

**HAWAI‘INUIĀKEA SCHOOL OF HAWAIIAN KNOWLEDGE
POLICY ON SPECIALIST FACULTY WORK LOAD ASSIGNMENTS
TENURE TRACK (S, B) SPECIALIST FACULTY**

(Adopted December 1, 2009)

For additional School guidelines see, 2003-2009 Agreement between the University of Hawaii Professional Assembly and the Board of Regents of the University of Hawaii. This School policy aligns with Article IV. Faculty Professional Responsibilities and Workload.

1. A Specialist faculty work-load assignment shall be established annually for each Specialist faculty member of Hawai‘inuiākea School of Hawaiian Knowledge. Due to the nature of the Faculty Specialist 11-month appointment, Faculty Specialist workload periods are defined as Fall (June 1 – December 31) and Spring (January 1 – June 30). The Specialist faculty work-load assignment is developed in consultation with the Center Director/Department Chair and may include administration, program development, direct client services, research and inquiry, professional development, institutional, professional, and community service, as discussed below. See “Categories of Work.”

2. With regards to Specialist faculty work-load, Hawai‘inuiākea School of Hawaiian Knowledge adheres to Appendix B “Supplemental Guideline’s for Specialist Faculty” of the document “Criteria and Guidelines for Faculty Tenure/Promotion Application” as prepared by UH Mānoa’s Office of the Vice Chancellor for Academic Affairs.

Faculty members at a major research university such as the University of Hawai‘i at Mānoa are generally expected to remain productive in three distinct but interrelated categories of activities: teaching, research, and service. This tripartite model, taken in a literal and traditional sense, is most suitable for instructional faculty. In contrast to this are specialist faculty whose role is distinctively complementary to that of instructional faculty, who possess full professional training in the processes and methods of teaching and research, but whose role is to effectively support the academic mission of the university.

As members of the academic community, specialist faculty engage in a myriad of activities designed to provide support to students, to researchers, to other faculty, and to other client groups both within the institution and in the community-at-large. Specialist faculty have the common goal of providing a support system that is prerequisite to academic, research, and/or community stability and success, as well as effectiveness and efficiency of operation for the institution. Specialist faculty activities are not consistent across settings due to the complexity, the number, and the variety of locations and assignments. Nor do specialists’ activities and duties easily lend

themselves to categorization into a tripartite model such as that suggested by the traditional role of instructional faculty.

Scope of Responsibility - The responsibilities of specialist faculty generally involve three distinct categories of activities which can be perceived as parallel to the tripartite model characterizing instructional faculty workload. The categories are: 1) professional activities; 2) research/scholarly activities; and 3) service activities.

3. The portion of Specialist faculty work-load, which is assigned to professional, scholarly, and service activities, shall be established by the Center Director in consultation with the concerned Specialist faculty member.

4. Hawai‘inuiākea School of Hawaiian Knowledge Specialist faculty with appropriate consultation may seek up to 50% of time to work on a funded project (extramural funding). Replacement funding is required for release time that exceeds 25% of time per semester.

CATEGORIES OF WORK

This policy attempts to capture more fully the work of Hawai‘inuiākea Specialist faculty within each category of work: (1) Knowledge Transmission/Professional Activities; (2) Knowledge Production/Scholarly Activities; and (3) Knowledge Application/Service Activities, by:

- a. Outlining School expected Specialist faculty work-load in each category, and
- b. Defining the “quality” of Specialist faculty work in each category.

The activities engaged in by specialists faculty may include but are not limited to the sample activities listed in each of the three areas below. The lists are by no means exhaustive in depth and breadth and not all specialist faculty will be involved in every type of activity listed here. Specific activities may vary greatly from faculty member to faculty member depending on their area of specialization and job description. It is also important to note that activities will also vary for individual specialists from semester to semester.

I. Knowledge Transmission/Professional Activities

The assignment distribution for individual Specialist faculty members in Knowledge Transmission/Professional Activities should generally reflect the following elements:

1) Fifty percent (50% of time) per academic year Hawai‘inuiākea Specialist faculty engaged in those endeavors that reflect the needs of the Department and which can be fulfilled by a specialist. Specialist faculty engage in a variety of activities focused on providing support for academic and research success as well as for facilitating the overall mission of the university or the unit to which they are assigned.

Professional activities encompass a broad spectrum ranging from administrative duties, to sensitive and efficient response to changing client need to program development and delivery of direct client services. The following are some examples of possible professional activities.

- a. Administering, supervising, and/or coordinating programs,
- b. Developing, revising, and/or implementing policies and procedures,
- c. Developing new programs
- d. Strategic planning
- e. Fiscal and or financial budgeting and management
- f. Conducting developmental workshop, seminars, or lectures
- g. Providing leadership in departmental projects and pursuits
- h. Developing new courses/teaching courses
- i. Advising students
- j. Internal reports/documentation
- k. Securing/Ordering/Maintaining resources and equipment for use in support of programs/services

2) A Specialist faculty member engaged in an extramural project, with appropriate consultation may seek up to 50% of release time a year. Replacement funding is required for release time that exceeds 25% of time per semester.

3) See Appendix A: Faculty Specialist Workload Examples (Standard & Reductions for Extramural Assignments)

II. Knowledge Production/Scholarly Activities

Knowledge Production/Scholarly Activities is marked by both the search for new knowledge and the marshaling of specialized knowledge and professional judgment to address social problems and issues of concern to the wider public than the discipline or the academy.

Scholarly Activities includes those activities that demonstrate the achievement and dissemination of knowledge, which advances the field of specialization. Scholarly activities clearly assist the specialist faculty member in his or her own professional growth, and in addition result in some product, program, or service that advances the profession as well as enhances the reputation of their individual unit, Hawai‘inuiākea School for Hawaiian Knowledge, the University of Hawai‘i, and their profession or area of specialization. These kinds of activities can be organized into two subcategories: research and inquiry and professional development. The specialist faculty is not expected to conduct research and publish in refereed and other journals like the instructional faculty. However, traditional research and publication activities are not precluded from the list of possible scholarly activities. Instead, specialists “utilize research and evaluation to ensure that programs and services are relevant and meeting client needs” and to provide “the basis for modification and change” (Appendix B “Supplemental

Guidelines for Specialists”, p. 3). The assigned distribution for Specialist faculty members will generally show the following characteristics:

- 1) Specialist faculty are expected to devote 25% of their assigned time to knowledge production/scholarly activities.
- 2) Specialist faculty are expected to pursue external funding for their work. Emphasis should be placed on funding that would provide salary savings and/or provide overhead costs and/or support graduate research assistants. This is an important element in the annual review of Specialist faculty productivity.
- 3) Specialist faculty members are expected to identify a specific purpose and outcome for each project. Research (basic and applied) and professional development activities should lead to papers, presentations, or other scholarly products. Evaluation reports, community presentations, or other products are also expected results from scholarly activities, whether or not they are externally supported.

