

## SOEST WORKLOAD POLICY

September 2017 (updated 2019 to reflect the stage 1 UHM re-org.)

The School of Ocean and Earth Science and Technology (SOEST) is a highly research-intensive unit that creates, preserves and shares knowledge that enhances the quality of life in our State and nation, contributes to a high-tech economy, promotes the conservation and sustainable use of the environment and natural resources, and mitigates natural hazards. SOEST, as constituted, is a strong research, undergraduate and graduate education School that reports to the Provost. SOEST is among the top Schools of Geosciences (or Earth, Ocean and Environmental Sciences) in the world. The faculty of SOEST is located across the State and U.S. Pacific Islands and is administered through four Departments and five Organized Research Units:

### Departments

Atmospheric Sciences  
Earth Sciences  
Ocean & Resources Engineering  
Oceanography

### Research Units

Hawai'i Institute of Geophysics & Planetology  
Hawai'i Institute of Marine Biology  
Hawai'i Natural Energy Institute  
University of Hawai'i Sea Grant College Program  
Pacific Biosciences Research Center

Faculty appointments include Instruction, Research, Specialist, and Extension (educational outreach and technical assistance, part of the Sea Grant mission) and commonly involve split appointments in two of these four areas. The time allocated to each activity (Full Time Equivalents, or FTE) is defined in faculty job descriptions and permanent position allocations (e.g., 0.50 FTE Instruction, 0.50 FTE Research). These FTE assignments change infrequently (over many years) though they are reviewed annually by the SOEST administration.

The integration of Research, Extension, Specialist and Instructional activities is strongly encouraged in SOEST. These collaborations are desirable as they link the generation of knowledge (Research) with cutting-edge Instruction, and the dissemination of information and use of scientific knowledge for informed decision-making by community stakeholders .

This document delineates the *minimum workload expectations* for SOEST faculty, rather than productivity as identified in the tenure, promotion, contract-renewal, and periodic review criteria and documents developed by the School's various units.

## **WORKLOAD FOR INSTRUCTION**

SOEST's workload for Instructional faculty follows the UH Board of Regents' (BOR) policy:

The Instructional faculty members of the University of Hawai'i have 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 Manoa... Teaching assignments for... faculty paid less than full

time from instructional funds shall be... pro-rated by their fractional full-time equivalent in instruction... In 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. (Regents Policy 9.214)

In keeping with expectations of the BOR and Manoa administration as a research-intensive campus, and the fact that SOEST is constituted as a highly research-intensive unit, all I- and R-faculty appointments include well-defined expectations regarding research and scholarly work. Therefore, SOEST faculty member with 1.0 FTE in instruction are expected to teach 12 credit hours each academic year (6 credit hours per semester) - and that expectation is proportionally prorated for faculty with less than a 1.0 FTE instructional appointment - with their research and service activities expected to contribute the other 12 credit hours of their teaching assignment per academic year. Student mentorship bridges the instructional and research activities of faculty; directing the research of undergraduate and graduate students and post-doctoral scholars is included in the research workload. "For those faculty whose records, over a period of years, show that they have chosen not to engage in significant service, research or creative activities, teaching may be substituted" (Pres. Simone, 10/1/1990).

In addition, instructional faculty are expected to contribute to building a stimulating and supportive learning environment by providing career advising and mentoring of students and post-docs; chairing and serving on committees relating to assessment, the curriculum, and other academic matters; and participating in non-classroom instructional activities (such as field trips) that enrich students learning.

Generally, faculty members fulfill their instructional workload expectation by teaching 6 credit hours per semester per 1.0 instructional FTE. 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 School's academic program, promote student success and lead directly to graduation. The following table presents SOEST's instructional workload and equivalencies.

**SOEST MINIMUM INSTRUCTIONAL WORKLOAD**

<u>BOR Policy</u> 24 credit teaching assignment per academic year, consisting of instructional and non- instructional activities	<u>SOEST Instructional Workload</u> 12 credits (e.g., 2 courses totaling 6 credits per semester) <u>12 credits</u> of scholarly research and service activities Total of 24 credits per academic year
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**SOEST INSTRUCTIONAL EQUIVALENCES**

<u>Activities</u> New course development (including on-line) Extramural buy-out	<u>Equivalencies</u> 1:1 credit per new course 0.75 month salary p.a. per FTE per credit
Other, including individualized non-classroom instruction (such as 499 and 699):	As determined and approved by the faculty and unit head, and delineated in policy by unit in consultation with the Dean's office.

