About the Framework

The framework described herein was developed to facilitate review and revision of UHM unit-level workload policies in response to the [2022 UH/UHPA Joint Statement on Workload Policies](#), which guided the development of this document.

The framework was developed through wide consultation within UHM, beginning with invitations to all units with teaching faculty. A [33-member working group](#) composed mostly of department chairs and associate deans produced a first draft. The draft was circulated to all Deans and UHM chairs in Summer 2023, then shared with UHM faculty for additional feedback.

For clarity, the terms Course Credit Hours (CCH) and Workload Credit Hours (WCH) are used.
- **CCH** refers to the number of <u>credits a student earns</u> for a course. For most courses, CCH and WCH are the same, where CCH is the number of contact hours and 1 CCH = 50 minutes direct instruction plus 2-3 hours course preparation/week.
- **WCH** are the <u>workload equivalencies</u> for teaching, service, and research using credit hours "as a mechanism for quantifying the less quantifiable work faculty undertake." ([UH/UHPA Joint Statement](#))

The framework is intended to provide some degree of comparison between units without being prescriptive. It is left to each unit to establish workload equivalencies appropriate to discipline and unit-specific contexts: "equivalencies are to be determined and developed by the respective Department/Division faculty. Prior to adoption, workload assignments and equivalencies are to be reviewed both at the School/College level by Deans/Directors and/or at the Campus level by Provost/Vice-Chancellors to ensure they meet operational needs." ([UH/UHPA Joint Statement](#))

Approach to Workload Assignments

Article IV of the Unit 7 Agreement recognizes that faculty are professional, not hourly, employees, that workload is not limited to instruction, that instructional activities encompass more than just classroom teaching, and that workload is scheduled according to the nature of the work.

[RP 9.214](#) states "The primary responsibilities of most University faculty are teaching, research, specialized educational service, and community service." [EP 9.214](#) further states that "instruction is the highest priority of the University of Hawai'i system, teaching is among the most important duties for its faculty."

In most cases, departments begin with a determination of the overall teaching requirements that must be fulfilled to satisfy student and budgetary requirements of the unit. Chairs then distribute the teaching load equitably in consultation with each faculty "using the planned professional objectives and activities of the Faculty Member, and the objectives of the division or the department" (CBA IV.B.3). This should account for individuals' research and service contributions - both retrospective and planned. Chairs may use unit-defined prioritization criteria when assigning workloads, maximizing value to the institution and students. While there may

be unit-level norms in teaching, research and service workload, variance in individuals' research trajectories and service commitments preclude defined teaching workloads across an entire unit.

"The teaching workload assignment can vary depending upon an individual faculty member's research productivity, service obligations, and campus or college. Additional duties beyond teaching can be subtracted as an equivalency from the 24-credit hour per academic year teaching requirement in policy for each of UH's 4-year campuses." ([UH/UHPA Joint Statement](#)) This 24-credit hour workload is defined in RP 9.214 for "for full-time instructional faculty"; meaning those on 9-month appointments. A corresponding workload for those with 11-month appointments is a 30-credit hour load, as reflected in RP 9.214 (11/16/23 update).

The categories of teaching, research and service are typical of the F and H classifications ([RP 9.202](#)) and for I, J, M and R faculty (hired before 8-1-24). Librarian, Specialist, and Extension Agent faculty typically have a different scope of responsibilities. Refer to UHM Criteria for Tenure and Promotion, Appendix B for supplemental guidelines with respect to these classifications. Unit criteria may provide additional guidelines and examples.

New hires may be assigned increased research with concomitant reduced teaching to facilitate developing and establishing their research agendas. Buyouts, externally funded instruction replacing a portion of teaching load, may reduce a faculty member's teaching assignment, which would be proportionally increased with research and/or service equivalencies. Buyout approvals may be limited by, and are negotiated with, the department chair and the dean/director.

Anticipated Use of this Framework

Workload policy updates

[Updates to many UH policies](#) occurred in 2023, resulting from the [SCR 201 Task Force](#). Some changes will necessitate revisions to UHM workload policies. In anticipation of these revisions, this framework was created to provide some degree of common structure and comparability between units' policies. In developing or updating workload policies, UHM units may replicate sections of this framework and provide unit-specific teaching, research, and service examples and/or parameters. Those instruction types, research/creative products, and service types that don't apply to the unit need not be included.

