

**FB11-13 BUDGET
OPERATING BUDGET ADJUSTMENT REQUEST
UNIVERSITY OF HAWAII**

III. OPERATING COST DETAILS

MOF	FY 12 Request			FY 13 Request			FY 14	FY 15	FY 16	FY 17
	FTE (P)	FTE (T)	(\$)	FTE (P)	FTE (T)	(\$)	(\$ thous)	(\$ thous)	(\$ thous)	(\$ thous)
A. Personal Services (List all positions)										
Instruct and Student Supp (Summer Bridge Coordinator)	A	(1.00)	33,750	(1.00)		45,000	45	45	45	45
Specialist (Math Coordinator)	A	(1.00)	22,500	(1.00)		45,000	45	45	45	45
Specialist (Early Academic Intervention)	A	(1.00)	22,500	(1.00)		45,000	45	45	45	45
Specialist (Faculty Dev/Curriculum/Assessment)	A	(1.00)	32,500	(1.00)		65,000	65	65	65	65
Instruct and Student Supp (Biology/Chemistry Lab Support)	A	(1.00)	27,000	(1.00)		36,000	36	36	36	36
Specialist (Career Advising/Internship Coordinator)	A	(1.00)	27,500	(1.00)		55,000	55	55	55	55
Professor (Asst/Assoc - Biology, Chemistry and Math)	A			(3.00)		195,000	195	195	195	195
Instruct and Student Supp (Graduate Support)	A			(1.00)		50,000	50	50	50	50
Other Personal Services										
Overload/Lecturers (Summer Bridge)	A		41,105			50,000	50	50	50	50
Overload/Buyouts (UNI 101)	A		60,000			90,000	90	90	90	90
Student Tutors	A					10,000	10	10	10	10
Fringe Benefits										
Turnover Savings										
Subtotal Personal Service Costs										
	By MOF	(6.00)	0.00	266,855	(10.00)	0.00	686,000	686	686	686
	A	(6.00)	0.00	266,855	(10.00)	0.00	686,000	686	686	686
	B	0.00	0.00	0	0.00	0.00	0	0	0	0
	N	0.00	0.00	0	0.00	0.00	0	0	0	0
	W	0.00	0.00	0	0.00	0.00	0	0	0	0
B. Other Current Expenses (List by line item)										
Office Supplies	A		12,500			22,500	23	23	23	23
Educational Supplies	A		10,000			53,000	53	53	53	53
Transportation	A		1,000			1,000	1	1	1	1
Subsistence	A		500			500	1	1	1	1
Photocopy	A		1,000			3,500	4	4	4	4
R&M, Office Equipment	A		500			1,000	1	1	1	1
R&M, Scientific Equipment	A		10,000			15,000	15	15	15	15
Rental, Office Equipment	A		1,500			4,000	4	4	4	4
Scientific Supplies	A		10,000			15,000	15	15	15	15
Subscription	A		500			3,000	3	3	3	3
Service - Non State Employee	A					15,000	15	15	15	15
Grants-in-Aid (Assistantship/Internship)	A		25,000			275,000	275	275	275	275
Subtotal Other Current Expenses			72,500			408,500	410	410	410	410
	By MOF		72,500			408,500	410	410	410	410
	A		72,500			408,500	410	410	410	410
	B		0			0	0	0	0	0
	N		0			0	0	0	0	0
	W		0			0	0	0	0	0
C. Equipment (List by line item)										

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IV. JUSTIFICATION OF REQUEST

a. Please provide general justification

UH Hilo will adapt, institute and integrate best practices into a coherent, consistent and coordinated campus-wide effort to increase the numbers of individuals prepared to enter STEM, nursing, education, and computer science professions. Emphasis will be on Native Hawaiian students. Students must master basic math and science subjects to remain on these career paths. We will (1) build students' math- and science-related academic skills via a Summer Bridge program; (2) focus on recruiting and keeping students in the STEM majors past their first year with needed support services; and (3) provide students in the STEM fields the chance to participate in hands-on learning opportunities that will make them more marketable to future employers.

