

# CHANCELLOR FOR COMMUNITY COLLEGES MEMO

CCCM# 2250 (Revised August, 2002)

SUBJECT: Teaching Assignment Policy

A. REFERENCES:

1. University of Hawai'i Board of Regents Policy 9.16 - *Teaching Assignments for Instructional Faculty*.
2. University of Hawai'i Administrative Policy on *Teaching Assignments for Instructional Faculty*, Office of the President, September 1990.
3. Board of Regents Policy Chapter 9-1a, *Appointments*.
4. Administrative Procedure, A9.235, *Administrative Stipends for Department Chairs, Special Program Directors and Chairs of Academic Subdivisions*.

B. PURPOSE:

This CCCM addresses the Community Colleges implementation of the University of Hawai'i Administrative Policy relating to the Board of Regents policy on Teaching Assignments for Instructional Faculty, to delineate the general duties and responsibilities of division/department chairs, to provide for the general criteria by which chairs are to be compensated, and to provide for the general criteria by which assigned time will be determined for chairs to perform their duties and responsibilities.

C. DEFINITION:

The University of Hawai'i Board of Regents has established a standard teaching assignment for full-time faculty in the Community Colleges as 30 semester credit hours per year (30 SCH/Yr), or equivalent.

The special mission of the Community Colleges has resulted in the establishment of a diverse group of educational programs which, in turn, has resulted in the establishment of equivalencies to the established BOR policy, expressed in terms of weekly class contact hours and student registrations. Class contact hours are defined as 50-minute periods during which faculty members instruct or supervise groups of students.

At the present time, the following equivalencies to this 30 SCH/Yr standard teaching assignment are being utilized:

For faculty members teaching science, business and/or basic academic skills classes which require a combination of lectures and laboratory exercises, 18 weekly class contact hours per semester is equivalent to the standard teaching assignment.

For faculty members teaching classes in technical/occupational programs, studio art and health and physical education, and/or basic academic skills classes, which require a different combination of lectures and laboratory or shop activities, 23-25 weekly class contact hours per semester is equivalent to the standard teaching assignment.

For faculty members teaching classes in Cooperative Education or Work Practicum where students are learning by working in business or industry, following a prearranged sequence of learning activities, 150 student registrations each academic year is equivalent to the standard teaching assignment.

For faculty teaching under uniquely special circumstances, other equivalencies are defined on a case-by-case basis.

D. POLICY:

Faculty Responsibilities. The responsibilities of faculty generally involve two distinct categories of activities, assigned instructional activities, and non-instructional activities.

1. Instructional Activities

This category refers to teaching and teaching-related activities such as curriculum development; preparing for and conducting class meetings, including: laboratory, studio, clinical, practicum, or shop practice; developing instructional materials; preparing and grading assignments and examinations; conferring with students about course work; non-credit and community services instructional offerings; engaging in other teaching-related activities; academic advising and career counseling of students; recruiting students; evaluating student transcripts and life experience equivalencies; assisting students in planning their programs of study; advising student groups; serving as a mentor to individual students; other related student life and student support activities; and other "hours arranged" such as credit by examination and independent study.

2. Non-Instructional Activities

a. Professional Development.

This category refers to those activities that contribute to the continued development of the professional competence of a faculty member. It includes reading that is related to the individual's discipline and the profession; keeping current with industry standards and technologies; proposal and grant application writing; attending conferences, conventions, seminars, professional meetings, and workshops; significant scholarly activities including taking credit and non-credit courses; engaging in professional discussions with colleagues; participating in staff development activities; etc.

b. Institutional Service.

This category refers to a broad spectrum of activities, including: library and academic support service; general administration (serving as department or division head or faculty senate/council chair, writing correspondence, keeping records, preparing budgets, ordering supplies, materials, and equipment, etc.); attending meetings and functions common to university campuses; serving on University committees; systemwide special project coordination; acting as a campus public relations liaison; technical systems designer; holding office or serving on committees of faculty senate/councils and other recognized faculty organizations; acting as special project leader or conference coordinator; engaging in major

curriculum revision, new program development, institutional assessment, and proposal or grant application writing; assignment as student activities coordinator, student development coordinator, or managing a laboratory, studio, or shop; coordinating with outside agencies; and other academic duties that are part of the assigned responsibilities.

c. Scholarly Endeavors.

