Pueo Budget Taskforce – FY21 Report (Draft)   November 16, 2020

Introduction

The Taskforce began meeting at the close of October and over the last three weeks, worked diligently to determine an appropriate process for discussions and deliberations. The group selected six (6) cost efficiency and revenue generating investment recommendations. A survey was sent to UHWO stakeholders—students, faculty, staff, and leadership—requesting that participants rank these recommendations in order of preference (e.g. first choice representing the recommendation of greatest preference and the sixth choice representing the recommendation of least preference). The data from this survey is not meant to be statistically conclusive nor should it be used to justify a specific, single solution. Both the survey results and the work of the Taskforce is compiled into this report to help campus leadership determine a course of action that will enable UHWO to deal with a projected budget shortfall.

Recommendations
A: Building Consolidation
B. Reducing Faculty Course Overloads
C. Reduction of Operating Costs
D. Implementing a Program Assessment (campus-wide)
E. Increase Course Capacity (# of students in a course)
F. Increase Blended Classes

Survey Results Applied to Cost Analysis

Below are the recommendations ranked (e.g. 1st choice – 6th choice) and the respective, estimated cost reduction for each.

Cost Efficiency Recommendations (Ranked)

A. Building Consolidation

Recommended Explanations

The Pueo Budget Task Force recommends the consolidation of building use by having personnel who report to work on campus use as few buildings as possible.

This recommendation can help meet UHWO's budget shortfall by decreasing utility costs.

By closing approximately 3.5 buildings on campus (suggested: D, E, Creative Media, and Campus Center). Labs in Building E would have limited hours of use. Personnel who report to campus can then work from other buildings on campus.

Anticipated Cost Reduction

$1,211,141* (annual)

$605,571* (Q3 & Q4)

[From B&F] *Estimated cost reduction was based on the complete closure of 4 buildings (Buildings C, D, E, and Creative Media). Water/sewer and mechanical building electricity costs were allocated based on square footage.

C. Reduction of Operating Costs

Recommendation Explanation

The Pueo Budget Taskforce recommends:

- removing color copy function from machines
- increasing online processes to reduce paperwork across the campus
- minimizing water use where possible (Great Lawn)
- reducing the number of open buildings
- raising the temperature in open buildings where possible
- reducing commercial licenses (software, database subscriptions) as appropriate.

These recommendations will: a. meet the FY21 projected budget shortfall without harming current programs, personnel, and operations; b. allow for additional time to prepare for further budget reductions; c. allow for additional time to develop and implement revenue generating investments.

Anticipated Cost Reduction

$21,200*(annual)

$10,600*(Q3 & Q4)

[From B&F] **Estimate based on the following:

- $7,200 – FY '20 cost of color copies

1% savings on electricity for every degree raised (assume 2 degree increase on open buildings); annual savings = $14k

B. Reducing Faculty Course Overloads

Recommendation Explanation

Reduce course overloads, when possible, while keeping students on track.

This recommendation can be implemented in Spring 2021 in order to meet the FY21 projected budget shortfall without harming current programs, personnel, and operations; b. allow for additional time to prepare for further budget reductions; c. allow for additional time to develop and implement revenue generating investments

Anticipated Cost Reduction

[From B&F] NOTE: The FY '21 budget already includes a savings of $51,130 related to a 20% reduction in Spring '21 overloads from Fall '20 projections.

E. Increase Course Capacity (# of students in a course)

Recommended Explanation

Recommendation: Increase course capacities by 10%, except live courses/classes due to space restrictions, by changing campus and system practices and policies.

Increase in tuition revenue; help students stay on track towards graduation; bolster retention due to availability of classes.

Anticipated Cost Reduction

???

F. Increase Blended Classes

Recommendation Explanation

Increase blended (concurrent Face to Face (F2F)/Online sections) classes offerings where possible.

This strategy will accommodate students with different learning styles (online or face-to-face preferences) to serve as many as possible in order to generate additional tuition revenue.

