



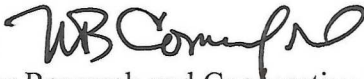
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MĀNOA

College of Tropical Agriculture and Human Resources
Founding College of the University of Hawai'i
Office of the Dean and Director for Research and Cooperative Extension

December 20, 2017

MEMORANDUM

TO: Michael Bruno
Interim Vice Chancellor for Academic Affairs and
Vice Chancellor for Research

FROM: Nicholas Comerford 
Dean and Director for Research and Cooperative Extension

SUBJECT: CTAHR COMPREHENSIVE PROGRAM REVIEW – YEAR 2 REPORT

Please find attached CTAHR's Comprehensive Program Review – Year 2 Report. We look forward to an opportunity to discuss and strategize further on these topics. If there are any questions I can be reached at (808) 956-8234 or nbc6@hawaii.edu.

Attachment

c: Krystyna Aune, Dean, Graduate Education
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Recommendations and Responses to the 2015 Program Review – Year 2 Report
College of Tropical Agriculture and Human Resources
University of Hawai‘i at Mānoa
December 18, 2017

This response to external review comments references a subset of the 47 recommendations made by the 2015 external review committee and individually addressed by a July 22, 2015 memo by Dean Maria Gallo. This report updates a subset of those responses by Dean Gallo. The recommendations are listed by their number as outlined in the memo referenced above.

CTAHR 6: Based upon acceptable student enrollment and a compelling, relevant justification by CTAHR for a faculty position, all faculty lines which are opened by retirement or resignation be returned to CTAHR.

CTAHR 14: When budget shortfalls exist at the university or college level, efforts should be made to utilize nonrecurring funds when possible until recurring funds can be accumulated. Colleges should be held accountable for over-expending funds allocated to them.

CTAHR 38: Financial and other resources should be dedicated to assist in determining how best to develop an effective statewide structure.

CTAHR 39: The Progress Report of 2012 referred to a Priority Staffing Process. If this Process is still being utilized, it might be useful to review it with Extension faculty and Chairs, for a better understanding of how faculty positions are prioritized and filled.

CTAHR 44: The Review Team recommends that the CTAHR Dean’s office engage in further analysis of these data to determine more precisely the distribution of faculty across the ranks.

The current CTAHR financial situation is not sustainable and, as such, undermines our ability to address these recommendations. While I do not disagree with any of the recommendations, the first order of business is to put the CTAHR budget in a sustainable condition and in an acceptable risk management environment. Currently, permanent salaries account for approximately 97% of the G/S funds received by CTAHR. Best management practices suggest that a sustainable balance would be 80% salary and 20% operating expenses. Also, RTRF funds have decreased due to a lower level of grantsmanship, reduced overall FTE’s and a focus on Instruction over Research. CTAHR must start with the proposition that it cannot be all things to all people. Significant strategic planning has been accomplished in the recent past, but as administration changed, the final step – a college summary – has yet to be done. In order to address these recommendations and to assure the financial stability and capability of CTAHR, the following is in progress:

- A fiscal plan is in the process of being developed so that over a period of 5 years CTAHR will start moving in the direction of a budget distribution represented by 80% in permanent salary/20% in operating expenses.

- As this is accomplished, more operating expense can be directed to departments and off-campus research sites to improve equipment and to some small degree improve facilities (CTAHR 38).
- The current strategic planning is being summarized at the college level in order to define the Research/Teaching/Extension priorities in terms of college-wide programs (CTAHR 44). For example, one clear program is Integrated Pest Management; while another is Food Systems. We are also exploring the possibility of a campus-wide One Health initiative, since CTAHR has an important role to play in such a concept.
- CTAHR leadership is developing a staffing plan based on our estimate that the college will experience approximately 90 retirements (permanent staff and faculty) over the next 5 years. Strategic hiring of these positions (CTAHR 39), as debated by the CTAHR leadership, will address the foci of CTAHR for the near future. This should leave the college well-positioned to expand in a well-defined fashion if and when the budget situation improves.
- We estimate that these changes will (1) minimize the potential for over-spending since 20% will be in discretionary operating expenses; and (2) we will be able to address our short-fall in meeting the mandated 5% carryover of G+S funds (CTAHR 14).