If a Specialist faculty member has shown a pattern of non-productivity in these areas, the Center Director will consult and then redistribute the Specialist faculty member's load to best meet the overall commitments of the Center.

The following are some examples of possible scholarly activities:

- a. Assessment/Evaluation: Conducting assessment and or evaluation for various reasons such as, but not limited to, identifying need or interest of a particular group, gauging success, effectiveness, user satisfaction, and/or utilization of program, service, or materials development.
- b. Presentations: Delivery of papers, reports, materials for publication, etc. at local, state, regional, national, or international conferences, colloquia, and/or seminars; presentations given in panels or discussion groups at one's own or other institutions. Plan, organize, or chair a conference or conference sessions(s).
- c. Grants: The conceptualization, compiling, and submittal of grants for projects such as program development, educational resources or upgrades, and research/evaluation purposes. Receive grant award and coordinate, manage, and implement grant project.
- d. Publications: Articles in journals and periodicals; books of original scholarship; chapters in books; textbooks; monographs; computer software programs; other instructional or curriculum materials; user manuals; films; book reviews; brochures; pamphlets; guides; newsletters; checklists; handbooks; compilation of relevant materials; training products/materials.
- e. Research Initiatives: Research investigation into a topic (e.g., reviewing relevant literature, generating hypotheses, collecting, analyzing, and interpreting

data). Development of new research methods, instruments, statistical procedures, tests and inventories, professional techniques. Conducting applied research which results in materials such as curriculum guides, teaching aids, classroom lessons/activities/resources, and instructional modules for improvement, or contributes to program development. Conceptualizing, researching, preparing, and facilitating the dissemination of information for internal and external clients based on the field of specialization.

- f. **Other Scholarly Activities:** Serving as editor or member of editorial board of a professional journal, conference proceedings or other professional publications. Obtaining national recognition for professional accomplishments. Receiving awards/grants for professional research and development activities. Serving on theses or dissertation committees. Formal review of scholarly pieces (e. g. book manuscripts, articles, publication proposals) for internal and external clients.
- g. **Workshops/conferences/seminars attended:** Attendance at workshops, conferences, and/or seminars which builds and strengthens the scholarly knowledge and/or professional skills and abilities of the specialist.
- h. **Studying for/completing requirements for advanced degree:** The completion of course work beyond Master's degree courses. The conferring of an advanced degree in field of specialization, certification, or licensure.
- i. **Professional associations:** Active membership and participation in professional associations related to the area of specialization and/or specialist duties.
- j. **Other professional development activities:** Other contributions to professional activities that support remaining current with literature and professional associations relevant to area of expertise.

III. Knowledge Application/Service Activities

Service and outreach work-load assignments will require some flexibility in order for the individual and the Center to meet its internal administrative obligations and external community and professional commitments. Assignments will vary, not only from semester to semester, but from year to year. However, the assigned distribution for Specialist faculty members will generally show the following characteristics:

- 1) Given the primary role of specialist faculty to support their units within the institution as well as other client groups in the community-at-large, specialist faculty is expected to devote 25% of their assigned time to knowledge application/service activities.
- 2) Specialist faculty is expected to be good citizens of their program, center/unit, school/college, university, and communities (professional and Native Hawaiian communities).

3) Center, School and University committees are part of the normal load of the University faculty. Load consideration may be given for certain assignments that require undue time and energy. Exceptions are unusual and negotiated with the Center Director.

Knowledge Application/Service and Outreach allow Specialist faculty members to apply their knowledge and expertise through many forms of institutional and professional service at local, national, and international levels. They take their service responsibilities seriously, and apply their creative energies to the identification and solution of problems in their work units, schools/colleges and institutions, as well as in their professional associations and in their communities. Sub-categories:

- A. Institutional Service
- B. Professional Service and Special Assignments
- C. Community Service

Institutional Service: Specialist faculty members are frequently called upon to engage in a variety of activities necessary for maintaining institutional vitality. It is expected that Specialist faculty participate willingly and effectively in Specialist faculty governance and in the formation and implementation of Center, School and University policies. They also may carry out administrative responsibilities at the program, Center, School or University level. They work collaboratively with other Specialist faculty and administrators and assume an appropriate share of the institutional work for which the Specialist faculty is responsible. In doing so, they demonstrate leadership and initiative and express a spirit of helpfulness.

Professional Service and Special Assignments: Specialist faculty also realizes the application of knowledge when they share their knowledge, skills and experiences with professional colleagues, practitioners, and community members. They do this by serving as members or leaders of local, national, and international professional associations or commissions, editorial staffs, advisory groups, taskforces and boards, and so on. Facilitation services to groups are another example.

Community Service: In providing service and outreach activities, Specialist faculty develop effective and rewarding relationships with peers outside the academy and further the larger service and outreach mission of the Hawai‘inuiākea and UH Mānoa.

Appendix A: Faculty Specialist Workload Examples (Standard and Reductions for Extramural Assignments)

1. Standard Faculty Specialist Workload

Each faculty specialist is expected to engage in 50% of time in professional activities and 25% of time for each scholarly activities and service activities for a total of 100% of time for both the Fall and Spring periods.

Faculty Specialist % of time					
Name	Code	Work-Load Fall (July 1 – December 31)	Work-Load Spring (January 1 – June 30)	%	%
Dir	S-2	Director Research Service	Director Research Service	75 15 10	75 15 10
IT	S-3	Director Research Online MA	Director Research Outreach*	40 15 35	35 20 00*
Librarian II	B-2	Admin Reference Services Land Docs Service	Admin Reference Services Genealogy Service	55 15 20 10	55 15 20 10

*Extramural Funding: Grant to develop online Hawaiian language modules for K-6.