Prospectively & Retrospectively

"The Department/Academic Chair has the contractual authority and primary responsibility in making the determination over workload assignments in consultation with the affected faculty pursuant to Article IV of the Unit 7 Agreement." ([UH/UHPA Joint Statement](#)) Where WCH can be clearly anticipated, prospective workload assignments may be predicated on them.

A workload assignment can be described in terms of WCH. For example, a 9-month faculty member might be assigned 15 WCH in teaching, 6 WCH in research, and 3 WCH in service -

these are assigned WCHs. The UH System's Workload Assignment Template report (WAT) collects such assignments from the preceding year.

This framework provides structure and guidance on quantifying past workload contributions that fall outside classroom lecture instruction (ie. other modes of instruction, research, and service). When feasible, retrospective analysis of past contributions may also be used to balance prospective work assignments. By enabling more structured comparisons between past contributions, the framework is anticipated to be useful in improving ensuring workload equity.

Teaching Equivalency Parameters

RP 9.214 states: "Work/teaching/credit hour assignment equivalencies ("Equivalencies") (inclusive of both instructional and non-instructional duties) will be established to represent faculty work aligned with research, specialized educational services, and community service requirements suitable for each campus's mission and purpose." and "campuses/colleges shall recommend and each Chancellor/Provost shall approve expectations for specific non-instructional activities and for other types of instruction (clinical practice, laboratory, thesis supervision, etc.), that are consistent with and in furtherance of the mission of the University unit and program.

In this process, "It is expected that the development of appropriate Equivalencies will involve consultation with faculty, chairs, and academic deans. Such Equivalencies shall be specifically articulated and reported to the Vice President for Academic Strategy so that they can be integrated into the faculty work assignment template." "The Equivalencies for every unit shall be publicly posted online and readily available directly from a single point on each campus website."

In this framework, faculty work resulting in CCH is credited as teaching in classroom or individual instruction. Such work includes registrations in all course/schedule types. Dissertation chairs, thesis chairs, and others who are instructor-of-record for individual instruction should have WCH credited under Teaching. Committee members contributing to such instruction, but who are not instructor-of-record, are credited under Service.

Librarian, Specialist, and Extension Agent faculty typically do not have credit-bearing teaching responsibilities, or these responsibilities may be included in specified professional activities. Refer to UHM Criteria for Tenure and Promotion, Appendix B for supplemental guidelines with respect to these classifications. Unit criteria may provide additional guidelines and examples.

Classroom Instruction

Units can replicate this table in workload policy, eliminate non-applicable course types, and provide any discipline-specific WCH equivalencies as approved Dean, Provost, with notice to UHPA.

Course/Schedule Types*	CCH Basis**	Typical WCH Equivalencies

Lecture (LEC)	50 min/CCH/week	1CCH = 1WCH E.g. ● 3-credit lecture course = 150 minutes direct instruction or [substantive interaction.](#)
Laboratory (LAB)		E.g. ● Dental Hygiene clinic, 1CCH = 2WCH ● ASTR 110L, 1 CCH = 3 WCH (meets 3 hr/wk)
Clinical Instruction (CLN)		
Fieldwork (FLD)		
Practicum Instruction (PRA)		
Lecture/Discussion (LED)		
Lecture/Lab (LEL)		E.g. ● ERTH323: 4CCH = 6WCH (4 meetings/wk includes a 3-hr lab)
Seminar (SEM)		E.g. ● SOEST: 1CCH = 1WCH (1 contact hr/wk)
Studio (STU)		

*UHM [Schedule Types](#) and [Nontraditional Course Examples](#)
** UHM [Credit Hour policy](#)

Modifying Factors, Classroom Instruction

Factors that may increase or decrease WCHs. Magnitude and criteria TBD by units, and approved by the Dean, Provost, with notice to UHPA.

Multiple modifying factors *may* apply when assigning workloads.