CTAHR 8: The Review Team recommends that the VCAA meet individually with the CTAHR Dean on a regular basis to discuss how the Land Grant arms of CTAHR, especially extension, can serve as a front door to the University of Hawai'i, Mānoa to bring engagement of all University of Hawai'i System programs to Hawai'i's citizens. Because the VCAA meets with all College Deans regarding academic programs, this individual meeting with the CTAHR Dean may focus on CTAHR's extension and research missions.

The Interim VCAA initiated these meetings starting in the Fall semester of 2017.

CTAHR 10: The current Review Team recommends that CTAHR calculate current teaching workload effort as compared to budgeted allocation and work with the VCAA and VCAFO to determine if additional funding based on the new model is sufficient to support additional student enrollment.

CTAHR 43: The Review Team recommends that the CTAHR Dean's office continues to refine the table in Appendix A and add additional information that CTAHR might find helpful in managing faculty appointment and workload across teaching, research and extension.

CTAHR 45: The Review Team recommends that CTAHR develops a teaching workload formula to more accurately reflect the actual as compared to budgeted teaching effort by each faculty member.

The review team made a number of observations that address our teaching programs. They noticed we had too many lectures in some programs; and they suggested we address our teaching workload through a number of evaluations. We are addressing these concerns in the following fashion:

- The College developed a teaching workload formula after the review (CTAHR 45). Unfortunately, that workload formula does not adequately address the teaching needs of

the college as it tends to confuse Instruction with Research; and could be used by a faculty member to effectively reduce their classroom teaching load. We are in the process of revisiting and revising this policy in the coming year.

- A teaching credit audit is in progress by the Interim Associate Dean of Academic Affairs. All departments have been evaluated and the Interim Associate Dean is finalizing the evaluation (CTAHR 10 and CTAHR 43).

CTAHR 12: It is recommended that the CTAHR departments continue to seek opportunities for interdisciplinary approaches within the curriculum not only among CTAHR departments but across appropriate curriculums at the University of Hawai'i, Mānoa and beyond. As the funding model moves toward incentives based on student credit hour generation, University of Hawai'i Administration should develop mechanisms for shared credit to address the incentive.

CTAHR has been very active in seeking transdisciplinary curriculum opportunities. Within the college an Agrosecurity/Food Safety Certificate is now available to our students. A Sustainability Certificate has been in the works between College of Social Sciences and CTAHR, but was held up as the Sustainability/Resilience approach was underway with the internal grants program. Hopefully, it can now get back on track. CTAHR has been working with the College of Education on developing a 3+2 program that will allow students to complete a BS and a teaching certificate in 5 years. We have identified two academic programs in CTAHR (TAE and NREM) that are interested in being part of this program. The first three years students will spend in CTAHR, the fourth year will be combined, and in the fifth year, students will exclusively work with the College of Education. These efforts are in the response to the shortage of High School Agriculture teachers and the high number of Agriculture teachers approaching retirement.

In addition, we have started the conversation with the Leeward Community College to renew the articulation agreement for the TAE program and with Windward Community College to create a new articulation agreement for a number of our programs.

Two departments, PEPS and TPSS, have combined their undergraduate programs. CTAHR administration is meeting with the administration of the UH-Hilo College of Agriculture, Forestry, and Natural Resource Management to discuss how we might be able to collaborate more on agricultural issues. Lastly, CTAHR should identify if a One Health initiative exists on the Mānoa campus, and if not, work to develop one in the next year.

CTAHR 15: Consider having a few faculty members take on administrative initiatives as part of their workload.

