR) of the University of Hawai'i is that full-time instructional (I-series) faculty will be responsible for the equivalent of 24 semester credit hours per academic year. It is expected that Medical (M-series) faculty with primary teaching responsibilities will follow similar standards, although by definition the medical faculty will perform much of their teaching in a clinical setting. The BOR also states that individual departments can determine equivalencies based on departmental differences in instructional and non-instructional activities that are important to the given department. Non-instructional activities listed in the University of Hawai'i Administrative Policy on Teaching Assignments for Instructional Faculty (1990) include research/scholarly achievement, professional development, institutional service, advising and counseling, professional service, and public service.

The John A. Burns School of Medicine (JABSOM) is a professional school that has a wide range of unique faculty instructional and non-instructional duties. Instructional activities span a variety of undergraduate, graduate (MS and PhD), and medical student (MD) programs. Residency training and ongoing professional development (including Continuing Medical Education) constitute additional important teaching responsibilities of a medical school. Additionally, medical school faculty have a unique responsibility to engage in productive, extramurally funded research to (1) nurture the teaching of the students, (2) to enhance the reputation of the school nationwide, and (3) to support the physical structure of the medical school campus. In addition to the non-instructional

activities as defined by the University, many JABSOM Instructional and Medical faculty also have significant clinical service responsibilities that are also of great importance to a medical school and provide valuable healthcare to the community. All of these important contributions-should be considered in determining the overall workload and teaching assignments for instructional faculty.

Additionally, as is true for many schools within the University of Hawai'i system, the relatively unique context of the medical school curriculum must be considered in determining teaching assignments and equivalencies for non-instructional activities. As a professional school, JABSOM has a fixed class size, a predetermined tuition structure and a standardized required core curriculum for all medical students, thus resulting in relatively few course offerings and a relatively small number of total credit hours for the actual number of teaching hours. These unique aspects of the JABSOM curriculum must also be factored into determining the overall teaching workload and teaching assignments for instructional faculty.

Guidelines for Department Chairs

With the above considerations, JABSOM encourages Department Chairs to use the following guidelines in determining the teaching workload of individual instructional faculty members. **As defined by the UH Board of Regents, an individual faculty member's overall teaching workload should equate to 24 credits per year using the "teaching workload credit equivalencies" (TWCE) listed below.**

Department Chairs are stewarded by the Dean to establish departmental workload standards that consider the unique departmental differences in instructional and non-instructional activities. Department chairs are strongly encouraged to consider departmental faculty input about departmental practices regarding TWCE assignments, but the assessment of individual faculty teaching assignments reside within the authority of the Department Chair.

While UH JABSOM fully respects this University-wide standard, it also recognizes that the mission and responsibilities of different academic units varies, and that these differences determine the expectations of their faculty. For teaching recognition, teaching takes precedence, although salary supported alternative activities (e.g., grants with salary support or contracted clinical service activity) may proportionately reduce the teaching obligations. Department Chairs may under selected circumstances recognize activity in other categories as equivalencies for teaching based upon the criteria outlined in the policy. With this in mind, UH JABSOM has implemented a model of determining teaching workload equivalencies that considers both the many instructional and non-instructional contributions of faculty to the success of the medical school.

Expectation of Parttime or 'Split-funded' Faculty

The expectation of "24 credits per year" is applied to Instructional ("I") or Medicine ("M") Faculty members with full-time appointments within the medical school. For faculty with less than LO FTE positions within the school, or who have split funding with specific non-teaching expectations tied to the external funding or departmental need, the annual required teaching contribution may be prorated in accordance with their percent FTE covered by appropriated funds. At the discretion of the Chair, a minimum amount of required TWCE may be set for all faculty members who must meet department and school teaching-contact hours criterion for promotion/tenure. Departmental approaches to these special circumstances are made at the level of the Chair, with final approval by the Dean.

'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, 1TWCE equates to 1credit 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.

Faculty Recourse

While JABSOM fully recognizes and supports the concept of shared governance and faculty participation in decision-making, the issue of faculty teaching workload assignments and assessment falls under administrative purview. When a faculty member is dissatisfied with the application of the departmental teaching workload credit equivalencies (TWCE) assigned to him/her and cannot find resolution through discussion with the Department Chair, the faculty member may appeal to the Dean for consultation regarding his/her TWCE assignment. The Dean, or designate, will review all relevant documents provided by the faculty member and Department Chair. Verbal testimony may also be provided by either party. The Dean/designate will then make a written recommendation to the faculty member and Department Chair. If resolution is

not reached, the Dean/designate will adjudicate on behalf of the school. All reviews by Department Chair and/or Dean's office must occur within 15 working days of notification of a disagreement or continued disagreement.

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.: 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.

| 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 | 1TWCE/course credit |

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| course (elective, etc.) | |
| 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 (credited course) | 1TWCE/ course credit |
| Student research advisor (outside of credited course) | 1TWCE/ 15 contact hours |
| | |
| Undergraduate student teaching | |
| Course director - classroom | 1TWCE/ course credit |
| Student research course (credited course) | 1TWCE/ course credit |
| Lecturer (includes laboratories) | 1TWCE/ 15 lecture or lab hours |
| Student research advisor (outside of credited course) | 1TWCE/ 15 contact hours |
| | |
| Graduate student teaching | |
| Course director - classroom | 1TWCE/ course credit |
| Student research course (credited course) | 1TWCE/ course credit |
| Lecturer (includes laboratories) | 1TWCE/ 15 lecture or lab hours |
| Student research advisor (outside of credited course) | 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.

