Long Range Budget Committee

Campus Proposals for Recruitment/Retention/Graduation

12/3/2014

Facultly Proposals

Category	Description	Proposal
Recuitment	Utilize ELI contacts for international recruiting	!) International Recruiting: As a new staff lecturer who began at UH, Hilo just over one year ago after teaching for three years at a math & science focused university in South Korea, I was surprised at the lack of creativity and motivation in international recruiting. My department, the English Language Institute, has multiple instructors with international university teaching experience: Together we have over 25 years of university teaching experience in South Korea and Japan. Despite offering our resources to the appropriate staff multiple times, not once have we been called upon to upkeep contacts or serve as liaisons for international recruiting in these countries. We have been confused at this reality
	Fill critical staff positions e.g. Admissions Director	Recruiting Staff: Hiring and keeping good staff who do the essential jobs for recruiting and outreach to prospective students is essential. I understand that the Director of Admissions has been an interim position for some time; the Interim Director has been overworked, under qualified and underpaid for some time. Crucial staff positions that serve the recruiting effort have to maintain high levels of expertise and motivation
	Recruit students from California State University system	Recruiting: Last fall, a student in the capstone strategy course put together a justification for recruiting students from the impacted Cal State system. I think these recommendations are still timely, and have attached his proposal
	Electronic Brochure	**Request:** The English Language Institute respectfully requests $8,100 to include translations to the ebrochure, thereby allowing us to reach more potential students and parents than an English-only version would reach. The tracking included will allow us to accurately measure our return on investment.

	Background: The English Language Institute is currently working with the company iXplore Universities to design a digital ebrochure specifically for recruiting international students. iXplore was chosen not only to move us into the digital age, but also because their brochures can be accessed on various platforms. iXplore has received permission from the Chinese government to host their brochures so that they are not blocked as are other sites such as YouTube and they have excellent references from other universities. Most importantly, they offer a unique ability to provide custom analytic tracking which will allow the International Recruitment Committee to analyze the return on investment of each recruitment effort, whether it is an education fair in China or an advertisement placed in Study in the USA. We currently have no method for tracking the success of current efforts. E-Brochure example: (DePaul University) **Proposal:** We are requesting institutional support in this effort to reach a broader range of students and increase our return on investment. We know that parents play a key role in helping their children choose a university, and for those parents sending their students overseas, it becomes all the more crucial to understand where their children are going. It is clear that including parents in our recruitment efforts will increase our success. To accomplish this, we would like to add professional translations to the ebrochure so that parents, who often do not speak or read English, can see for themselves why UH Hilo is a university where their child will be safe, welcomed and will receive a quality education. Although the brochure itself is a recurring fee and one that the ELI has already committed to, translations are a one-time cost with minimal fees to make small updates each year.**Budget:** The ELI is already in the process of securing a contract with iXplore for a 12-page digital ebrochure with design, 3 videos, mobile version, light, flash & HTML 5, 1 animation, interactive campus map or photo collage, 10 tracking sources, Chinese hosting, QR code, and digital formatting. Normally, this service costs $8,500. However, UH Hilo is receiving a 10% discount for $7,650/year for a two year agreement. The ELI has committed to paying for this out of our budget. This proposal is for translations into 4 languages that best align with current recruitment efforts and current data on top places of origin for international students seeking undergraduate degrees (Portuguese, Japanese, Korean & Chinese). The one-time cost for these
Programs to serve gifted/talented e.g. residential program, summer institute, early admit	We talked about this before, but just in case it fell off of the radar, here it is. Hawaii's gifted and talented students are under-served. Programs that serve their needs a virtually non existent. Early admission or even a small residential program for a cohort could be considered. These student would raise the bar and have a high chance of success. Other possibilities: A summer institute for GT hosted at UH Hilo, or allowing early admit beyond running start

Increase high school outreach, e.g. Adopt a Scholar, adopt a class	My idea for increased enrollment is through increased High School outreach. Evidence supports outreach to students as early as 9th grade (Harvil, et al , 2012). We could start an Adopt a Scholar / Class / or School program - where we have increased visits from faculty and our students (ALEX - potential) to community schools. When we bring exciting ideas and learning tools into their classrooms and show them how fun we are right here in Hilo we can increase their interest in pursuing an education here. I currently go to schools and teach kids how to use stethoscopes, listen to each others heart and lungs, take vital signs, and wash their hands (with a cool glowing germ kit that students of all ages love). I also make special arrangements with schools to come to UHH for field trips specifically to visit the nursing lab.
Combine with information on admissions, paying for college	While I am visiting I always discuss admissions, what subjects to focus on, etc. And how paying for college should never be a roadblock for students wanting to pursue higher education. However, if we set up a larger program where we also had a representative from financial aid and admissions we could help students navigate the path more effectively (Tierney, 2009). I know we already do some out reach to area schools, however I believe a larger more interdisciplinary university wide effort - would increase our enrollment tools.
Build transfer enrollment by working with California community college transfer centers	How about working with the transfer centers of the California community colleges? Cal State continues to be impacted so this is an opportunity for us and for California students as well. Two ideas come to mind. 1. Easy and free: Get listed as an out of state transfer destination on the CCC Counselor website--only Manoa and HPU are listed now. 2. Not free but I think it would be useful: I sense that we don't currently have strong relationships with the California CC transfer centers. To build these relationships and give them a sense of who we are, I propose inviting 1-2 key people from each transfer center for an all expenses paid Friday-Saturday campus tour. It would be valuable for them as far as getting to network with one another, as well as finding out more about our campus. I humbly propose that we start with a focus on the business major. It's a highly popular major in California, to the point that it's impacted at several Cal State locations, and we have extra capacity here.

