

College of Education Tenure-Track Instructional Faculty Workload Policy-Revised

March 9, 2012; Revised October 4, 2018

(Revisions approved by COE Faculty Senate October 5, 2018)

This document describes the workload policy for tenure-track instructional faculty (I) in the College of Education (COE). This policy is guided initially by the University of Hawai'i Professional Assembly (UHPA) 2017-2021 Agreement Article IV, Faculty Professional Responsibilities and Workload (p.4-5) and the Board of Regents Policies and Procedures Information Section (PPIS), Chapter 9 Personnel RP 9.214 Teaching Assignments for Instructional Faculty. These documents are available at:

<https://manoa.hawaii.edu/ovcafo/uhmhr/academic-personnel-faculty-resources/>

<https://www.hawaii.edu/policy/docs/temp/rp9.214.pdf> respectively.

The Mānoa campus's overarching vision states that the University of Hawai'i at Mānoa is a premier research institution whose scholars are leaders in their disciplines and whose students are prepared for leadership roles in society. Mānoa strives for excellence in teaching, research, and public service.

In keeping with these ideals, the vision of the College of Education is a community of educators who provide innovative research, teaching, and leadership in an effort to further the field of education and prepare professionals to contribute to a just, diverse, and democratic society.

Our vision guides the direction and work of the College in and beyond Hawai'i and is informed by a sense of purpose and a sense of place. To achieve this vision, the College of Education has as its mission to work as a diverse, just, and democratic community in three areas:

Teaching—prepare new educational professionals and provide on-going professional development in education.

Research—increase the knowledge base in education and related fields through the production and application of educational research.

Service—serve as partners and leaders for excellence in education.

The college also recognizes its responsibility to enhance the well-being of the Native Hawaiian people, and others across the Pacific Basin, through education.

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

There are two types of tenure-track instructional faculty in the College of Education, 9-month and 11-month faculty. The standard assignments for full-time instructional faculty as stated in the 2017-2021 UHPA Contract is 24 credits (p.58). This designation applies to 9-month instructional

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faculty. 11-month instructional faculty assignment is 30 credits. These standard assignments are qualified by the Board of Regents Policy, Chapter 9, Personnel, RP 9.214, Teaching Assignments for Instructional Faculty as follows: A. The instructional faculty of the University of Hawai'i has duties and responsibilities that encompass a number of professional activities in addition to teaching. The nature and scope of these additional duties depend on the particular mission of the unit and program and the relationship of that mission to the faculty member's professional qualifications. As instruction is the university's highest priority, however, teaching remains the most important duty of its faculty. This policy sets standards for the assignment of the instructional component of faculty responsibilities. 1. Except as otherwise provided herein, the standard teaching assignments for full-time instructional faculty shall be as follows: a. 24 semester credit hours per academic year at the University of Hawai'i at Mānoa (June 1, 2017, p. 1 of 3).

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

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

While education units on campuses typically teach more than other units historically, we note that top ranked research intensive colleges/schools of education do not have such high teaching loads that their research is impeded. We are not comparable to other peer institutions. In particular, the kinds of research done by education faculty are critical for the improvement not only of their own programs and institutions but improvement to K-12 as well. We do research that has impact. The 3:2 remains high compared to many research-intensive education colleges/schools but moves us towards the goals we have for excellence in our scholarship and teaching.

TEACHING

The COE's instructional faculty contribute to the vision and mission through teaching in a traditional and distance course settings, but may sometimes be found in the field observing and supervising teacher candidates in classroom and other learning environments. Furthermore, they may be involved in program development, cohort or program coordinating, or graduate student advising. It is important to note the broad description of teaching as described in *Article IV, Faculty Professional Responsibilities and Workload* of the 2017-2021 UHPA Contract, for instructional faculty in academic units, but particularly in consideration of instructional faculty in COE's research units the Center on Disability Studies and the Curriculum Research &

Development Group. The minimum expectation for teaching is to be determined by the department/unit based upon the work and mission of the unit. General instructional equivalents to teaching assignments are described in this document.