Anticipated Cost Reduction

???

D. Implementing a Program Assessment (campus-wide)

Recommendation Explanation

The Pueo Budget Task Force recommends UHWO units and programs consider internal assessment guidelines to determine prioritization of expenses as we look towards the FY 22, FY 23, and FY 24 and expect -10 to -20% decrease in General Funds.

The objective of this cost efficiency is to allow current units, programs, and personnel to prioritize expenditures specific to their unit and program to address the uniqueness of their contribution to the campus community during the period of expected significant General Fund shortfall.

Per the UH BOR Budget & Finance Committee Meeting on November 4:

- State budget & Finance instructions to departments were to identify program reductions for -10%, -15%, and -20%

- General Fund Revenue is projected to not return to FY19 levels until at least FY25

Anticipated Cost Reduction

$0 cost reduction

Estimated Cost Reduction

Recommendation Explanation

Total from these recommendations:

- Building Consolidation (Q3 & Q4)
- Reduction of Operating Costs
- Reducing Faculty Course Overloads

Anticipated Cost Reduction

$616,171

Revenue Generating Investment Recommendations

A. Whole campus registration campaign

Recommendation Explanation

Whole campus registration campaign and identify registration barriers through campaign to improve in future fiscal years.

Increase tuition-generated revenue due to increased retention and enrollment.