This category refers to a broad range of intellectual and creative activities related to the faculty member's professional expertise. These activities typically result in some type of publication, performance, or display that is judged by peers at the state, national, or international levels. Activities in this category include: conducting institutional and/or pedagogical research; writing text books; writing articles or reviews; development of new instructional methods, procedures or techniques; etc.

d. Professional Service.

This category includes uncompensated service to a state, national, or international organization, related to the faculty member's professional status, as an officer, board member, journal editor, etc.; serving as a mentor to junior faculty members and lecturers.

f. Public Service.

This category refers to uncompensated activities which normally occur outside of the college and are related to the faculty member's professional status. These activities include consulting; making speeches to public groups; playing a leadership role in public organizations; conducting on-campus conferences and workshops for the benefit of the community at large; writing for non-academic publications; providing expert testimony; providing expert technical assistance to federal, state, and/or county agencies; and other related activities that serve the public.

Allocation of the Standard Teaching Assignment. 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 combination of these activities exceed that which is normally expected of an individual faculty member, the standard teaching or service assignment (30 SCH/Yr, or equivalent) may be reduced.

Appendix 1 details the normal range of semester credit hour equivalencies on a per semester basis which may be assigned to faculty members for selected non-instructional activities. If special circumstances arise, the Provost may request approval from the Chancellor to make modifications to the established range of semester hour equivalencies.

The reduction in the Standard Teaching Assignment is 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, an overload payment will not be made in lieu of the teaching assignment reduction.

The amount of teaching assignment reductions may result in less than a full class reduction. Only if the number of credits involved in a teaching assignment reduction is less than a full course can, the excess credits be “banked” for future teaching assignment reductions. The total banked teaching assignment reduction may not exceed six SCH during any semester. Any banked credits remaining at the end of the academic year shall be paid in overload rather than carried over to the following year, unless the use of the assigned time is extended to a future date, with the agreement of the faculty member and approval by the Provost.

The list of non-instructional activities identified in Appendix 1 and the range of credit hours to be assigned to each may be modified by the Chancellor.

#### E. PROCEDURES:

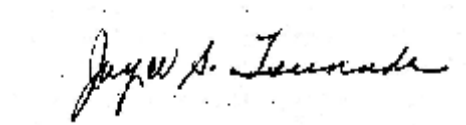
In implementing reductions to the standard teaching assignment, the following will occur:

1. In those instances where the reduction is made as a consequence of appointment to department or division chair or other to quasi-administrative positions, selection as committee chair, or other assignments described in the categories indicated above, appropriate Community College policies and procedures will be invoked to accomplish the reduction. Appendix 2 details the roles, responsibilities and teaching assignment procedures for department/division chairs and discipline coordinators.
2. In those instances where the reduction is to be made at the request of the faculty member:
  - a. Prior to the semester in which a teaching assignment reduction is to occur, the faculty member will submit a request for a reduction in the BOR standard assignment for the coming semester through their division chair to the Dean of Instruction or the Dean of Student Services (depending upon the locus of their assignment). Each campus shall establish internal deadlines for the submission of those requests. The form for submitting the request is contained in Appendix 3.
  - b. Written department/division standards of performance for faculty activity, and the above listed equivalencies, will be consulted to determine the teaching assignment.
  - c. At the end of the year, each faculty member who has received a teaching assignment reduction will submit a report via the department/division chair to the Dean of Instruction or the Dean of Student Services (depending upon the locus of their assignment) in which the contributions in the prior year, as they relate to the time assigned, are described. The form for submitting that report is contained in Appendix 4.
  - d. The Provost, or designee, will oversee the assignment reduction policies and procedures which are used in their respective college. Appeals for review of an individual faculty member's teaching assignment may be made to the Provost.

3. At the end of each year, the Provost shall send to the Chancellor a listing of all faculty who have received assigned time using the form in Appendix 5.