Several grant-funded initiatives at the University of Hawaii at Hilo have implemented these strategies in small, pilot settings and show promise in increasing the number of STEM majors and graduates: the TRiO Student Support Services Program (funded by the US Department of Education), Keaholoa STEM Scholars Program (funded by the National Science Foundation, Tribal Colleges & Universities Program), and Uluākea, Kipuka Native Hawaiian Student Center (funded by US Department of Education, Title III). Examples of effective interventions include first-year seminars delivered in a culturally relevant manner, summer bridge programs, early academic warning and intervention, and participation in faculty-led undergraduate research opportunities. The value of these programs is greatest for first-generation and/or low-income students, which is important on a campus where 22% of students are Native Hawaiian and 33% are Pell grant recipients. Over half of new UH Hilo students meet the federal definition for low-income, and 69% report that they are the first in their family to attend college.

Build students' math- and science-related academic skills via a Summer Bridge program. UH Hilo will implement a Summer Bridge program that will enroll incoming students in mathematics and science workshops and courses during the summer semester before they matriculate as freshmen. This six- to eight-week long program will be loosely modeled on the existing Keaholoa program (<http://www2.hawaii.edu/~keaholoa/>). This immersion experience will allow students to strengthen math and science skills through culturally relevant learning experiences and thus increase their likelihood of getting good grades. Summer Bridge will provide participants with learning support in the form of peer tutors, faculty mentors, and other kinds of supplemental instruction coordinated with the math lab. Students will develop a portfolio of effective learning skills that will enhance their success in these and future courses. Doing academically well in "key" gateway courses such as CHEM 124-15, PHYS 170-171 and MATH 104 and MATH 115 ensures that students interested in the STEM fields can remain with these majors. Participants may also elect to reside on campus during the Summer Bridge program, allowing them to take advantage of the natural living-learning laboratory afforded by the Island of Hawai'i's environmental and cultural resources, attracting more students to become STEM majors.

Focus on recruiting and keeping students in the STEM majors past their first year with needed support services. First-year seminars play a key role in helping first-year students stay in school. UH Hilo will increase the number of University 101 sections from five to 15 and emphasize Hawaiian cultural concepts and place-based learning in the tradition of Keaholoa and Uluākea. (<http://kipuka.uhh.hawaii.edu/Uluakea/index.html>). The new sections will be target STEM majors, and faculty from the natural sciences will be added as instructors for the seminars. Faculty will receive guidance on interactive pedagogy and effective use of technology to ensure that first-year students in STEM majors remain motivated by these content areas, and don't get discouraged and leave the major early.

In addition, UH Hilo will establish a comprehensive early warning/early intervention system to quickly and aggressively identify first-time freshmen majoring in one of the STEM or high-demand fields who are experiencing academic difficulty and link them with resources to assist with their successful academic and/or social integration – similar to the model developed in our TRiO Student Support Services Program (<http://www.uhh.hawaii.edu/studentaffairs/sssp/>). Critical to this model is remaining in communication with these students to ensure effective follow-up. Faculty from the math and sciences departments will assist with providing some of the academic advising, mentoring and guidance – thereby attracting more STEM majors and keeping those who declare a STEM major on track to stay in school.

With the growth of graduate and professional programs at UH Hilo in STEM and allied health fields, a comparable effort will be instituted to (1) provide a "network of support" for new/entering graduate students to ensure that they acquire the skills/knowledge needed to be successful in graduate/professional study early in their graduate career, (2) identify and assist graduate/professional students in academic difficulty as soon as possible; (3) connect students with high-quality teaching, research and service opportunities at UH Hilo, and (4) link the graduate and undergraduate student experiences in meaningful ways to the mutual benefit of both communities of students. This latter effort will be especially key to help instill aspirations for graduate study among undergraduate Native Hawaiian students.

