

**University of Hawai'i**  
**Shidler College of Business**  
**Workload Policy**  
**April 23, 2015, revised April 25, 2016**

(Passed as School of Accountancy workload policy 9/12/2016 after modifying that a “typical” class requires 25% of a faculty member’s time per week)

### **Purpose**

The mission of the Shidler College of Business calls for the college to achieve “international excellence” in education and research. To fulfill its mission, the College must build and focus its faculty resources. In focusing the faculty resources, each faculty member must allocate his or her time in a manner that best uses his or her talents, consistent with the mission of the College. This workload policy recognizes that each faculty member makes a unique contribution to the College's mission and specifies expectations regarding instructional, research, and service activities.

### **Premises**

- BOR policy requires an annual justification of faculty workloads.
- UHM policy requires faculty members to annually report on non-instructional activities, in writing, to their department chairs or directors.
- Department chairs/directors determine teaching loads, with oversight by the Dean, in conjunction with the Dean’s Advisory Committee.
- The College needs consistency across departments in setting workloads.
- As per the existing *University of Hawaii Administrative Policy on Teaching Assignments* (September 1990) and the *Memorandum of Agreement between the Manoa Faculty Senate and the VCAA* (Fall 2009):
  - “Workload policies will necessarily vary among departments...due to disciplinary differences in instructional and non-instructional activities.” (2009 memorandum)
  - This College workload policy does not displace established “written departmental standards of performance for non-instructional activities, as established with the college dean.” (Administrative policy 1990)

### **General Expectations for Faculty**

All faculty are expected to engage in a range of activities. Instructors (I2) are expected to participate in teaching and service activities. I3, I4, and I5 faculty are expected to engage in teaching, research, and service activities in support of the College’s mission. Except in rare situations, each faculty member must show evidence of work in each area.

The College recognizes that faculty members incur significant costs in fulfilling their teaching, research, and service obligations. Therefore, faculty members expect the College to provide, within state budgetary allocations and guidelines, the necessary support for effective teaching, for quality scholarship and its dissemination, and for service activities.

## **Process**

In accordance with UHM policy,

- Each year faculty members must submit to their chairs/director their plan for the next academic year. Department chairs/director must submit their plan to the dean's office. The plan must specify teaching and non-instructional activities to be undertaken in the coming year and should align with the guidelines in Appendix A: AACSB Impact Metrics. Each faculty member is encouraged to produce a summary of their Intellectual Contributions (from the faculty database, as shown in Appendix B).
- The faculty member's record, as documented in the faculty database over the most recent 5-year period, will provide evidence of the faculty member's ability to carry out the plan. It is the faculty member's responsibility to keep the database up to date.
- Plans are reviewed by the department chair/director, who writes up the summary and determines a teaching load, based upon written departmental standards, using the form, *Faculty Workload Plan*, as shown in Appendix C.
- The due date of the plan to the department chair/director is October 15 each year. Faculty members will include their report of the previous year's accomplishments, including time and effort on pending research.
- The workload is determined by the department chairs/director after consultation with the faculty member.
- Department chairs/director may seek the consultation of the Dean, and the Dean's Advisory Committee (DAC) to ensure consistency across departments in setting workloads.
- The department chairs/director will turn in the plan with their final decision for workloads for the academic year beginning the next Fall Semester by November 30.

## **Determination of Workload**

The BOR sets the standard teaching load for faculty at UH Mānoa at 24 semester credit hours (eight 3-credit hour courses) per academic year. UHM policy acknowledges that faculty engages in a wide range of instructional and non-instructional activities to meet their obligations in teaching, research, and service. In recognition of this fact, the BOR have accepted 18 semester credit hours (3&3) as the standard teaching workload for Mānoa faculty, and they have adopted policies that permit variations below and above that standard for individual faculty members.