**HAWAI‘INUIĀKEA SCHOOL OF HAWAIIAN KNOWLEDGE
SPECIALIST FACULTY WORK LOAD ASSIGNMENT
TENURE TRACK (S, B) SPECIALIST FACULTY**

Specialist Faculty: _____ **Signature/Date:** _____

Center Director: _____ **Signature/Date:** _____

For Academic Year: _____

A Specialist faculty 11-month work-load assignment shall be established annually for each Specialist faculty member of HSHK. The Specialist faculty work-load assignment is developed in consultation with the Center Director and may include administration, program development, direct client services, research and inquiry, professional development, institutional professional, and community service. HSHK adheres to the UHPA and BOR most current agreements. A summary of your work load follows:

Category of work	Work Load	% of time
Fall (July 1 – December 31)		
Professional Activities		
Scholarly Activities		
Service Activities		
Fall Total (100%)		
Spring (January 1 – June 30)		
Professional Activities		
Scholarly Activities		
Service Activities		
Spring Total (100%)		

**HAWAI‘INUIĀKEA SCHOOL OF HAWAIIAN KNOWLEDGE
POLICY ON FACULTY WORKLOAD ASSIGNMENTS
I-2 (INSTRUCTORS) FACULTY**

(Adopted December 1, 2009)

For additional School guidelines see, 2003-2009 Agreement between the University of Hawai‘i Professional Assembly and the Board of Regents of the University of Hawai‘i. This School policy aligns with Article IV. Faculty Profession Responsibilities and Workload.

1. An I-2 faculty workload assignment shall be established annually for each faculty member of Hawai‘inuiākea School of Hawaiian Knowledge. The I-2 faculty workload assignment is developed in consultation with the Center Director/Department Chair and may include teaching, advising, research, engagement, service, outreach, and/or administration as discussion below. See “Categories of Work.”

2. With regards to I-2 faculty workload, Hawai‘inuiākea School of Hawaiian Knowledge adheres to the UHPA and BOR most current agreement of 24 student credit hours (henceforth, sch) per academic year; 12 sch in the fall semester and 12 sch in the spring semester.

Section 9-16 Teaching Assignments for Instructional Faculty. 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.

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

(1) 24 semester credit hours per academic year at the University of Hawai‘i at Mānoa. (2003-2009)

3. The portion of faculty workload (24 sch), which is assigned to advising, research, engagement, service, and outreach shall be established by the Center Director in consultation with the concerned I-2 faculty member.

4. While “administration” is not mentioned in the minimum I2 duties and responsibilities (see Board Regents, 9-11), there may be circumstances in which the I2 faculty may serve in an administrative capacity to their program. The Center Director or Dean shall establish that portion of the faculty workload, which is assigned to administration, as appropriate.

In keeping with the Dean’s Office and UHPA agreement, faculty supported exclusively by general funds are expected to teach 9.0 to 12.0 sch per semester with the expectation that each faculty member would devote some combination of their allotted units on advising, program leadership, research, engagement, and service.

5. Hawai‘inuiākea School of Hawaiian Knowledge Instructional (I-2) faculty are responsible for teaching 9.0-12.0 sch per academic semester (18.0-24.0 sch per academic year). With appropriate consultation with I-2 faculty members may engage in an equivalent of 3.0 schs per semester (6.0 schs per academic year) of research, service, advising, and/or administration (see “Categories of Work”). Only under exceptional circumstances shall an I-2 faculty member’s workload fall below 9 SCH in a single semester. The Dean’s Office must approve this.

A. Qualifying circumstances for I-2 faculty workload dropping below 12 SCH in a semester to 9 SCH may include, but not be limited to, teaching 300 and 400 level courses, research projects, as defined within the guidelines illustrated herein for I-2 faculty, and/or a doctoral program.

B. With appropriate consultation, an I-2 faculty member may seek up to 6.0 schs per semester (12.0 schs per academic year) to work on a funded project (extramural funding).

C. Exceptional circumstances whereby permitting an I-2 faculty’s workload to fall below 9 SCH in a single semester may include, but not be limited to, doctoral studies and other duties as defined herein that qualify as circumstances for release, special projects that are deemed as important to the Center and/or the community abroad in combination with other determining factors justifying release time.

CATEGORIES OF WORK

This policy attempts to capture more fully the work of Hawai‘inuiākea faculty within each category of work: (1) Teaching and Advising; (2) Research and Engagement; and (3) Service and Outreach, by:

- A. Outlining School expected faculty workload in each category, and
- B. Defining the “quality” of faculty work in each category.

Teaching and Advising (Knowledge Transmission)

The assignment distribution for individual faculty members in teaching and advising should generally reflect the following elements:

1. Twenty-four (24)-semester credit hours per academic year or twelve (12) semester credit hours per semester. Hawai‘inuiākea Instructional faculty are expected to teach a minimum of 9.0 schs per academic semester (18.0 per academic year). This number may be reduced an additional 3.0 schs per semester (no less than 6.0 schs per academic semester) to accommodate a faculty members extramural-funded research and/or engagement commitments. Replacement funding is required for release time that exceeds 3.0 schs per academic semester as well as Dean’s Office approval. An Instructional faculty member is responsible, at minimum, for teaching 6.0-8.0 semester credit hours per semester. (See statements that follow.)

2. Consideration for increases or reductions in teaching load shall include (a) the extent to which the faculty member is actively engaged in research, engagement, and/or outreach, (b) the number of M.A. and PH.D. Candidate committees (I-2 with Ph.D. may sit on both M.A. and Ph.D. committees but cannot chair; I-2 with M.A. can sit on M.A. committee but cannot chair),

and (c) Center resources in the emphasis area in which the faculty member teaches. This is to be determined in consultation with the Center Director/Department Chair. Note that there is no automatic buy-down. Here are several **examples**:

- A. The following guideline could be used in determining course release for 400-level course instruction and advising, writing intensive course, capstone course: A course release of no more than 3.0 schs per academic year.
- B. The following guidelines could be used in determining course release for M.A. and Ph.D. graduate instruction and student advising:
 - 6+ MA candidates actively writing a thesis or preparing a presentation/performance no more than 3.0 schs per academic year.
 - 3+ Ph.D. candidates actively writing a dissertation no more than 3.0 schs per academic year.
- C. The following guidelines could be used in determining course release for funded research and/or engagement work:
 - 10%-12.5% Salary Savings: 1 course (3.0 credit) release per academic year.
 - 13%-25% Salary Savings: 1 course (3.0 credits) release per semester.