⇧	Higher WCH	New prep New course High enrollment
	Standard WCH	No modifying factors Multiple opposing factors E.g. high-enrolled course + GTA assistance
⇩	Lower WCH	Team Teaching - alternating Grading assistance Graduate teaching assistant(s)

	Description	Effect on WCH*
Large Enrollment	Enrollment exceeds unit standard E.g. Unit normally opens a new section when lecture enrollment exceeds 50	Increase WCH E.g. ● CTAHR 75+ students in lecture courses; 30% WCH increase ● ASTR 100+ students 50% WCH increase ● Physics 300+ students 100% increase WCH
Graduate Teaching Assistant (GTA)	Grading, facilitation, other instructional assistance provided ● E.g. Graduate Teaching Assistant grades 50% of assignments in a course	Decrease WCH or offset other factors E.g. ● GTA provided to standard enrollment lecture; decrease WCH ● GTA provided to large enrollment lecture; WCH to reflect both modifying factors (large enrollment + GTA)
Undergraduate Learning Assistant	Mentoring provided to LAs, learner assistance during or outside of class	No change to WCH
Team Teaching - alternating	Instructor teaches first half of semester	Decrease WCH E.g. Each instructor gets a % of the WCH based on contribution, totalling 100%
Team Teaching - concurrent	Multiple instructors required simultaneously	No change to WCH
CR/NC Grading	Where grading and feedback requirements are minimized	Decrease WCH
Course Development	Preparing a new course	Assigned WCH E.g. 1CCH:1WCH
Course Revisions	Changes in content or format	Assigned WCH E.g. Up to 1CCH:WCH depending on scope of revision

New Prep	First time teaching this course	Increase WCH
Hybrid Modalities	Teaching both online and classroom students in the same course; especially on first offering	Increase WCH
Research/ Creative Work Intensive Instruction	Course-based undergraduate research experiences	Increase WCH

* Round to .5 WCH where fractions are required

Individual Instruction

In this framework, individual instruction that generates student semester hours is considered teaching and is credited to the instructor associated with the course registration number (CRN). Units should define appropriate ratio parameters to translate this work to WCH (xCCH:yWCH). Other contributing faculty (e.g. committee members) may be assigned WCH as Service.

Scheduling types for individual instruction include:

	Description	WCH Recommendations and Existing Examples
Directed Reading & Research (DRR)	399/499 699/799	Reading: 4 to 10 CCH: 1 WCH ● CTAHR 399/499 - 10 CCH:1 WCH ● CTAHR 699 - 5 CCH:1 WCH Research: 1 to 3 CCH: 1 WCH ● ASTR 399 1 CCH:1 WCH ○ 2 hours/week meetings ● ASTR 699 1-2 CCH:1 WCH
Thesis (THE)	700 Thesis Chair	
Dissertation (DIS)	800 Dissertation Chair	1 CCH:1-2 WCH E.g. ● PHYS800 1 CCH:1.5 WCH ● ASTR800 1 CCH:1 WCH
Individual Instruction (INV)	One-on-one instruction in a musical instrument or voice, theater or dance.	
Project Courses; Variable credit		Doctor of Nursing Practice, NURS 776 ● Chair: 4 CCH:1 WCH, up to 4 semesters/student as Teaching ● Committee member: 8 CCH:1 WCH, up to 4 semesters/student as Service Engineering, ENGR/EE 196, 296, 396, 496 ● 10 CCH:1 WCH undergraduate ● 5 CCH:1 WCH graduate

The UH System's Workload Assignment Template report (WAT) automatically reports a one-year retrospective, which is useful to quantify contributions based on unit criteria. If such instruction was beyond a full workload, it *could* be considered toward a reduction in subsequent workload assignments.

Example:

Fall 2021 / Spring 2022 Individual Instruction

Term	Course	CRN	XL	Credits	Regs
Fall	LTEC800	83487		1	10
Spring	EDUC740	83988			0
Spring	EDUC799	83993			0
Spring	EDUC800	83995			0
Spring	LTEC800	84969		1	4
Spring	LTEC800	89913		1	7

Example WAT report (above): Dissertation or Pre-proposals, 800 or 699/799 registrations
- ● Dissertation Chair, Unit standard: 3 CCH:1 WCH for Chair
- ● The contribution shown above was 7 WCH over an academic year.