In reviewing and setting the teaching load of their faculty, department chairs and directors must ensure that each faculty member is meeting the expectations of performance in all of the areas: teaching, research, and service. Further, since both the UHM and Shidler College have strong research missions, teaching load reductions should be given that are "consistent with and in furtherance of" these missions.

The following are College guidelines for determining workloads roughly based on the percentage time spent on various activities.

Basic assumptions:

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

**The Workload Policy will go into effect starting with the 2015-2016 academic year.**

## **Appendix A: AACSB Impact Metrics**

### **Academic Impact**

- Publications in highly recognized, leading peer-review journals (journals in a designated journal list, Top 3, Top 10, etc.)
- Citation counts
- Download counts for electronic journals
- Editorships, associate editorships, editorial board memberships, and/or invitations to act as journal reviewers for recognized, leading peer-review journals
- Elections or appointments to leadership positions in academic and/or professional associations and societies
- Recognitions for research (e.g., Best Paper Award), Fellow Status in an academic society, and other recognition by professional and/or academic societies for intellectual contribution outcomes
- Invitations to participate in research conferences, scholarly programs, and/or international, national, or regional research forums
- Inclusion of academic work in the syllabi of other professors' courses
- Use of academic work in doctoral seminars
- Competitive grants awarded by major national and international agencies (e.g., NSF and NIH) or third-party funding for research projects
- Patents awarded
- Appointments as visiting professors or scholars in other schools or a set of schools

### **Teaching/Instructional Impact**

- Grants for research that influence teaching/pedagogical practices, materials, etc.
- Case studies of research leading to the adoption of new teaching/learning practices
- Textbooks, teaching manuals, etc., that are widely adopted (by number of editions, number of downloads, number of views, use in teaching, sales volume, etc.)
- Publications that focus on research methods and teaching
- Research-based learning projects with companies, institutions, and/or non-profit organizations
- Instructional software (by number of programs developed, number of users, etc.)
- Case study development (by number of studies developed, number of users, etc.)

### **Bachelor's/Master's Level Education Impact**

- Mentorship of student research reflected in the number of student papers produced under faculty supervision that lead to publications or formal presentations at academic or professional conferences

- Documented improvements in learning outcomes that result from teaching innovations that incorporate research methods from learning/pedagogical research projects
- Hiring/placement of students
- Career success of graduates beyond initial placement
- Placement of students in research-based graduate programs
- Direct input from organizations that hire graduates regarding graduates' preparedness for jobs and the roles they play in advancing the organization
- Movement of graduates into positions of leadership in for-profit, non-profit, and professional and service organizations

#### **Doctoral Education Impact**

- Hiring/placement of doctoral students, junior faculty, and post-doctoral research assistants
- Publications of doctoral students and graduates
- Invited conference attendance, as well as awards/nominations for doctoral students/graduates
- Research fellowships awarded to doctoral students/graduates
- Funding awards for students engaged in activities related to doctoral research
- Case studies that document the results of doctoral research training activities, such as the transfer of knowledge to industry and impact on corporate or community practices
- Research outputs of junior faculty members (including post-doctoral junior professors, assistant professors, doctoral research assistants, and doctoral students) that have been influenced by their mentors/supervisors

#### **Practice/Community Impact**

- Media citations (e.g., number, distribution, and effect)
- Requests from the practice community to utilize faculty expertise for consulting projects, broadcast forums, researcher-practitioner meetings, faculty/student consulting projects, etc.
- Publications in practitioner journals or other venues aimed directly at improving management expertise and practice
- Consulting reports
- Research income from various external sources such as industry and community/governmental agencies to support individual and collaborative research activities
- Case studies based on research that has led to solutions to business problems
- Adoption of new practices or operational approaches as a result of faculty scholarship
- Presentations and workshops for business and management professionals
- Invitations for faculty to serve as experts on policy formulation, witnesses at legislative hearings, members of special interest groups/roundtables, etc.
- Tools/methods developed for companies
- Memberships on boards of directors of corporate and non-profit organizations