Recruit at agricultural universities in China (2+2)	**Targeted Recruitment for Food, Agriculture and Natural Resources. Summary** With a minimum investment, the proposal aims to target unconventional niches to increase new student enrollment in agriculture by at least 25%. Through motivation presentation encompassing relevant and urgent issues in food and agriculture and a follow up presentation on viable agricultural career options, we hope to attract students in rural and private high schools in the State of Hawaii. Leveraging international reputation and linkages, we plan to recruit students in agricultural universities in China during their last two years of their academic program to come to UH Hilo for the benefit of cultural exposure, language enhancement, and a smoother transition to graduate schools.
Make presentations at high schools on Oahu and Kauai regarding urgency of international food situation, role of agriculture and career options	**Targeting a local niche market: private and rural high schools** Recent surveys by UHH Student Services that indicate very low interest in agricultural fields by local high school students. It is suggested that less than 3%of high school students show interest in agriculture. The low interest could be attributed to: 1. Perception of labor intensive and low reward in food and agriculture career 2. Misconception of low employment opportunities in food and agriculture related sectors 3. Lack of understanding the issues pertaining to food and agriculture and its impact on the everyday life and future generations 4. Change in value and work ethics 5. Lack of family support and discouragement There are a number of food and agriculture related issues that impact the future generations. By 2025 the world population will reach 8 billion, from the current population of 7 billion. One in seven or roughly 850 million are in hunger. The lowest stockpiles of grain in decades mean there is less grain to buffer the impact of drought, floods, crop failures and making price more volatile. A quarter of world's agricultural land faces a long-term decline in productivity. Food prices continue to rise and the poorest of the poor are the most vulnerable to high food prices. In coming decades, climate change and depletion of ground and surface water resources is predicted to cause crop losses in some of the poorest regions.

In an era of tightening food supplies and rising prices, climate change could push the planet beyond its limits. Most of the scholars agree that to meet rising food demand, we need another green revolution and we need it in half the time. The way the world grows its food will have to change radically according to the UN.

To cope with growing population and climate change. Some experts see genetic engineering as our best hope to produce more food and have a smaller ecological impact. Others believe boosting productivity with more ecologically

based farming methods and smarter irrigation.

Confronted with the aforementioned issues, students of AG 100 - Introduction of Agricultural Sciences are often fascinated with the scope and importance of food and agriculture in their daily lives and implications for future generations. Many of them decided to choose agriculture as their major.

To build on this experience, we propose to take a one-two approach to attract students in rural or private high schools in the state

1. Invited presentations on the urgency and relevance of food, agriculture, and natural resource to freshman/sophomore/ juniors. The presentation will cover issues pertaining to food and agriculture. Furthermore, it will address the following current issues: Target breeding for drought tolerance, N efficiency, pest resistance, and photosynthesis, The consequence of synthetic fertilizers: high yield, high fuel cost and pollution risk, The Irrigation for higher production and the consequences of aquifer depletion and salinized soils, Sustainable farming alternatives such as composing, agroforestry, and interplanting

2. Career options in food, agriculture, and natural resources to juniors/seniors. We believe that the approach will motivate students' interest in food and agriculture. Once the students have the opportunity to appreciate the impact of food and agriculture on global population growth, hunger, environment and its relevance in everyday life, it is more likely for them to choose agriculture as their academic career. The follow-up presentation on career options in food, agriculture, and natural resources will solidify their initial interest and hopefully a decision to come to UH Hilo to realize their academic goals.

The following is a tentative list of targeted high schools and subjective to revision pending further evaluation:

	Oahu: Island Pacific Academy (Kapolei), Honolulu Waldorf School (Niu valley), Le Jardin Academy (Kailua), Lanakila Baptist High School (Ewa Beach). Kauai: Island School (Līhuʻe), Waimea High School (Waimea), Kapaa High School (Kapaa)
Free Orientation	orientation should be free for all students -- there are many benefits to orientation activities (getting to know other students, introduction to majors, transfer concerns) that many of our students miss out on because of the cost for example, in our program many transfer students miss out on a crucial course in their first year at UH-Hilo (HIST 300, sometimes only offered in the Fall semester), even though we try to discuss program requirements with them in a variety of ways), that can put them behind an entire year -- and if that happens, some decide to change majors or leave because they are now looking at an extra year of tuition, etc.
Arrange program presentations to Admissions officers to improve knowledge of program	facilitate informational meetings between program and admissions & advisory staff -- we often feel (and have heard anecdotally) that student advisors and admissions people who go out to recruit do not understand what our program has to offer (and thus do not talk to students about it). Our program website, as dry as it is, does offer a discussion on the many careers that can be pursued with a history degree, but perhaps it would be better for all to have programs present to admissions staff & advisors so that new and innovative program develops can become known, as well as the opportunities those programs are producing.
Invite CC and high school advisors, counselors to campus to meet with programs	bring advisors from our UH system community colleges and Hawaiʻi high schools to our campus to meet with programs -- to learn first-hand what our programs have to offer, and clear up concerns regarding transfer credits, etc.
Outreach education to on-island military personnel	consider reaching out to on-island military base(s) -- could we facilitate some course offerings of interest to these young men and women (and perhaps provide shuttle service to bring them to campus? or have faculty teach classes on base?); not only bringing in some new tuition dollars, albeit of part-time students, but help them to further their careers, and perhaps even offer them a better understanding of the significance of where they are serving (eg. basic geography or history courses on Hawaiʻi) something similar is done on Oʻahu, either through HPU or Windward CC
Affordable child care	we support providing affordable on-campus child-care for our students, faculty, and staff something similar to what is provided at HawCC? we know from our students that this is an issue that affects their course selections semester to semester (thus affecting retention and graduation rates