F. RECISIONS

CCCM 2250 Teaching Assignment Policy, July, 2001

A handwritten signature in black ink, appearing to read "Joyce S. Tsunoda". The signature is fluid and cursive, with the first name "Joyce" and last name "Tsunoda" clearly distinguishable.

Joyce S. Tsunoda  
Senior Vice President, University of Hawai'i and  
Chancellor for Community Colleges

## **APPENDIX 1**

### **STANDARD TEACHING ASSIGNMENT REDUCTIONS**

The following list shall serve as a general guide to the normal range of credit hour equivalencies, on a per year basis, which may be assigned to faculty members for selected activities.

#### I. Division or Department Chair (6-24 SCH\*)

The division or department chair is an official position providing mid-level management as designated on the various campus organizational charts. The amount of teaching load reduction provided to the department chair is based on a number of factors, including: the number of personnel in the department, the number of programs administered, the size of the departmental budget, and the complexity of the assignment.

#### II. Program Coordinator (2-6 SCH)

A program coordinator has responsibility for managing various aspects of a program or its equivalent. Programs include all A.S. degree programs (unless managed by the department chair) and those special areas of emphasis within the non-A.S. 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 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 load reduction provided to the program coordinator is based on the specific duties assigned to the coordinator and the size and scope of the program.

#### III. Discipline Coordinator (1-6 SCH)

A discipline coordinator has responsibility for overall coordination of courses within the discipline, e.g., selection of textbooks, updating and developing course curriculum, maintenance of laboratory facilities, shops and equipment, and overall coordination of the students, and personnel associated with the discipline. The amount of teaching load reduction provided to the discipline coordinator is based on the specific duties assigned to the coordinator.

#### IV. Faculty Governance Leadership (1-6 SCH)

Faculty governance positions include those leadership positions within the campus Faculty Senate. Not all members of the Faculty governance organization shall necessarily receive teaching load reductions. The following positions shall be granted a teaching load reduction:

Faculty Senate Chair (3-6 SCH)  
Curriculum Committee Chair (2-6 SCH)

Other governance positions as designated by the campus may receive a teaching load reduction of 1-3 SCH.

#### V. Other Teaching Assignment Reductions

In addition to the above, and when funds are available, there are other relevant activities for which teaching assignment reductions shall be granted either at the initiative of the campus administration or a faculty member. These reductions shall be in the range of 2-6 SCH, depending on the scope of the activity.

Any application for teaching load reductions for the activities stated below shall be reviewed for merit and consistency with the mission of the College.

Such activities include but are not limited to:

- a. Major curriculum revision
- b. New program development
- c. Research and development in teaching pedagogy
- d. Development of major grant or contract proposals
- e. Institutional service
- f. Providing expert technical assistance to federal, state, county, and other agencies that serve the public and benefit the college.

If special circumstances arise, Provosts may request approval from the Chancellor to make modifications to the established range of credit hour equivalencies.

The amount of teaching assignment reductions may result in less than a full class reduction. Only if the number of credits involved in a teaching assignment reduction is less than a full course can, the excess credits be "banked" for future teaching assignment reductions. The total of banked teaching assignment reductions may not exceed six SCH during any semester. Any banked credits remaining at the end of the academic year shall be paid in overload rather than carried over to the following year, unless the use of the assigned time is extended to a future date, with the agreement of the faculty member and approval by the Provost.

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\*SCH = SCH or equivalent contact hours. Equivalent contact hours are used for faculty whose teaching assignments are calculated by student contact hours or a combination of both credit and contact hours, e.g., art and science laboratories, food service, nursing, and other occupational and technical programs.

**APPENDIX 2**  
**UNIVERSITY OF HAWAII COMMUNITY COLLEGES**  
**DEPARTMENT/DIVISION CHAIRS**  
**PROGRAM/DISCIPLINE COORDINATORS**

Faculty personnel assigned to extra administrative duties and responsibilities, wherein the administrative function is not primary or not permanent, may receive additional compensation in the form of released time from regular faculty responsibilities and/or change from 9 -to 11-month appointments and/or monthly stipends.

