UNIVERSITY OF HAWAI`I COMMUNITY COLLEGES POLICY

UHCCP #9.237 Teaching Equivalencies

March 2013

I. Purpose

BOR Policy, Section 9-14, establishes the standard teaching assignment for full-time Community College instructional faculty as 27 semester credits per academic year or equivalent. This UHCCP defines the equivalencies for modes of instruction other than lecture and for non-instructional assignments. This UHCCP also establishes the criteria for the general duties and responsibilities of division/department chairs, provides the general criteria by which chairs are to be compensated, and provides the general criteria by which teaching equivalencies will be determined for chairs to perform their duties and responsibilities.

II. Related University Policies

A. University of Hawai'i Board of Regents Policy, Section 9-14, Teaching Assignments for Instructional Faculty: http://www.hawaii.edu/offices/bor/policy/borpch9.pdf

B. 2009-2015 Collective Bargaining Agreement between the University of Hawai'i Professional Assembly and the Board of Regents of the University of Hawai'i: http://www.uhpa.org/uhpa-bor-contract/100129-2009-2015-agreement-for-website.pdf/view

1. Article IIIG, Conditions of Service, Teaching Assignments and Equivalencies, and

2. Article XXIII, Appointment, Duties and Compensation for Academic Chairs

C. UH Systemwide Administrative Procedure, A9.235, Administrative Stipends for Department Chairs, Special Program Directors and Chairs of Academic Subdivisions: http://www.hawaii.edu/apis/apm/pers/a9235.pdf

III. Definitions

A. Teaching Equivalency is defined for each course based on the contact hours divided by the basis multiplied by 15 where the contact hours equals the faculty contact hours for the course. This calculation may result in a fractional teaching equivalency.

B. Basis is defined as the assigned category of the course as follows:

1. Lecture or lecture discussion is organized instruction where the faculty presents information and leads discussions. The basis for these courses equals 15.

2. Lab or lecture/lab requires special purpose equipment for student participation, experimentation, observation, or practice in a field of study. Labs or lecture/labs may involve discussion of a forthcoming lab or review of a completed lab session. The basis for these courses equals 18. The instructional equivalency is the same whether or not a related lecture/lab course is taught as a combine class or as a separate lecture and laboratory course.

3. Studio is an organized method of instruction with emphasis on the synthesizing nature of the design process and conducted through critique and one-to-one interactions. The basis for these courses equals 21.

4. Shop is a method of instruction where faculty provide supervised instruction to students engaged in applying hands-on experience of skills in areas such as the trades and culinary arts. The basis for these courses equals 24.

5. Practicum and clinical instruction is a method of instruction where students are performing skills in work settings. The faculty member's contact hours are determined by the number of hours the faculty member supervises the students in the clinical setting or supervises the clinical instructor. The basis for these courses is 24.

6. Cooperative education and internship courses are supervised experiences in an area of specialization and may be conducted on or off campus with the student making periodic reports to the instructor. The basis for these courses is five students equals one teaching equivalency.

7. Individual music education is one-on-one instruction in a musical instrument or voice. The basis for these courses is five students equals one teaching equivalency.

8. Directed reading and independent study courses have no teaching equivalency. However, faculty who are responsible for such courses may include these responsibilities in assessment documents as service to their department.

9. Any other course not covered in the above definition shall have individually assigned teaching equivalencies.

C. The current teaching equivalencies for each course taught by the Community Colleges may be found at the Office of the Vice President for Community Colleges website.

IV. Responsibilities

A. Vice President for Community Colleges (VPCC) shall have the responsibility to:

1. Define the equivalencies for modes of instruction other than lecture and for non-instructional assignments.

2. Establish the criteria for the general duties and responsibilities of division/department chairs.

3. Provide the general criteria by which chairs are to be compensated.

4. Provide the general criteria by which teaching equivalencies will be determined for chairs to perform their duties and responsibilities.

5. Generate and disseminate a report that displays and reports the non-instructional equivalencies.

6. Maintain a record of the teaching equivalencies and non-instructional assignments for all faculty.

7. Ensure consistency across campuses so that comparable courses have comparable teaching equivalencies.

8. In recognition that changes in pedagogy, such as on-line courses, hybrid courses, open laboratories, field studies, and emporia approaches all reflect environments different from the traditional self-contained classroom, the VPCC will review teaching equivalencies on a regular basis to determine whether new equivalencies need to be established. Establishment of new equivalencies will be done in consultation with the University of Hawai‘i Professional Assembly.

B. Chancellors shall have the responsibility to:

1. Ensure that full-time instructional faculty are assigned 27 semester credit hours per academic year or equivalent as defined by this policy.

2. Compensate faculty whose teaching load exceeds 27 semester credit hours or equivalent through overload payment or carrying forward the balance to the next academic year.