Market the history program e.g. brochures, hard copy and electronic, face to face outreach on island and statewide	specific to history department: we would like to embark on a more concerted information/marketing campaign we feel that we have one of the best undergraduate programs in history, in the State of Hawai'i, and would like that to be promoted to our local high schools and community colleges -- as well as to some specific institutions in the continental U.S.

as faculty we have connections with colleagues at many institutions, but we need help getting our program brochure and other recruiting materials together (in what currently seems to be a very slow process through the admissions/graphics office
some outreach can be done through mailings (hardcopy and/or electronic pdfs of materials)
other face-to-face outreach should be done (especially on Hawai'i Island, and perhaps even statewide: Maui, Molokai, Kauai) for which we would need the support and assistance of the admissions office (perhaps involving some of our majors as wel |
| Create or re-describe a current position to serve as the UH Hilo liaison for all Hawaii Island public and private high schools and home school networks. | One, two or even three trips per year to each high school is not enough to establish and maintain meaningful relationships with students, teachers, counselors, administrators and parents. High schools are usually in session for 10 months a year. One visit every other month to each high school on the island would be a great way to establish UH Hilo's presence and send the message that we care about students not just at the time of recruitment

Students do not make the decision to go to college and which college to go to on their own. Being in the schools would provide UH Hilo with direct exposure to students and to some of the influential adults in their lives.
Many counselors, teachers, administrators and parents have misperceptions about UH Hilo. Having a UH Hilo representative on the school campuses more regularly will slowly help to demystify some of the misperceptions that exist.
The liaison should have the discretion on what type of contact to make and with whom on each campus. The opportunities are endless – presentations to AVID, guidance, CP, and classes; faculty meetings; student government/leadership meetings; recruit for Running Start in addition to regular enrollment; and specialized presentations (Marine Science, Business, etc.); making connections between our faculty and high school teachers looking for collaborations, etc. |

		In almost no time at all, the UH Hilo liaison will likely receive more requests from the schools than s/he will be able to keep up with. That will be a good problem to have. Initially, the UH Hilo liaison may have to be creative about establishing relationships with various schools. There should be others on campus who can help with initial introductions and referrals. Once established, it should just be a matter of maintaining those relationships through appropriate referrals and linkages to other departments and units on the main campus. The success of a position like the one proposed will be finding the right person who is equally passionate about helping high schoolers get to college as they are about public speaking and driving since there will be many miles to cover on this Big Island. Budget Considerations: staff salary, vehicle accessibility/fuel/mileage
	Re-describe and hire the vacant Distance Learning Coordinator position	Justification: I believe we have learned some valuable lessons relating to distance education in these past 6-8 years. When the DL Coordinator was first hired at UH Hilo, that was a direct report to NHERC. Part of the reason for that was NHERC's connection with the other education centers in the system. The position eventually moved to CCECS, then to Academic Affairs. The job responsibilities changed from the time of initial hire to last year. With the position now vacant, it is an opportune time for UH Hilo to re-describe the position to meet our highest distance learning priorities. Low hanging fruit – Maui and Kauai education centers have students who only need a few more classes to complete their UH Hilo psychology degrees. We have a list of the classes the students need. Can we offer the classes and get these students to commencement? Next layer – Maintain relationship with Maui, Kauai and West Hawaii education centers. Maui and Kauai are eager to take almost any program we're willing to offer. They do an excellent job of recruiting within their community and communicating what the needs of the students in their community are to us. We would need to work on providing the instructional and advising support on our end. From experience, having the DL coordinator work directly with students on admissions and advising issues AND also be responsible for working with faculty and departments was too much for one person to be able to do the job comprehensively well. The skill sets required to do both sets of responsibilities is also very different. I would strongly suggest a split in these responsibilities the next time we hire this position.

		Budget Considerations: staff salary, marketing materials (if applicable), travel expenses (if applicable)
	Offer pre-requisite MAT coursework to prospective students with a bachelor's degree seeking a teaching license.	**Recruit:** This past academic year there have been 12 inquiries from prospective West Hawaii students requesting elementary education coursework leading to a teaching license. These students are often challenged by lack of access to the pre-requisite courses and accessibility to the MAT coursework. The pre-requisite MAT courses serve as a pathway for elementary education students seeking a teaching license. These three (3) courses are offered at the undergraduate level and serve as necessary content preparation pre-requisite courses required for admission into the Master of Arts in Teaching Program: ED 341, Literacy Development in the Elementary School, ED 343, Math for Elementary School Teachers, ED 347, Integrated Science and Social Studies for Elementary School Teachers. The SOE is aiming to recruit West Hawaii students who already hold a bachelor's degree into the Master of Arts in Teaching Program by offering these three pre-requisite courses. We are proposing that these courses are initially offered in a face-to-face format with primarily West Hawaii instructors. **Retain:** Offering face-to-face coursework by residents in West Hawaii will establish a UH Hilo School of Education presence in West Hawaii for elementary education students. Additional education undergraduate coursework is available to West Hawaii via distance learning format to both elementary and secondary education students. The School of Education currently offers sections of ED 310, Foundations of Education; ED 314, Educational Technology; and ED 350, Developmental Concepts of Learning in a distance based format which can be taken to retain student interest. Once elementary education students complete the three pre-requisite courses and meet other admissions requirements (Passing scores on content PRAXIS exam, 3.0 cum GPA, etc.) students are accepted into the Master of Arts in Teaching Program. The MAT program is currently offered as a primarily face-to-face program with distance based course offerings. Currently the MAT program averages two students per year who reside in West Hawaii. **Graduate:** Once accepted into the Master of Arts in Teaching Program students demonstrate a high degree of commitment to the teaching profession. The MAT program is a cohort program, which creates a supportive and collaborative learning environment leading to a high completion rate. Over the past-vie years, the SOE has a 90% graduation rate for our post-baccalaureate students. Cost= $18,344 Revenue= $27,700