Supervision of teacher education candidates

Instructional faculty who are assigned supervision of teacher education candidates and cohort coordination typically supervise candidates who are placed in different public and private schools, which creates the need for adequate time to prepare schedules of observation, consultation time with the teacher education candidate, and travel to and from school sites. The faculty member may be expected to do the following:

- Ø conduct weekly seminars with assigned teacher education candidates,
- Ø observe the candidates in their assigned classrooms on a regular basis,
- Ø collaborate with supervising teachers, partner school administrators, and other cohort faculty members to assure the quality of experience, and
- Ø conduct informal and formal evaluations.

Depending on the number of candidates and the number of different schools a faculty member must travel to, the department will determine how many students will constitute a full-time equivalent load each semester.

Advising graduate students

Tenure-track instructional faculty members are expected to be involved in graduate advising on doctoral dissertations, master's final papers and plans, action research projects, portfolios, or other culminating experiences required in graduate programs. The level of advising is expected to be commensurate with the instructional faculty member's rank and status as a graduate faculty member. The minimum expectation for advising is to be determined by the department based upon the number of faculty and students in the department's programs.

Beyond minimum advising expectations determined by the department chair, instructional faculty members are able to receive one formal classroom course reduction (3 credits) each academic year for advising activities that are not already accounted for as part of a regular workload assignment. An academic year begins in the fall and includes the spring and summer semesters; the academic year does not begin in January and does not end in December. To receive the 3-credit reduction in teaching workload, the faculty member may be given one course equivalence after they have accumulated 30 points in the Graduate Advising Point System below. Points may be counted only from Spring 2000 (per May 3, 2001 policy).

Faculty members may apply to their Department Chair for this workload adjustment in the spring of each academic year for the subsequent year. Faculty members must document their productivity (points earned) with appropriate graduate forms or other evidence as appropriate (i.e. list of graduates and date of graduation). The scheduling of workload adjustments will be determined by the Department Chair, and will be recorded as course equivalencies on the Faculty Teaching Load form that is submitted each semester with the department course schedule. The documentation for the workload adjustment should accompany this form. Points may be banked for future use (i.e. accumulated over time), but only one 3-credit reduction will be granted per academic year.

Graduate-advising point system

- 20 Dissertation chair, upon completion. Doctorate Student Progress Form III filed and student to graduate.
- 10 Dissertation Chair, upon approval of dissertation proposal, comprehensive examination, and Committee on Human Studies. Doctorate Student Progress Form II filed; student eligible for dissertation credits.
- 05 Faculty member, served as committee member on doctoral dissertation committee. Doctorate Student Progress Form III filed and student to graduate.
- 12 Chair, master's thesis committee, upon completion. Masters Plan A Student Progress Form III filed and student to graduate.
- 05 Faculty member, served as committee member on master's thesis, upon completion. Master's Plan A Student Progress Form III filed and student to graduate.
- 06 Faculty member, served as Plan B paper advisor, upon completion. Student to graduate.
- 02 Faculty member, served as second reader on Plan B paper, upon completion. Student to graduate.

RESEARCH

Tenure-track instructional faculty are generally expected to pursue external grants and contracts as well as University small grants available through the University Research Council (see <http://www.hawaii.edu/urc>) to support the vision and mission of the COE and the University. This is with the understanding that contracts and grants are limited in some educational fields of specialization and in some areas of inquiry grant funding does not exist. Research, grants and contracts as well as resulting peer-reviewed publications and other recognized scholarly products are expected to be at the level of faculty at RU/VH: Research Universities (very high research activity) institutions. The level of productivity is expected to be commensurate with the instructional faculty member's specific appointment and consistent with tenure, promotion, contract renewal, and post-tenure evaluation criteria.

Examples of research outcomes include, but are not limited to the following: published manuscripts in refereed journals; proceedings of presentations (oral or poster); published editorials; published book chapters or books; reviewed manuscripts; awarded grants (internal and/or external); conducted research projects; evidence of keynote speeches/addresses, and; submitted proposals.

In addition, new instructional faculty members to the COE may be granted additional workload time to focus on their research and generally familiarize themselves with the education environment at the University of Hawai'i.

Instructional faculty members who successfully obtain grants and contracts may request workload adjustment. Any request for workload adjustment from instruction or service in order to work on grants and contracts must be submitted to the department chair in a timely manner. Generally, this means that the request should be submitted at least three months before the semester in which the adjustment is sought. The specific course or other assignment from which a faculty member will be released should be discussed by the individual faculty member and the department chair, however, the chair shall make the final decision regarding the course from which the faculty member will be released. Where a faculty member's course assignments involve more than one department, discussions on course adjustments must be made with the approval of all affected department chairs. Further, while the requesting faculty member has a responsibility to assist the chair in finding a well-qualified replacement to teach his or her classes, the final appointment of replacements must be made by the appropriate department chair.

