MEMORANDUM

TO: Reed W. Dasenbrock
Vice Chancellor for Academic Affairs

FROM: Maria Gallo
Dean and Director for Research and Cooperative Extension

SUBJECT: Revised Response to the 2015 Program Review

Attached is the College of Tropical Agriculture and Human Resources’ revised response to the 2015 Program Review as per your request following our July, 2015 response submission in which we addressed each of the 47 individual recommendations. In this response, we grouped relevant recommendations into thematic areas.
Recommendations and Responses to the 2015 Program Review
College of Tropical Agriculture and Human Resources
University of Hawai‘i, Mānoa

Theme 1: Under-Enrolled Programs and Bottlenecks to Degree Completion

Three Recommendations:

A) Efforts should be directed toward the development of a comprehensive recruitment plan focusing on under-enrolled programs.

B) 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.

C) Develop a strategic plan to deal with the ever-present bottlenecks that five (5) intensive writing requirements are causing undergraduate students.

Responses:

A) CTAHR will work on a recruitment plan within the College and in conjunction with similar efforts at the University level and System levels, beginning immediately and make significant progress by the end of Year 1. Additionally, CTAHR is developing a strategy to grow under-enrolled academic programs and already taking steps to implement parts of the evolving plan, including using educational foci developed from our strategic plan to better market our academic programs to prospective students. We already have prepared a proposal to merge two small programs in CTAHR, PEPS and TPSS, into a single academic program, and the OVCAA has suggested a means to expedite the merger so that it can be completed within a year rather than the usual 3+ years. Recently executed inter-institution agreements—including a 2+2 agreement with Kapiolani Community College and a 3+2 agreement with China’s Hunan Agricultural University—should feed the small Food Science undergraduate track and the Food Science graduate program beginning Fall 2015. We are working with other UH community colleges and international universities to establish similar agreements.

B) CTAHR recognizes the problem and will complete a list of bottleneck courses within six months. We are taking steps to address some courses that are bottlenecks to degree completion for CTAHR students as well as students in other colleges. Recurring funding from UHM’s Chancellor’s Office three years ago allowed us to add three TAs to serve gateway courses. The OVCAA recently agreed to provide non-recurring funding in 2015–2016 for two TAs to assist in high-demand biochemistry classes serving CTAHR and other students. Previously described efforts to expand online or hybrid courses have helped our faculty become more efficient and better serve our students.

C) The writing-intensive requirements for undergraduates are outside the direct control of the College. The Associate Dean for Academic and Student Affairs will discuss this
recommendation with the CTAHR Faculty Senate.

Theme 2: Assessment

Two Recommendations:

A) The CTAHR Dean and Associate Dean for Academic and Student Affairs engage the departments to ensure that assessment data is being collected in an appropriate manner.

B) CTAHR be proactive in working with the university-wide units that have been established on campus regarding assessment, graduate education and undergraduate education.

Responses:

A) CTAHR will facilitate the sharing of best practices among different academic programs and faculty, with the aim of seeing significant improvement in the collection of assessment data by the end of Year 2.

B) CTAHR will work more proactively with UHM’s assessment, graduate education, and undergraduate education offices to ensure student success, effective immediately. Responsibility for this falls under the Office of the Associate Dean for Academic and Student Affairs.

Theme 3: Academic Faculty Workload

Three Recommendations:

A) The CTAHR Dean’s office should continue 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.

B) The CTAHR Dean will develop an academic programs workload formula to calculate the actual teaching activity for each CTAHR faculty member as related to their budgeted appointment.

C) 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.

Responses:

A) CTAHR administration, in consultation with the departments, will refine the table in Appendix A within the next six months.

B) Although previous attempts to develop a new teaching workload formula were not successful,
the CATHR Office of the Associate Dean for Academic and Student Affairs will work with CTAHR faculty to determine such a formula, making significant progress by the end of Year 1.

