

**COLLEGE OF TROPICAL AGRICULTURE AND HUMAN RESOURCES
WORKLOAD POLICY
March 18, 2011**

The College of Tropical Agriculture and Human Resources (CTAHR) is committed to the preparation of students and citizens of Hawai'i for life in the global community. Through research, educational programs, and service we seek to support tropical agricultural systems that foster viable communities, a diversified economy, and a healthy environment.

CTAHR strives for excellence in all of its endeavors and values learning, discovery, and engagement in formal and informal settings. Our interactions with others are characterized by outstanding service and an attitude of respect, honesty, and integrity.

To aid in achieving our mission, CTAHR's faculty are located throughout the state and administered through four County offices (O'ahu, Kaua'i, Maui, and Hawai'i); the Center on the Family; and six departments:

- Family and Consumer Sciences (FCS)
- Human Nutrition, Food and Animal Sciences (HNFAS)
- Molecular Biosciences and Bioengineering (MBBE)
- Natural Resources and Environmental Management (NREM)
- Plant and Environmental Protection Sciences (PEPS)
- Tropical Plant and Soil Sciences (TPSS)

Our faculty have appointments in Research, Instruction, and Extension (educational outreach). CTAHR is unique in that most faculty hold split appointments in two or in all three of these areas, and the time allocated to each activity (Full Time Equivalents, or FTE) is defined in faculty job descriptions (e.g., 0.50 FTE Instruction, 0.30 FTE Research, and 0.20 FTE Extension). These FTE assignments are reviewed annually by CTAHR administration. This document delineates the expectations for faculty in professional work-related endeavors, rather than faculty productivity as measured by output, outcomes, and impacts. The latter are identified in the tenure, promotion, contract-renewal, and post-tenure review criteria and documents developed by the college's various units. This workload policy does not constitute additional college criteria for promotion or tenure. Below we present CTAHR's workload expectations for faculty with instructional responsibilities, followed by expectations for faculty with Research and Extension responsibilities, and end with the college process for determining faculty workload.

WORKLOAD FOR INSTRUCTION

CTAHR's workload for instructional faculty is in keeping with the UH Board of Regents' (BOR) policy as set forth in its Bylaws, namely:

The instructional faculty of the University of Hawai'i has duties and responsibilities that encompass a number of professional activities in addition to teaching. The nature and scope of these additional duties depend on the particular mission of the unit and program and the relationship of the mission to the faculty member's professional

qualifications....[T]he standard teaching assignments for full-time instructional faculty shall be...24 semester credit hours per academic year at the University of Hawai'i at Mānoa.... [But, i]n recognition of the diverse responsibilities of the University and its faculty, each Chancellor shall develop and recommend equivalents for specific non-instructional activities that are consistent with and in furtherance of the mission of the University unit and program. (9_109-9_110)

More specifically, CTAHR faculty with 1.0 FTE in instruction are expected to teach 18 credit hours each academic year (9 credit hours per semester), and the expectation is proportionally prorated for faculty with less than a 1.0 FTE instructional appointment. Scholarly and service activities undertaken by faculty are expected to replace the other 6 credit hours of teaching per academic year required by the BOR. In addition, instructional faculty are expected to contribute to building a stimulating and supportive learning environment by advising and mentoring students; chairing and serving on committees relating to assessment, the curriculum, and other academic matters; and participating in extracurricular activities that enrich students' learning. Generally, faculty members fulfill their instructional workload by teaching 3 courses that total 9 credit hours per semester. However, exceptions to the general practice, or instructional equivalences, are sometimes granted in recognition of the extraordinary workload required for some tasks that benefit and enrich the college's academic program. The following table presents CTAHR's instructional workload and equivalences.

CTAHR INSTRUCTIONAL WORKLOAD	
BOR Policy	CTAHR Instructional Workload
24 credits per academic year	18 credits (e.g., 3 courses totaling 9 credits per semester) 6 credits of scholarly and service activities <hr/> 24 credits per academic year
CTAHR INSTRUCTIONAL EQUIVALENCES	
Activities	Equivalences
Large class (75 students or more)	30% above standard classes
Directed research course—undergraduate	0.10 credit per student semester hour
Directed research course—graduate	0.20 credit per student semester hour
Thesis or dissertation chair	1 credit per student advised
Other: as determined and approved by faculty member and Department Chair, in consultation with Associate Dean of Academic and Student Affairs and Dean.	

WORKLOAD FOR RESEARCH AND EXTENSION

Faculty with formal appointments (FTE) in Research and Extension are expected to engage in those activities in accordance with their appointment percentages and to provide annual documentation of their activities through the appropriate federal and college reporting systems established for this purpose. Research faculty are expected to establish (and renew) one or more college-approved research projects. Depending on the faculty member's area of professional expertise, these projects are generally peer reviewed and must be approved by both the college

and the USDA as Hatch or McIntire-Stennis projects. New projects are submitted and existing projects revised at 1- to 5-year intervals, depending upon the approval period. Extension faculty are expected to establish (and renew) an Extension Plan of Work, or its equivalent, which is reviewed and approved by the college at 1- to 5-year intervals. Both Research and Extension faculty are expected to file annual reports detailing their progress and accomplishments. These reports document activities; contacts made; output (such as publications and workshops); and impacts (significance of new knowledge generated, behavioral changes, or changes in conditions) related to the projects conducted.

Research faculty are expected to (1) identify specific research objectives within their area of expertise to benefit the university and college's clientele (including the general public) in the state of Hawai'i; (2) solicit extramural funds in the form of grants, contracts, and charitable donations to support the planned activity; (3) develop and implement methods to address the objectives; (4) analyze and interpret the results of their research; and (5) distribute the results through peer-reviewed publications, professional and college publications, Web-based materials, and other appropriate avenues of communication.

Extension faculty are expected to (1) identify clientele; (2) assess clientele informational needs and research-based information available on those topics; (3) identify specific objectives for information transfer and exchange; (4) solicit extramural funds in the form of grants, contracts, and charitable donations to support the planned activity; (5) develop and implement methods to address the objectives, including workshops/webinars, individual visits/interviews, peer-reviewed publications, professional and college publications, public media, Web-based materials, and other appropriate modes of communication; (6) assess the impact of this input; and (7) analyze the results of this assessment to improve continuing and future efforts.

The integration of Research and Extension activities is encouraged in the college. These collaborations are desirable as they link the generation of knowledge (Research) with the dissemination of information and use of scientific knowledge by clientele (Extension).

PROCESS FOR DETERMINING FACULTY WORKLOAD

Faculty workload is determined initially by the faculty member and his/her department chair, along with the County Administrator, where appropriate, in keeping with the CTAHR Workload Policy. The workload should be appropriate to the faculty member's formal appointment (FTE) in Instruction, Research, and/or Extension, as defined in his or her job description, and reviewed and approved by the department chair and college administration. When work situations change, faculty members can initiate a change of job description to accommodate new responsibilities. Changes in work and position descriptions must be approved by the department chair and college administration. The department chairperson, working with the County Administrator, if appropriate, will make every attempt to ensure that the workload policy is applied consistently and fairly for all faculty members in the unit, and that the decisions are transparent. Deviations from the workload policy and/or workload equivalencies must be approved by the appropriate administrative Associate Dean (for Academic and Student Affairs, Research, and/or Extension) and by the Dean of CTAHR.