Replacement funding is required for workload adjustment for contract and grant activity. Whenever possible faculty members released to work on grants should support their adjustment with contract or grant funds. Adequate funding is not in itself a guarantee that faculty may receive workload adjustment. Chairs should make every effort to accommodate faculty with external funding, but the chair's first priority is to protect the integrity of the academic program. Therefore, chairs must make their final decision regarding workload adjustment taking into account availability of funding, availability of a well-qualified replacement for teaching, and on the overall impact that the adjustment will have on the program and department.

During this workload adjustment given for grants and contracts, faculty are expected to contribute scholarly work to the educational research and practice community. Examples of expected contributions include presenting work at educational conferences, publishing the findings of research in peer-reviewed journals or well-regarded conference proceedings, publishing the results of multimedia development projects in appropriate venues and platforms, and serving the educational community through workshops, events or other professional development opportunities.

Since the purpose of a workload adjustment is to allow faculty to focus their time on their research, it defeats the purpose of the course adjustment if faculty are asked (or allowed) to teach overload. Generally, faculty may not teach overload during the same instructional period they are given a course adjustment. In addition, faculty receiving one formal course reduction for their graduate advising may not teach overload during the same teaching period.

SERVICE

Instructional faculty members are expected to participate in routine department, college, and university governance, and provide professional service to the faculty member's discipline, stakeholder organizations, and communities. Examples include, but are not limited to service in the following: the COE Faculty Senate or UHM Faculty Senate standing committees: tenure and promotion review committee; department personnel committee; boards of education organization(s); a special project related the University or the College.

Service activities are an important and recognized form of tenure-track instructional faculty involvement that should be taken into account when configuring faculty workloads. While regular service is expected in the typical faculty workload, exceptional service activities can and do warrant faculty workload adjustment. Any request for workload adjustment must be submitted to the department chair (or in the case of a chair, the chair's supervisor). Generally, this means that the request should be submitted at least three months before the time period of service engagement. The following list summarizes the type of service activities – but is not exhaustive of them – that the university recognizes as worthy of support and workload adjustment:

- Department chairs receive 3 credits up to 12 credits reduction depending on the size and complexity of the department each academic year.
- Faculty who are chairs of departmental graduate faculty receive at least 3 credits reduction each academic year.
- Faculty who coordinate special College (or large departmental) programs receive three credits reduction per academic year.
- The Chair of the College of Education Faculty Senate receives 3 credits reduction per academic year.
- Faculty who are engaged in writing, organizing, and supervising important College and University documents and data collection activities such as accreditation reports, program development, and other curricular efforts receive at least 3 credits reduction per academic year.
- Faculty who direct important college-wide support offices, non-instructional divisions, and the like receive at least 3 credits reduction per academic year.
- Faculty who are appointed or elected editor-in-chief of prestigious academic journals receive at least 3 credits reduction per academic year.
- Faculty who chair important university-wide committees such as UHM Faculty Senate or Chancellor's committees receive at least 3 credits reduction per academic year.
- Faculty who are elected or appointed chair or president of national or international professional associations receive at least 3 credits reduction per academic year.
- Other service activities of importance to the College or the University or activities that enhance the mission of the University should be considered as well.

Attachments:

- 1) Workload Adjustment for Faculty Involved in Graduate Advising
- 2) Application for Workload Adjustment for Graduate Advising
- 3) College of Education Grant Proposal Planning Form
- 4) Faculty Workload Equivalency Request for Grants/Contracts
- 5) COE Faculty Teaching Load Form

Workload Adjustment for Faculty Involved in Graduate Advising On Doctoral Dissertations and Master's Final Papers

Policy Statement

Graduate faculty members in the College of Education engage. Regularly in advising graduate students on their culminating projects (dissertations, theses, and plan B papers). This work is not included in the instructional workload. Based on the criteria listed below for work on graduate projects, graduate faculty may be given one course equivalence for one semester in their instructional workload after they have accumulated equivalence for one semester in their instructional workload after they have accumulated 30 points. Faculty members are expected to use this time to advance their research and scholarly publications.