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Provide students in the STEM fields the chance to participate in hands-on learning opportunities that will make them more marketable to future employers. UH Hilo recognizes that preparing students to work in STEM, nursing, education, computer science and other high-demand fields cannot stop with giving students “book learning.” Students need to have experience with applying what they learn to solve real-world problems, as well as learn to work effectively in an actual business, research or service setting. We will expand and institutionalize the undergraduate research opportunities that were initiated through Keaholoa and develop internship opportunities for students in local agencies and businesses related to STEM. We will place special emphasis on providing these opportunities to Native Hawaiian and first generation students but the program will be open to all students in STEM and other high-need disciplines. Similarly, for our growing number of graduate and professional students, we intend to increase the number and quality of “hands on” learning opportunities available to them by offering research and teaching assistantships - with an emphasis on hiring Native Hawaiian students - so that they can develop relevant career-related skills and experience working towards a degree.

- b. Please describe how this request will meet strategic outcomes, identify which outcomes will be met

Relative to UH System’s strategic outcomes, the proposed program will

- “Increase the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiians, low-income students, and those from underserved regions.” – The proposed program will increase the number of graduates UH Hilo is able to produce within a shorter time frame.
- “Address critical workforce shortages and prepare students (undergraduate, graduate and professional) for effective engagement and leadership in a global environment.” - The proposed set of activities and services strives to improve the capacity of UH Hilo’s graduates to enter the State’s workforce with the knowledge, skills, and attitudes necessary to be successful, valued employees. It will target students pursuing majors that prepare them for careers in the State’s workforce shortage areas, including education, social work, and a broad range of STEM-related fields.

V. RELATIONSHIP OF THE REQUEST TO STATE PLAN OR FUNCTIONAL PLAN

- a. What are the outcome measures that will be used to measure the success of this proposal? (this should be quantifiable)

With this investment, UH Hilo intends to fulfill the following outcomes at the end of the biennial budget period in 2013, based on the established UH System performance indicators for 2008-2015, calculated using Fall 2007 as the baseline year (UH System Institutional Research Office, October 2009):

- Increase degree attainment by Native Hawaiians by 6-9% each year (Baseline: 85 in 2007; Goal: 121 by 2013)
- Increase number of STEM degrees awarded by 3% each year (Baseline: 163 in 2007; Goal: 188 by 2013)
- Increase number of degrees awarded in Computing/IT, nursing and education by 5% each year (Baseline: 5, 23 and 40 respectively in 2007; Goal: 6, 28 and 50 respectively by 2013)

- b. Proposed consequence of not meeting the performance measures? Specifically, if measures are not met, what does program propose happens to this additional funding?

If program goals and outcomes are not achieved at the end of the biennial period, UH Hilo requests that it be given another two-years to adjust its activities to engender measurable progress toward stated goals.

- c. What are the current resources being applied to this area (positions and dollars)?

The Kilohana Academic Success Center represents an institutionalization of what were previously grant-funded activities. However this funding is inadequate. There is a need to augment these funds to support this much needed function. Other than this, no general funds are presently being applied to pilot programs areas, only grant monies, and we cannot count on their year-to-year renewals; other proposed activities are new.

- d. Explain what expenditures have been made for this or similar efforts in prior years. Have those efforts been successful? Please elaborate.

Proposed program constitutes a new initiative for UH Hilo. Either no prior institutional resources were invested for these or similar efforts, or only grant monies (which we cannot count on their year to year renewals) were allocated to these types of initiatives.

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VI. ELECTRONIC DATA PROCESSING

n/a

VII. IMPACT ON OTHER STATE PROGRAMS/AGENCIES

n/a

VIII. IMPACT ON FACILITY REQUIREMENTS (R&M, CIP)

All requested personnel will be located in existing rooms/offices/buildings on campus. Storage needs are minimal and can be accommodated with existing facilities.

IX. EXTERNAL CONFORMANCE REQUIREMENTS

n/a

X. OTHER COMMENTS

h. Please provide description of and effect on current workload as it pertains to this request

Funding of this proposal will provide a more positive effect on current personnel workload. Our current personnel levels are not adequate to support the initiatives outlined in section IVa above.

i. What other relevant factors are there for justifying the importance of this request that have not been addressed above?