Modifying Factors, Individual Instruction

Factors that may increase or decrease WCHs. Magnitude and criteria TBD by units, and approved by the Dean, Provost, with notice to UHPA.

	Description	Effect on WCH*
PhD and M.S. student defense	Student defense in the registered semester, requires more time of chair.	Increase WCH
Purpose & content of independent study	Time required. Possibly based on difficulty in content of the proposed 399/499/699	Varies
Group mentoring	Research groups for simultaneous mentoring several x99 projects	Additional to individual mentoring, increases WCH

In place of individual mentoring, decreases WCH |

Research/Scholarly/Creative Work Equivalency Parameters

Librarian, Specialist, and Extension Agent faculty typically have a different scope of responsibilities for research/scholarly activities. Refer to UHM Criteria for Tenure and Promotion, Appendix B for supplemental guidelines with respect to these classifications. Unit criteria may provide additional guidelines and examples.

Unit Research/Scholarly/Creative Components and Baseline Expectations

The nature of research/creative works is that end-products are generated over varying and sometimes lengthy periods. As such, a faculty member's productivity should be examined over multi-year periods. The unit's description of baseline expectations should take this into account, accounting for the faculty members' productivity as a trajectory; including retrospective accomplishments and works in various states of progress.

Units can replicate this table in workload policy, eliminate non-applicable research/creative work examples, and provide discipline-specific examples and WCH equivalencies.

Types of works recognized by the unit
Research (scholarship) = both creative and intellectual work. Descriptions should include :
   1. Sufficient body of work
   2. Peer review/public view and critical recognition
   3. Original contributions to field	

Description of expected sustained measures/outputs, baseline expectations.	**Base Assigned WCH Parameter***
Describe expected/acceptable achievement level for a period with measurable terms; ie On a 3-year basis: scholarly publication in the reputable journals. Average of 2/year or publication of books, textbooks or other (equivalent) measures of scholarly pursuit. Includes foundational milestones such as data collection, editing, and other types of work in progress. Include authorship conventions	n WCH/Year

*Unit's normal WCH assignment for sustained, appropriate trajectory. n should reflect the assigned research/creative-work WCHs determined by meeting unit expectations for sustained output and/or modifying factors, and be appropriate to faculty classification.

Example: a unit with a n=9 WCH/Year parameter for 9-month I faculty whose research/creative trajectory matches the baseline expectations would also assign 15 WCH in combined Teaching and Service.

Modifying Factors

Factors that may increase or decrease WCHs. Magnitude and criteria TBD by units, and approved by the Dean, Provost, with notice to UHPA.

	Description	Effect on Assigned WCH
Publications / scholarship record	Significant research publications or other scholarly/creative activities (exhibitions, performances, curatorial projects, choreography, playwriting, compositions, film and other media works, etc.) beyond or less than "expected sustained measures/outputs"	Increased OR decrease
Quality of scholarship	Impact factors and/or unit specific standards, receipt of major awards/distinctions/prizes	Increase OR decrease
Active proposal writing	Evidence of significant and sustained efforts to secure external funds	Increased WCH
Grant size	Commensurate with magnitude e.g. ● Smaller (ie < $100k) ● Larger ● Major (ie > $1M)	Increased WCH
Sponsored Graduate Assistantships	External funding for graduate assistantships obtained	Increased WCH
Grant Management	Administrative effort involved in managing active externally-funded project(s); and/or coordination effort required for grant authorship with community and consortiums Where supporting personnel provide direct assistance with grants management and/or proposal writing, assigned WCH may be decreased; conversely supervisory responsibilities for support personnel may also increase assigned WCH.	Increase OR decrease
Community Impact / Community Engaged	Degree of collaboration of institutional/academic research with community needs per unit mission and priority areas. e.g. community-driven programs, curriculum, collaborative (engaged) research	Increase OR decrease WCH

New Hire	New hires may be assigned increased research with concomitant reduced teaching to facilitate newly established research agenda and/or to build out a new lab/facility.	Increase WCH (research) Decrease WCH (teaching)
Postdoc Mentoring	Research training provided to postdoctoral fellows	Increase WCH