Faculty members may apply to their Department Chair for this workload adjustment in the spring of each academic year for the subsequent year (application form attached). Faculty members must document their productivity (points earned) with appropriate graduate forms or other evidence as appropriate (i.e., list of graduates and date of graduation). The scheduling of workload adjustments will be determined by the Department Chair, and will be recorded as course equivalencies on the Faculty Teaching Load form that is submitted each semester with the department course schedule. The documentation for the workload adjustment should accompany this form.

Points may be banked for future use (i.e., accumulated over time), but only one course equivalence will be granted per academic year. Points may be counted beginning with calendar year 2000 (spring, summer, & fall). Workload adjustments may begin Fall 2001 if the program/department schedule permits. The point system is as follows:

Points:	To be awarded to:
20	Dissertation chair, upon completion. Doctorate Student Progress Form II filed and student to graduate
10	Dissertation chair, upon approval of dissertation proposal, comprehensive examination, and Committee on Human Studies. Doctorate Student Progress Form II filed; student eligible for dissertation credits (800).
05	Faculty member, served as committee member on doctoral dissertation committee. Doctorate Student Progress Form III filed and student to graduate.
12	Chair, master's thesis committee, upon completion. Master's Plan A Student Progress Form III filed and student to graduate.
05	Faculty member, served as committee member on master's thesis, upon completion. Master's Plan A Student Progress Form III filed and student to graduate.
06	Faculty member, served as Plan B paper advisor, upon completion. Student to graduate.
02	Faculty member, served as second reader on Plan B paper, upon completion. Student to graduate.

**Application for Workload Adjustment for Graduate Advising
on Doctoral Dissertations and Master's Final Papers**

Semester: _____

Faculty Member: _____

Department: _____

Points earned (beginning Spring 2000)	Name of Student	Date of Completion	Documentation*

* Indicate whether Graduate Form or Graduate Check form is attached

Chairperson's Signature: _____ Date: _____

COURSE EQUIVALENCY REQUEST FORM

It is important to plan in advance and carefully monitor requests for course releases. In an effort to foster better planning and communication within the College and ensure appropriate support for delivering high quality instructional programs, please complete this form with your Department Chair prior to submitting a request for release time to the Dean's office. Thank you.

Brief description and duration of proposed activity:

How is the proposed activity aligned with the College's/Department's Long Range Plan?

Briefly describe how the activity will impact the College/Department program(s) of instruction? For example, which course(s) are you seeking release from? What other courses are you teaching over the requested release period?

Who will be released?

For what period(s) of time?

How will proposed release time be funded?

Chair's Comments:

Signature Department Chair

Signature of Faculty Member

COLLEGE OF EDUCATION GRANT PROPOSAL PLANNING FORM

Principal Investigators:

Please complete this Grant Proposal Planning Form with your Department Chair prior to submitting a proposed activity to the Dean's office. Your planning in advance will foster better communication within the College and ensure appropriate balance between our need to be entrepreneurial in generating external funding and the delivery of high quality instructional programs. Thank you.

Brief description and duration of proposed activity:

How is the proposed activity aligned with the College's/Department's Long Range Plan?

Briefly describe how the activity will impact the College/Department program(s) of instruction?
For example, which course(s), if any, will be affected?

If faculty release time is being requested,
Who will be released? For what period(s) of time? For what purpose(s)?

How will proposed release time be funded?

Is cost sharing/in-kind commitment required? If so, what resources are being designated to meet the requirement? How will documentation be done?

Will additional office/classroom/laboratory space will be required? How will these needs be met?

What secretarial/fiscal officer support will be needed? How will such support be funded?

What additional IT, phone, computer, printer, or other support will be required? How will these be funded?

Other considerations? For example, if courses are to be offered to participants, how will tuition be paid?

Chair's Comments:

Signature Department Chair

Signature of Faculty Member

COLLEGE OF EDUCATION FACULTY WORKLOAD EQUIVALENCY REQUEST FORM FOR GRANTS/CONTRACTS

Faculty:

Please complete this form with your Department Chair when making a request to devote workload to a grant or contract. The Form should be discussed with and approved/signed by the Department Chair prior to the date that semester workloads are due. Your planning in advance will foster better communication within the College and ensure appropriate balance between completing requirements of grants/contracts and the delivery of high quality instructional programs. Thank you.