3. Establish policies and procedures for the approval of non-instructional teaching equivalencies in accordance with this policy. At a minimum, the procedures must include documentation of all non-instructional assignments and the related teaching equivalency granted each year.

V. Policy

A. Faculty responsibility:

The instructional responsibilities of faculty, as they relate to this policy, appear below, excerpted from the Community Colleges Faculty Classification Plan in the Tenure and Promotion Guidelines:

"Instructional faculty members are primarily teachers. This primary focus entails the responsibility to develop an educational philosophy and methodology that will challenge and stimulate students; to require academic rigor and discipline; and to assist students to understand concepts, solve problems, and learn to think independently. At the same time, faculty members need to be responsive to students, be concerned with developing their potential, and be willing to serve as role models, academic advisors, mentors, and leaders. Faculty must motivate students, work with a wide diversity of student abilities and needs, and develop within them the capacity to become life-long learners. In this manner, faculty members promote social responsibility while providing professional assessment of student learning. To carry out these responsibilities, faculty members must maintain currency and understanding in their fields, must continually search for the most effective means of teaching, and must contribute to the development of the curriculum and program improvement."

B. The duties and responsibilities of full-time faculty members consist of a combination of instructional and non-instructional activities designed to conform with established Board of Regents policy. The "mix" of these activities may vary from individual to individual.

When the non-instructional assignments exceed that which is normally expected of an individual faculty member, the faculty member may be assigned a non-instructional equivalency based on the guidelines in Appendices 1-5. If special circumstances arise, the Chancellor may make modifications to the established range of semester hour equivalencies.

The assignment of non-instructional equivalencies is intended to provide faculty who have assumed responsibilities beyond the normal expectation the time necessary to meet both their remaining teaching obligations, and the demands of their additional responsibility. Therefore, except for unusual circumstances, faculty who are assigned non-teaching equivalencies should not be assigned classes that result in an overload payment.

VI. Procedures

In implementing the policy on teaching equivalencies, the following will occur:

A. Faculty will be credited with the specific teaching equivalency for each course assigned.

B. Faculty assigned non-instructional equivalencies shall be credited with equivalencies in accordance with the following:

1. Department/Division Chair – Appendix 1

2. Program Coordinators – Appendix 2

3. Discipline Coordinators – Appendix 3

4. Faculty Governance Leadership – Appendix 4

5. Other Teaching Equivalencies – Appendix 5

C. The total teaching load for the academic year shall be calculated by adding the instructional and non-instructional teaching equivalencies to total 27 teaching equivalencies, with a maximum of 18 teaching equivalencies in any one semester.

D. If the faculty member's teaching equivalencies, including non-instructional equivalencies, exceed 27 teaching equivalencies in a year, the college may either pay overload or carry forward a balance to the next academic year. The college may not carry forward a balance in excess of 3 teaching equivalencies without the faculty member's concurrence. Overload payments shall be made after the Spring Semester assignments are finalized.

VII. Effective Date

July 1, 2013

Appendix 1

DIVISION/DEPARTMENT CHAIR

The Division/Department Chair is an official position providing quasi-administrative oversight to the departments or divisions as designated on the various campus organizational charts. Division/Department Chair shall be on 11-month appointment, where appropriate to the duties and responsibilities of the assignment. Teaching equivalencies provided to the Division/Department Chair are determined on a number of factors, including the number of personnel in the department, the number of programs administered, the number of course sections offered, the size of the departmental budget, and the complexity of the assignment.

Monthly compensation for Division/Department Chairs shall not be less than $300 and not more than $500 per month. The standard Community College Division/Department Chair will receive a stipend of $300 per month. Stipends greater than $300 per month may be given based on the complexity of the division/department or on additional functions beyond the Department/Division Chair's duties and responsibilities outlined below. Such stipends greater than $300 per month may also be given on a temporary basis due to special circumstances that may occur for a limited period of time or unusually complex assignments that may be given for a limited period of time. When such temporary assignments are completed, the stipend will revert back to the original amount. Alternately in place of increased stipends, additional teaching equivalencies may be granted for a limited period of time when special circumstances arise or unusually complex assignments are required. Upon completion of such temporary assignments, the teaching equivalencies will revert back to the original level.

Guidelines:

1. Recommendations for teaching equivalencies and stipends should be established at the time of appointment by the Chancellor.

2. Appointments are to be effective August 1, unless otherwise approved by the Chancellor.

General Description of Division/Department Chairs:

Duties and Responsibilities for Instruction/Academic Support

1. Personnel

   a. Evaluate faculty members for, promotion, tenure, contract renewal, and reappointments;
   b. Assist in the appointment of lecturers, instructors, and other staff;

c. Provide recommendations for leaves of absence, e.g., sick, vacation, sabbatical, study, and leaves without pay; approve and process travel requests; and
d. Supervise clerical support, APT positions, and student-help workers as required by the division or the department.