If a stipend is awarded, the specific amount of the stipend is determined by the size and complexity of the department, program or institute and the nature of the administrative duties. Administrative stipends exceeding \$250 per month may be paid to chairs, directors, or other administrators of departments or programs only under unusual circumstances and with the approval of the President (up to \$500) and/or the Board of Regents (exceeding \$500).

**GUIDELINES:**

1. Chairs and coordinators shall normally remain on 9-month status, except for those chairs supervising 11-month programs. Stipends shall be paid to 9-month Chairs for the academic year only; and to 11-month chairs for their appointment period as a Chair. With the approval of the SVP/Chancellor, additional administrative duties performed outside the academic year for 9-month Chairs may be paid by stipend not to exceed amounts providing in Attachment 3) or overload, but not both. Typically, heavy administrative workloads carried by chairs shall be compensated through overload.
2. Recommendations by Provosts for assigned time and stipend amounts should be submitted to the Chancellor by April 15th of each academic year.
3. Appointments are to be effective July 1, unless otherwise recommended by the Provost and approved by the SVP/Chancellor.

**GENERAL DESCRIPTION OF DIVISION/DEPARTMENT CHAIRS:**

**DUTIES AND RESPONSIBILITIES FOR INSTRUCTION/ACADEMIC SUPPORT**

**Personnel**

- c Evaluate instructors for faculty evaluation, promotion and tenure, contract renewal, reappointments, etc.
- c Assist in the appointment of lecturers, instructors, and other staff.
- c Identification of personnel needs for the division/department, such as recommendation for leaves (sick, vacation, sabbatical, study); travel requests; leaves without pay; and supervising clerical support, APT, and/or student help as required by the campus.



### Budget

- c Assist in establishing campus budget priorities as well as participate in and assist in preparing budget requests.
- c Facilitate discussion and prepare and present division budget requests for equipment, student help and supplies.
- c Assist and/or monitor expenditures.
- c Responsible for division/department inventory of equipment.

### Curriculum and Instruction

- c Coordinate division schedule, considering faculty workload and overload.
- c Plan and suggest updates to curriculum, courses, and programs.
- c Coordinate and update division/department section of the catalog.
- c Aid in improvement of teaching and management of instruction.

### Staff Development

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

### Student Services

- c Facilitate resolution of student academic grievances.
- c Assist in and/or organize faculty participation in registration.
- c Assist in and/or coordinate the division/department role in student advising and recruitment.
- c Facilitate student evaluations of instruction.

### Division/Department Governance

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

### Continuing Education and Training

- c Provide assistance to the Director of Continuing Education and Training in the development of community service programs and courses, as needed.

### DUTIES AND RESPONSIBILITIES FOR STUDENT SERVICES

#### Personnel

- c Evaluate staff members for faculty evaluation, promotion and tenure, contract renewal, reappointments, etc.
- c Assist in making staff assignments.
- c Recommend appointment of unit/department staff members.
- c Identify personnel needs for the unit/department.
- c Review and provide recommendations for leaves (sick, vacation, sabbatical, study), travel requests, and leaves without pay.
- c Responsible for supervising unit staff, including professional staff, clerical support and/or student help.

#### Budget

- c Assist in establishing campus budget priorities as well as participate in and assist in preparing budget requests.
- c Facilitate discussion and prepare and present budget requests for equipment, student help and supplies.
- c Prepare expenditure plans; assist and/or monitor expenditures.
- c Responsible for unit/department inventory of equipment.

#### Program Planning and Management

- c Supervise and coordinate programs and activities, implement quality control measures, and take appropriate steps to improve programs and activities.
- c Assist in the development of new activities and services.
- c Coordinate and update unit/department section of the catalog.
- c Aid professional staff in the improvement of professional skills.

### Staff Development

- c Provide orientation and support for new staff.
- c Encourage the development of each staff member's special talents and interests within the context of the institution's needs and priorities.

### Instructional Services and Integrated Activities

- c Facilitate resolution of student academic grievances for courses taught by unit staff.
- c Facilitate student evaluations of instruction.
- c Assist staff in the preparation of course outlines and syllabi for courses offered by the unit.
- c Make available student information to assist administration, instructional departments and other support units in program reviews, course development, and other research and planning activities.
- c Organize faculty participation in registration, student orientation and academic advising.
- c Coordinate the unit's efforts with those of the instructional division/department's role in marketing and recruitment.