C) As indicated in the response to recommendation B above, CTAHR will evaluate workload; we can then compare those numbers against assigned levels. Currently, the University is developing a budget allocation model based on SSH, number of majors and number of graduating students, so a portion of tuition dollars will follow these metrics. The Dean has been part of a working group charged with developing initial recommendations on budget models to the Chancellor and will continue to be active in the process.

**Theme 4: Graduate Student Management**

Two Recommendations:

A) A complete study of the teaching assistant (TA) program should take place. The CTAHR Dean should investigate whether or not CTAHR has a sufficient number of TAs. Enhance the linkage of graduate student management and administration to the CTAHR Associate Dean for Academic and Student Affairs office.

B) The Associate Dean for Academic and Student Affairs should serve as the hub/catalyst on graduate policy, procedures, forms, graduation/degree requirements, thesis and dissertation policies. The Review Team also recommends that current graduate advisors, from each department, meet on a regular basis with the Associate Dean for Academic and Student Affairs to discuss new policies/procurements and information. A policy should be developed in which Graduate Coordinators in each department are aware of all incoming graduate students and their major advisor.

Responses:

A) Within two years, CTAHR administration hopes to unveil a plan to provide the appropriate number of TAs to support the college’s academic programs. We recognize the need for the college to take a greater role in managing and administering graduate students, and are taking steps to do so.

B) CTAHR agrees with this recommendation. A senior faculty member in the College has agreed to work with the Associate Dean for Academic and Student Affairs to better serve our graduate programs, and we expect to see noticeable improvements in the monitoring of our graduate programs within one year. The Associate Dean and the senior faculty member will schedule meetings with CTAHR’s Graduate Chairs to address problems relating to incoming graduate students and their major advisors.
Theme 5: Transdisciplinary/Interdisciplinary Programs

Two Recommendations:

A) CTAHR administration continue to address mechanisms to foster transdisciplinary programmatic linkages within and among not only CTAHR departments but across other Colleges within the University of Hawaii System.

B) 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 Hawaii, Manoa and beyond.

Responses:

A) One of the three categories of action initiatives resulting from our strategic planning was collaboration, and there are several efforts underway to develop transdisciplinary programmatic linkages. These include the new Agrosecurity/Food Safety certificate program, which has a core of 12 elective units and will become a part of MS programs in five of the six CTAHR departments—Plant and Environmental Protection Sciences (PEPS), Tropical Plant and Soil Sciences (TPSS), Molecular Biosciences and Bioengineering (MBBE), Natural Resources and Environmental Management (NREM), and Human Nutrition, Food and Animal Sciences (HNFAS). Also, PEPS and TPSS are working to create a stronger merged undergraduate program; CTAHR is working with the College of Social Sciences to create a university-wide sustainability undergraduate certificate; and CTAHR is in discussions with the College of Education to create a UHM internal 3+2 program to train teachers in agriculture (STEM). Additionally, we will continue to support programs such as the intercollege PhD in Nutrition, which includes faculty in HNFAS, the UH Cancer Center, and the John A. Burns School of Medicine.

B) CTAHR is seeking opportunities for interdisciplinary approaches to improve student learning. Some measures are described above. Additionally, our strategic planning process identified college-wide educational foci that personify CTAHR, and an implementation team has been charged with recommending ways to effectively incorporate the foci into our academic programs and use them to better integrate our academic programs, and to recruit and retain students. CTAHR is also involved in several interdisciplinary endeavors. We are taking a lead role in developing an inter-college sustainability certificate and are part of Manoa’s i-Lab initiative, which will use innovative methods and physical spaces to improve student learning and interdisciplinary teamwork. CTAHR leads the USDA-NIFA funded Agribusiness Education, Training, and Incubation Program in partnership with eight UH campuses and the Agribusiness Incubator Program to integrate and articulate programs in food, agriculture and natural resource management across the UH system. A significant obstacle to inter-campus courses is the lack of a mechanism for redistributing the tuition revenue generated from students on different campuses, other than using the Outreach College (which would incur additional cost to students beyond full-time tuition).
Theme 6: Integration of Teaching, Research and Extension Missions

Two Recommendations:

A) The current Review Team recommends that the VCAA, VCAFO and the CTAHR Dean work together to develop (as specific as possible) financial commitments for each of CTAHR’s three mission areas.