	3 credit tuition waiver incetive to Cooperating Teachers as incentive to enroll in M.Ed.	All of our MAT graduate students are required (by our program and by the Hawaii Teacher Standards Board) to complete field experiences, including student teaching, in area public, public charter, or private schools. In order for them to participate in the field (K-12 classrooms), each graduate student must have a Cooperating Teacher (CT) dedicated to working with him or her over the course of an entire academic year. Our plan is to recruit for and increase enrollment in the M.Ed. graduate program by offering those CTs (who do not yet have master's degrees) a tuition waiver for one three-credit graduate course during the first semester they enroll in the program. We feel that the tuition waiver would be both a sound recruiting tool and a reward to the CTs who have worked so hard to help the MAT students be successful in their profession. Therefore, we would like to request funds equivalent to a three-credit graduate class for ten CTs every other academic year ongoing. We feel that this financial incentive would increase our current enrollment from 18-22 graduate student in the M.Ed. cohort to approximately 30. Overall, the CTs would be paying for 27/30 graduate-credit program hours. We feel the increased enrollment over the tw0-year program offsets the cost of providing the initial tuition waivers and would be a sound investment. Cost of credits waived for 10 students= $12,510 Revenue generated from same 10 students= $112,590

Retention	Utilize more permanent teaching staff	Reliable Teaching Positions: Providing secure working conditions for those on the front line of student interaction is crucial (for retention and recruiting). By relying heavily on contract labor (lecturers and short-term instructors), UH, Hilo is, in effect, cutting financial corners. This is a nationwide trend and currently a widely acknowledged failure of U.S. higher education. These hiring policies, in the end, effect students the most since they are often taught by people who cannot, within reason, be fully dedicated to the job. Short-term contract laborers, by necessity, are always concerned about a paycheck next semester. Though they are likely great teachers and potential researchers, they do not have employers truly committed to their professional enrichment.

Block scheduling, required full time status, textbook and tuition subsidy, transportation voucher, mandatory advising	The CUNY ASAP program has doubled graduation rates. It works. (Of course it's expensive, involving block scheduling, required fulltime status, subsidies on textbooks and tuition to the point that the cost to students is zero, a transportation voucher, and mandatory regular counseling/advising sessions.)
One advisor for entire academic career; concierge model	Not backed up by any research at all, but requested by my students every single time we discuss UH Hilo's retention issues in the strategy class: A "concierge" model of advising, where one advisor is assigned to a given student for their entire career Internship referrals. Job placement and career advising, Financial aid, Housing, Parking , Payments, including tuition and parking tickets, Textbook and supply orders, Academic progress including (free) grad checks. Preset and transparent process on national and international exchange programs, along the lines of, "here's your class schedule at Hainan University for next semester, transfer-back is already taken care of, no need for you to run around getting signatures", Registration including the equivalent of a "grad check" every semester at registration.
Avoid 'handing off' students to different offices	Students are very vocal about their dislike getting "handed off" after their freshman year, or sent from one office to another. They don't want their advisor to say, "you have to go to such and such office;" they want to go to one physical location, their advisor's office, and they want that one person to be the person they talk to every time.
Faculty are not professional advisors and make mistakes; advising center only a little better	They believe that faculty, because we don't advise full time and are not professional advisors, make mistakes (I have to admit, as a faculty advisor, they're not wrong about that). The saying they have shared in class (apologies for the bluntness) is, if you want bad advising, go to the advising center; if you want mediocre advising, see your faculty advisor; if you want good advising, pay for a grad check.
STAR criticized as inaccurate	They don't perceive STAR as accurate or easy to understand, and don't like being told to go check STAR. They want an expert human to guide them through from beginning to end