None

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	B	0			0	0	0	0	0	0
	N	0			0	0	0	0	0	0
	W	0			0	0	0	0	0	0
L. Current Lease Payments (Note each lease)										
Subtotal Current Lease Payments		0			0	0	0	0	0	0
By MOF	A	0			0	0	0	0	0	0
	B	0			0	0	0	0	0	0
	N	0			0	0	0	0	0	0
	W	0			0	0	0	0	0	0
M. Motor Vehicles (List Vehicles)										
Subtotal Motor Vehicles		0			0	0	0	0	0	0
By MOF	A	0			0	0	0	0	0	0
	B	0			0	0	0	0	0	0
	N	0			0	0	0	0	0	0
	W	0			0	0	0	0	0	0
TOTAL REQUEST		(3.00)	0.00	203,750	(4.00)	0.00	400,710	401	401	401

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IV. JUSTIFICATION OF REQUEST

a. Please provide general justification

UH Hilo has dramatically increased its research and extramural grants in recent years. Despite having no dedicated infrastructure support for this endeavor, the number of awards rose from only 22 in 2000 to 114 in 2009. Funding increased from about \$3.0 million annually in the 1990s to \$18.1 million in 2009. In fact, UH Hilo ranks third nationally among over 250 Carnegie Masters I & II public institutions in Federal grants and contracts per employee. When compared with public Research I universities, UH Hilo ranks above three-fourths of this group on this metric. Much of this grant activity provides training opportunities for students; the university prides itself on employing undergraduate students on its research grants to provide hands-on research experience. In addition, extramural funds are largely spent in the local economy and provide employment to the community.

There are several examples of the direct, positive potential for UH Hilo's extramurally-funded activities to have on the economy. One excellent example is our College of Pharmacy's leadership in the Hawai'i County Beacon Community Consortium, which has been awarded \$16 million in federal stimulus funding to improve access to quality health care on our island through information technology. This initiative is also projected to create 15 jobs over a three-year period. The College of Pharmacy's expanding research enterprise also has the potential to develop pharmaceutical and nutraceutical industries in Hawai'i. Some of UH Hilo's other projects with potential to benefit our economy include research in Computer Science that has recently led to the first patent application from UH Hilo, and the current EPSCoR grant's "cyber" component promises to stimulate more research with practical applications in the technology field. The College of Agriculture, Forestry and Natural Resources Management is engaged in research on biofuels that has the potential to contribute to a new, green energy industry for the state. Thus, expansion of UH Hilo's capacity to pursue grants and external partnerships has very real implications for developing innovations and technologies to advance and diversify the state's economy.

Unfortunately, UH Hilo is reaching the limit to its ability to sustain further growth in grant funding and external partnerships because of its lack of infrastructure to support these

Therefore, we propose to create a UH Hilo Office of Grants, External Partnerships and Economic Development that will support faculty and staff efforts to obtain research grants and extramural funding and create external partnerships. Specifically, the office will connect faculty and staff with grant and partnership opportunities, provide training in grant writing skills, assist with grant writing particularly for institutional-level grants, provide administrative support for investigators after they have been awarded funding, oversee compliance with federal and state regulations for grants and contracts, and coordinate activities with the Hilo RCUH office in overall grant administration. The office will also provide the long-term strategic leadership required for the expanding UH Hilo research programs and link these more directly to stimulation of economic development in Hawai'i. In addition, the partnership formed by the Beacon Community Consortium will serve as a model for future community partnerships that UH Hilo will form to address regional problems and advance the economy. The nucleus of the office will consist of an institutional officer, a grants/contracts writer, and an administrative support staff member, who together will establish a minimal yet functional level of institutional support, with additional personnel hired through RTRF funds as required. (Year 1 - 2.00FTE and \$200,000, Year 2 - 3.00FTE and \$340,000)

The Island of Hawai'i is key to the economic growth of the state. Larger than all the other Hawaiian islands combined, our island has room to grow. Recent US Census figures identify Hawai'i County as one of the top 100 fastest-growing counties in the US. Moreover, the Island of Hawai'i possesses a tremendous natural resource endowment, which enriches UH Hilo's research and instruction. Our island is becoming known as the "science island," because of resources critical to astronomy, renewable energy, volcanology, pharmaceutical development, sustainable agriculture, aquaculture and forestry, coastal resources, evolutionary biology, and many other areas. UH Hilo's research and instruction rely heavily on these natural resources, and our university strives to support island industries and organizations that make use of these resources in sustainable and culturally appropriate ways.