### Unit/Department Governance

- c Serve as communication link, keeping unit/department members informed of general campus activities and representing the unit views to administration.
- c Identify and resolve unit/department concerns.
- c Establish and maintain positive work relationships among faculty, staff and administrators.

### Continuing Education and Training

- c Provide assistance to the Director of Continuing Education and Training in the development of community services programs and courses, as needed.

GUIDE TO DETERMINE COMPENSATION OF  
DIVISION/DEPARTMENT CHAIRS

CRITERIA		Monthly Stipend Amount			
		\$250	\$200	\$150	\$100
a)	Staff, headcount, including all categories of regular employees funded from all sources. (e.g. FAC, APT, CS)	20	14	7	<7
b)	Lecturers headcount	15	10	5	<5
c)	Budget	\$100k	\$50k	\$10k	<\$10k
d)	Additional Complexity, level of program instructional and research services; scope of administrative duties.	very complex-----not complex			

Note: A Chair should meet the complexity measure and 2 of the other 3 criteria (items a, b, and c) to determine the stipend amount.

## GUIDE TO DETERMINE ASSIGNED TIME FOR DIVISION/DEPARTMENT CHAIRS

### I. Instruction

Criteria	Assigned Time (or Equivalent)			
	80%	60%	40%	20% or less
a) Number of Course Sections (Fall Semester)	150	100	50	<50
b) Number of Programs <sup>(1)</sup>	10	6	4	<4
c) Headcount of Registered Students	3000	2000	1000	<1000
d) Additional complexity, level of program of instructional and research services; level and numbers of programs; scope of administrative duties, etc.	very complex-----not complex			

Note: A Chair should meet the complexity measure and 2 of the other 3 criteria (items a, b, and c) to determine the assigned time.

<sup>(1)</sup>How to determine number of programs

Vocational: Any program requiring a separate program review.

<u>Liberal Arts:</u> Humanities Social Sciences Math/Science Language Arts		---- each counted as one program
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### II. Student Services/Academic Support

Assigned time for student service/academic support activities will be determined pursuant to the programmatic needs of the individual campuses.

### III. Program Coordinator

#### GUIDE TO DETERMINE ASSIGNED TIME FOR PROGRAM COORDINATORS

Criteria	Assigned Time (or Equivalent)		
	>3Cr	3Cr	<3Cr
a) Number of Class Sections (Fall Semester)	30	20	<10
b) Number of Program Faculty	10	5	<5
c) Headcount of Registered Students	200	50	<20
d) Complexity, level of program of instructional and research services; level and numbers of programs; scope of administrative duties, etc.	very complex-----not complex		

Note: A program coordinator should meet the complexity measure and 2 of other 3 criteria (items a, b, c, and d) to determine the assigned time.

### IV. Discipline Coordinator (1-6 SCH)

A discipline coordinator has responsibility for overall coordination of courses within the discipline, e.g., selection of textbooks, updating and developing course curriculum, maintenance of laboratory facilities, shops and equipment, and overall coordination of the students, and personnel associated with the discipline. The amount of teaching load reduction provided to the discipline coordinator is based on the specific duties assigned to the coordinator.

**APPENDIX 3**  
**UNIVERSITY OF HAWAII COMMUNITY COLLEGES**  
**INSTRUCTIONAL ASSIGNED TIME REQUEST**  
**FOR THE 20\_\_ - 20\_\_ ACADEMIC YEAR**

Name of Applicant: \_\_\_\_\_

Title: \_\_\_\_\_

College: \_\_\_\_\_

Dept./Div.: \_\_\_\_\_

Period of Request: Semester: \_\_\_\_\_ Year: \_\_\_\_\_

**A. Assigned Time Objectives:**

(Provide a concise listing of the objectives - knowledge, experience and/or expertise to be gained; or service to be provided. If necessary, attach no more than one additional page.)

**B. Description of Assigned Time Activities:**

(Briefly describe the activities planned to accomplish the Assigned Time Objectives. Provide an estimate of the number of hours needed to attain the previously stated objectives. If necessary, attach no more than one additional page.)