Anticipated Cost Reduction

$0
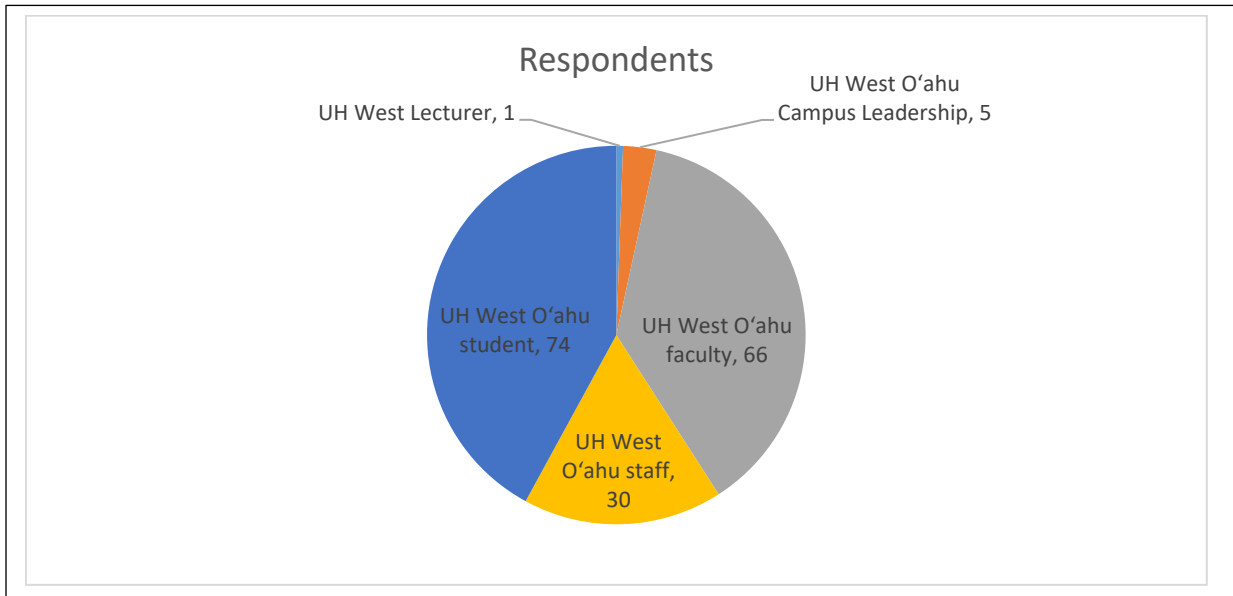
Estimated Revenue Generated

Recommendation Explanation

Anticipated Cost Reduction
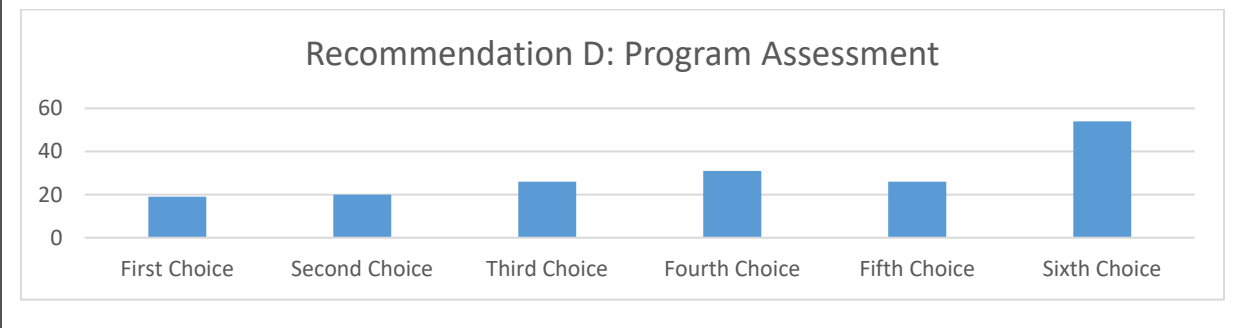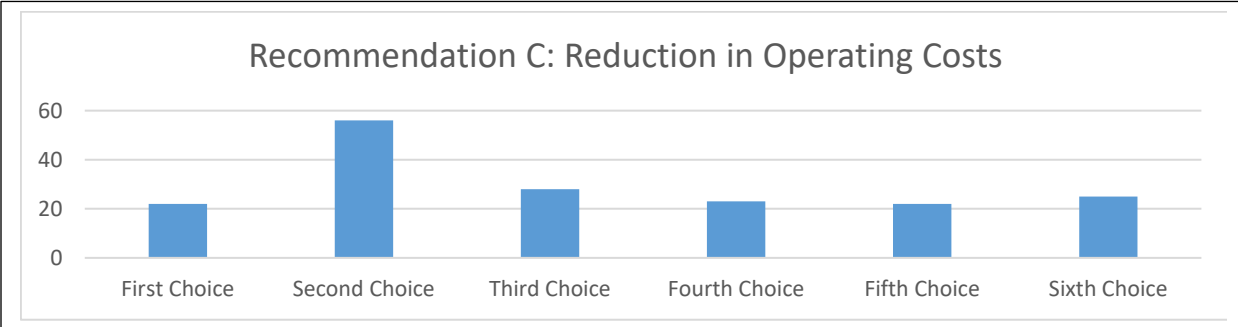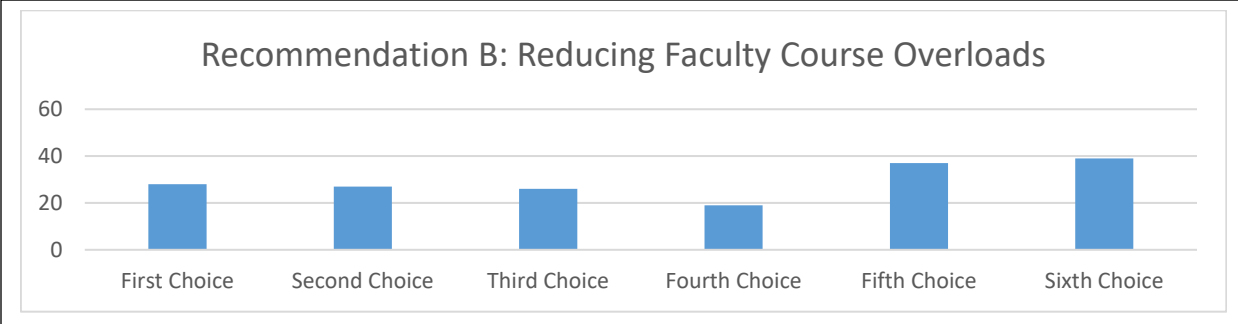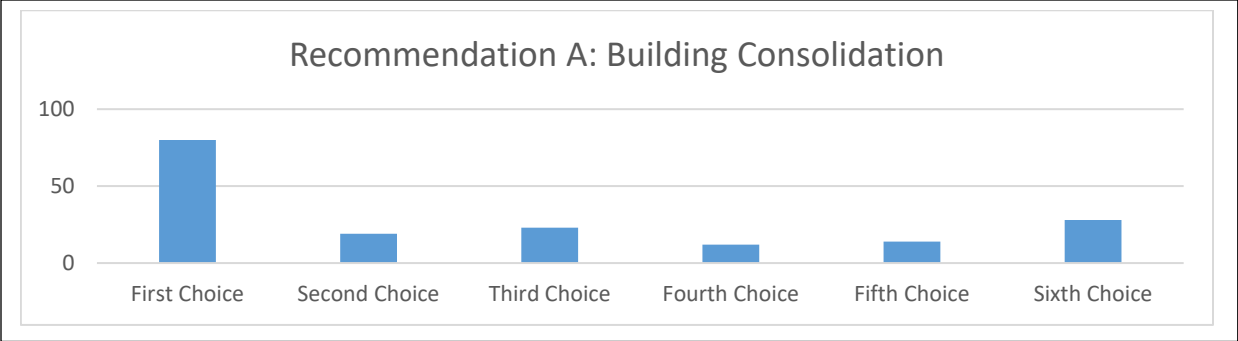
FY 21 Recommendation Analysis