While the island has many important strengths, its economy is fragile. Presently, our unemployment rate is almost 10 percent, and a recent news report stated that 20 percent of our population is collecting food stamps. Educational attainment lags behind O'ahu.

Strengthening UH Hilo's capacity to support grant activities, external partnerships and economic development will enable us to attract outside funding and expertise to our economy while at the same time bringing visibility to the island's potential as a venue for science and technology enterprises.

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The expansion of research and training activities at UH Hilo also requires that we improve our laboratory safety capacity. This involves training faculty and students in safe laboratory practices, response to accidental spills or other laboratory mishaps, and working with investigators on safety issues specific to their research endeavors. A new position for a Laboratory Safety Officer is needed to provide safe working conditions in the field and laboratory research areas. (Year 1 - 1.00FTE and \$65,000, Year 2 - 1.00FTE and \$65,000)

- b. Please describe how this request will meet strategic outcomes, identify which outcomes will be met

Relative to UH System's strategic outcomes, the proposed initiative-will:

1. "Contribute to the state's economy and providing a solid return on its investment in higher education through research and training": The infrastructure for research and grants activity will support research and other extramurally-funded activities at UH Hilo, foster innovations and technologies that will advance and diversify the state's economy, provide training opportunities for students, and contribute to the economic development of the island and the state.
2. "Address critical workforce shortages and prepare students (undergraduate, graduate, and professional) for effective engagement and leadership in a global environment": Grant-funded projects at UH Hilo often provide students with opportunities to collaborate on research or otherwise participate in externally-supported learning opportunities, thus giving students marketable skills and experience for graduate study or employment.
3. "Acquire, allocate, and manage public and private revenue streams and exercise exemplary stewardship over all of the University's resources for a sustainable future": Assistance with grants activity will increase this non-state revenue stream and enable UH Hilo to manage this increased resource.

V. RELATIONSHIP OF THE REQUEST TO STATE PLAN OR FUNCTIONAL PLAN

- a. What are the outcome measures that will be used to measure the success of this proposal? (this should be quantifiable)

With this investment, UH Hilo intends to fulfill the following outcomes at the end of the biennial budget period in 2013, based on the established UH System performance indicators for 2008-2015, calculated using Fall 2007 as the baseline year (UH System Institutional Research Office, October 2009):

•**Increase extramural funding to support teaching and research by 3% each year (Baseline: \$18.0 million in 2007; Goal: \$20.8 million by 2013).** This is the most direct measure of the success of this initiative.

It should be noted that for every one dollar in state funds invested in UH Hilo, the institution generates \$3.06 back to the state in direct expenditures.² Therefore, the State of Hawai'i receives a dual return on its investment in UH Hilo – both in increased gains relative to university's goals, as well as in economic stimulus for the Island of Hawai'i.

- b. Proposed consequence of not meeting the performance measures? Specifically, if measures are not met, what does program propose happens to this additional funding?

The most direct measure of program success is the amount of extramural grant funds awarded. It is possible to have up and down years and it takes time for grant funds to arrive, therefore the trends should be assessed at the end of the biennium. If not met, then the program should make adjustments to be more successful for another two years. If after that time the trends are not upward, then the positions and funding should be moved to other, more successful areas of the campus to meet pressing needs.

- c. What are the current resources being applied to this area (positions and dollars)?

Current resources are not available to fund this initiative. UH Hilo has reached the point where it must have additional resources in order to continue meeting its core mission, serving the UH System strategic priorities, and contributing to the needs of the State of Hawai'i.

