



April 29, 2010

John F. Morton, Ph.D.
Vice President for Community Colleges
University of Hawaii
2444 Dole Street, Bachman 207
Honolulu, HI 96822

Dear Vice President Morton:

I am in receipt of a copy of a memorandum sent to the community college chancellors under your signature and dated March 15, 2010. I assume that some chancellors copied and distributed this letter to their respective college faculty since this copy came into my possession from a faculty member at Kapiolani Community College.

You properly note that as a result of the ratification of the current Agreement between the BOR and UHPA, the contract reflects a *change* in BOR Policy 9-16(a) for the community colleges that sets the standard for teaching assignments for instructional faculty at the equivalent of 27 credit hours per academic year, *reduced* from the previous standard of 30 credit hours per academic year. Your memo states that this "...does not represent a new reduction in teaching load nor does it represent any reduction in overall faculty workload." This statement does not accurately express the changes that were made in the contract language or which should now be reflected in the new BOR Policy 9-16(a) which should have been approved by the Regents.

It is true that the prior six-year Agreement between the BOR and UHPA effectively reduced the number of credit hours that a full time faculty member was required to teach from 30 credit hours per academic year to 27 credit hours, and therefore this change does not represent a *new* or additional reduction beyond what has been the standard. However, in the prior six-year Agreement that was achieved through an individual's right to have a 3-credit hour teaching equivalency being granted, upon request, under the provisions of CCCM #2250. A teaching equivalency was applied against a BOR Policy standard instructional teaching load of 30 credit hours which has now been now been reduced to 27 credit hours per academic year. In making this change, the new Agreement no longer automatically extends to a faculty member the right to receive a 3-credit hour teaching equivalency. The contract and policy change have permanently reset the instructional teaching equivalency for full-time faculty members at 27 credit hours, as compared to 24 credit hours per academic year for all other campuses of the UH System.

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An "overall faculty workload" under the revised policy would be measured against a teaching equivalency standard of 27 credit hours per academic year as opposed to 30 credit hours. For an individual who may not teach 27 credit hours per academic year, the BOR Policy 9-16 requires that other modes of instruction, e.g., clinical practice or laboratory work, be given an "equivalency" relating the "designated measure to semester credit hours." As you know, the policy goes on to state that non-instructional activities shall likewise be subject to semester credit hour equivalencies, including such assignments as those spelled out in CCCM #2250.

The parties have agreed to a joint committee that has been given the task of recommending changes to the replace the "CCCM #2250 July 2001." We have already begun those discussions, and at our first meeting the parties agreed that the teaching equivalency that had been applied to the contact clock-hours for science laboratories or vocational programs would be pro-rated against the new standard of 27 credit hours per academic year for a full-time instructional workload. This is consistent with both the language and intent of the Agreement. However, there is much to discuss with respect to what changes, if any, should be made to the credit hours attached to teaching equivalencies for non-instructional activities such as service as a division or department chair. CCCM #2250 actually stated ranges of equivalent credit hours to be assigned to such duties as department chairs, program and discipline coordinators, or faculty governance leadership positions. UHPA recognizes that the administration has the right to determine, within the stated range, the number of teaching equivalency credit hours that will be assigned to these non-instructional duties, but likewise the faculty member has the right to not accept these non-instructional duties. It is the expectation of UHPA that within that discretion, the administration will not change what the "past practices" have been with respect to such duties until the recommendations of the joint committee have been brought forward no later than December 31, 2011.

Perhaps it is just the semantics or emphasis being place on your words that there has been a reduction in faculty workload by some chancellors that has caused such angst and uncertainty, especially on the Kapiolani campus. Department chairs have said they "don't know how to schedule" for the fall semester. This should not be a problem if they understand the recommendation of the joint committee as it pertains to the relationship of contact clock-hours to credit hours. With respect to equivalencies for other non-instructional activities, again, until there is a change, we expect that Deans will allocate teaching equivalencies to the departments or division based on as accurate a representation of the contact hour work that is required of the assignment when compared to instructional credit hours, as the BOR policy calls for.

Your memo is clear in saying that those who teach over 27 credit hours in an academic year are entitled to an overload payment. But to be clear, the BOR policy would say that those teaching 27 credits hours, *or equivalent*, would be eligible for an overload payment if they taught an additional course. Again, your memo does recognize this possibility. Further, this provision is retroactively effective to July 1, 2009. Therefore, anyone who would have taught 15 credit hours, *or equivalent*, in the



fall would not be required to teach more than 12 credits, *or equivalent*, in the spring semester without receiving an overload.

Our joint committee has the task to review and recommend changes to the CCCM #2250 addressing,

- a) Credit hour equivalencies applied to clock-hours of work in culinary programs, nursing, science labs, automotive programs, music, and art, to name a few,
- b) Credit hour equivalencies for what has been termed "assigned time" for the purposes of curriculum development, accreditation, and other similar activities, and
- c) Range of credit hour equivalencies for such service as department or division chairs, program coordinators, and discipline leaders.

While this process is underway, I hope that we can jointly find a method to dispel misconceptions and address disagreements we might have. Article VI, Faculty Professional Responsibilities and Workload is in effect, and individuals who feel that the instructional workload requirements are excessive certainly have the right to appeal and protest. Further, those feeling they have been denied an overload payment under the provisions of Article XXI can certainly file a grievance. It is my hope, however, that we can reach a mutually satisfactory conclusion to any such disputes.

Sincerely,

A handwritten signature in black ink, appearing to read 'J.N. Musto', written in a cursive style.

J.N. Musto, Ph.D.
Executive Director

JNM:ksy

cc: Joel Peralto
Derek Oshiro
Sharon Rowe
Richard Randolph
James De Ste Croix
Benjamin Marquez
Leticia Colmenares
Noreen Yamane
Erica Lacro
Louise Pagotto
Ramona Kincaid
Michael Pecsok
Suzette Robinson
Richard Fulton
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