In Spring 2017, the Interim Associate Dean for Academic and Student Affairs has created a CTAHR Associate Dean for Academic and Student Affairs Advisory Council. Members have been chosen from the CTAHR faculty who have instructional responsibilities and they play an advisory role in: (a) recommending policies affecting the College's academic programs, reviewing policies and proposed changes to processes and procedures, and making recommendations to the Associate Dean, Academic and Student Affairs, and CTAHR.

- (b) reviewing and assessing CTAHR and our academic programs student learning outcomes.
- (c) developing student recruitment and retention strategies.

Family and Consumer Sciences department provides approximately 40% of SSH in CTAHR that are divided into two different academic programs. In Summer 2017, to help manage these two separate academic programs, two faculty members have been assigned to take the roles of program coordinators.

CTAHR 20: The Review Team recommends that the CTAHR Dean investigate the implementation and full utilization of a course management system by CTAHR faculty. Utilization of hybrid courses and other new teaching approaches may increase efficiency of use of faculty time.

Academic and Student Affairs Office has been working with CTAHR's faculty on converting courses from face-to-face delivery to distance delivery. Since Summer 2015, eight face-to-face courses have been converted to online or hybrid delivery which brings our total to sixteen since the Program Review.

CTAHR 24: Identify specific classes that are bottlenecks to degree completion and address them. Investigate the use of online courses and hybrid courses to address bottleneck classes. Work to use laboratory spaces to full capacity.

In Fall 2017, the Academic and Student Affairs Office developed online databases which clearly lays out all CTAHR courses, dates, and times that are taught each semester. This is a "life" graph representation (updated on a regular basis) which allows all academic programs to see any other lapses, not only between classes in each academic program, but also between programs. Since many of our students take classes from the different departments within CTAHR, this approach helps us resolve interdepartmental class conflicts that might affect our students. In addition, our CTAHR advisers have been instructed to monitor this database and provide early warning to our academic programs if an obvious conflict arises. This approach allowed us to eliminate six class conflicts for the Spring 2018 semester.

CTAHR 40: The Review Team recommends that new administrative models for Cooperative Extension be investigated.

Cooperative Extension is developing a number of state-wide programs with the intent of bringing agents from diverse expertise and state locations into a common theme to help identify their programs (CTAHR 17). This has been in progress for the last year. We are also looking at developing a virtual Extension 'ohana to build morale and sense of belonging within Extension; possibly through an internet presence (CTAHR 40). One problem that is common in Land Grant Universities is that the role of Extension is not well understood and is often referred to as "service." Extension is a formal Land Grant responsibility, not service. The Cooperative Extension Service was mandated by the U.S. Congress and signed into law by the U.S. President in 1914 by the Smith-Lever Act. In Hawai'i it has been engaged with non-traditional students and agribusiness since 4-H was initiated in 1918. Extension is the

portal of true community engagement for a Land Grant University. Extension Agents work daily to reduce obesity in children, instruct children and young adults as they develop their level of responsibility, enhance the family structure, and provide new techniques to farmers that allow them to stay in business --- just to name a few responsibilities. Extension is full-time community engagement with the objective of supplying solutions for peoples' lives. Service is being on committees and giving lectures to outside groups for some minor proportion of time. CTAHR needs to improve the understanding of Extension within the UH System.

CTAHR 21: Consider using permanent emails for students so they can be reached easily following graduation. Investigate alumni tracking systems currently in use at other institutions.

While not explicitly stated, I interpret this recommendation to be about improving the CTAHR Alumni Association (CAA). The CAA is not active, nor do we have a good list of our alumni. The Foundation has agreed to share its mailing list with us. Our first CAA meeting is planned for December so we can discuss the way forward with the current advisory group. We expect to have a mixer on each island during the next calendar year in order to gauge the interest in the CAA.