Cross list classes to create more degree programs	Here is a way to offer another degree, and allow more students to graduate on time, for FREE through the use of programs that we already have in place. In short, we can cross list more classes to work for related degrees and offer a new degree in the process. By offering a planetary science degree, planetary science classes could almost all be cross-listed with other majors such as astronomy upper division, physics upper division, and geology upper division. This would help 4 different majors (PHYS, GEOL, ASTR, PLNS) to be able to graduate sooner, because they would be able to have more options. For example we could offer classes like Geophysics, instead of structural geology (almost the same thing), that would allow physics majors another option for upper div credit and could also work for geology majors. At a smaller campus cross listing and combining resources is the best way to go. Specifics of program proposal available.
Recruit faculty of Pacific Island background	Faculty Diversity: We are commended for a diverse student body but I think our faculty might be lacking in that regard. Faculty of color or Pacific Islanders could enhance and maintain our student body
Mentorship/Advising for transfer students	Center for Transfer Students/Mentorship Program: I think this is a central issue at institutions like UHH in which we have transfer students, diverse student body, and first generation college students. They need support! Both here and in my previous institution that served a similar type of student body the issues that came up time and time again is bad advising, no one to turn to when, for example, "I want to get my transfer credits recognized." "I got an email that said I could double major but when I want to talk to someone I got no help. Faculty are busy, and advising for courses is not the same as mentorship. I think if there is money, something like a course release/stipend for faculty willing and wanting to mentor students. This would require a training on what mentorship means, and an assessment tool for the program. Maybe a representative for each department to participate, but the basic issue is that student sdon't know who to talk to and I am afraid to say that when they do try to talk to someone they are not getting the support they need and in fact are turned off by the response they get. I think this is symptomatic of universities
Keep common facilities, such as computer labs, open with volunteer service	Can I go back a bit to remind you that you offered 'Security Coverage' for our Saturday "Open Lab"--Advising Sessions (except on three-day holidays, Easter Break, Christmas Break) from 9:00 a.m. to 12 Noon a few years ago. This volunteering effort by Faculty and Counselors was in response to the closing of SATURDAY Library Hours that have since been in place until last Fall Semester, 2013. At HCC we continue the tradition to satisfy our students academic needs through volunteerism to ensure our own Faculty Financial Security (basically, a pay check.)

Exchange program with partner universities where international student pays full non-resident tuition, minimum TOEFL socore of 95 e.g. China	Amid what I'm sure will be many excellent and wider-scale ideas for increasing recruitment and retention, we in the Philosophy Department wanted to call your attention to an initiative we already have underway that may take some institutional massaging to carry through. John Cheng has been working with Todd Shumway and colleagues at the Shanghai University Philosophy Department to allow their philosophy majors to attend UH Hilo for a semester or a year at a time, paying full out-of-state tuition rather than working on an exchange basis. (We would also like to streamline the exchange process between the two departments, but that would be on a much smaller scale and would, in any event, not affect the target of increasing enrollment.) For the first year, Todd thought it would be most manageable if we capped enrollment in the program to 10 students, but in future years we would like to ramp the program up to include more students.

| | | As the University faces the demographic effects of the late nineties baby bust over the next few years, we're willing to work with the Planning Committee to optimize the size of the program for our medium-term growth plans. Shanghai University has asked for as many spots as we have available. If other departments are interested in developing similar arrangements with Shanghai, John has volunteered to act as a liaison. I know the university would much rather recruit degree-seeking international students than visiting students, but we need not see those as mutually exclusive goals. First, President Obama's recent executive order apparently relaxes some restrictions on foreign student visas, which makes it more likely that visiting students will choose to stick around either as transfer students or in pursuit of a second degree. We expect that the combination of the aloha spirit, the more personally engaged pedagogical methods we offer, and the opportunity to develop a more cosmopolitan ethos may prove irresistible to some of these students. Second, these are such talented students that they are less likely to strain our instructional resources than many visiting students. I can't speak to the institutional resources it takes to house and orient foreign students, which I'm sure are substantial, but in a memorandum of cooperation the Shanghai University proposed setting the admissions requirements to the program at 6.5 on the IELTS or 95 on the TOEFL. By comparison, our current standard for entering degree-seeking students is 61 on the TOEFL, and UC Berkeley (my alma mater) sets its at 80. It's true that it often takes me two or three times as long as with native English speakers to grade the papers of students with poor English skills and then explain what they need to do to get better, but for students with such strong English skills coming in, this seems less likely. Apart from a luncheon with the professors to help orient the new students, we do not anticipate bringing these students in will be any more burdensome than working with any other students. But since there seem to be some limited funds available, we humbly ask you to give Todd Shumway what he needs to help get this project off the ground. (We can pay for the 10 plate lunches and cans of lilikoi juice out of our own pockets |
| | Establish Office of Community/Native Hawaiian Connections | The key point to address the issue of enrollment is what Chancellor Straney is describing in his blog from October 21st, 2014:"We know that students are more likely to come to UH Hilo, persist in their studies, and then graduate if they make strong connections to people on campus." |

So how do we make strong connections with our students? The basic is to find the "same language" meaning a way to communicate and clearly "understand" each other – if we wish to connect. Most of our faculty is still coming from the "outside" to UHH. Therefore, there is a crucial need for them to learn about our local community. Uluākea[1] has been addressing this in a unique, innovative, and highly successful way for several years now. I do not think that it is a coincidence that programs (or even just certain courses within a program) that have Uluākea faculty enjoy large(r) enrollments (such as Marine Science or KES). However, as this can be a first step it is crucial that efforts to indigenize programs and/or departments are happening also from within each department as a whole. That means each department needs to take ownership of their strategies addressing their diverse student body including plans for increasing enrollment, retention, and graduation rates.

The Chancellor writes further in his blog:"This fall, we hosted 44 high school counselors from around the state (17 from Hawai'i Island, two from Maui, and 25 from O'ahu) for a visit to our campus."