3. Should a faculty member engage in a combination of funded research and/or instruction of 400-level, writing intensive, capstone course and/or MA and/or Ph.D. instruction and advising, the Center Director, in consultation with the Dean, will determine a fair course release in consultation with the concerned faculty member.

4. **See Appendix A: *Standard Teaching Assignment Reductions for Administration Assignments*** for further information and examples of I-2 faculty workload.

Teaching and Advising/Knowledge Transmission is marked by the dissemination of knowledge both by teaching and inspiring learners to inquire for themselves.

I-2 Faculty who excel in Instruction and Programmatic Advising demonstrate command of subject content, employ engaging pedagogy and instructional strategies, use appropriate techniques that foster and measure learning, and foster respect and community building among learners. Faculty are also encouraged to demonstrate excellence through scholarly critique of and reflection on their development as a teacher. Scholarly critique and reflection might address fundamental questions of content (how is the content conceptualized and selected?), learning (what kinds of student learning are emphasized and why?), the intersections of instructional design and pedagogy (how is content learned?), assessment (what sorts of evidence of learning is collected and why?), or other critical understandings of teaching. Attention to development in teaching (reflecting activities in the past year) might include an account of how the teaching of a particular course or topic has changed over time or how one's ideas about teaching or identity as a teacher has changed.

In addition, I-2 faculty who excel in a particular subject area may be asked to serve on a graduate student committee. In such a case, s/he should demonstrate effective communication with graduate student(s) (Masters, Educational Specialist, and Doctoral) that clearly presents degree requirements, charts student progress, motivates learning and progress to degree completion (graduation), and fosters respectful relationships.

Research and Engagement (Knowledge Production)

Research and engagement workload assignments will require some flexibility in order for the individual and the Center to achieve optimal scholarly productivity. Assignments will vary, not only from semester to semester, but also from year to year. However, the assigned distribution for faculty members will generally show the following characteristics:

1. Faculty are expected to devote time, as defined by the unit faculty and in consultation with the Center Director/Department Chair, to research and engagement.
2. The active pursuit of external funding shall be considered exemplary service to the Department, the School, the University, and the community. External funding that provides salary savings and/or overhead costs and/or support for graduate research assistants are particularly favorable. Those faculty members who engage in such activity should count this as an integral element of their faculty workload.
3. Faculty members are expected to identify a specific purpose and outcome for each project. Papers, presentations, or other scholarly products are expected results from research activities, whether or not they are externally supported. Evaluation reports, community presentation, or other engagement products are expected results from engagement activities, whether or not they are externally supported.

If a faculty member has shown a pattern of non-productivity in these areas, the Center Director will consult and then redistribute the faculty member's load to best meet the overall commitments of the Center.

Research and Engagement/Knowledge Production is marked by both the search for new knowledge and the marshaling of specialized knowledge and professional judgment to address social problems and issues of concern to the wider public than the discipline or the academy. Sub-categories:

- A. Research and Inquiry
- B. Engagement Scholarship

A. Research and Inquiry includes the discovery, reconceptualization, and synthesis of knowledge, and the use of high standards of technical expertise, professional judgment and intellectual honesty in the pursuit and creating of new knowledge. Faculty members who excel in Research and Inquiry make original and useful contributions that are respected by their colleagues and peers, both within and outside of the University. Through their efforts, they foster or spark new research and have an impact on scholarship in their area of specialization. They are aware of new developments and strive to broaden and deepen their knowledge and understanding of their specialties and, where relevant, related fields. Evidence of excellence in Research and Inquiry includes published and unpublished writings reporting on research and inquiry, such as journal articles, books, book chapters, book reviews, technical reports, grant proposals, and conference papers. Evidence may include other forms of disseminating one's scholarship, such as

seminar presentations, lectures, performances, exhibits, and invitations to participate in others' research activities.

B. Faculty who excel in Engagement Scholarship interprets their own scholarship and that of others for practitioners and lay audiences. They identify problems and issues of practice and develop new ways to instruct, inform and assist their clientele in solving those problems. They are knowledgeable about current research and new developments in their areas of specialization and demonstrate the ability to interpret, facilitate, or apply this knowledge to meet the needs of their publics. They are successful in communicating and maintaining professional relationships with practitioners, especially with regard to the linkage between problems of practice and the ability of scholarship to inform those problems. Because there is an expectation of scholarship associated with these activities, evidence of excellence can reflect both published and unpublished writings and presentation. Contributions to the field of practice are jointly determined by the quality of activities and the number of practitioners whose lives are touched by these activities. Therefore, evaluations from practitioners and other colleagues of workshops and in-service activities, consultations, audio and video materials developed are appropriate evidence. Evidence of excellence could include writing in newsletters, books, program evaluations, and other resources and publications oriented to practitioners, their respective clientele, and the improvement of practice, manuscript and proposal reviews, and grant and contract proposals.

Service and Outreach (Knowledge Application)

Service and outreach workload assignments will require some flexibility in order for the individual and the Center to meet its in internal administrative obligations and external community and professional commitments. Assignments will vary, not only from semester to semester, but also from year to year. However, the assigned distribution for faculty members will generally show the following characteristics:

1. Faculty are expected to be good citizens of their program, center/unit, school/college, university, and communities (e.g., professional, Native Hawaiian, Pacific Island, and global indigenous communities).
2. Center, School and University committees are part of the normal load of the University I-faculty. Load consideration may be given for certain assignments that require undue time and energy. Exceptions are unusual and negotiated with the Center Director.

