

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

III. OPERATING COST DETAILS

A. Personal Services (List all positions)

Enhancing First-Year Academic Success

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 (Lab Prep)	A	(1.00)	27,000	(1.00)	36,000	36	36	36	36
Professor (Asst/Assoc - Biology, Chemistry)	A			(2.00)	130,000	180	180	180	180
Instruct and Student Supp (Graduate Support)	A			(1.00)	50,000	50	50	50	50
Overload/Buyouts	A		60,000		90,000	90	90	90	90

Summer Bridge Program

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
Overload/Lecturers	A		21,605		50,000				
Student Tutors	A				10,000	10	10	10	10

Deepening Learning & Career Preparation

Library Assistant	A	(1.00)	19,500	(1.00)	26,000	26	26	26	26
Specialist (Diversity/Social Justice Program Coord)	A	(1.00)	27,500	(1.00)	55,000	55	55	55	55
Student Assistant	A				40,000	40	40	40	40

Other Personal Services

Fringe Benefits
Turnover Savings

Subtotal Personal Service Costs

By MOF

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)
	(7.00)	0.00	266,855	(10.00)	0.00	687,000	687	687	687	687
A	(7.00)	0.00	266,855	(10.00)	0.00	687,000	687	687	687	687
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			17,500	18	18	18	18
Educational Supplies	A		10,000			27,500	28	28	28	28
Transportation	A		1,000			1,000	1	1	1	1
Subsistence	A		500			500	1	1	1	1
Photocopy	A		1,000			2,000	2	2	2	2
R&M, Office Equipment	A		500			500	1	1	1	1
R&M, Scientific Equipment	A		10,000			10,000	10	10	10	10
Rental, Office Equipment	A		1,500			2,500	3	3	3	3
Scientific Supplies	A		10,000			10,000	10	10	10	10
Subscription	A		500			1,000	1	1	1	1
Utilities (Library)	A					50,000	50	50	50	50
Service - Non State Employee	A					10,000	10	10	10	10
Grants-in-Aid (Assistantship/Internship)	A		25,000			275,000	275	275	275	275
Subtotal Other Current Expenses			72,500			407,500	410	410	410	410

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	By MOF	A	72,500			407,500	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)										
	Subtotal Equipment		0			0	0	0	0	0
	By MOF	A	0			0	0	0	0	0
		B	0			0	0	0	0	0
		N	0			0	0	0	0	0
		W	0			0	0	0	0	0
L. Current Lease Payments (Note each lease)										
	Subtotal Current Lease Payments		0			0	0	0	0	0
	By MOF	A	0			0	0	0	0	0
		B	0			0	0	0	0	0
		N	0			0	0	0	0	0
		W	0			0	0	0	0	0
M. Motor Vehicles (List Vehicles)										
	Subtotal Motor Vehicles		0			0	0	0	0	0
	By MOF	A	0			0	0	0	0	0
		B	0			0	0	0	0	0
		N	0			0	0	0	0	0
		W	0			0	0	0	0	0
TOTAL REQUEST			(7.00)	0.00	339,355	(10.00)	0.00	1,094,500	1,097	1,097

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IV. JUSTIFICATION OF REQUEST

a. Please provide general justification

UH Hilo's new ILACE Program, *Integrating Learning Across the College Experience* (ILACE), will adapt, institute and integrate best practices for promoting and enhancing student learning in a coherent, consistent and coordinated campus-wide intervention. We will bring to students in all academic programs/majors the benefits of pilot programs and model initiatives that have proven success in (1) helping students learn more effectively, (2) deepening the quality and quantity of student experiences and engagement in a way that meaningfully prepares them for their chosen career, and (3) hastening progress towards degrees.

Research on student success demonstrates the need to implement highly-structured, high-impact programs, activities and services that fully engage students in both academic and social settings and involves them actively in their own learning and development. This is particularly true for first-generation and/or low-income students; institutional research data indicate that 22% of UH Hilo students are Native Hawaiian and 33% are Pell grant recipients. Further, over half of new students meet the federal definition for low-income, and 69% report that they are the first in their family to attend college. Examples of such high-impact interventions include first-year seminars, summer bridge programs, early academic warning and intervention, participation in faculty-led undergraduate research opportunities, and dialogue about diversity and differences.^{1, 2, 3}

Applying what we have learned from direct experience and what we know from national research and model programs, UH Hilo is committed to implementing ILACE, which will serve as an organizing conceptual framework for solidifying, supplementing and strengthening existing efforts, as well as ensuring improved coordination and integration of new and enhanced campus-wide initiatives. Further, we will strive to develop and maintain a campus culture which emphasizes student learning and student success, while balancing both access and excellence at all times. Key, essential components of ILACE are outlined below, beginning with admission and pre-matriculation and continuing through to attainment of the academic goal.