Example Research/Scholarly/Creative Works

	Description
Publications	Unit-specific types, venues Books, chapters, articles, essays, edited publications, reviews
Collaborative Research with Community	Historical, political, educational or planning resource designed for community; Expert (cultural) interview for film production or curriculum development Authorship of administrative local, state, or federal policies; collaborative and open-source archives or databases / wikis
Reports	Technical writing, studies, reports and policy analyses; Newspaper columns, editorial columns; White papers, position papers, project reports, or planning reports; Cultural, literary, genealogical, application, and research guides Legal and amicus briefs, legal primers, and law guides and handbooks; Cultural studies and assessments; Impact statements (environmental, cultural, and organizational)
Presentations	Invited; juried; local, national, international
Visual Presentations or Performances	Hawaiian Knowledge; Hawai`inuiākea Mele, mo`olelo, hula, oli, or other performing or visual art forms; Compositions of choreography; Spoken word or live collection of work; Curatorial practices, exhibits, and virtual museums; Video and/or photo essays; Arts and Humanities Departments Exhibitions, performances, curatorial projects, choreography, playwriting, compositions, film and other media works, etc.
Media productions	Film, video, recordings, multimedia, graphical works
Design Practice	design (architectural, industrial, graphic, etc) works, public exhibitions

<Other>	Unit-specific examples

Service Workload Parameters

Administrative Service; 11-month employment
Service resulting in a temporary change to employment status, from 9 to 11 months requires a 30 WCH assignment. The additional work occurs during the 9-month faculty off-duty period. Administrative service roles may also earn stipends, which do not change the overall workload.

1. ## University Service (Department, College, Campus, UH System)

Faculty work required for organizational functionality.
   a. ## Department Chair (11-month, 30 WCH)
   Units must provide stipends per CBA Article XXIII.F; these do not change the 30 WCH workload.

Title (numbers below serve as guidelines)	Description; Measures/Outputs	WCH Parameters
Chair, small department ≤11 personnel* and/or <45 students (combined undergrad and graduate declared majors), and/or 1-3 degrees/certificates	Workload assignments, personnel assessments, course schedules, fiscal management, staff supervision, foundation / development work, grievances, space assignments, etc.	6-12 WCH/year
Chair, mid-size department 12-24 personnel, and/or 45-100 students (combined undergrad and graduate declared majors), and/or 2-4 degrees/certificates		10-20
Chair, large department 25+ personnel, and/or 101+ students (combined undergrad and graduate declared majors), and/or 5 or more degrees/certificates		15-30 (if supported by Assoc Chairs, etc, use mid-size parameters)

* all employees in the department (faculty, civil service, APT, graduate assistants)

Modifying Factors

Factors that may increase or decrease WCHs. Magnitude and criteria TBD by units, and approved by the Dean, Provost, with notice to UHPA.

	Description	Effect on WCH*
Support	Support from Assistant and/or Associate Chair(s) or Directors; Undergraduate and/or Graduate Chair(s); administrative support	Decrease Chair's WCH

b. Associate Department Chair

(9-month, overall 24 WCH workload) or (11-month, 30 WCH)

Units must provide stipends per CBA Article XXIII.F, or overload in some cases; these do not change the 24 or 30 WCH workloads. On overload, additional work is completed during the off-duty period.

Title (numbers below serve as guidelines)	Description; Measures/Outputs	WCH Parameters
Associate Chair, small department ≤11 personnel* and/or <45 students (combined undergrad and graduate declared majors), and/or 1-3 degrees/certificates	Fulfills one or more Chair roles; or assists with Chair's duties and responsibilities	3-6 WCH/year
Associate Chair, mid-size department 12-24 personnel, and/or 45-100 students (combined undergrad and graduate declared majors), and/or 2-4 degrees/certificates		5-10
Associate Chair, large department 25+ personnel, and/or 101+ students (combined undergrad and graduate declared majors), and/or 5 or more degrees/certificates		7-15

Modifying Factors

	Description	Effect on WCH*
Multiple Associate Chairs	In units where multiple Associate Chairs are appointed; the indicated WCH should be split among them	Decrease WCH

c. Center, Division or Program Leadership
(9-month, overall 24 WCH workload) or (11-month, 30 WCH)