Service and Outreach/Knowledge Application: Faculty members apply their knowledge and expertise through many forms of institutional and professional service at local, national, and international levels. They take their service responsibilities seriously, and apply their creative energies to the identification and solution of problems in their work units, schools/colleges and institutions, as well as in their professional associations and in their communities. Sub-categories:

- A. Institutional Service
- B. Professional Service

Institutional Service. Faculty members are frequently called upon to engage in a variety of activities necessary for maintaining institutional vitality. It is expected that faculty participate willingly and effectively in faculty governance and in the formation and implementation of Center, School and University policies. They also may carry out administrative responsibilities at the program, Center, School or University level. They work collaboratively with other faculty and administrators and assume an appropriate share of the institutional work for which the faculty is responsible. In doing so, they demonstrate leadership and initiative and express a spirit of helpfulness.

Professional Service: Faculty also realize the application of knowledge when they share their knowledge, skills and experiences with professional colleagues, practitioners, and community members. They do this by serving as members or leaders of local, national, and international professional associations or commissions, editorial staffs, advisory groups, taskforces and boards, and so on. Facilitation services to groups are another example. In providing professional service, faculty develop effective and rewarding relationships with peers within and outside the academy and further the larger service and outreach mission of the Hawai‘inuiākea and UH Mānoa.

Appendix A: Standard Teaching Assignment Reductions for Administration Assignments

An I-2 Faculty Member who teaches the expected 24 SCH per academic year may be granted, after consultation with the Center Director/Department Chair, a minimum three (3.0) sch teaching assignment reduction in the following semester for activities such as, but not limited to, the following:

- Curriculum development that leads to online learning
- Curriculum development that leads to new MA or Ph.D. program
- Curriculum revisions that lead to substantial program change
- Program assessment and development (results in reports and/or program revisions)
- Research and development in teaching pedagogy online and/or hybrid
- Development of grant or contract proposals (a minimum of \$500,000.00)
- Providing expert technical assistance to federal, state, county, and other agencies that serve the public and benefit the college or UH system
- M.A. and Ph.D. student mentoring programs

EXAMPLES

Faculty (Instructional and Specialist)							
Name	Code	Workload Fall Semester	Workload Spring Semester	Credit FS	Credit SS	Est # of Students FS/SS	Actual # of Students FS/SS
Instructor (HS)	I-2	100	100	3.0	3.0	35/35	35/34
		200	300	3.0	3.0	35/33	25/23
		200	400	3.0	3.0	25/25	20/15
		300	400	3.0	3.0	25/24	20/20
Instructor (HS)	I-2	100	200	3.0	3.0	35/35	30/30
		100	300	3.0	3.0	35/35	25/25
		200	Online	3.0	3.0	30/30	25/20
		Online Dev.	Online	3.0	3.0		25/25
Instructor (HL)	I-2	300	300	3.0	3.0	15/15	15/15
		300	400	3.0	3.0	15/15	15/15
		Online 201	Online 202	3.0	3.0	20/18	25/25
		Online Dev.	Online 300	3.0	3.0		15/15
Instructor (HL)	I-2	Online 100	Online 100	3.0	3.0	25/25	25/25
		Online 100	Online 100	3.0	3.0	25/25	25/25
		Online 101	Online 102	3.0	3.0	25/25	25/25
		300	400	3.0	3.0	15/15	15/15

Appendix B: Summer Teaching Appointments

When a center guarantees a summer assignment to a faculty member whose regular appointment is on an academic year basis, both the faculty member and the center director or dean of the appointing center must sign the appropriate Summer Load and Salary form. This guarantees that the faculty member will be available for services at the University. This agreement may be broken by mutual consent of the center director, the dean and the faculty member. Likewise, if a faculty member whose regular appointment is on an academic year basis is given an appointment with a limited guarantee (one based on enrollment) both the faculty member and the center director must sign the appropriate Summer Load and Salary form. The faculty member's signature would signify understanding of this condition, and also guarantee that the faculty member will be available for services at the University.

If a faculty member appointed on an academic year basis will be teaching without compensation in the summer semester in exchange for a semester off during the following academic year, a Memorandum of Understanding must be completed and approved by the Office of the Dean prior to the beginning of summer semester. The Center Director should forward the completed form to the Dean's Office.

Teaching Load:

The period of assignment for academic year basis faculty engaged in instruction will be limited to three-four (3-4) courses or eight-twelve (8-12) SCH over the summer. Term periods are generally:

Summer Session I: May to July

Summer Session II: July to August

Summer Session Varied Date: May to August (variable)

HAWAIIAN KNOWLEDGE
FACULTY WORK LOAD ASSIGNMENT
I-2 (INSTRUCTOR) FACULTY

Faculty:

Signature:

Date:

Center Director:

Signature:

Date:

For Academic Year:

A faculty workload assignment shall be established annually for each faculty member of HSHK. The faculty workload assignment is developed in consultation with the Center Director and may include teaching, advising, research, engagement, service, outreach, and/or administration. HSHK adheres to the UHPA and BOR most current agreement of 24 units academic year; 12 units fall semester and 12 units spring semester. A summary of your workload follows:

Category of work	Work Load	Credits
Fall Semester		
Teaching & Advising		
Research & Engagement		
Service & Outreach		
Semester Total		
Spring Semester		
Teaching & Advising		
Research & Engagement		
Service & Outreach		
Semester Total		
ACADEMIC YEAR TOTAL		

**HAWAI‘INUIĀKEA SCHOOL OF HAWAIIAN KNOWLEDGE
POLICY ON FACULTY WORK LOAD ASSIGNMENTS
TENURE TRACK (I-3 and above) FACULTY**

(Adopted December 1, 2009)

For additional School guidelines see, 2003-2009 Agreement between the University of Hawai‘i Professional Assembly and the Board of Regents of the University of Hawai‘i. This School policy aligns with Article IV. Faculty Professional Responsibilities and Workload.

1. A faculty workload assignment shall be established annually for each faculty member of Hawai‘inuiākea School of Hawaiian Knowledge. The faculty workload assignment is developed in consultation with the Center Director/Department Chair and may include teaching, advising, research, engagement, service, outreach, and/or administration as discussion below. See “Categories of Work.”
2. With regards to faculty workload, Hawai‘inuiākea School of Hawaiian Knowledge adheres to the UHPA and BOR’s most current agreement of 24 units academic year; 12 units fall semester and 12 units spring semester.

Section 9-16 Teaching Assignments for Instructional Faculty. 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.