I was fortunate to be able to meet with several of the counselors of which many asked about our (Indigenous based) health promotion track that uses a place-based educational approach. A counselor from Kamehameha school told me how much he liked our approach, however, asked me if all faculty within our department would share that vision. He told me that for him it is crucial to learn how much a department and its faculty is embracing the local community and Indigenous and Native Hawaiian perspective in his recommendations to the students at his school. By focusing on transforming UH Hilo into a true place of Indigenous/ Native Hawaiian learning we not only "find" the appropriate language to communicate and connect to our local students but uniquely profiling us nationally and internationally. Besides learning the right "language" to communicate we also have to embrace the appropriate "activities" as part of non-verbal communication and "sharing" of experiences that are true, authentic and unique to our local environment that is Hawai'i. Furthermore, it supports our *University of Hawai'i Strategic Directions 2015-2021 (in* Building successful connections through learning our Indigenous & Native Hawaiian "ways" will also improve the connection and commitment of faculty with UH Hilo and therefore faculty retention as well – another issue that in the long run can significantly impact student enrollment.

By understanding our local community we also realize their need in terms of interest and work force for the future. All programs have to incorporate into their planning the actual need of the community. This can only happen if we are truly connected to our community. Several programs and/or faculty have started successfully to build those bridges, however, the efforts needs to be coordinated and streamlined so that UH Hilo as a whole can benefit from it to better serve our community.

Action Plan

I propose to establish an "Office of Community & Indigenous/Native Hawaiian Connections" (OCIC). Comparable to our ALEX office, OCIC connects existing efforts and provides assistance in creating new ones.

A first step is to commit ourselves to learn and agree to who and where we are as a learning community. We are in Hawai'i and serving an Indigenous/Native Hawaiian and culturally diverse local community. Once we position us successfully as part of that very community we can also connect and communicate to it better. Here are just three different strategies that can be a starting point of the work of OCIC:

(1) Work with Departments

OCIC will be working with a representative/coordinator from each UH Hilo department. That means each department/unit/school is choosing a coordinator who will serve on the OCIC advisory board, and will be in charge of providing strategies on how that department is addressing the need to provide Indigenous based learning opportunities for their students. Outreach to the community, professional development, revision of existing curricula, creating of new courses/projects etc. can be part of this effort.

At the end of the Spring 2015 semester each department should be able to show strategies (please see attached "Action Plan" table in extra file) that answer the following questions:

- What professional development opportunities do faculty in our department have to learn about our local and in particular Native Hawaiian community – its history, current practices, and world views?
- What is our department doing to appropriately serve our diverse student body?
- What is our department doing to recruit from a more diverse and in particular local potential student pool?
- What is our department doing to provide an Indigenous/Native Hawaiian based learning approach to its students?

- What is our department doing to serve our local community?
- How is our department present in our local community?
- What is the job force that our departments' students can support/join?

Implementing strategies to start in Fall of 2015 the latest – some could be possibly start already during Spring of 2015.

(2) Teaching Seminar ʻIke Aʻo

I propose to revive ʻIke Aʻo Teaching Seminar that I initiated in 2006. Although I initiated and conducted ʻIke Aʻo the credit of its success has to go to the vision of Dean Hirokawa who approached me with this innovative idea. He and Interim VCSA Makuakane-Lundin supported and assisted my setting up the seminar. The Goal of ʻIke Aʻo was to share information, experiences, and innovative ideas between (in particular new) teachers at UH-Hilo. The idea was to learn from each other beyond our specializations in search of transferable, interdisciplinary ideas and practices in teaching. Because innovations and creativity in teaching are best fostered in a positive and comfortable environment we were engaging in just positive and productive discussions free of rigid structures, hierarchies, and negative talk of any kind. The basic format included:

(1) identifying the challenge (problem) that you faced,
(2) sharing the innovation that allowed you to overcome the challenge (problem), and
(3) explaining your next steps.

The idea was to meet two or three times over the course of a semester in a comfortable and relaxing environment. ʻIke Aʻo was "officially" dis-continued in 2008 (after two years) as most of the participants were by then also part of Uluākea and used that platform to continue discussing teaching approaches - however, in Uluākea with a clear focus on Indigenous/Native Hawaiian learning.

I propose to use ʻIke Aʻo in particular for new incoming faculty to discuss their teaching approaches that include how to connect to our students, and commit them (retention) to graduate in a timely fashion. ʻIke Aʻo should be facilitated in particular with support from Uluākea members sharing their "transformation".

(3) Makamaka Mentorship programs

a) Freshman – Senior Mentorship program

		The idea is very simple – connect a senior student with a new in-coming freshman student within the department/discipline. The students are paired up by their department according to needs and requests. Both students commit to meet at least once a week for half an hour to spend some time talking about issues/questions that in particular the freshman student might have about campus, program etc.
		Makamaka Mentorship program has multiple benefits for the students as well as UH Hilo in terms of retention and graduation. The freshman student feels from the beginning that he/she is part of our UHH 'Ohana, and gets a sense of belonging. The senior student gets a sense of purpose in not only getting a degree but contributing to the continuation of his/her program as well as the application of knowledge he/she received through former experiences.
		b) UH Hilo Student – High School Student Mentorship program
		As in the Freshman – Senior Mentorship program students will be paired up - this time a UH Hilo student with a student from a local high school. Arrangements are to be made through each department. The UH Hilo student can possibly receive credit within a community service component of a class. The obvious benefits of this program are in particular interesting in terms of recruiting new students to UH Hilo.
		Resources
		Depending on available funding and breadth of which each of the strategies should be put in place, the resources can vary. However, it is suggested that we create:
		- Director position (depending on small or large scale of OCIC, position can be half time/ full time – compensated by course release(s), overload(s) etc.)
		- student helper (in particular for data collection to assist departments
	Distance Learning	This proposal is specifically designed to increase online student retention rates (and, quite possibly, the number of online course offerings as well) through a faculty professional development program that focuses upon features of effective online course design, development, and delivery that have proven (through research) to have a positive influence on student retention. (These features include [1] facilitating student engagement, [2] proving a learner-centered approach to instruction, and [3] developing an online learning community. These three features, as well as others, are reflected in the UH Hilo Quality Online Course Design Guidelines8.)