Cost Efficiencies Recommendations [CER]	Estimated Reduction
CER 1: Building Consolidation (Q3 & Q4) **CER 2: Reduction of Operating Costs**	$616,171

Revenue Generation Recommendations [RGR]	Estimated Revenue
RGR 1: Whole campus registration campaign	$0

Estimated Budget Alignment for FY 21

Survey results

Respondents pie chart:
- UH West Lecturer, 1
- UH West Oʻahu Campus Leadership, 5
- UH West Oʻahu student, 74
- UH West Oʻahu faculty, 66
- UH West Oʻahu staff, 30

Recommendation A: Building Consolidation

Recommendation B: Reducing Faculty Course Overloads

Recommendation C: Reduction in Operating Costs

Recommendation D: Program Assessment

Recommendation E: Increase Course Capacity

First Choice, Second Choice, Third Choice, Fourth Choice, Fifth Choice, Sixth Choice

Recommendation F: Increase Blended Classes

First Choice, Second Choice, Third Choice, Fourth Choice, Fifth Choice, Sixth Choice

Comments from the Survey

- Evaluate the use of Zoom and Google Meet for meetings - what subscriptions can be eliminated and moved to Google Meet. Explore the use of centralized Zoom accounts for each unit/office and use breakout sessions for appointments.
- Evaluate low enrolled concentrations by (1) tracking student progression in program and identifying a set of courses that will maximize enrollment; (2) identifying barriers impeding program progression such as course pre-requisites/sequencing; (3) create cohorts. In some cases, an admission stop-out may be needed to revamp concentration or create a subject (or transdisciplinary) certificate for students to pair with their existing program.
- Reduce teaching load while meeting student demand and on-track progression by (1) increasing online and hybrid maximum capacity to match in-person maximum capacity (30 to 40); (2) consolidate multiple sections of courses; (3) consolidate multiple courses fulfilling the same program or graduation requirement; (4) re-assigning in-load faculty (I2-I5) with low enrollment to classes being taught by lecturers or faculty overload within their area of specialty; (5) increase/consolidate face-to-face and online sections into blended sections when combined capacity is less than 100% (6) eliminating situations causing split enrollment between classes.
- Create self-reporting tool to add student attributes or pins into Banner that will identify student preferred modality and schedule: Modality - (1) face-to-face, (2) blend (face-to-face and online), (3) online; Schedule - (1) day time (8-3:20), (2) late

afternoons/evenings (3:30-9:00), (3) weekends, (4) late afternoons/evenings/weekends, (5) flexible, (6) asynchronous.