Implement a Summer Bridge program that will provide students an opportunity to enroll in mathematics and science courses and develop a portfolio of effective learning skills to enhance college success. Admitted students will be invited to participate in a six- to eight-week long program, modeled on the existing Keaholoa program (<http://www2.hawaii.edu/~keaholoa/>), that will allow them to get an early start on taking math and science courses that enable them to meet major requirements and/or General Education requirements. Because quality learning and successful performance in the math and sciences is critical for students entering the workforce, the Summer Bridge program will provide participants with additional learning support in the form of peer tutors and faculty mentors, as well as other forms of supplemental instruction, coordinated with the math lab. Working with Mookini Library, participants will also learn how to increase their science- and math-related learning capacities, including information literacy and research skills. Because students will be taking only math and science courses rather than a full course load, they will be able to immerse themselves in these courses and increase the quality of learning.

In addition, successful performance in the "key" gateway courses such as CHEM 124-15, PHYS 170-171 and MATH 104 and MATH 115 maximizes the likelihood that students interested in the STEM fields can viably pursue these majors. This is critically important to UH Hilo, as with the recent addition of the College of Pharmacy in 2007, more entering students indicate a desire to major in a STEM field, thus increasing demand for courses in the natural sciences. (It should be noted that demand for biology and chemistry lab courses exceeds available lab space to allow sufficient seats to be offered during the regular semesters, so scheduling some sections during the summer helps science majors remain on a timely pathway to degree.)

Lastly, participants may also elect to reside on campus during the Bridge program, further deepening their learning and engagement with the natural living-learning laboratory afforded by the Island of Hawaii's rich environmental and cultural resources. Ultimately, the goal of the Summer Bridge initiative is to help new students build a foundation of success and develop effective learning skills as they enter their first year of college. The faculty these students meet during the summer will be members of the regular faculty – thus ensuring continuity in student mentoring and sustaining quality student-faculty interaction.

Enhance the quality of student learning in the first-year and maximize first-year student academic performance through early academic warning and early intervention. Because well-designed and well-delivered first-year seminars can form the core of a student's first-year learning experience and contribute to improved persistence and engagement, UH Hilo will increase the number of University 101 sections from five to 15 and infuse an emphasis on Hawaiian ways of teaching and learning in the curriculum. At the present time, only a handful of sections are offered in University 101, UH Hilo's freshmen seminar. They are taught with no compensation by administrators/faculty and staff in the Division of Student Affairs in addition

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to their primary job responsibilities. To ensure a more integrated approach to freshmen seminar instruction, it is imperative that instructional faculty also participate in delivery of University 101, and many faculty would prefer an overload/stipend to teach the freshman rather than a course release. Training for University 101 instructors is important to ensure that first-year students immediately become motivated by and excited about learning. Further, these additional sections would emphasize Hawaiian cultural concepts and place-based learning in the tradition of Keaholoa and Uluākea. (<http://kipuka.uhh.hawaii.edu/Uluakea/index.html>) We intend to have faculty from the natural sciences also serve as instructors for University 101 and offer at least one section geared towards STEM majors.

However, UH Hilo wants to also ensure that new students experience quality engagement and learning in every academic course – not just in the freshmen seminar. Our instructional faculty would benefit from professional development and training opportunities in which they are exposed to innovative and improved pedagogies, new educational technologies and their effective adaptation, strategies for being more multiculturally competent and culturally relevant in classroom instruction, and other ways to improve teaching and learning. Further, instructional faculty can benefit from assistance with and guidance on effective curriculum development (including distance learning delivery), assessment of student learning, and other activities that support quality instruction. While UH Hilo has offered these services to faculty in the past, it has not been done so in a coordinated, sustained fashion with dedicated funding. We believe the return on investment in terms of improved student learning, increased academic rigor in instruction, and better student academic performance will be tremendous.

Further, to monitor student learning and promote academic success, UH Hilo will also attempt to identify and reach out to students at potential academic risk, e.g., using ACT/SAT scores, from the time they enter college – and not necessarily wait until the first signs of difficulty emerge. However, we will also establish a comprehensive early warning/early intervention system that will encompass all academic departments/colleges and student support services units to quickly and aggressively identify first-time freshmen who are experiencing academic or other forms of difficulty, and then link these students with the needed resources to assist with their successful academic and/or social integration – similar to the model of service delivery implemented by TRiO Student Support Services Program (<http://www.uhh.hawaii.edu/studentaffairs/sssp/>) – and then subsequently remain in communication with these students to ensure follow-up. Students who continue to experience difficulty will be offered the chance to participate in workshops and academic courses to enhance study skills, etc. Because mastery of math and science is important for our future workforce, we will engage faculty from the math and sciences departments to assist with providing some of the academic support services. In sum, the goal of these first-year learning activities is to ensure that entering students develop the skills and tools need to succeed in college and return their sophomore year to continue progress towards a degree.

With the growth of graduate and professional programs at UH Hilo, we have a responsibility to also ensure that students in those programs experienced high-quality, high-impact learning. As such, 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 distress as soon as possible; (3) connect students with impactful 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.