2. Budget

   a. Assist in establishing campus budget priorities as well as participate in and assist in preparing budget requests;
   b. Facilitate discussion, prepare, and present division/department budget requests for equipment, student help and supplies;
   c. Assist and monitor division/departmental expenditures; and
   d. Maintain the division/department inventory of equipment.

3. Curriculum and Instruction

   a. Assess program outcomes data, and assist in the preparation of reports;
   b. Coordinate annual program reviews;
   c. Coordinate the preparation of division/department instructional scheduling, considering faculty workload;
   d. Plan and suggest updates to the division/department curriculum, courses, and programs;
   e. Coordinate and update division or department section of the campus catalog of courses; and
   f. Aid in improvement of teaching and supervision of instruction.

4. Staff Development

   a. Provide orientation and support for new lecturers, faculty, and staff to supplement campus efforts; and
   b. Encourage the development of each faculty member's special talents and interests within the context of the institution's needs and priorities.

5. Student Services

   a. Facilitate resolution of student academic grievances;
   b. Assist in and/or coordinate the division/department role in student advising and recruitment; and
   c. Facilitate student evaluations of instruction.

6. Division/Department Governance

    a. Serve as communication link, keeping division/department members informed of general campus activities and representing the division/department views to administration;
    b. Assist in and/or identify and resolve division/departmental concerns; and
    c. Assist in and/or establish and maintain positive work relationships among faculty, staff and administrators within campus structure.

7. Continuing Education and Training

Provide assistance to the Administrator in the development of community service programs and courses as needed.

GUIDE TO DETERMINE MIMIMUM TEACHING LOAD FOR DIVISION/DEPARTMENT CHAIRS

Criteria	Levels			
	4 pts	3 pts	2 pts	1 pt
a) Number of course sections (annual)	400+	200-399	125-200	<125
b) Number of programs	6+	4-5	2-3	1
c) Total number of employees	75	50-74	20-49	<20
d) Budget	$75K+	$50-74K	$20-49K	<$20K
e) Additional complexity (weighted double): scheduling, assessment, budget preparation, multi-disciplines, accreditation, multiple sites, clinical, commercial enterprise, grants, campus operations, advisory committees, fundraising, facilities, select admissions	Complex	Moderately Complex	Moderately Low	Low

How to determine number of programs:

1. Any program requiring a separate program review
2. Within the Liberal Arts each of the following is defined as a program: Humanities, Social Sciences, Math/Science, Language Arts (or equivalent)

Benchmarks:

Total Points	Teaching Equivalencies/academic year
19+	21 teaching equivalencies/yr
15-18	15 teaching equivalencies/yr
11-14	9 teaching equivalencies/yr
<11	6 teaching equivalencies/yr

Appendix 2

PROGRAM COORDINATORS

A Program Coordinator has responsibility for managing various aspects of a program or its equivalent. Programs include all associate degree programs (unless the program is managed by the Division/Department Chair) and those special areas of emphasis within the non-degree programs as designated by the campus. Programs may also include major support activities or program initiatives such as service learning or freshman year experience which are not assigned as regular duties to a faculty member.

The duties of the Program Coordinator may include assessment of program outcomes, program review, development and maintenance of relationships with business and industry, liaison with program accreditation or other external certification organizations, maintenance of laboratory facilities, shops and equipment, and overall coordination of the students, curriculum, and personnel associated with the program. For all designated campus programs, the amount of teaching equivalencies provided to the Program Coordinator is based on the specific duties assigned to the Coordinator and the size and scope of the program. Program Coordinators are not the same as those who serve as Division/Department Chairs, even though they may assist in carrying out some of the duties of Division/Department Chairs.

When the workload of the Program Coordinator exceeds the work normally associated with non-instructional workload of a faculty member, then the amount on non-instructional equivalencies will be determined by the campus. The normal range shall be between 3 to 12 teaching equivalencies per academic year. Fractional equivalencies are permitted.

Appendix 3

DISCIPLINE COORDINATOR

A Discipline Coordinator has responsibility for overall coordination of courses within the discipline, e.g., facilitating communication between and among discipline faculty, scheduling classes, selecting textbooks, assisting with transcript evaluations, updating and developing course curriculum, maintaining laboratory facilities, shops and equipment, and overall coordination of the students, and personnel associated with the discipline to include the recruitment and mentoring of lecturers. The amount of teaching equivalencies provided to the Discipline Coordinator is based on the specific duties assigned to the Coordinator.

When the workload of the Discipline Coordinator exceeds the work normally associated with non-instructional workload of a faculty member, then the amount on non-instructional equivalencies will be determined by the campus. The normal range shall be between 1 to 6 teaching equivalencies per academic year. Fractional equivalencies are permitted.