**C. Number of Semester Hour Credits of Assigned Time Requested: \_\_\_\_\_**

Statement of Understanding and Compliance

I understand that assigned time is granted in accordance with University policy, and that should I be authorized assigned time, I shall carry out my stated activities. I also agree to submit a written report on my assigned time activities within one month after the end of the semester which I am granted the assigned time.

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Signature of Applicant

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Date

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To be completed by the Dean or Designee

If approval is recommended, indicate the duties of the applicant will be covered during the assigned time period.

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Recommendation

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Department/Division Chair

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Date

---

Approved/Not Approved

---

Dean or Designee

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Date



**APPENDIX 4**  
**UNIVERSITY OF HAWAI'I COMMUNITY COLLEGES**  
**INSTRUCTIONAL ASSIGNED TIME REQUEST**  
**COMPLETION REPORT**  
**FOR THE 20\_\_ - 20\_\_ ACADEMIC YEAR**

Name of Reporter: \_\_\_\_\_

Title: \_\_\_\_\_

College: \_\_\_\_\_

Dept./Div.: \_\_\_\_\_

Report of Assigned Time Activities:

(Provide a concise report of the activities undertaken during the assigned time period. If necessary, attach additional pages as needed. Also attach a copy of the approved Instructional Assigned Time Request, and if appropriate, a copy of materials developed as a part of the assigned time activities)

\_\_\_\_\_  
Signature of Reporter

\_\_\_\_\_  
Date

I have reviewed the above report.

\_\_\_\_\_  
Department/Division Chair                      Date

COMMENTS:

I have reviewed the above report.

\_\_\_\_\_  
Dean or Designee                      Date

COMMENTS:

# **APPENDIX 5** **TEACHING ASSIGNMENT REDUCTIONS** **CAMPUS ANNUAL SUMMARY** **FOR THE 20\_\_ - 20\_\_ ACADEMIC YEAR**

**CAMPUS** \_\_\_\_\_

<b>Credits Assigned</b>			
<u>Fall</u>		<u>Spring</u>	
<u>G-Fund</u>	<u>Other</u>	<u>G-Fund</u>	<u>Other</u>

## **1. Division or Department Chair**

<u>Name</u>	<u>Activity</u>
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Sub-Totals

## **2. Program Coordinator**

<u>Name</u>	<u>Activity</u>
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Sub-Totals

## **3. Discipline Coordinator**

<u>Name</u>	<u>Activity</u>
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Sub-Totals

## **4. Faculty Governance Leadership**

<u>Name</u>	<u>Activity</u>
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Sub-Totals

## **5. Other Teaching Load Reductions**

<u>Name</u>	<u>Activity</u>
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Sub-Totals

TOTALS

# UNIVERSITY OF HAWAII

Office of the Chancellor for Community Colleges

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## MEMORANDUM

August 7, 2002

TO: Provost Peggy Cha  
Angela Meixell  
Leon Richards, Acting  
Ramsey Pedersen  
Sandra Sakaguchi  
Flo Wiger, Acting  
Mark Silliman

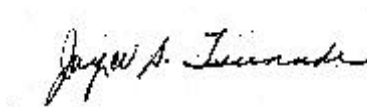
SUBJECT: CCCM#2250 Teaching Assignment Policy

The attached CCCM#2250 represents the culmination of discussions concerning standard teaching assignments for community college faculty.

Please note that the Board of Regents established standard remains as 30 semester credit hours per year. The attached policy clarifies equivalencies to be used when courses being taught are not standard lecture format, and includes details of standard teaching assignment reductions (Appendix 1) to be used for a variety of non-classroom activities.

Also note that Appendices 3 and 4 contain the necessary forms for faculty to request assigned time, and to provide their assigned time completion reports.

Please feel free to have people contact Vice Chancellor Rota at 956-7471 or mrota@hawaii.edu if they have any questions.



Joyce S. Tsunoda  
Senior Vice President, University of Hawai'i and  
Chancellor for Community Colleges

c: Vice Chancellors  
Faculty Senate Chairs

Attachment