

## **CTAHR Faculty Workload Policy (October 30, 2009)**

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This document describes the workload policy for faculty in the College of Tropical Agriculture and Human Resources (CTAHR). As such, it explains the college's expectations for time and effort expended by faculty in work-related endeavors rather than faculty productivity as measured by outputs, outcomes, and impacts. Expectations for the latter, faculty productivity, are described in the tenure, promotion, contract renewal, and post-tenure review criteria of the various units in CTAHR.

CTAHR differs from other colleges at the University of Hawaii, in having a land-grant mission that spans instruction, research, and outreach, and extending well beyond the Manoa campus to include 12 experiment stations and 10 county extension offices throughout the major islands of the State of Hawaii. In order to effectively serve this tripartite mission, all faculty members in CTAHR have formal fractional appointments in the University's program areas, instruction, research, and/or outreach. To meet the broad goals of the college and its various units, appointments across the faculty ranks, statewide, vary widely, from 100% instruction, research, or extension to a combination of all three areas. Though normally decided at the time of hire, a faculty member's appointment in the three program areas may evolve over time. One category of faculty that is unique to CTAHR is the County Extension Agent, who has an appointment of 100% extension.

Every year, departments and other units in the college submit a Distribution of Program Time for every faculty member in the unit, specifying the distribution of effort across instruction, research and extension for each faculty member. The manager of a unit (e.g., department chair), in consultation with the unit's faculty and the approval of the dean, is expected to allocate the unit's faculty resources optimally across the three program areas to effectively meet the workload needs of the unit.

Over an extended period, each faculty member is expected to distribute his/her effort across the three program areas commensurately with his/her appointment. The level of productivity within each program area also is expected to be commensurate with the faculty member's specific appointment distribution and consistent with tenure, promotion, contract renewal, and post-tenure evaluation criteria.

The college has certain expectations on how faculty members contribute to the three program areas. Faculty members with instructional appointments are expected to contribute to the instructional mission by developing and teaching courses, mentoring students, and contributing in other ways such as advising students, coordinating internships and program assessment, chairing or coordinating undergraduate or graduate programs, and serving on thesis committees. Insofar as teaching load is concerned, CTAHR has adopted the teaching load expectation summarized in the table below.

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### CTAHR Instruction Workload Expectations

<u>Responsibility</u>	<u>Equivalence</u>
1.00 FTE, standard classes	18 credits per year
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

CTAHR's missions in research and extension are unique among colleges and schools in this university, in part, because of CTAHR's federal and state mandates. Unlike in instruction, workload is more difficult to define in mission-oriented research and extension. Outcomes-based productivity measures typically are used in promotion and tenure decisions, and they are clearly defined in the promotion and tenure guidelines of each unit in the college. CTAHR uses the productivity measures established by each unit as indirect standards for our faculty's research and extension workload. The college expects the levels of effort and productivity in the three program areas to be commensurate with the faculty member's FTE distribution.

Broadly speaking, faculty members with research appointments are expected to contribute to the research mission by performing and publishing valuable professional and scientific work in a prescribed field of research, and garnering resources to support the research. Faculty members with extension appointments are expected to contribute to the extension mission by extending knowledge to targeted stakeholders and the broader community. Faculty members in all three areas are expected to (a) keep abreast of the literature in one's area of expertise, (b) demonstrate scholarship and generate work products that are reviewed, utilized, and evaluated by peers and others within and outside the university, (c) participate in routines of the faculty's unit, college, and university governance, and (d) provide professional service to the faculty member's discipline, disciplinary or stakeholder organizations, and the community in ways related to the faculty member's professional stature and scholarly achievement.

The needs of the college and the various units that comprise the college evolve over time, and a faculty member's ability to contribute to the different program areas as well as the faculty's interests sometimes change. The college and its various units need to adjust to these changes by staffing its programs appropriately, both in the near term and in the longer term. In the near term, the college responds to changing needs by redistributing faculty appointments, temporarily or indefinitely, within and across the three program areas. Redistributions are proposed to the dean by the manager of the respective unit in consultation with the affected faculty members. All redistributions need to be approved by the dean and posted in the college's annual Distribution of Program Time report. In the longer term, evolving needs are met by redistributing the appointments of existing faculty and by hiring new faculty with the appropriate expertise and appointment mix through the college's Priority Staffing process.

From time-to-time, CTAHR faculty members have asked to be temporarily released from their instructional responsibilities to pursue research or other professional endeavors. Faculty members making such requests are expected to (a) gain approval for the

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temporary reassignment of duties from the appropriate chair and the dean, prior to the start of the semester; (b) coordinate with the chair of the affected academic program to ensure that a qualified replacement is available to assume the teaching responsibilities; (c) provide funds to the affected department to cover the cost of the temporary reassignment of duties.