- a. Except as otherwise provided herein, the standard teaching assignments for full-time instructional Faculty shall be as follows:
 - (1) 24 semester credit hours per academic year at the University of Hawai‘i at Mānoa. (2003-2009)

3. The portion of faculty workload (24 units), which is assigned to advising, research, engagement, service, and outreach shall be established by the Center Director in consultation with the faculty member.

4. The portion of the faculty workload, which is assigned to administration, shall be established by the Center Director or Dean as appropriate.

In keeping with the Dean’s Office and UHPA agreement, faculty supported exclusively by general funds are expected to teach 12.0 student credit hours (sch) per semester, a minimum of 6.0 student credit hours (sch) per semester, with the expectation that each

faculty member would devote some combination of their allotted units on advising, program leadership, research, engagement, and service.

5. Hawai‘inuiākea School of Hawaiian Knowledge Instructional faculty (I-3 and above) are responsible for teaching 8.0-9.0 sch per academic semester (16.0-18.0 sch per academic year). Additionally, faculty members are expected to engage in an equivalent of 3.0-4.0 schs per semester (6.0-8.0 schs per academic year) of research, service, advising, and/or administration (see “Categories of Work”). With appropriate consultation a faculty member may seek up to 6.0 schs per semester (12.0 schs per academic year) to work on a funded project (extramural funding). Replacement funding is required for release time that exceeds 3.0 schs per academic semester.

CATEGORIES OF WORK

This policy attempts to capture more fully the work of Hawai‘inuiākea faculty within each category of work: (1) Teaching and Advising; (2) Research and Engagement; and (3) Service and Outreach, by:

- a. Outlining School expected faculty work-load in each category, and
- b. Defining the “quality” of faculty work in each category.

Teaching and Advising (Knowledge Transmission)

The assignment distribution for individual faculty members in teaching and advising should generally reflect the following elements:

1. Twenty-four (24)-semester credit hours per academic year or twelve (12) semester credit hours per semester. Hawai‘inuiākea Instructional faculty is expected to teach 8.0-9.0 schs per academic semester (16.0-18.0 per academic year). This number may be reduced an additional 3.0 schs per semester (to no less than 6.0 schs per academic semester) to accommodate a faculty member’s extramural-funded research and/or engagement commitments. An Instructional (I-3+) faculty member is responsible, at minimum, for teaching 6.0-8.0 semester credit hours per semester. (See statements that follow.)
2. Consideration for increases or reductions in teaching load shall include (a) the extent to which the faculty member is actively engaged in research, engagement, and/or outreach, (b) the advising load of the faculty member of M.A. and PH.D. Candidates, and (c) Center resources in the emphasis area in which the faculty member teaches. This is to be determined in consultation with the Center Director/Department Chair. Note that there is no automatic buy-down. Here are several **examples**:
 - A. The following guideline could be used in determining course release for 400-level course instruction and advising, writing intensive course, capstone course: A course release of no more than 3.0 schs per academic year.
 - B. The following guidelines could be used in determining course release for M.A. and Ph.D. graduate instruction and student advising:

- 6+ MA candidates actively writing a thesis or preparing a presentation/performance no more than 3.0 schs per academic year.
 - 3+ Ph.D. candidates actively writing a dissertation no more than 3.0 schs per academic year.
- C. The following guidelines could be used in determining course release for funded research and/or engagement work:
- 10%-12.5% Salary Savings: 1 course (3.0 credit) release per academic year.
 - 13%-25% Salary Savings: 1 course (3.0 credit) release per semester.

3. Should a faculty member engage in a combination of funded research and/or instruction of 400-level, writing intensive, capstone course and/or MA and/or Ph.D. instruction and advising, the Center Director will determine a fair course release in consultation with the faculty member.

4. **See Appendix A: Standard Teaching Assignment Reductions for Administration Assignments** for further information and examples of faculty workload.

Teaching and Advising/Knowledge Transmission is marked by the disseminate knowledge both by teaching and inspiring learners to inquire for themselves. Sub-categories:

- A. Instruction and Programmatic Advising
- B: Master Thesis and/or Doctoral Dissertation Advising

A. Faculty who excel in Instruction and Programmatic Advising demonstrate command of subject content, employ engaging pedagogy and instructional strategies, use appropriate techniques that foster and measure learning, and foster respect and community building among learners. In addition, faculty who excel in this sub-area demonstrate effective communication with advisees (Masters, Educational Specialist, and Doctoral) that clearly presents degree requirements, charts student progress, motivates learning and progress to degree completion (graduation), and fosters respectful relationships. Faculty are also encouraged to demonstrate excellence in Teaching A: Instruction and Programmatic Advising through scholarly critique of and reflection on their development as a teacher. Scholarly critique and reflection might address fundamental questions of content (how is the content conceptualized and selected?), learning (what kinds of student learning are emphasized and why?), the intersections of instructional design and pedagogy (how is content learned?), assessment (what sorts of evidence of learning is collected and why?), or other critical understandings of teaching. Attention to development in teaching (reflecting activities in the past year) might include an account of how the teaching of a particular course or topic has changed over time or how one's ideas about teaching or identity as a teacher has changed.

B. Faculty who excel in Master Thesis and/or Doctoral Dissertation Advising are actively involved in the proposal and/or dissertation writing work of doctoral students (as chair or committee member). Their efforts foster intellectual curiosity and challenge the student(s) to examine critical issues in education that have both theoretical and practical

implications. Additionally, active advising builds scholarly writing skills and student self esteem, fosters respectful relationships, and develops life-long learning skills. Evidence of excellence in Teaching B is demonstrated through evidence of student progress to degree, e.g., successful dissertation proposal defense, successful dissertation defense, graduation.

Research and Engagement (Knowledge Production)

Research and engagement workload assignments will require some flexibility in order for the individual and the Center to achieve optimal scholarly productivity. Assignments will vary, not only from semester to semester, but also from year to year. However, the assigned distribution for faculty members will generally show the following characteristics:

1. Faculty are expected to devote 25% of their assigned time to research and engagement.
2. The active pursuit of external funding shall be considered exemplary service to the Department, the School, the University, and the community. External funding that provides salary savings and/or overhead costs and/or support for graduate research assistants are particularly favorable. Those faculty members who engage in such activity should count this as an integral element of their faculty workload.
3. Faculty members are expected to identify a specific purpose and outcome for each project. Papers, presentations, or other scholarly products are expected results from research activities, whether or not they are externally supported. Evaluation reports, community presentation, or other engagement products are expected results from engagement activities, whether or not they are externally supported.

