University of Hawai'i Shidler College of Business

Workload Policy

April 23, 2015, revised April 25, 2016

Revised February 10, 2025

**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 on 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.
* The College needs consistency across departments/schools 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/schools…due to disciplinary differences in instructional, non-instructional activities.” (2009 memorandum), Executive Policy 9.214 Teaching and Work Assignments for Faculty (December 2023), and Regents Policy RP 9.214, Work Assignments for Faculty (December 2023):
	+ The College workload policy does not displace established “written School’s standards of performance for non-instructional activities, as established with the college dean.” (Administrative Policy 1990)
* “A faculty member’s work assignment is the proportion of work effort to be devoted in each of their primary responsibilities. Individual work assignments can vary depending upon a unit’s mission, workload policy, and the individual faculty member's research trajectory and/or service obligations required of their specific position. Work assignments are expressed as a percentage of effort in the primary responsibilities appropriate to the faculty member’s classification. As instruction is the University of Hawai‘i’s primary priority, teaching remains among the most important duties of its faculty.” (RP 9.214).
* Pursuant to EP 9.214 (December 2023): “As instruction is the highest priority of the University of Hawai‘i system, teaching is among the most important duties for its faculty. Unless external funding covers a faculty member’s entire salary, other documented circumstances exist such as administrative assignments, or the faculty member’s primary responsibilities are all non-instructional, faculty should to the extent possible teach at least one class per semester (generally 3 credit hours).”

## General Expectations for Faculty

All faculty are expected to engage in a range of activities. Instructors F2 (I2) are expected to participate in teaching and service activities.F3 (I3), F4 (I4), and F5 (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, quality scholarship and its dissemination, and service activities.

**Process**

In accordance with UHM policy,

* Each Fall semester 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 and the previous year’s assignments and outcomes, 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 Faculty Workload Plan form, as shown in Appendix C.
* The plan is due to the Director on October 15 each year. Faculty members will include a report on the previous year’s accomplishments, including time and effort spent on pending research.
* The Director determines the workload after consultation with the faculty member.
* SOA Director is encouraged to share his/her workload plan with faculty in his/her School for transparency and to submit his/her plan to the Dean for review.
* Director may seek the consultation of the Dean to ensure consistency across departments in setting workloads.
* The Director will turn in the plan with his/her final decision for workloads for the academic year beginning the next Fall Semester by November 30.
* If a faculty member disagrees with the assignment of workload, he/she may petition the Shidler College Dean for mediation with the Director of the School of Accountancy

**Determination of Workload**

The BOR sets the standard workload for faculty at UH Mānoa at 24 semester hours (equivalent to 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 the research mission of UHM, 18 semester credit hours (3&3) has been the historic standard teaching workload for Mānoa faculty. Workload equivalency policies permit variations below and above that standard teaching load for individual faculty members who pursue mission-relevant research or service endeavors that exceed (or are less than) this allocation.

In reviewing and setting the teaching load of their faculty, the Director must ensure that each tenure-track faculty member is meeting the unit’s expectations of performance in all of the areas: teaching, research, and service. Further, since both the UHM and Shidler College have strong research missions, workload assignments across teaching, research, and service should be “consistent with and in furtherance of” these missions. F2 (I2) instructors do not have research expectations and are assigned workload based on instruction and service.

The following are College guidelines for determining workloads roughly based on the percentage time spent on various activities. Further justification may be drawn from the Workload Equivalency Framework provided by the UHM OVPAA in concurrence with the collective bargaining agreement (CBA) (Joint Statement Issued On Workload Policies, February 22, 2022).

* Workload should be specified in Workload Credit Hours (WCH), with a total of 24 WCH for 9-month faculty and 30 WCH for 11-month faculty accounted for in the workload plan.
* Typically, one 3-SSH (course credit hour) class will be equivalent to 3 WCHs.
* Equivalencies are used as a mechanism for describing and allocating the range of work faculty complete, i.e., faculty professional duties and responsibilities in addition to traditional instructional classes, research, and service.
* It is recommended that faculty be assigned not more than two preps per semester and a maximum of three preps in a year.

Basic assumptions about workload allocations:

1. The range of activities and responsibilities that justify the 3&3 teaching load (9 & 9 WCH) 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 load assignments below 9 & 9 WCH are justified, based on exceptional levels of curriculum/teaching endeavors, service endeavors beyond the baseline, and/or active engagement with research endeavors relevant to the faculty member’s field of expertise. Requests for differential workload assignments are processed as specified above. Conditioned on acceptance by the Shidler Senate
3. Teaching a “typical” class requires 20% - 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, particularly when first developed. Typically, a class assignment will be allocated 3 WCHs.
4. 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 accomplishments such as receipt of prizes, awards, and grants, especially extramural grants, election or appointment to office in professional organizations, and other forms of recognition. Faculty may request, and the Director may allocate WCH for research to the faculty member’s plan based on evidence of the faculty members’ record of research endeavors (as noted above).
5. 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 the larger community in ways related to one's professional stature and scholarly achievements; and mentoring junior faculty and students. Faculty appointments as Chairs/Director, Program Chairs, or to faculty governance leadership positions may be allocated WCH toward the faculty member’s workload plan at the Dean’s discretion. WCH allocations for external service endeavors (e.g., editorial leadership positions, community service) that would substitute for teaching should be reviewed with the Dean and Director.
6. When one or two credit-hour courses are offered, the Director may postpone additional course assignments to the following academic year in consultation with the faculty.

**The Workload Policy will go into effect starting with the 2025-2026 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

APPENDIX B

|  |
| --- |
| **Table 2-1 Intellectual Contributions** |
| **Part A: Five-Year Summary of Intellectual Contributions** |
| **Faculty**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.

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(signed)