- Invest in early registration campaigns/initiatives.
- Reduce elective offerings of courses not meeting student plans. Replace elective or experimental courses with public lectures and workshops to provide student enrichment experiences.
- Increase high school and community college recruitment in Leeward, Central, and Windward districts. Increase DE articulations with Maui and Kaua'i counties.
- Extend early college service areas to Central and Windward districts. Articulate early college students to 3rd or 5th semesters into a West O'ahu program academic map. Invest in early college advisors and recruitment officers.
- Utilize our NC-SARA advantage for students who may have had to leave Hawaii and get all programs DE approved to cater to a larger pool of students; small pilot to students outside of Hawaii (increased tuition rates=revenue).
  - Support micro-learning with working/returning adults with our certificates and possibly promote connection to 4-year degrees so they might enroll in the following semester.
  - Financial aid campaign to ensure that students have exhausted all financial aid options (e.g. FAFSA, scholarships) to help cover or subsidize the cost of school (either through Federal Aid); allow UHWO to become a TEACH grant campus to incentivize and subsidize education majors.
  - Invest in green/renewable sources - to reduce the energy costs of the campus in the long term.
- A press for higher enrollment is counter to proposals to limit overloads and instructional faculty. There is no need to increase enrollment if we do not have the faculty to teach these students. The instructional faculty has HR allocation of 50%-30% of similar campuses in the UH System. A reallocation of positions system wide is required.
- As student and part of the student government, during the pandemic a lot of college students had a hard time to balance life, school, and work. As a full time student, the FAFSA is helpful but sometimes us students can't meet tuition amount. Some students do not have scholarships. Some students do not want to get a student loan, since it is already hard to pay for tuition and adding to that it will be hard to pay the loan back.
- Campus Wide Registration Campaign
- Complete assessment of the different cost centers at UH West Oahu.
- Considering holding fundraising programs
- Consistent with the new recommendations of the US National Academies of Sciences (https://www.nationalacademies.org/news/2020/10/colleges-and-universities-should-strengthen-sustainability-education-programs-by-increasing-interdisciplinarity-fostering-experiential-learning-and-incorporating-diversity-equity-and-inclusion), UHWO (and the UH System) should pivot to, scale and promote as a key "value proposition" high quality education and applied research programs that emphasize inter- and trans-disciplinarity, experiential learning, cultural, ethnic and gender diversity, equity, and inclusion. Such sustainability focused programing must increasingly become the

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emphasis of the University of Hawaii System and be explicitly stated in new and scaled outreach and recruitment efforts. Outreach efforts must be multi-media and national and international in scale. Scaled online classes and programs must be supported with skilled online educational support staff (not only faculty) and serve to train future generations of leaders with a set of core "sustainability competencies" to help Hawaii, the nation and the world achieve the UN SDGs. Key investments must be made now to scale high-quality outreach and recruitment, promote scaled online learning, provide additional support for faculty to pursue these efforts.