If a faculty member has shown a pattern of nonproductivity in these areas, the Center Director will consult and then redistribute the faculty member's load to best meet the overall commitments of the Center.

Research and Engagement/Knowledge Production is marked by both the search for new knowledge and the marshaling of specialized knowledge and professional judgment to address social problems and issues of concern to the wider public than the discipline or the academy. Sub-categories:

- A. Research and Inquiry
- B. Engagement Scholarship

A. Research and Inquiry includes the discovery, reconceptualization, and synthesis of knowledge, and the use of high standards of technical expertise, professional judgment and intellectual honesty in the pursuit and creating of new knowledge. Faculty members who excel in Research and Inquiry make original and useful contributions that are respected by their colleagues and peers, both within and outside of the university.

Through their efforts, they foster or spark new research and have an impact on scholarship in their area of specialization. They are aware of new developments and strive to broaden and deepen their knowledge and understanding of their specialties and, where relevant, related fields. Evidence of excellence in Research and Inquiry includes published and unpublished writings reporting on research and inquiry, such as journal articles, books, book chapters, book reviews, technical reports, grant proposals, and conference papers. Evidence may include other forms of disseminating one's scholarship, such as seminar presentations, lectures, performances, exhibits, and invitations to participate in others' research activities.

B. Faculty who excel in Engagement Scholarship interprets their own scholarship and that of others for practitioners and lay audiences. They identify problems and issues of practice and develop new ways to instruct, inform and assist their clientele in solving those problems. They are knowledgeable about current research and new developments in their areas of specialization and demonstrate the ability to interpret, facilitate, or apply this knowledge to meet the needs of their publics. They are successful in communicating and maintaining professional relationships with practitioners, especially with regard to the linkage between problems of practice and the ability of scholarship to inform those problems. Because there is an expectation of scholarship associated with these activities, evidence of excellence can reflect both published and unpublished writings and presentation. Contributions to the field of practice are jointly determined by the quality of activities and the number of practitioners whose lives are touched by these activities. Therefore, evaluations from practitioners and other colleagues of workshops and in-service activities, consultations, audio and video materials developed are appropriate evidence. Evidence of excellence could include writing in newsletters, books, program evaluations, and other resources and publications oriented to practitioners, their respective clientele, and the improvement of practice, manuscript and proposal reviews, and grant and contract proposals.

Service and Outreach (Knowledge Application)

Service and outreach work-load assignments will require some flexibility in order for the individual and the Center to meet its internal administrative obligations and external community and professional commitments. Assignments will vary, not only from semester to semester, but also from year to year. However, the assigned distribution for faculty members will generally show the following characteristics:

1. Faculty are expected to be good citizens of their program, center/unit, school/college, university, and communities (professional and Native Hawaiian communities).
2. Center, School and University committees are part of the normal load of the University professor. Load consideration may be given for certain assignments that require undue time and energy. Exceptions are unusual and negotiated with the Center Director.

Service and Outreach/Knowledge Application: Faculty members apply their knowledge and expertise through many forms of institutional and professional service at local, national, and international levels. They take their service responsibilities seriously, and apply their creative energies to the identification and solution of problems in their work units, schools/colleges and institutions, as well as in their professional associations and in their communities. Sub-categories:

- A. Institutional Service
- B. Professional Service

Institutional Service. Faculty members are frequently called upon to engage in a variety of activities necessary for maintaining institutional vitality. It is expected that faculty participate willingly and effectively in faculty governance and in the formation and implementation of Center, School and University policies. They also may carry out administrative responsibilities at the program, Center, School or University level. They work collaboratively with other faculty and administrators and assume an appropriate share of the institutional work for which the faculty is responsible. In doing so, they demonstrate leadership and initiative and express a spirit of helpfulness.

Professional Service: Faculty also realizes the application of knowledge when they share their knowledge, skills and experiences with professional colleagues, practitioners, and community members. They do this by serving as members or leaders of local, national, and international professional associations or commissions, editorial staffs, advisory groups, taskforces and boards, and so on. Facilitation services to groups are another example. In providing professional service, faculty develop effective and rewarding relationships with peers within and outside the academy and further the larger service and outreach mission of the Hawai‘inuiākea and UH Mānoa.

Appendix A: Standard Teaching Assignment Reductions for Administration Assignments:

1. Center Director

The Center Director is an official position providing mid-level management as designated on the various campus organizational charts. The amount of teaching load reduction provided is based on a number of factors, including: the number of personnel in the department, the number of programs administered, and the size of the departmental budget. This is defined by the Dean of the School in consultation with the Center Director.

EXAMPLES

Center Directors (I-3 and above)							
Name	Code	Work-Load Fall Semester	Work-Load Spring Semester	Credit FS	Credit SS	Est. # of Students FS/SS	Actual # of Students FS/SS
Dir A	I-3	Director Research MA Seminar	Director Research MASeminar	6.0 3.0 3.0	6.0 3.0 3.0	FS15/SS15	FS15/SS15
Dir B	I-4	Director Research *Outreach	Director Research Online MA	6.0 3.0 3.0	6.0 3.0 3.0	FS25/SS25	FS25/SS28
Dir C	I-4	Director Field Experience Grant/Outreach	Director Field Experience Research	6.0 3.0 3.0	6.0 3.0 3.0		

*Significant Outreach/Service: development and administration of community-based learning sites and online development work.

2. Program Coordinator, Undergraduate and Graduate

A program coordinator has responsibility for managing various aspects of a program or its equivalent. Programs include all B.A., M.A., and Ph.D. degree programs (unless managed by the center director) and those special areas of emphasis within the non-degree programs as designated by the Center and/or School. Programs may also include major support activities or program initiatives such as service learning or freshman year experience which are not assigned as regular duties to a Faculty member.

The duties of the program coordinator may include recruitment and retention of students, development and maintenance of relationships with business and industry, liaison with program accreditation or other external certification organizations, maintenance of laboratory/art facilities, shops and equipment, and overall coordination of the students, curriculum, and personnel associated with the program.