- d. Explain what expenditures have been made for this or similar efforts in prior years. Have those efforts been successful? Please elaborate.

UH Hilo has expended all of its resources to meet enrollment growth and satisfy core mission activities, and the efforts being proposed represent new initiatives that require additional funding. A Research Infrastructure grant (RIMI) from the National Institutes of Health provided some administrative support for grant activity on campus, but that grant ended after five years and UHH is no longer eligible for that program.

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VI. ELECTRONIC DATA PROCESSING

n/a

VII. IMPACT ON OTHER STATE PROGRAMS/AGENCIES

Forging external partnerships with other state programs and agencies will enable collaborations on mutually beneficial projects, which will help all participants to reach their common goals. Enhancing UH Hilo's capacity for research grants and external partnerships will especially help other state agencies to manage the state's natural resources and health care capacity, and to develop the state's high-technology industry. Increases in extramural funding benefits the island and state economy with increases to local spending and local employment. These result in higher tax revenue to the state, which in turn results in better budgets for state agencies.

VIII. IMPACT ON FACILITY REQUIREMENTS (R&M, CIP)

Additional facilities will not be requested.

IX. EXTERNAL CONFORMANCE REQUIREMENTS

n/a

X. OTHER COMMENTS

a. Please provide description of and effect on current workload as it pertains to this request

Funding of this proposal will provide a more positive effect on current personnel workload. Our current personnel levels are not adequate to support the initiatives outlined in section IVa above.

b. What other relevant factors are there for justifying the importance of this request that have not been addressed above?

¹ Karukstis, K.K. & T.E. Elgren. (2007). *Developing & Sustaining a Research-Supportive Curriculum: A Compendium of Successful Practices*. Washington, DC: Council on Undergraduate Research.

²Hammes, D. (2008, February). *The Annual Economic Impact of the University of Hawai'i at Hilo on the Local Economy*. (Note: Dr. Hammes is a UH Hilo Professor of Economics)

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III. OPERATING COST DETAILS

	MOF	FY 12 Request			FY 13 Request			FY 14	FY 15	FY 16	FY 17
		FTE (P)	FTE (T)	(\$)	FTE (P)	FTE (T)	(\$)	(\$ thous)	(\$ thous)	(\$ thous)	(\$ thous)
A. Personal Services (List all positions)											
Faculty (CoBE)	A	(1.00)		60,000	(1.00)		120,000	120	120	120	120
Instruct and Student Supp (Financial Aid)	A	(1.00)		28,500	(1.00)		38,000	38	38	38	38
Specialist (Fieldwork Supervisor -Teacher Education)	A	(0.25)		6,000	(0.25)		12,000	12	12	12	12
Specialist (Academic Pathway Advising)	A	(1.00)		22,500	(1.00)		45,000	45	45	45	45
Overload	A			60,000							
Lecturers	A			64,000			64,000	64	64	64	64
Other Personal Services											
Fringe Benefits											
Turnover Savings											
Subtotal Personal Service Costs		(3.25)	0.00	241,000	(3.25)	0.00	279,000	279	279	279	279
By MOF		A	(3.25)	0.00	241,000	(3.25)	0.00	279,000	279	279	279
	B	0.00	0.00	0	0.00	0.00	0	0	0	0	0
	N	0.00	0.00	0	0.00	0.00	0	0	0	0	0
	W	0.00	0.00	0	0.00	0.00	0	0	0	0	0
B. Other Current Expenses (List by line item)											
Office Supplies	A			12,500			12,500	13	13	13	13
Other Supplies	A			3,000			3,000	3	3	3	3
Educational Supplies	A			10,000			10,000	10	10	10	10
Advertising	A			10,000			10,000	10	10	10	10
Photocopy	A			1,000			1,000	1	1	1	1
R&M, Office Equipment	A			5,000			5,000	5	5	5	5
Rental, Office Equipment	A			5,000			5,000	5	5	5	5
Transportation	A			26,000			26,000	26	26	26	26
Subsistence	A			3,500			3,500	4	4	4	4
Library Materials	A			10,000			10,000	10	10	10	10
Subtotal Other Current Expenses				86,000			86,000	87	87	87	87
By MOF		A		86,000			86,000	87	87	87	87
	B			0			0	0	0	0	0
	N			0			0	0	0	0	0
	W			0			0	0	0	0	0
C. Equipment (List by line item)											
Information Technology (Classroom Retrofit)	A			60,000							
Subtotal Equipment				60,000			0	0	0	0	0
By MOF		A		60,000			0	0	0	0	0