(ie, Area Studies Center Directors, Center Directors, Division and/or Program Directors, Language Flagship Directors, Center Directors, etc,)

Title	Description; Measures/Outputs	WCH Parameters
Director/Coordinator/Other	Leadership for a center, division or program within a department, school, or college. Associated administrative work may include serving as a PI on requests for external funding, overseeing grants, working with chair/dean to plan courses, assessment coordination, work with program partners and placements, etc.	3-15 WCH/year TBD on student numbers, program complexity, external partnerships, etc.

d. Graduate Chair

Title	Description; Measures/Outputs	WCH Parameters
Chair, small program <25 graduate majors, and/or 1-2 degrees/certificates, and/or <30 courses in the major(s)	Chairs the graduate program for a unit. Course schedules, TA assignments, advising (grads), appoints admissions committee members, new student orientation (grads), graduate division reports and forms	3-6 WCH/year
Chair, mid-size program 21-45 graduate majors, and/or 3-4 degrees/certificates, and/or 20-40 courses		7-9
Chair, large program 46+ graduate majors, and/or 4 or more degrees/certificates, and/or 41+ or more courses		9-12

Modifying Factors

	Description	Effect on WCH*
Support	Support from Assistant; administrative support	Decrease Chair's WCH

e. Undergraduate Chair; Department Section Head

Title	Description; Measures/Outputs	WCH Parameters
Chair, small program <50 majors, and/or <30 courses in the major(s)	Chairs the undergraduate program for a unit. Course schedules, TA assignments, advising (undergrads), hiring & coordinating undergraduate assistants (graders)	3-6 WCH/year
Chair, mid-size program 51-150 majors, and/or 31-50 courses in the major(s)		7-9
Chair, large program 151+ students, and/or 51+ courses		9-12

Modifying Factors

	Description	Effect on WCH*
Support	Support from Assistant; administrative support	Decrease Chair's WCH

f. Departmental Personnel Committee (DPC)

Title	Description; Measures/Outputs	WCH Parameters
DPC/FPC member or chair, <5 reviews/yr	Evaluates contract renewals for temporary and probationary faculty, tenure and promotion, and post-tenure review.	0.5-1 Based on number of reviews required

g. Advising a student organization

Title	Description; Measures/Outputs	WCH Parameters
Advisor: Department, College or University registered student organization (RIO); student branch of national organization	E.g. Faculty oversight of RIO: registration status, coaching officers, assistance organizing meetings and setting goals	0-1 Based on size, time commitment

h. UHM faculty senator

Title	Description; Measures/Outputs	WCH Parameters

UHM Faculty Senator	Attending meetings, participating in discussion, debate and decision-making	0 - 1
Committee Chair	Organizes, leads committee of the UHMFS	1 - 3
Senate Chair	Chairs the Senate Executive Committee, presides at UHMFS and UHM Congress meetings	2 - 5

i. College-level faculty senator (where applicable)

Title	Description; Measures/Outputs	WCH Parameters
College Senator	Attending senate meetings, servicing on a subcommittee, drafting and reviewing old/ new policies & course proposals	0 - 1
Committee Chair	Organizes, leads committee of the College Senate	0.5 - 2
College Senate Chair	Attending meeting with college leadership; Coordinating and facilitating committees and college meetings; drafting resolutions	1 - 3

j. Undergraduate student advising

Title	Description; Measures/Outputs	WCH Parameters
Faculty Academic Advisor	Advises assigned current and prospective students within a program; mentor and guide students develop career goals; understand learning outcomes, degree requirements, and course sequencing; identify research opportunities, internships, and other experiential learning opportunities.	0.5 - 3
Cohort Coordinator	Assigned advisor and mentor to a specific cohort in a program	1 - 3

Undergraduate Research Mentor	Mentoring students through a research project. E.g., "UHM Undergraduate Research Opportunities Program" where student is not registered for credit	TBD WCH Consistent with individual instruction WCH for registered students

k. Graduate oversight / advising

Title	Description; Measures/Outputs	WCH Parameters
Faculty Academic Advisor	For advising not performed by the department graduate chair or primary dissertation/thesis advisor (dissertation/thesis advising crediting under Teaching)	0 - 1
Committee Member	Thesis or dissertation committee member, including university representative. (See Individual Instruction under Teaching regarding WCH for committee chairs.)	0 - 1

l. Tenure & Promotion Review Committee (Campus Level)