### **Executive Education Impact**

- Sustained and consistent involvement of research-active faculty in executive education programs
- Sustained success of executive education programs based on demand, level of participation, and repeat business
- Market research confirming value of executive education programs delivered by research-active faculty
- Consulting activities of research active faculty that stem from participation in executive education activities
- Inclusion of cases and other materials in degree programs that can be identified as resulting from executive education activity
- Partnerships between the school and organizations that participate in executive education programs, which benefit the school's teaching, research, and other activities and programs
- Involvement of executive education participants and their organizations in the teaching mission of the school (e.g., executive-in-residence program)
- Linkage between organizations participating in executive education and student internships, as well as placement of graduates in entry-level positions

### **Research Center Impact**

- Invitations by governmental or other agencies/organizations for center representatives to serve on policy-making bodies
- Center research projects funded by external governmental, business, or non-profit agencies
- Continued funding (e.g., number of donors, scale of donations)
- Number of web visits to research center website (e.g., tracking data from Google Analytics)
- Number of attendees (representing academics, practitioners, policymakers, etc.) at center-sponsored events

Sustained research center publications that are funded by external sources or that are highly recognized as authoritative sources of analysis and perspectives related to the center's core focus

Table 2-1 Intellectual Contributions

Part A: Five-Year Summary of Intellectual Contributions													
<b>Faculty</b> Aggregate and summarize data to reflect the organizational structure of the school's faculty (e.g., departments, research groups). Do not list by individual faculty member.	Portfolio of Intellectual Contributions			Types of Intellectual Contributions								Percentages of Faculty Producing ICs	
	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Peer-Reviewed Journals	Research Monographs	Academic/Professional Meeting Proceedings	Competitive Research Awards Received	Textbooks	Cases	Other Teaching Materials	Other IC Type Selected by the School	Percent of Participating Faculty Producing ICs*	Percentage of total FTE faculty producing ICs*
*After each grouping of faculty by organizational structure, in the two columns on the far right, please indicate the percentage of participating faculty and the percentage of total FTE faculty producing ICs.													
Part B: Alignment with Mission, Expected Outcomes, and Strategy													
Provide a qualitative description of how the portfolio of intellectual contributions is aligned with the mission, expected outcomes, and strategy of the school.													
Part C: Quality of Five-Year Portfolio of Intellectual Contributions													
Provide evidence demonstrating the quality of the above five-year portfolio of intellectual contributions. Schools are encouraged to include qualitative descriptions and quantitative metrics and to summarize information in tabular format whenever possible.													
Part D: Impact of Intellectual Contributions													
Provide evidence demonstrating that the school's intellectual contributions have had an impact on the theory, practice, and/or teaching of business and management. The school is encouraged to include qualitative descriptions and quantitative metrics and to summarize the information in tabular format whenever possible to demonstrate impact. Evidence of impact may stem from intellectual contributions produced beyond the five-year AACSB accreditation review period.													

Notes: Please add a footnote to this table summarizing the school's policies guiding faculty in the production of intellectual contributions. The data must also be supported by analysis of impact/accomplishments and depth of participation by faculty across disciplines. The data presented in Table 2-1 should be supported by faculty vitae that provide sufficient detail to link individual citations to what is presented here. Interdisciplinary outcomes may be presented in a separate category but the disciplines involved should be identified.

APPENDIX C

**Shidler College of Business  
University of Hawai'i at  
Mānoa Faculty Workload Plan**

Name: \_\_\_\_\_  
Dept./School: \_\_\_\_\_  
Academic Year: \_\_\_\_\_

**Plan for the upcoming academic year.**

For Chair's/Director's use to assign teaching load.

Balance of time on teaching, research, and service:  
\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ Total to 100%

Recommended teaching load \_\_\_\_\_

*Faculty Acknowledgment:*

- I agree with the teaching load recommended by the Chair/Director.
- I disagree with the teaching load recommended by the Chair/Director.

\_\_\_\_\_  
(signed)

Date \_\_\_\_\_