- Continue to work on increasing enrollment by reaching out to our DOE partners.
- Create more online courses for the math and science department this could attract students from different parts of the island. Create more clubs or tutoring programs to attract more students on the west side majoring in science.
- Cut taxes
- Don't offer the classes sequentially, make sure it's easy to take classes every semester so students will always be interesting in taking classes every semester.
- Have you reviewed any tax credits that aren't being utilized? There's a lot of Hawaiian culture/language/specfic aspects of UHWO, are there any government grants related to that to offset some expenses?
- Having a Whole Campus registration would NOT be feasible NOR desirable for students and don't see the greater purpose of it being revenue generating. I think having more online classes could help reduce the costs. Some hybrid classes can work because less students means less body heat and less electricity wasted to run the air conditioning. With the projected reduction, it would be smart to have designated classrooms where if the class was synchronous, should have a good enough space to record in live. Less electricity wasted and utilities cost are not high
- I think a walk through historical and archival data on enrollment trends, student demands, and student segmentation should be utilized. Additionally, projections should include an analysis of job projections in alignment with the degree and course offerings.
- I think consolidating the classrooms where possible would be good. Building E and A have more specialized rooms so it would be harder to close them. Also, expanded use of chat / zoom and google hangouts would help less people need to come to campus.
- If you increase the tuition fees per credit you are assuming and taking the risk that you will have the same or similar amount of students returning year over year. If 33% of the unemployed people in Hawaii run into further financial losses their student might not be able to return to school or hope that the student receives FAFSA money. Possibly reduce your staff and increase student hires as that could be a cost savings too.
- I'm not sure how much of the energy consumed is sourced from renewables but if it is minimal, increasing reliance on solar power. Shift the campus' focus back to sustainability and green careers. Deforestation and increased human contact with other animal species are in part what has contributed to the current (and future) pandemics. Students are increasingly interested in learning how to mitigate the effects of climate change/crises. Appeal to this interest and increase tuition revenue by highlighting and investing in these areas of study.

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- In order to grow and maintain enrollment as part of the UHWO strategic plan: Hana Lawelawe and Impact Strategy 1: Increasing Student Success & Engagement it is important to cultivate our professional degrees. UHManoa has contributed to the community with their research graduate degrees. With the COVID-19 pandemic, now is the time to utilize our resources at UHWO and contribute to the community need that COVID-19 has created, by providing the opportunity to earn professional graduate degrees. Such graduate tuition revenue would help significantly in our current fiscal year constraints.
- Increase revenue - more course offerings. Invest in Distance Education. Lease land. Create fundraising committee. Create grant development committee.
- increased flexibility for students and professors, additional majors, increase cross listing courses, improve online live lectures and make them viewable later, hold campus auctions and fundraisers, establish a small group that attends in person with reduced tuition like a micky mouse club sort of live feed interactive with online students during covid to continue promoting university ambience for those restricted to online access
- Limit campus maintenance and/or watering of plants to early mornings or later evenings (not during or in the middle of the day)
- Make courses online asynchronous, offer more of the courses since it'll be online. No one wants to return on campus with covid as a threat. If you offer more online courses, you can create more revenue and cut cost on electricity, building use, etc.
- Maximize students help paid through work study; disallow students or casual hires from teleworking; re-negotiate sewer charges with BOW as campus capacity has been reduced with on-line learning and teleworking, yet sewer charges remain constant; ensure that the PV system KWH is properly being credited to reduce campus electrical costs; request for additional PV; generate new income revenue sources (eg. cell phone tower); sell land or push for long term leasing alternatives that will provide campus revenue especially with the opening of rail in 2021; what has been the short/long term benefits of the International Programs with no student housing available and how has the pandemic affected this program.
- Not sure how to complete this page. We are being asked to rank a list consisting of one option.
- OER is a pathway towards lessening textbook costs on students and serving indigenous and underrepresented students. OER may also offer funding, grants, and more that are not available at this moment. Working closely with our OER committee and our librarians should be a priority not just a random opportunity.
- Grant consultation and preparation for faculty and staff. There are numerous grants/funding opportunities, and we should be striving to take advantage of these across divisions.
- Co-teaching as an option if and only if we do opt to increase enrollment for certain classes. Co-teaching for lecture classes could make it possible for us to keep ourselves aligned to the mission of UHWO: relationship-building classrooms and campus.
- Hiring full-time lecturers/adjuncts, rather than on a part-time basis. These instructor positions can be an investment rather than a "cost." In this way, we build a structure to

retain our lecturers that have stuck with us throughout the pandemic, as well as ensure our lecturers have access to health care and other benefits. They do a lot of work at UHWO and they are not recognized enough.