B) 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 Hawaii, Manoa to bring engagement of all University of Hawaii System programs to Hawaii’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.

Responses:

A) Funding will depend on the Vice Chancellors’ and Chancellor’s concurrence, as well as the development of a new UHM budget allocation model.

B) CTAHR agrees that our research and extension missions are not fully addressed at present by any single Vice Chancellor and therefore the College will pursue a mechanism to ensure that the land-grant tripartite mission is understood and valued.

Theme 7: Strengthening Extension and Research

Four Recommendations:

A) Conduct separate reviews of the research and extension functions within CTAHR.

B) University of Hawaii upper administration along with the CTAHR Dean should investigate the appointment structure (of extension agents).

C) CTAHR review the employment requirements and required work experience for county-agent hires.

D) It is recommended that Cooperative Extension faculty and staff have a yearly face-to-face meeting. It is further recommended that CTAHR investigate the possibility of developing a robust Extension In-Service Training Program similar to that observed in many states.

Responses:

A) CTAHR supports this recommendation. We will begin with Extension, initiating discussions beginning in Fall 2015 with the goal of conducting a review of Extension by the end of Year 2. We will follow with a Research review.
B) This issue will be addressed as part of the Extension review to be conducted.

C) CTAHR agrees that hiring requirements for entry-level Extension Agents need to be revisited. We have held discussions recently to determine whether adjustments are needed to better align requirements with stakeholder needs and job performance expectations. We expect to complete discussions involving CTAHR, UHM Human Resources, and other appropriate offices in the next year.

D) CTAHR agrees with the recommendations. A conference agenda planning committee has been organized and charged with determining the top professional development topic(s) to be incorporated into a conference in Spring 2016 and these items will be discussed.

Miscellaneous Recommendations

Four Recommendations:

A) Consider having a few faculty members take on administrative initiatives as part of their workload.

B) Investigate the possibility of developing a CTAHR Space Committee for space allocations which would be approved by the CTAHR Dean. This committee should meet monthly or quarterly based on needs and requests.

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

D) The Review Team recommends that the CTAHR Dean’s office evaluate current faculty appointments and make adjustments where appropriate. There may be situations where it is appropriate for a faculty member to have a less than 20% appointment in research or extension; however, these appointments should be very minimal.

Responses:

A) CTAHR supports this recommendation. We will explore the feasibility of doing so in key areas aligned with strategic initiatives in order to make faster progress and build competencies.

B) CTAHR agrees with the recommendation with one qualification: as a matter of organizational structure and governance, faculty space allocations should be addressed first by the Chair and department space committee. Chairs have been encouraged to manage their department space and approach each other about conflicting space needs, with CTAHR administration stepping in as mediator and facilitator when necessary. Because a more formal process is needed to resolve space disputes and address faculty concerns, we plan to form a college-wide space advisory committee consisting of all Chairs and Directors or their designees, convened by the Associate Dean for Research with the Director of Planning and Management...
Systems serving as an ex-officio member. The committee will complete a physical survey of current space allocations and provide a report on space availability, constraints, and concerns within each unit followed, within one year, by a proposed policy for addressing space requests that cannot be resolved at the department level.

C) CTAHR’s 2015 State of the College report identified this as an area needing improvement. We are taking measures to award scholarships in a more timely manner and to reduce the number and dollar value of scholarships that go unawarded. In Spring 2015, the CTAHR Academic and Student Affairs Office was given administrative access to monitor the awarding of scholarships by departments, which should noticeably reduce the number and dollar value of unawarded scholarships in the coming year.

D) CTAHR is in the process of developing a policy on modification of faculty FTE assignments to reflect changing departmental needs. It should be in place by the end of Year 1.