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

| 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 director) | 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 members 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.

Teaching workload credit equivalencies: TWCE for "other unique duties" shall be determined by the respective Department Chair with concurrence of the Dean.

Non-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. *Non-instructional* activities listed in the University of Hawai'i Administrative Policy on Teaching Assignments for Instructional Faculty (1990) include research/scholarly achievement, professional development, institutional service, advising and counseling, professional service, and public service.

In addition to the non-instructional activities as defined by the University, many JABSOM Instructional and Medical faculty also have significant clinical service responsibilities that are also of great importance to a medical school and provide valuable healthcare to the community. While all of these important contributions should be considered in determining the overall workload and teaching assignments for instructional faculty, in determining teaching equivalencies JABSOM places primary value on instructional activities and salary supported alternative activities (e.g., grants with salary support or contracted clinical service activity). Department Chairs may under selected circumstances recognize activity in other categories as equivalencies for teaching based upon the criteria outlined in the sections that follow.

Research/Scholarly achievements.

Research and scholarly activities refer to a broad range of intellectual and other creative activities that normally result in some type of publication, performance or display which is judged by disciplinary peers. This category includes, but is not limited to, manuscripts, grants, books or book chapters, posters, abstracts, and scientific presentations including case reports.

Teaching workload credit equivalencies: TWCE for research and scholarly achievements will be determined by the Department Chair. Extramurally funded research is given top priority by the Dean when considering for equivalency with instructional duties, in proportion to funded FTE. Research and other scholarly activities described above, if without salary support, are generally not considered for equivalency with instructional duties.

Professional development.

This category refers to time spent in activities that contribute to the professional competence of a faculty member. It includes, but is not restricted to, reading that is related to the individual's discipline and the professional, proposal and grant application writing, attending professional meetings including conferences,

conventions and seminars, taking credit and non-credit courses, participating in faculty development activities, and engaging in professional discussion with colleagues.

Teaching workload credit equivalencies: TWCE for professional development can be awarded by the Department Chair. However, within the medical school, these activities should generally not be considered for equivalency with instructional duties.

Institutional service.

This area refers to a broad spectrum of activities including general administration (serving as department chair, program or office director, division chief, faculty senate chair, writing correspondence, keeping records, preparing budgets, etc.), attending meetings and functions common to university campuses, serving on university and/or medical school committees, engaging in other administrative duties, performing faculty senate committee work or filling an executive office, acting as a special project leader or conference coordinator, engaging in new program or curriculum development, performing editorial duties for a journal, serving as advisor to student academic or pre-professional organizations, supervising of graduate assistants and proctors, participation in student admissions decisions, exceptional course preparation responsibilities, serving as a course coordinator, and departmental committee or major curriculum revision responsibilities. JABSOM further recognizes contributions such as coordinating clinical services or research programs, and preparation for national accreditation proceedings, and other Dean appointed directorships or Chair appointed departmental service positions.

Teaching workload credit equivalencies: TWCE for institutional service can be awarded by the Department Chair and/or Dean. However, with the exception of major administrative roles assigned by the Chair or Dean, these activities are generally not considered for equivalency with instructional duties.

Advising and counseling.

This category includes academic advising and counseling of students/trainees, assisting students/trainees in planning their programs, advising of undergraduate, graduate, or professional student groups and/or postgraduate trainees, mentoring of individual students/trainees and related activities. It is an expectation that advising and counseling of learners occurs within other contexts such as teaching courses, supervising clinical training experiences, research projects, etc. This category should be used for advising and counseling activities that do not already fall into other teaching equivalency categories.

Teaching workload credit equivalencies: TWCE for advising and counseling can be awarded by the Department Chair. As noted above, this category should not be used for advising and counseling activities that already fall into other instructional teaching equivalency categories.

Professional service.

This category includes serving a County, State, regional, national, or international society, program or initiative related to the faculty member's discipline and/or professional activities. Roles include officer, board member, journal editor, study section participant, grant proposal reviewer, or mentoring junior faculty members.

Teaching workload credit equivalencies: TWCE for professional service can be awarded by the Department Chair. With the exception of major administrative roles sanctioned by the Chair or Dean, these activities are generally not considered for equivalency with instructional duties.

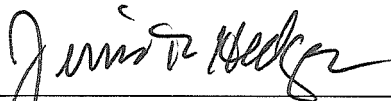
Public service.

Included in this category are activities which normally occur outside of the institution and are related to the faculty member's professional expertise and/or responsibilities. Examples include consulting, presentations to public/community groups, membership in community organizations, writing for popular and non-academic publications, conducting on-campus conferences and workshops for the benefit of the community at large, providing expert testimony at legislative and public hearings or before the courts, assistance to federal, State or county agencies, participating in media coverage, and other activities that serve the public.

Teaching workload credit equivalencies: TWCE for public service can be awarded by the Department Chair. However, these activities are generally not considered for equivalency with instructional duties.

Approved by the JABSOM Faculty Senate on August 12, 2010.

Approved by the JABSOM Executive Committee on September 3, 2010.



J r is Hedges, MD, MS, MMM
Dean

10/19/10

Date

References

University of Hawai'i Administrative Policy on Teaching Assignments for Instructional Faculty
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Section 9-16 "Teaching Assignments for Instructional Faculty"
Bylaws of the Board of Regents
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Memorandum of Agreement on UHM School/College Workload Policies Between the Manoa
Faculty Senate Executive Committee and the Office of the Vice Chancellor for Academic Affairs
Fall 2009