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	B	0		0	0	0	0	0	0
	N	0		0	0	0	0	0	0
	W	0		0	0	0	0	0	0
L. Current Lease Payments (Note each lease)									
Subtotal Current Lease Payments		0		0	0	0	0	0	0
By MOF	A	0		0	0	0	0	0	0
	B	0		0	0	0	0	0	0
	N	0		0	0	0	0	0	0
	W	0		0	0	0	0	0	0
M. Motor Vehicles (List Vehicles)									
Subtotal Motor Vehicles		0		0	0	0	0	0	0
By MOF	A	0		0	0	0	0	0	0
	B	0		0	0	0	0	0	0
	N	0		0	0	0	0	0	0
	W	0		0	0	0	0	0	0
TOTAL REQUEST		(3.25)	0.00	387,000	(3.25)	0.00	365,000	366	366
								366	366

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IV. JUSTIFICATION OF REQUEST

a. Please provide general justification

There is a demand for greater opportunities for workforce development to be provided in workforce shortage areas and in regions currently underserved by UH. Through the expansion of UH Hilo's educational offerings throughout the Island of Hawai'i, we plan to (1) establish a physical presence in West Hawai'i; (2) provide degree programs – beginning with the Bachelor of Business Administration – through a combination of distance learning and West Hawai'i on-site instruction, leveraging a 2 + 2 pathway agreement with Hawai'i Community College; (3) provide a field supervisor in West Hawai'i for students in our Secondary Teacher Education Program; (4) increase course offerings at the North Hawai'i Education and Research Center (NHERC); and (5) provide West Hawai'i and NHERC with advising and financial aid personnel.

Residents of Hawai'i Island, the largest island in the state, and especially Native Hawaiian residents, are in dire need of improved access to the educational opportunities offered by UH Hilo. While Hawai'i CC is providing West Hawai'i residents with excellent lower division education and UH Hilo is offering an increasing array of lower division courses at the North Hawai'i Education and Research Center, students who cannot take coursework on the UH Hilo campus are currently not being served with baccalaureate degree opportunities. Many potential students live as much as three hours by car from the Hilo campus. Not only traditional full-time students but also working adults and adults with family responsibilities are excluded by distance from UH Hilo's degree programs. On-site instruction in North and West Hawai'i, augmented by video conferencing, online delivery and other modes of instructional technology, offers means to overcome the obstacles of distance.

Based on its projected need for skilled workforce, high school graduates, population changes, and going rates of high school graduates to the UH system, West Hawai'i has been identified by the UH System as an area of relatively high need for postsecondary education and training (Second Decade, February 2007). North Hawai'i (North Kohala, Waimea, Honoka'a, Hamakua) is an area of the island still trying to recover from the former plantation era and currently struggling economically as a result of the decline in the agricultural, real estate, and tourism industries.

In order to build the workforce that can drive economic development, and in partnership with Hawai'i Community College, UH Hilo plans to offer the upper-division and specialized courses for its Bachelor of Business Administration degree in West Hawai'i. We will also offer a two-year cycle of general education classes to the North Hawai'i Educational and Research Center. In addition, we will establish a physical presence in West Hawai'i with a view toward offering additional degree programs there. The academic programs will be supported by on-site delivery of advising and financial aid services in North and West Hawai'i and a field supervisor for the current Secondary Teacher Education Program. (Year 1 - 3.25FTE and \$387,000, Year 2 - 3.25FTE and \$365,000)

b. Please describe how this request will meet strategic outcomes, identify which outcomes will be met