Title	Description; Measures/Outputs	WCH Parameters
Committee member	Review of Tenure and Promotion dossiers from outside departments	0.5 - 1
Committee chair	Organizes committee, finalizes review documentation	1 - 2

m. Personnel search committees

Title	Description; Measures/Outputs	WCH Parameters
Committee member	Drafts job advertisement, reads applications, conducts interviews, interacts with candidate for in person visit. WCH depending on postdoctoral fellow or faculty, and # in search.	0.5 - 2

Search Advocate	Advisor to search committee for enhancing diversity, validity, and equity within the process	0.5 - 1
Chair	Coordinates search, meetings, liaison with Search Advocate	1 - 3 / committee

n. Campus-level committees

Title	Description; Measures/Outputs	WCH Parameters
Committee member	Varies	0.5 - 2 Based on service load, time commitment
Chair		May increase WCH

Other Unit-Specific Service Examples
o. Graduate Admissions

Title	Description; Measures/Outputs	WCH Parameters
Committee member	Selection activities, potentially including reading up to 200 applications and ranking them, short list interviews, interacting with admitted students during pre-graduate visits	0 - 3 Based on volume of reviews

p. Assessment Coordination

Title	Description; Measures/Outputs	WCH Parameters
Coordinator	Liaise with the UHM assessment office, assemble and review program data for accreditation and program reviews. Increased during the year of visit.	0 - 3

q. College/School/Departmental Committees
- E.g., Curriculum; DEI; Colloquium/Seminar; Awards, Alumni & Outreach

Title	Description; Measures/Outputs	WCH Parameters

Awards Committee member	Identifies all the UH, national, and international awards that our faculty are eligible for, solicits nominations from the faculty for the awards, and pulls together nomination materials	0 - 1
Colloquium Committee (Unit-specific)	Identifies speakers for the weekly colloquium, hosts their visit.	0 - 2
Curriculum Committee	Review UHM 1 & -2 and Gen. Ed. Forms, provide feedback, forward them. Reviewing and revising curriculum	0 - 3
Executive Committee	Associate directors, Admin director, facility directors, Chairs meet with Dean/Director monthly to discuss management issues	Generally included in other workload assignments; otherwise 0 - 1
Graduate Academic/Research Oversight Group	Evaluate proposals for pre-dissertation (year 1 and 2 students), graduate research, progress reports and evaluate final research presentations and papers.	0 - 2
Alumni and Public Outreach	Writing annual newsletters, maintaining alumni database, organizing alumni annual events and visitations	0 - 2

r. Development of new credentials (certificates, Masters, PhD)

Title	Description; Measures/Outputs	WCH Parameters
Ad Hoc Design Committee	Design and align courses, program learning objectives, and other requirements of a new credential	0 - 3

s. Operating/managing shared scientific resources (facilities, shops, labs, etc)

Title	Description; Measures/Outputs	WCH Parameters

Operating/managing Lab, Equipment, Facility, other shared scientific resources	Exercise responsibility for a resource serving multiple faculty, such as an observatory, shared laboratory, shop/fabrication facility, etc.	3 - 24 Normally set by position description or offer letter
UH Telescope Time	Evaluate 30 proposals per semester, 2 day meeting to discuss and allocate telescope time, chair manages the review, and works with the observatories to develop schedules	1.5 (member) 4.0 (chair)
National Telescope Time (HST, JWST, ESO, etc)	Evaluate and rank N proposals (some per semester, some annually). Large panels (HST, JWST, ESO) meet typically for 5 days.	0.5 (small panel) 2.5 (large panel)

2. Service to the Profession

Work that advances the faculty member's discipline (field of study/practice). Weighted with respect to the time commitment, value to the unit, and other factors as noted.

a. Journal editorship

Compensated editorships may or may not be considered UHM workload. Editorship commitments vary in time and complexity. Workload equivalence should reflect the actual time and complexity anticipated. Availability of staff or volunteer assistance throughout the editorial process should be reflected.
  i. High WCH: National or international readership; peer review process; revision cycles; high profile; high value to the unit
  ii. Low WCH: Limited readership; minimal revision cycles; lower profile