Appendix 4

FACULTY GOVERNANCE LEADERSHIP

Faculty members elected to academic governance positions within the campus Faculty Senate have the responsibility to carry out the duties of reviewing, assessing, recommending, and acting on issues academic policy established by the Board of Regents pertaining to the mission of their respective campuses. Not all members of the Faculty Senate or related governance organizations are granted teaching equivalencies. Each campus shall determine the number of teaching equivalencies to be granted within the following ranges:

1. Faculty Senate Leadership, from 6 to 12 teaching equivalencies per academic year
2. Curriculum Committee Leadership, from 4 to 12 teaching equivalencies per academic year

The allocation of the teaching equivalencies within the Faculty Governance Leadership shall be left to the individual campus senates. Fractional equivalencies are permitted.

Appendix 5

OTHER TEACHING EQUIVALENCIES

There are other relevant activities for which teaching equivalencies may be granted, either at the initiative of the campus administration or a faculty member. These equivalencies shall depend on the scope of the activity. Fractional equivalencies are permitted.

Such activities include, but are not limited to:

1. Management of labs, shops, and studios;
2. Major curriculum revision;
3. Research and development in teaching pedagogy;
4. Development of major grant or contract proposals;
5. Institutional service;
6. Providing expert technical assistance to federal, state, county, and other agencies that serve the public and benefit the college; and
7. Accreditation

UNIVERSITY of HAWAI'I® SYSTEM

John Morton
Vice President for Community Colleges

February 13, 2015

MEMORANDUM

TO: Chancellors Manuel Cabral
Helen Cox
Douglas Dykstra
Lui Hokoana
Erika Lacro
Leon Richards
Noreen Yamane

FROM: John Morton
Vice President for Community Colleges

SUBJECT: **GUIDELINES FOR THE IMPLEMENTATION OF UHCCP #9.237, TEACHING EQUIVALENCIES**

Over the past year, as campuses have implemented UHCCP #9.237, Teaching Equivalencies, it has come to our attention that the following issues need to be clarified:

1. **Calculation of Teaching Equivalencies for Courses with Mixed Schedule Types**
   For any single course where the contact hours are made up of two or more schedule types (e.g. lecture, lab), except for science courses, the basis for the calculation of teaching equivalencies shall be basis of the respective lab portion (e.g. 18 for regular labs, 21 for studio, and 24 for shop). For science courses where the lecture and lab portions are combined into a single course the teaching equivalencies for the contact hours for the lecture portion of the class are calculated on the basis of 15 and those for the lab portion, on the basis of 18. If the science lecture and lab courses are taught separately, the teaching equivalency shall be calculated separately. The result is that teaching equivalencies for science courses are the same, regardless of how the courses are delivered.

   Examples:

   a) ME 213 Introduction to Engineering Design (3 cr)
      2 hours lecture, 3 hours lab per week
      TEs = 2 + 3 = 5/18 (the basis for lab) = .277 per week, 4.167 per semester

   b) MUS 122C Class Piano II (2 cr)
      1 hour lecture, 2 hours lecture/lab per week
      TEs = 1 + 2 = 3/21 (the basis for studio) = .143 per week, 2.142 per semester

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c) CULN 155 Intermediate Baking (5 cr)
1 hour lecture, 13 hours lab per week
TEs = 1 + 13 = 14/24 (the basis for shop) = .583 per week, 8.749 per semester

d) CHEM 161B General Chemistry I (4 cr)
3 hours lecture per week, 3 hours lab
TEs = 3/15 (the basis for lecture) = .20 per week, 3 per semester + 3 hours lab = 3/18 (the basis for lab) = .166 per week, 2.5 per semester
Total = .366 per week, 5.5 per semester

e) CHEM 161 General Chemistry I (3 cr)
3 hours lecture per week
TEs = 3/15 (the basis for lecture) = .20 per week, 3 per semester

CHEM 161L General Chemistry I Lab (1 cr)
3 hours lab per week
3 hours lab = 3/18 (the basis for lab) = .166 per week, 2.5 per semester
Total = .366 per week, 5.5 per semester

2. **Standardization of Credits, Schedule Types and Teaching Equivalencies for Language Courses**
To ensure consistency in language courses across the campuses, the schedule type for all language courses shall be "lecture." The number of credits shall be identical to the number of contact hours per week. The teaching equivalencies per semester shall be identical to the number of credits.

For all but the 200-level European language courses, language courses will be 4 hours of lecture per week (minimum 4 x 50 minutes = 200 minutes), 4 credits, and 4 teaching equivalencies.

Should you have any questions, please contact Suzette Robinson at 956-3867 or Sandra Uyeno at 956-3874.

c: Vice Chancellors of Academic Affairs
Suzette Robinson
✓Sandra Uyeno