Relative to UH System's strategic outcomes, the proposed initiatives, programs and services will:

1. "Position UH as one of the world's foremost indigenous-serving institutions by supporting the access and success of Native Hawaiians": The proposed expansion of UH Hilo educational offerings throughout the island of Hawai'i will increase the access and success of Native Hawaiian residents of underserved areas of our island.
2. "Increase the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiians, low-income students, and those from underserved regions." The expansion of academic offerings throughout the island will increase access to students from underserved regions and will increase the number of graduates UH Hilo is able to produce.
3. "Address critical workforce shortages and prepare students (undergraduate, graduate, and professional) for effective engagement and leadership in a global environment": Expanding course and degree offerings throughout the Island will also increase the workforce in areas of the state previously underserved. Extending the business degree program will be of particular benefit to workforce development, as will the additional investment requested for the secondary teacher education program.

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V. RELATIONSHIP OF THE REQUEST TO STATE PLAN OR FUNCTIONAL PLAN

a. What are the outcome measures that will be used to measure the success of this proposal? (this should be quantifiable)

With this investment, UH Hilo intends to fulfill the following outcomes at the end of the biennial budget period in 2013, based on the established UH System performance indicators for 2008-2015, calculated using Fall 2007 as the baseline year (UH System Institutional Research Office, October 2009):

- Increase degree attainment by Native Hawaiians, Filipinos and other under-represented groups by 6-9% each year (Baseline: 85 in 2007; Goal: 121 by 2013)
- Increase going rate of Hawai'i high school graduates to UH Hilo by 3% each year (Baseline: 2.4% in 2007; Goal: 2.8% by 2013)
- Increase the number of locations where degree programs are delivered
- Increase number of degrees awarded in high demand areas such as education and business by 5% each year

It should be noted that for every one dollar in state funds invested in UH Hilo, the institution generates \$3.06 back to the state in direct expenditures¹. Therefore, the State of Hawai'i receives a dual return on its investment in UH Hilo – both in increased gains relative to student success and graduation, as well as in economic stimulus for the Island of

b. Proposed consequence of not meeting the performance measures? Specifically, if measures are not met, what does program propose happens to this additional funding?

If measures of success are not met in this biennium, we will continue to work with the community to determine which UH Hilo courses and programs, as well as modes of delivery, will best serve the higher education needs of these regions.

c. What are the current resources being applied to this area (positions and dollars)?

In FY 2010 NHERC expended \$299,139 for current programs and activities. Current resources were not available for West Hawaii. Initiatives included in this request cannot be funded with existing resources.

d. Explain what expenditures have been made for this or similar efforts in prior years. Have those efforts been successful? Please elaborate.

UH Hilo has expended all of its resources to meet enrollment growth and satisfy core mission activities, and the efforts being proposed represent new initiatives that require additional funding.

VI. ELECTRONIC DATA PROCESSING

n/a

VII. IMPACT ON OTHER STATE PROGRAMS/AGENCIES

Increasing the quantity and quality of the state's workforce will provide other state programs with a stronger pool of potential employees, who can be chosen from the local population.

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VIII. IMPACT ON FACILITY REQUIREMENTS (R&M, CIP)

UH Hilo is currently working with Hawaii Community College for potential shared use of their leased facility and examining other space options. Any lease expense would be paid through an internal re-allocation of funds.

IX. EXTERNAL CONFORMANCE REQUIREMENTS

n/a

X. OTHER COMMENTS

a. Please provide description of and effect on current workload as it pertains to this request

Funding of this proposal will provide a more positive effect on current personnel workload. Our current personnel levels are not adequate to support the initiatives outlined in section IVa above.

b. What other relevant factors are there for justifying the importance of this request that have not been addressed above?

There is a demand for instructional programs in West Hawaii and other areas of the Big Island.

¹Hammes, D. (2008, February). *The Annual Economic Impact of the University of Hawai'i at Hilo on the Local Economy*. (Note: Dr. Hammes is a UH Hilo Professor of Economics)