## **WORKLOAD FOR RESEARCH**

Research faculty members are expected to 1) identify specific research objectives within their area of expertise to benefit the university and school's stakeholders in the state of Hawai'i and beyond; 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; 5) distribute the results through peer-reviewed publications, professional and college publications, web-based materials, and other appropriate avenues of communication. Pursuit of patents, copyrights and other forms of protection for faculty member and University intellectual property is encouraged, as is support of transfer of technology by other means to the private sector. In addition, Research faculty members contribute to instruction by serving as members of one or more graduate programs in their area of expertise, advising post-doctoral fellows or graduate students, or supervising undergraduates in directed research, internships and capstone projects. Also, Research faculty members are expected to contribute to building a stimulating and supportive academic environment by chairing and serving on committees relating to assessment, the curriculum, and other academic matters.

The cumulative workload of each Research faculty member is equivalent to 24 credit hours per academic year. Generally, members fulfill their research workload expectation through the diverse activities described above. However, exceptions to the general practice are sometimes granted in recognition of the extraordinary workload required for some tasks that benefit and enrich the School's overall program. These equivalences may include formal classroom instruction or extraordinary efforts in service to the School's stakeholders.

### **SOEST RESEARCH EQUIVALENCES**

#### Activities

Formal classroom teaching  
New course development  
extraordinary service activities

#### Equivalencies

3 credits per course taught  
3 credits per course developed  
Per agreement with unit head and Dean

## **WORKLOAD FOR EXTENSION**

Extension faculty members are directly responsible for outreach to the University's external stakeholders and communities. Extension faculty members in SOEST have a formal appointment in Extension. In some cases Extension faculty members also conduct research and instructional activities as part of the duties and responsibilities associated with their positions. The cumulative workload of Extension faculty is equivalent to 24 credit hours per academic year. Extension faculty members are expected to establish (and renew) an annual Extension Plan of Work, or its equivalent, which is reviewed and approved by departmental program management each year. Extension faculty members are expected to engage in those activities in accordance to their Extension Plan of Work and to provide annual documentation of their activities through the federal and departmental reporting systems established for this purpose. To ensure accountability, Extension faculty members are expected to file annual reports detailing their progress and accomplishments. These reports document activities; contacts made; outputs (such as publications and workshops); and impacts (significance of new knowledge generated, behavioral changes, or changes in conditions) related to the projects conducted.

Extension faculty members (engaged in formal outreach as part of the Sea Grant College Program) are expected to: (1) identify stakeholders; (2) assess stakeholder informational needs and research-based information available on those topics and disseminate this information to address stakeholder needs; (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, implement, and manage projects that address the objectives, including workshops and webinars, individual visits and 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; (7) analyze the results of this assessment to improve continuing and future efforts; and (8) facilitate networking and partnership-building activities with stakeholders.

### **WORKLOAD FOR SPECIALISTS**

Specialist faculty members conduct a myriad of activities to support the academic mission of the university according to the duties and endeavors outlined in their job description, or as developed over time to accommodate evolving projects and assignments. The cumulative workload of Specialists is equivalent to 24 credit hours per academic year. Specialists contribute to the mission of SOEST and its departmental programs through focused outputs and impacts related to their defined field of expertise.

The role of Specialist faculty can be broadly categorized into Education and Outreach, Program Management, and Technical Support, with varying emphases depending on their job description. Specific activities may encompass all or a subset of the following: (1) identify specific project objectives and stakeholders within their area of expertise; (2) develop and implement methods to address the objectives; (3) solicit extramural funds in the form of grants, contracts, or charitable donations to support activities; (4) provide specialized research, operational, technical, or instructional support and expertise; (5) disseminate results and information using appropriate outputs and modes of communication; (6) assess the impact of outputs and products; (7) analyze the results of assessments to improve continuing and future efforts; (8) oversee program management, including supervision of personnel, or facilities management; and (9) program outreach and promotion.

### **PROCESS FOR DETERMINING FACULTY WORKLOAD**

Faculty workload is monitored by the faculty member and unit head, in keeping with the SOEST Workload Policy, and reviewed annually. The workload should be appropriate to the faculty member's formal appointment (FTE) in Instruction, Research, Specialist or Extension, as defined in his or her job description, and reviewed and approved by the unit head (Department Chair or Institute Director). All faculty members are expected to engage in scholarship to benefit the university and stakeholders in the state of Hawai'i and beyond, as well as perform university, professional, and community service.

When work situations change, faculty members can request a change of assignment to accommodate new responsibilities. However, deviations from the workload policy and/or workload equivalencies must be approved by the Associate Dean for Academic Affairs and Dean. For example, changes in teaching assignments must be

approved by the unit head, who is responsible for ensuring that collectively the faculty of each unit delivers the requisite curriculum and courses for their degree programs. Thus there will be a limit to how many faculty members can take a sabbatical or buy-out their teaching at the same time. The unit head will apply the workload policy consistently and fairly for all faculty members in the unit.