Improve the quality of student learning, development and exploration beyond the first-year and prepare graduates to enter the workforce as productive citizens and leaders. A 2010 survey of employers commissioned by the American Association of Colleges & Universities (see <http://www.aacu.org/leap> for full report) found that over 50% of employers representing a wide range of fields wished that colleges placed more emphasis on science and technology, critical thinking skills, communication abilities, ethical decision-making, and cultural diversity – among other essential learning outcomes. Informed by this, UH Hilo recognizes that preparing students to lead productive lives in the workforce requires students to not only acquire knowledge but to appropriately and skillfully apply that knowledge to solve real-world problems; they must master not only the content of their chosen academic discipline, but also acquire the broad range of cognitive and interpersonal skills that are needed to be effective professionals. With this in mind, we will create a new initiative in the areas of multicultural/intercultural education, and social justice. The intention is to ensure that students are given the opportunity participate in meaningful conversations about identity, differences, power and privilege that stimulate their critical thinking and ask them to consider the ethical consequences of choices that they will make over their lifetime – both personally and professionally. UH Hilo hopes to infuse across the curriculum an ever-present thread of diversity awareness and appreciation – regardless of the academic discipline. While UH Hilo has been recognized to be one of the most diverse campuses in the US, we have not purposefully leveraged this asset to enrich student learning, to enhance student engagement with each other and with faculty/staff, or to increase educational excellence; going forward, we intend to do all three.

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Further, we will be expanding and institutionalizing the undergraduate research opportunities that were initiated through Keaholoa, focusing on Native Hawaiian and other ethnic minority students but including all students in these kinds of intensive engagement experiences. Similarly, for our growing number of graduate and professional students, we intend to increase the number and quality of experiential learning opportunities available to them by offering research and teaching assistantships so that they can develop meaningful and relevant career-related skills and experience while achieving their degree. Such assistantships are invaluable on many levels – by providing needed financial aid, they allow graduate/professional students to immerse themselves in the chosen field of study, and they enable these students to contribute actively to teaching and scholarly activities.

With an increase in the number of students involved in research and applied learning, demand for information services and hours offered by the Library will increase; in fact, students, faculty, and staff are already clamoring for increased hours of operation in the mornings, evenings, weekends, and holidays/breaks. UH Hilo will hire professional and student employees to meet this growing demand. The overall goal of these initiatives to “deepen” student learning is to ensure our graduates enter the workforce not just with a degree in hand but also ready to analyze and address real-world problems with already-developed skills, abilities and capacities beyond what they read in a textbook or wrote in a paper.

- 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:

1. “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.
2. “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 the number of degrees/certificates awarded by 3-6% each year (Baseline: 592 in 2007; Goal: 713 by 2013)
- 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 the quantity/quality of enriching educational experiences (EEE) and of student-faculty interaction (SFI), as well as the level of academic challenge (LAC), reported by first-year students and by seniors on the National Survey of Student Engagement (Baseline: please see attached for Fall 2009 data; Goal: at least match or exceed comparable average scores from Far West Public institutions and of selected peers by Fall 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.

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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, and encompassed 3.0 FTE and operational dollars. 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.

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

¹Engle, J. & C. O'Brien. (2009). *Demography Is Not Destiny: Increasing the Graduation Rates of Low-Income College Students at Large Public Universities*. Washington, DC: The Pell Institute for the Study of Opportunity in Higher Education.

²Kuh, G. (2008). *High-Impact Educational Practices: What They Are, Who Has Access To Them, and Why They Matter*. Washington, DC: Association of American Colleges & Universities.

³Karukstis, K.K. & T.E. Elgren. (2007). *Developing & Sustaining a Research-Supportive Curriculum: A Compendium of Successful Practices*. Washington, DC: Council on Undergraduate Research.

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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 number of STEM degrees awarded by 3% each year (Baseline: 163 in 2007; Goal: 188 by 2013).** There is substantial evidence that engagement in research experience is an important mechanism for increasing student success in STEM fields.¹ This has also been the observation at UH Hilo. It is therefore expected that this initiative will help UH Hilo to attract STEM students interested in research experiences and to retain them through to graduation.
- **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).** Research and external involvement contribute to the overall visibility and reputation of a university. It is expected that, as UH Hilo is successful in attracting grant funding and becomes more engaged in external partnerships, we will increase our going rates for Hawai'i high school graduates.
- **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.

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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.

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.

² Hammes, 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

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IV. JUSTIFICATION OF REQUEST

a. Please provide general justification

Expansion of UH Hilo's degree programs throughout the Island of Hawai'i will provide greater opportunities for workforce development in regions that are currently underserved by UH. 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, 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 high school graduates, population changes, need for skilled workforce, 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 help 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 \$485,000, 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 the number of degrees/certificates awarded by 3-6% each year (Baseline: 592 in 2007; Goal: 713 by 2013)
- Increase degree attainment by Native Hawaiians 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)

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 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?

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)