		As professional development liaison, I would like to work with a cohort of ten to twelve faculty members (beginning in the summer and continuing throughout the academic year) to help each of them design and develop an online course that meets the stringent Quality Online Course Design Guidelines (QOCDG) and thus becomes certified. Faculty members would receive either a course release or a course overload for their required online course design and development work, which also includes implementation (teaching of the course) and assessment (both formative and summative evaluations). Student retention rates in QOCDG-certified courses would be tracked and compared to retention rates in the non-QOCDG certified courses to measure the impact of this professional development program. After completing the cohort training, course development, and QODCG certification, faculty members would agree to certify all of their subsequent online courses, thus gradually increasing the number of QOCDG-certified courses at UH Hilo at no additional cost. This would be an ongoing program, with ten to twelve new faculty members selected each spring to participate in the new cohort, which begins training in the summer and continues in the fall and spring academic terms. The cost of this proposal is fluid, as it depends upon the rank of each faculty member and whether a course overload or a course release is selected. However, theoretically, if a faculty member is paid an average of $6,000 per course, the program could cost approximately $60,000 per academic year to implement. Benefits would certainly be the quality of the online courses students take (specifically designed to retain them), as well as possible increasing the number of online course offerings, as online quality improves.
	Degree Program with NSE and CGEE intergrated	While National Student Exchange (NSE) and the Center for Global Education and Exchange (CGEE) have long been a part of the services provided to students at UH Hilo, they are largely unrecognized or considered by prospective students and their parents whose primary concern is getting off the Island when it comes time to choose a college. This program is designed to target and appeal to this largely untapped market by seamlessly integrating a mainland and study abroad experience into UH Hilo degree programs, while paying local tuition. It would look something like this: **First Year: UH Hilo** · Adapt to college life and learning how to successfully navigate the college experience.

· Get used to living away from home but keeping parents and family within easy reach should you need help.

Second Year: Mainland University

· Attend a mainland university with a strong reputation in your chosen area of study.

· Take courses required for your major, but also work on satisfying your general education requirements.

· Explore campus, the local community, and surrounding areas to take full advantage of living on the mainland for an academic year.

Third Year: UH Hilo and Semester Abroad

· Your first semester back at UH Hilo following a year on the mainland is spent focusing completing required courses for your major, identifying prospective career options, and preparing to study abroad.

· Attend an overseas university with a strong reputation in your chosen area of study during the second semester of your junior year.

· Take courses required for your major.

· Explore the local community and surrounding areas on weekends and breaks.

Fourth Year: UH Hilo

· Focus on completing your degree requirements and preparing for graduation.

· Identify job prospects within your chosen career field and apply and interview for them.

The difference between this program and what presently exists is the packaging and how the NSE and study abroad process is managed. A focus group of parents who had sent their children to the mainland revealed that their decision and that of their children was not because they didn't view UH Hilo positively, but out of a desire for their children to experience an environment outside of the Island of Hawaii. When presented with this program the group received it very positively. In particular, they commented on how their child suffered from homesickness during the first year and struggling to adapt both to college and a different culture on the mainland.

Packaging

		This program would be packaged as a college experience providing prospective students and their parents with the off island experiences they so understandably desire, while tempering it with a year on Island to get used to college life and all at a more affordable price than they could ever expect to pay on the mainland. It would be directed primarily towards parents and students considering mainland universities.

Streamlined NSE and Study Abroad Process

The goal here is to make the NSE and study abroad process and easy and seamless as possible for students. Since the NSE and Global Study periods would be predetermined for each student, students would participate in sessions organized by NSE and CGEE designed specifically for this group of students and their needs. Department staff in the students' major area of study may also play a role in this process.

In addition, the NSE and Global Studies offices would work with departments to identify partner institutions that are a good fit for each major to solidify relationships and course offerings.

Support

Representatives from admissions (Mahealani Jones), NSE (Zach Street), and CGEE (Pele Thomas) have already met with me to discuss the idea and begin moving on it. All are very supportive of the initiative.

Various Suggestions	1. Every instructor is put under pressure from administration to "get students in your class or it will be cancelled". The responsibility for filling classes lies with administration, not instructors. Instructors do not have the resources to go out into the world to get students. This practice should be stopped immediately to improve morale and put the responsibility back where it belongs. Instructors can only cannibalize each other's students, this does not create a good learning environment.

2. All degree programs should have a clear graphical flow chart for students to follow for their degree path. This flow diagram should show students what classes they should consider for every semester to reach their graduation goal. It should show every possible class within each semester's offering. These flow charts should also show how different classes cross into other degrees. If students can visually see how different degrees are related it would give greater incentive to stay on track at UH Hilo towards graduation.

3. With these flow charts students should be advised to double or even triple up on their major as they could then visually see how they are progressing, and while taking course more easily see how to adjust to a different major when they find their interests changing so that they can make the best decision towards changing and completing their major at UH Hilo rather than leaving to change it at a different school.