Title	Description; Measures/Outputs	WCH Parameters (non-compensated work)
Journal editor	Manage submitted papers through the review process	0.5 - 4 Weighted on volume of submissions
Book editor	Manage submitted chapters through the review process.	1 - 7 Weighted on book size and assistance available.

b. Peer-review: journal manuscripts, books, other scholarly publications

Title	Description; Measures/Outputs	WCH Parameters
Reviewer	Critically read N manuscripts or chapters per year and provide comments to the editor.	0 - 2 Weighted on number of reviews

c. Officership: state, national, or international professional organizations

Title	Description; Measures/Outputs	WCH Parameters
Officer of an organization, large organization > 500 members	Executive committee meetings, spearheads initiatives, interacts with other organizations, deals with membership issues	0 - 3

d. Board memberships

Title	Description; Measures/Outputs	WCH Parameters
Board member - National facilities (E.g. Telescope) or national professional organizations	Meetings to discuss facility status, advice to director & funding agencies, budgetary review and approval	0 - 1.5

e. Organizing conferences, meetings/symposia, workshops/trainings

Title	Description; Measures/Outputs	WCH Parameters
Local organizing chair	Secure venue, set up contracts, organize function space, set up registration, interact with exhibitors	0.5 (small workshop) 2.0 (medium meeting, 100 participants) 6 (large conference > 500 participants)
Local organizing committee member	Interact with chair to make decisions about the meeting	0 - 2
Program organizing chair	Manage the committee, interact with the local organizing chair.	0 - 3

Program organizing committee member	Decisions about meeting themes, invited speakers, evaluation of abstracts, create program	0 - 2
Managing training programs E.g. NSF Research Experiences for Undergraduates	Manage the review of applications, secure faculty mentors, set up logistics, organize group activities, mentoring	1 - 6

f. Judging entries or mentoring students at national meetings

Title	Description; Measures/Outputs	WCH Parameters
Judge	Judging entries at professional meetings, award processes	0 - 1
Organizing and/or mentoring student competitions E.g. case competitions)	Recruiting and coaching students, organizing travel (if needed), mentoring at events	1 - 3

g. Review of funding/grant proposals

Title	Description; Measures/Outputs	WCH Parameters
Panel member or chair	Read and evaluate N proposals. Chair also reads, but does not vote, and manages the discussion. Panel members write final evaluations, chair edits.	0.5 - 3
External reviewer	Read and evaluate N proposals, write summary evaluation	0.5 - 1

3. Community

Service benefiting a constituent community of the University. Weighted with respect to the degree to which the faculty member's professional expertise is required and employed; as well as the time and effort required for performance.
- Maximal: Service which emanates from the faculty member's professional expertise.
- Mid: Assigned service which emanates from the faculty member's generalized role as an intellectual leader, teacher and exemplar for the community.
- Lower: Service performed primarily as a function of the faculty member's role as a citizen, parent, organization member or in some other status beyond that carried as a part of the professional role.

a. Service project

Title	Description; Measures/Outputs	WCH Parameters
K-12 Academic Fair Judge	Judge student entries at local, state and national levels	0 - 0.5
Community Advising	Contributing discipline-specific knowledge or expertise for community organization	0 - 1

b. Community Training/Workshops

Title	Description; Measures/Outputs	WCH Parameters
Coordinator	Evaluate applications, conduct a week long program for research, mentor middle and high school students.	1 - 1.5
Contributor	Respondent to community needs/issues. e.g. Conduct workshops or seminars as requested by K-12 schools, community/non-profit/non-governmental and governmental agencies	0.5 - 2

c. Subject Matter Expert

Title	Description; Measures/Outputs	WCH Parameters
Testifier	Provide expert testimony for legislative or legal processes (unpaid)	0 - 1.5
Consultant	Contributions of subject matter expertise for projects or organizations (unpaid)	0 - 2
Board Member, Nonprofit	Advise on professionals development, code of ethics, etc. (unpaid)	0 - 1

Acknowledgements

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Elizabeth Davidson	Associate Dean	Business
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