

Hello Chairs,

At our last DC meeting we discussed the best ways to inform our faculty of the new UHCC Teaching policy covered in the 2015-2017 UHPA-BOR Contract. I highly recommend that you speak with your faculty affected by this policy in person about this. It may make the difference between some faculty just jettisoning their leadership roles without a second thought, or retaining it.

Essentially this policy states that faculty who are receiving AT can no longer teach overloads and faculty who prefer to teach overloads can no longer receive AT.

Below are a few points that you may impart in your discussion.

1. This UHCC policy #9.237 was first enacted by VP Morton on March 2013 to all the UH Community Colleges (my underlines below)

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.

(read the whole policy at
http://uhcc.hawaii.edu/OVPCC/policies/docs/UHCCP_9.237-Teaching_Equivalencies.pdf)

At that point, all the campuses were already in compliance except for ours. Kapi'olani CC had enacted that policy when John Morton was still leading it and as you know UHM does not allow overloads for its faculty at all. UHPA has never supported faculty teaching on an overload basis for a number of reasons, one of which may be that if faculty could actually teach more than their contract presently allows without harming their

other responsibilities such as participating in faculty governance, professional development, and college service, then shouldn't an increased teaching load be the new standard for faculty in the next contract?

(that document can be found on the UHPA website under Community College Teaching Equivalencies at <http://www.uhpa.org/contracts/2015-2017-ta-pdf/>. Page 4 of 13, section B, last two paragraphs)

2. By UHPA agreement, the expectation of tenured and tenure-track faculty was that there were significant duties and responsibilities beyond instruction (my underlines below):

B. The primary professional responsibilities of Faculty Members are teaching, research, specialized educational services, and community service. Faculty Members also have professional responsibilities such as advising students; registration of students; participation in campus and University-System committees; keeping regularly posted office hours which are scheduled at times convenient for students; and participation in traditional functions which have unique academic significance. The performance of teaching duties, research, and service extends beyond classroom responsibilities and other direct student contact duties.

Instructional activities encompass more than just classroom teaching. Other aspects of instruction include, but are not limited to: academic and thesis advising, supervision of instructional activities such as cooperative work experiences, practica, internships, and practice; instructional management, tutoring; curriculum and course development; and creation of teaching and instructional materials, and supervision of laboratory activities. Also, included in the work associated with instruction are the implementation of instructional systems and strategies, distance learning technologies, and student evaluation and assessment.

Faculty workload is not limited to instruction. It may include disciplinary research, scholarly activities, or creative endeavors; service to the academic community, the government, the private sector, and other public interest groups; outreach programs; student advising and counseling; equipment and facilities development and maintenance; and information systems development and implementation, including

professional librarian services, or serving as a program coordinator.

(Article IV. section B of Faculty

Professional Responsibilities <http://beta.uhpa.org/wp-content/uploads/legacy/uhpa-bor-contract/2015-2017-tentative-agreement/2015-2017-agreement.pdf>)

3. The UHCC teaching load was once 30 credits a year, then with another contract the teaching load was 27 credits, though the “workload” remained at 30 credits. The 3 credit teaching reduction was to allow community college faculty more time to devote themselves to professional development and college service activities such as committee work, discipline coordination, and course assessment.

4. If this new policy had simply taken away all overloads, this whole paradigm shift would not be so difficult. Essentially, it gives some of our most productive faculty members a very difficult choice—but that’s what we are dealing with. For those who want to teach overloads and retain leadership of their area, they can do so but without AT. I have spoken with two faculty members myself on Friday who have agreed to continue their AT supported work next semester without taking AT, so that they may teach overloads in the Fall and Spring. For faculty who choose to follow that example; they will continue to retain leadership of their areas and still be able to make scheduling and curriculum decisions, and personnel recommendations as well as represent their area at the system level.

5. College service activities, such as serving as a discipline or program coordinator, is considered a primary duty once a faculty member gets AT for it. While the distinction between primary duties and college service was sometimes confused in the past, it is now very important for DPCs and Chairs to be clear between the two, since college service may be an incentive for some faculty to take on leadership roles instead of taking assigned time. In fact the faculty who sit on each of your DPCs are all great examples of contributing to the college through their efforts and giving significant creditable service, while they receive no AT to do their duties.

By the way, Chairs do receive 9 TE assigned time in the summer to do chair stuff since the 11-month teaching load for instructional faculty is 36 TE (9 TE to be taught in the summer). So, since Division Chairs always

have assigned time, they are never eligible for overload. This would apply to the AAT and LCC Wai'anae Coordinators as well.