4. Invest in the proper software that coordinates every class day/time in every department to minimize the number of courses that are related to the same areas and fields so that student can take more of their needed course each semester by minimizing classes occurring at the same time that students need. In addition, the following semester's courses should already be known and scheduled so that students can pre-plan current courses against future courses. This will also allow them to graduate in a timely manner by lessening schedule conflicts.

5. It should be standard practice to advise students to sign up for more than one degree and a minor and certificate in interrelated fields to allow them greater flexibility later when they find their interests lie elsewhere. Being advised by an advisor within a specific field is not useful. Students need to be advised by administration as to how to maximize their potential based on all the courses offered. Professors only know their own fields.

6. If a course is in the catalog, it needs to be offered at least once every two semesters. Some of these courses are not offered for years. The same goes for online courses. Get rid of them. If I am going to take an online course I would rather take it at MIT or Cornell. The purpose of going to a class, a smaller class like at UH Hilo, is the direct interaction with the instructor. Removing this advantage that UH Hilo has puts it in a bad position for the future.

7. Deal with the students complaints in a timely manner. I have heard complaints for years every semester about the inconvenience, price, and hours of the food available for students. This is a basic function and you have no idea how many students choose to leave because of things like this.

8. Every student that comes from a foreign country should get a follow up interview concerning their experience at UH Hilo. This would allow for understanding what is not working for foreign students and what is. In addition, follow up should be made with these students back in their home schools to have them disseminate information about going to UH Hilo. I think this area needs a lot more improvement because the facts make it clear that international students coming to US schools increased 21% nationwide, but UH Hilo did not get a 21% increase in foreign students. There should have been an even higher increase of international students at UH Hilo because of its more comfortable diversity and safer environment. Clearly UH Hilo is not getting the word out and is missing out on a significant source of revenue.

9. Bring back and properly recruit for the China-US Masters program. Institute of International Education says that 42% of the 886,000 international students at U.S. universities in 2013 to 2014 came from China and India. If UH Hilo does not have a corresponding percentage of that student body, it indicates that there is a serious recruiting flaw in UH Hilo's methods. Those students are going to US schools somewhere, and that somewhere should have been UH Hilo. This should be looked at and fixed. This is a large amount of students and money that UH Hilo is missing out on. One way to fix this is to send a recruiting team directly to Chinese schools to promote UH Hilo. Don't send papers, send people. Every student who has gone back to China after coming to UH Hilo should be recruited in this effort as contact points at their schools. UH Hilo should be on the forefront of this.

10. I understand that money is always short. However the slow continual degradation of the campus by lack of more regular room and building cleaning is starting to show. It makes the campus look unkempt. Even the rusty sculpture out front at the main gate is not giving the campus a good image. The addition of a concrete walled trash receptacle area near the old student service building is not pretty either. What should have been put there is some nice covered table areas for eating and studying amidst the Banyan trees. How the campus looks affects students, and probably their parent's decision process on whether to attend or stay at UH Hilo. I'm sure this kind of thing can be done in a different and still low cost way.

| Graduation | Health oriented 501(c)(3), crowd sourced funding, marketed through social media opportunity for students to engage in applied learning in field, highlighted by scholarship for post graduation internship abroad | <u>UH Hilo - Global Health Initiative</u> The aim of the following conceptual proposal is: 1. to create a niche that UHH will hopefully be prominent in, 2. to create novelty in order to garner attention and generate buzz for UHH, 3. to energize and add lasting value to participating program(s) that can be built upon as we head into the future, 4. to couple internet fundraising (crowdfunding) with outreach , 5. to reward students for completing their respective programs, to enrich their experience and to broaden their horizons, 6. to nurture and expand the spirit of volunteerism that exists on the islands, 7. to create a mechanism by which some educational expenses will be taken cared of if students do not succeed in getting a GHI award. (?)

This is an idea for the formation of a 501(c)(3) organization called - UH Hilo Global Health Initiative (UHH-GHI)
"Global Health" will be interpreted in its broadest sense. Activities of this non-profit will be supported by crowdfunding. Crowdfunding is often a true indicator of community needs and is underutilized in education.
Marketing will be via 1) broadcasting over social media (Facebook, Twitter, etc..), and 2) media outreach (pitch to journalists/newspapers, writers and bloggers in all relevant fields).
UHH-GHI could be divided into many sections: Agriculture, Business, Engineering, Health Sciences, Pharmacy, Nursing, etc. Since education is a powerful determinant of health, anything related to the dissemination of knowledge in a resource-poor setting is a global health endeavor.
Upon graduation, an appropriate number of students will be selected (on a competitive basis) and financially supported to go overseas (or to mainland USA) to engage in their global health activity of choice. (e.g., internship at the WHO, United Nations, UNESCO, UNICEF, etc., etc., etc.............).
The purpose of this experience is to gain exposure and to be educated for subsequent application of knowledge to local efforts if a person so chooses. A network for legitimate placements need to be created. Deliverables/reporting will include published articles about student experiences. This will provide positive publicity for UH Hilo that will hopefully be self-perpetuating. |

		Crowdfunding could theoretically begin anytime after enrollment. (?) Student will initiate process by requesting own network of family and friends to donate. If students are not selected for the GHI award, the funds accumulated may possibly be used towards some of their educational expenses? (IRS implications?) The above proposal carries the assumption that the opportunity to travel abroad for an unforgettable and enriching experience post-graduation will be incentive enough for prospective students to enroll, to persevere and to finish their program. (The Pharmacy section of the above may be called UHH Pharmacists Without Borders. Existing infrastructure may be leveraged for the placement of PharmD)