CTAHR 22: Efforts should be directed toward the development of a comprehensive recruitment plan focusing on under-enrolled programs.

The Interim Associate Dean of Academic Affairs has instituted, over the past year, new programs in retention and recruitment. This follows on the work of the previous person in that position. The results are rewarding. FY18 has seen an increase in enrollment to the point that we have the highest undergraduate enrollment in decades, if not in our history. New recruitment materials were created for all academic programs that include printed and website information. In addition, we have created new websites for all of our academic programs. We have also forged a new partnership with UHM Undergraduate Admissions to enhance student recruitment into CTAHR programs. This has led to CTAHR providing multiple workshops for Admissions Counselors and High School Counselors, as well as hosting a CTAHR Open House for UH Community College counselors. Our focus now is on increasing retention and figuring out how we can accommodate an increasing interest in our undergraduate programs. To improve retention, we implemented a mandatory new students' orientation as well as freshman/transfer student event that is held every month. These events are not only a great opportunity for the new students to get to know each other, but also provides an opportunity for them to meet our faculty and staff.

CTAHR 25: The Review Team recommends that a complete study of the teaching assistant program take place. The CTAHR Dean should investigate whether or not CTAHR has a sufficient number of teaching assistants. Enhance the linkage of graduate student management and administration to the CTAHR Associate Dean for Academic and Student Affairs office.

It is not clear to me what is the best path forward when we talk about TAs. What is the short-term advantage of hiring more TA's versus hiring Instructors at the I2 level? Where an I2 can teach as much as 18 credit hours, a TA is generally helping to teach one or two courses. Given

the cost of hiring a TA, it may be more cost effective and a better educational experience for students if we concentrate on hiring Instructors for now (see CTAHR 29 below). That does not mean that we abandon the use of TAs, but use them more strategically for the benefit of their future careers. By using them to teach some of our introductory classes (instead of the lecturers), we could provide financial assistance (including tuition waiver and benefits) to some graduate students. This could be a recruitment tool for our graduate programs. In Spring 2017, we allocated an additional TA for the period of two years to one of our newest and growing graduate programs. In addition, we allocated two short-term TAs to help with instruction in our fast-growing undergraduate NREM program.

CTAHR 29: The Review Team suggests that the CTAHR Dean evaluate the total number of Lecturer Positions being used to fill vacant tenure-track positions and perhaps use these data to advocate why tenure-track faculty would be a better use of these funds.

CTAHR has far too many lecturers teaching far too many credit hours. While an Instructor (I2) is more expensive than a Lecturer (per credit hour), the Instructor adds stability, takes ownership of his/her classes and provides stability to students over the years. CTAHR has now started to hire Instructors. We have one approved for advertisement and two in the works for FY19.

CTAHR 30: Chairs should collectively work with the Associate Dean for Academic and Student Affairs to ensure that all scholarship funding is utilized.

During Spring and Fall 2017, all of CTAHR's departmental and College scholarships were awarded (over \$200,000). During Summer 2017 we have used some of the scholarships as a retention tool, to encourage students in good standing who did not register for Fall 2017, to stay and continue their education with us. As we move forward (starting with Fall 2018 admission), we have made some changes to how and when CTAHR's scholarships will be awarded to new, incoming students (awarding them all before National College Decision Day).

CTAHR 33: Not to allow this land (Magoon) to be used for the development of new faculty housing and that these current upgraded facilities are fundamental to the current teaching and research programs found in numerous departments within CTAHR.

In 2017, we arranged a tour of the Magoon Research Station for the President/Interim Chancellor and the Interim VCCA/VCR. Their response, after seeing the amount and type of work that goes on at Magoon was that the site should not be developed into faculty housing.

CTAHR 37: The Review Team recommends that CTAHR review the employment requirements and required work experience for county-agent hires.

CTAHR has evaluated minimum requirements for Extension Agents and the final version will be sent to the Interim VCAA's office by the end of 2017.