For all designated degree-bearing programs, the amounts of teaching load reduction provided to the program coordinator is based on the specific duties assigned to the coordinator and the size and scope of the program.

The Dean's Office through the Schools Student Services Kauhale will provide administrative Assistance support for graduate programs.

EXAMPLES

Program Coordinators (Instructional –I-3 and up)							
Name	Code	Work-Load Fall Semester	Work-Load Spring Semester	Credit FS	Credit SS	Est. # of Students FS/SS	Actual # of Students FS/SS
Graduate Program Coordinator A	I	Coordinator Research MA Class *Outreach	Coordinator Research PHD Seminar Grant (12.5%)	3.0 3.0 3.0 3.0	3.0 3.0 3.0 3.0	15/15	8/12
Graduate Program Coordinator B	I	Coordinator Research MA Seminar Grant (25%)	Coordinator Research MASeminar Online MA Grant (25%)	3.0 3.0 3.0 3.0	3.0 3.0 3.0 3.0	18/18	25/25
Undergraduate Program Coordinator	I	Coordinator 400 class Research **Outreach	Coordinator Capstone Research **Outreach	3.0 3.0 3.0 3.0	3.0 3.0 3.0 3.0	18/15	25/24

*Significant Outreach/Service: Work with SS/SA Kauhale to build graduate programs on-campus and online.

** Significant Outreach/Service: Development of community-based and community college course work (credit and non-bearing credit course work).

3. A Faculty Member may be granted, after consultation with the Center Director/Department Chair, a teaching assignment reduction in the following semester for activities such as, but not limited to, the following:

- Curriculum development that leads to online learning/course instruction
- Curriculum development that leads to new MA or PhDs. program
- Curriculum revisions that lead to substantial program change
- Program assessment and development (results in reports and/or program revisions)
- Research and development in teaching pedagogy online and/or hybrid
- Development of grant or contract proposals (a minimum of \$500,000.00)
- Providing expert technical assistance to federal, state, county, and other agencies that serve the public and benefit the college or UH system
- Ph.D. student mentoring programs
- Mentoring junior Faculty members (formal agreement)

EXAMPLES

Faculty (Instructional – I-3 and up)							
Name	Code	Work-Load Fall Semester	Work-Load Spring Semester	Credit FS	Credit SS	Est. # of Students FS/SS	Actual # of Students FS/SS
Professor	I	Research MA Seminar	Research PHD Seminar MA Seminar	3.0 3.0	3.0 3.0	15/15	12/12
		*Outreach Grant (25%)	Grant (25%)	3.0 3.0	3.0 3.0		20/18
Associate Professor	I	Research MA Seminar Online MA Grant (12.5%)	Research MA Seminar Online MA	3.0 3.0 3.0 3.0	3.0 3.0 3.0	18/18 25/28	18/18 25/25
			**Outreach		3.0		
Associate Professor	I	Research 400 300 Online MA	Research 400 300 Capstone	3.0 3.0 3.0 3.0	3.0 3.0 3.0	30/25 35/30 25/20	30/30 35/30 25/20
					3.0		
Assistant Professor (Year 3+)	I	Research 300 Online MA ***Outreach	Research 300 200 100	3.0 3.0 3.0 3.0	3.0 3.0 3.0	18/15 25/25	25/24 30/28 35/35
					3.0		
Assistant Professor (Year 1-2)	I	Research 100 300 *Release	Research 200 400 *Release	3.0 3.0 3.0 3.0	3.0 3.0 3.0	35/30 25/25	35/30 20/20
					3.0		

*Significant Outreach/Service: work to develop teaching pedagogy and doctoral online program.

**Significant Outreach/Service: Assigned to develop program assessments across all HSHK undergraduate programs.

*** Significant Outreach/Service: Working with School Team to develop a series of grants/contract proposals (a minimum of \$500,000.00 each)

*Release: Given to new faculty member to develop line of research and to be mentored to participate in outreach/service work.

Appendix B: Summer Teaching Appointments

When a center guarantees a summer assignment to a faculty member whose regular appointment is on an academic year basis, both the faculty member and the center director or dean of the appointing center must sign the appropriate Summer Load and Salary form. This guarantees that the faculty member will be available for services at the University. This agreement may be broken by mutual consent of the center director, the dean and the faculty member. Likewise, if a faculty member whose regular appointment is on an academic year basis is given an appointment with a limited guarantee (one based on enrollment) both the faculty member and the center director must sign the appropriate Summer Load and Salary form. The faculty member's signature would signify

understanding of this condition, and also guarantee that the faculty member will be available for services at the University.

If a faculty member appointed on an academic year basis will be teaching without compensation in the summer semester in exchange for a semester off during the following academic year, a Memorandum of Understanding must be completed and approved by the Office of the Dean prior to the beginning of summer semester. The Center Director should forward the completed form to the Deans Office.

Teaching Load:

The period of assignment for academic year basis faculty engaged in instruction will be limited to two (2) courses or six (6) sch over the summer. Term periods are generally:

Summer Session I: May to July

Summer Session II: July to August

Summer Session Varied Date: May to August (variable)

**HAWAI‘INUIĀKEA SCHOOL OF HAWAIIAN KNOWLEDGE
FACULTY WORK LOAD ASSIGNMENT
TENURE TRACK (I-3+) FACULTY**

Faculty: **Signature:** **Date:**

Center Director: **Signature:** **Date:**

For Academic Year:

A faculty workload assignment shall be established annually for each faculty member of HSHK. The faculty workload assignment is developed in consultation with the Center Director and may include teaching, advising, research, engagement, service, outreach, and/or administration. HSHK adheres to the UHPA and BOR most current agreement of 24 units academic year; 12 units fall semester and 12 units spring semester. Additionally, HSHK allots 3.0 credits for research/service; unless bought out by research funds, the expected teaching load is 9 credits. A summary of your workload follows:

Category of work	Work Load	Credits
Fall Semester		
Teaching & Advising		
Research & Engagement		
Service & Outreach		
Semester Total		
Spring Semester		
Teaching & Advising		
Research & Engagement		
Service & Outreach		
Semester Total		
ACADEMIC YEAR TOTAL		