1. Brief description and duration of proposed activity:

2. How is the proposed activity aligned with the College's and Department's goals?

3. Briefly describe how the activity will impact the Department program(s) of instruction? Which course(s), if any, will be affected?

4. If faculty release time is being requested, specify:

- a. The amount of time requested (.25FTE, 10 hr/wk):
- b. For what period(s) of time (entire fall semester, Aug.-Dec.):
- c. For what purpose(s):

5. How will proposed release time be funded? Attach written documentation from grant/contract fiscal officer that funds are available to support request, and a written statement from the Principal Investigator supporting your request.

6. What resources are being requested? What documentation for use of resources will be provided?

7. Will additional office/classroom/laboratory space will be required? How will these needs be met?

8. What additional IT, phone, computer, printer, or other support will be required? How will these be funded?

9. Other considerations? For example, if courses are to be offered to participants, how will tuition be paid?

Chair's Comments: Approved Disapproved

Signature Department Chair

Signature of Faculty Member

Signature Fiscal Authority

Signature of PI



COE Faculty Teaching Load Form

Instructions:

1. Please complete this form *electronically*. Save the document with your department's acronym (e.g., **KRS**) in place of **COE**. Email to the Associate Dean for Academic Affairs . Call the Associate Dean for Academic Affairs with questions at 956-7704. In addition, please print the form and submit the original and five copies with your class schedule on or before the due date.
2. List faculty names alphabetically (last name, first name) in five groups: (1) tenure line, (2) non-tenure line, full-time, (3) non-tenure line, part-time, (4) graduate assistants, and (5) faculty from other departments. Add rows as needed. Indicate whether *tenure line faculty members are Instructional (I) or Specialist (S)*, and whether all full-time faculty members are 9-month or 11-month appointments.
3. Show the equivalent of 12 credits for all full-time faculty members, including courses, administration, graduate advising, research & service, grants or contracts (provide name of grant or contract), or other approved course releases. Show the number of credit hours in the faculty member's workload—not the credits that students take.
4. Show estimated number of students for the initial deadline. We will ask for the actual number after classes begin.

Example:

Group 1: Tenure line faculty (Instructional and Specialist)						
Name (alphabetical order, last name, first name)	I or S; 9 or 11 month	Course Number & Title; Administration; Research & Service; Grants, Contracts, Approved Course Releases (12 credits total)	Course Section	Workload Credits	Estimated # students	Actual # students
Last, First	I-9	ITE 312 Introduction to Teaching, Elementary	001	03	20	
		ITE 317 Field Experience	001	03	08	
		ITE 429 Visual Arts	003	03	20	
		Research and service (.25)	NA	03	---	
Last, First	I-11	ITE 313 Literature and Literacy I	007	03	20	
		ITE 317 Field Experience	002	03	08	
		Research and service (.25)	NA	03	NA	
		Department chair (.25)	NA	03	NA	
Last, First	S-11	ITE 326 Visual Arts	003	03	20	
		ITE 329 Performing Arts	006	03	20	
		Field Experience	003	03	08	
		Field Experience	004	03	08	

Please begin on next page ⇒

Office of the Dean
College of Education
University of Hawai'i at Manoa

COE Faculty Teaching Load Form

Department:

Semester/Year:

Date Submitted:

Group 1: Tenure line faculty (Instructional and Specialist)						
Name	I or S; 9 or 11 month	Course Number & Title; Administration; Research & Service; Grants, Contracts, Approved Course Releases (12 credits total)	Course Section	Workload Credits	Estimated # students	Actual # students

Group 2: Non-tenure line faculty, full-time						
Name	9 or 11 month	Course Number & Title; Administration; Research & Service; Grants, Contracts, Approved Course Releases (12 credits total)	Course Section	Workload Credits	Estimated # students	Actual # students

Group 3: Non-tenure line faculty, part-time						
Name	Course Number and Title		Course Sections	Workload Credits	Estimated # students	Actual # students

Group 4: Graduate Assistants						
Name	Course Number and Title		Course Sections	Workload Credits	Estimated # students	Actual # students

Group 5: Faculty from Other Departments (show only what they are teaching in your department)						
Name	Course Number and Title		Course Sections	Workload Credits	Estimated # students	Actual # students