



UNIVERSITY
of HAWAII^o
MĀNOA

FACULTY WORKLOAD POLICY

- I. **Preface:** This document defines the standard teaching workloads of faculty members in the college, and describes in general terms the non-teaching responsibilities, activities, and achievements by which faculty members earn individual adjustments of standard workloads. It also specifies guidelines the college will use in authorizing such adjustments, and mandates the departments to develop and implement guidelines and procedures specific to their disciplines and circumstances.
- II. **Board of Regents Policy:** The Board of Regents has defined the workload of university faculty as the equivalent of teaching 24 contact hours-eight 3-credit courses-per year, divided into 12 contact hours per semester-a 4-4 teaching load. The regents have also designated the Mānoa campus of the university as a graduate research institution, which designation necessarily entails major nonteaching duties and demands upon the faculty. In recognition of the latter fact, the regents have accepted 3-3 (9 contact hours per semester) as the standard teaching workload of members of the Mānoa faculty; and they have adopted policies that permit variations above and below that standard for individual faculty members.
- A. These policies acknowledge the non-teaching responsibilities of the Mānoa faculty, but leave the formulation and specification of those responsibilities to the Mānoa administration, from whence they have devolved upon the college. Since the academic stature of the university as well as the ability to fulfill its graduate and research missions depend so largely on the scholarship, creativity, and professional stature of the faculty, it is the policy of the college to encourage the kinds of nonteaching activities and involvements that justify reductions and variations of teaching workloads.
- B. The kinds of activities and responsibilities that justify the regents' 3-3 teaching workload 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.

III. College Policy: To have one's teaching load reduced from 3-3 to 3-2 or 2-2 a faculty member must demonstrate accomplishments in scholarship and service.

Scholarship in the College consists of teaching and research. 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 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.

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.

Teaching workloads below 2-2 are allowed only under special circumstances with prior approval by the dean. Examples of such special circumstances are: (1) teaching buyout through an extramural grant, and (2) assignment of significant administrative duties such as department chairmanship or other comparable duties.

IV. Criteria for Reductions and Variations in Teaching Workloads: The kinds of activities, achievements, and involvements that justify teaching workload reductions below the regents' standard (3-3) include the body of scholarly, artistic, disciplinary, and teaching-related endeavors that constitute the professional, creative life of successful faculty members in a graduate research university. These include, but are not restricted to, significant contributions in several of the following:

- All forms of research relevant to one's discipline, especially peer-reviewed publication, exhibiting, or performing significant scholarship, and including writing extramural grant proposals.
- Regular and ongoing participation in the affairs and activities of one's discipline and disciplinary organizations at local, national, and international levels;
- Receipt of prizes, awards, and grants, especially extramural grants, election or appointment to office in professional organizations, and other forms of recognition for scholarly, creative, or professional accomplishment;
- Regular and ongoing participation at all levels in the governance of the department, the college, and the university;

- Substantial and ongoing participation in graduate education, including teaching graduate seminars, advising and supervising students, overseeing creative performances or exhibitions of graduate students, directing theses and dissertations, and helping graduates find suitable employment;
- Substantial ongoing service to the university community and to the larger community in ways related to one's professional stature and scholarly and creative achievements.

V. Responsibilities of Departments: While the workload policy must be in accord with the BOR and college policy, the specifics for the unit workload policy are delegated to the departments/programs, including criteria for assigning teaching workloads relevant to the nature and requirements of their individual disciplines and procedures for review. The criteria and procedures will be developed by the chair in consultation with the faculty and will be subject to final approval by the Dean.

Using the procedure developed by their department, the chair will annually review the workload of each faculty member of the unit to ensure that every faculty member meets the workload criteria of the unit, that equity exists across the faculty, and that scholarship is enhanced.

Prior to the end of each spring semester the departments/programs will submit to the dean the teaching workload assignments of their respective faculty for the forthcoming academic year.

VI. College Guidelines: In evaluating department criteria and procedures and in implementing its own policies concerning teaching workload reduction, the college will:

- Assign greatest weight to scholarly productivity and artistic creativity in the form of peer-reviewed publication of scholarship and artistic achievement, and to other forms of professional activity and creativity that evidence recognition of the faculty member's academic, professional, scholarly, and artistic stature and accomplishment by peers in one's discipline;
- Require higher levels of scholarly or artistic productivity and professional activity for 2-2 than for 3-2 (or 2-3) workloads;
- Expect 3-3 teaching workloads for faculty members who do not meet the minimum criteria for workload reduction specified in Section IV of this document;
- Require that reductions of teaching workloads for administrative or other reasons not covered in Section IV of this document are subject to prior approval by the dean.

Adopted April 27, 2011