- One of the biggest costs for students is books. If the University went to digitally available course materials (such as IDAP), that would save the campus a lot on having to buy physical materials for classes. Please do not raise room temperatures, most classes are still unbearable hot, especially in the Admin building. Save water costs by watering lawns earlier in the morning and not in the afternoon. Have instructors reduce the amount of physical papers students hand in (if they are in a physical class). Motion sensors on all lights.
- Perhaps allow faculty the option to teach overloads at the lecturer rate, which would maintain quality and reduce overload costs...
- Produce a budget breakdown (from past years) to help with cost projections, I haven't seen anything to this effect, it's hard to see where we can meet the projected state funding reductions without seeing how we have been spending or know where money is most needed.
- Rather than running low-registration courses, allow students to complete their program with a class (or classes) offered on other UH campuses to keep them on track for graduation. Identify these alternate pathways.
- Reduce admin bureaucracy.
- Reduce campus building costs, increase number of online classes and class size. Offer non-credit classes to the community for personal enrichment or work place certifications. There could also be "taster" classes for people who may be on the fence about enrolling or pursuing a degree.
- Reduce the use of office supplies, equipment and revert to full online platform. Conduct a full assessment of all course expenditures and prioritize which is necessary, as opposed to which can be postponed.
- Reimagine courses as online-first for flexibility and safety. Investment in virtual laboratory simulation software to reduce costs in establishing and operating science lab courses. Close faculty offices and consolidate space with remote work. Library should remain open as a safe and quiet place for students to study.
- Remove ECE concentration from SSCI and return to ED Division. Program currently does not certify students to teach upon graduation and is a drain on SSCI.
- remove lower maths as a graduation requirement, save lots of money and building resources that are spent on tutoring. remove lab requirements again to reduce building and material costs. increase Distance Education degrees, have more night classes. more online enrollment equals more revenue for the school with very little resource costs.
- sell some land
- Smartphone applications for better access to online based resources especially for online classes.
- Strengthen our community pipelines and relationships
- Switch as many courses as possible to online that way less people have to go to campus

- Thank you to the task force for your work. These are difficult choices to rank because at least three items have no projected dollar amount so what is the cost savings to the campus.
- For reduction of overload, can the task force explain how the $324,000 was calculated and is this across divisions. We need more information about who came up with this number and how it impacts all divisions. Not all faculty understand how decisions are made regarding who receives an overload and who does not. Is it based on student graduation, at what point does the VCAA make the final decision? This is his decision, correct? It would be immensely helpful if the person or group who came up with this number would visit all divisions to discuss how overloads work on our campus.
- Program Assessment: which courses need support in order to achieve student success and retention or does this fall to the person delivering the class? If someone is a single parent, single earner, dealing with illness in his/her family, what kind of support and/or resources do we offer to help the person because watching multiple webinars is more of a time sucker than support for some people. Just as we are asked to consider the multiple learning styles of our students, are we considering the diverse needs of our faculty and staff. Each division does or will complete Program Review so is doing more program assessment necessary.
- We have the unique opportunity to create dual majors and prepare students for the work force with an array of skills. How can we take advantage of how unique our campus is and get the word out.
- Grants can be a great endeavor but this usually requires instructional faculty involvement, and, yet, we've lost a number of faculty and may continue to lose faculty-- without retaining lines. How do we support one another so we can retain and attract people to work at UHWO. There's really no need to discuss cutting faculty positions because in 2-3 years, many more may leave.
- This survey is difficult to read. You should include a link to the Recommendation so we can read full details. It takes an immense amount of time to find the details.
- What do you mean by registration? This survey is very confusing.
- Tuition fees should decrease during the semester including summer school.
- Value 3 is a great way. Offering the majors that most of the demographics on the Westside of Oahu would like to see, like revamping the Nursing program. Also, another possible outlet could be utilizing spaces that our already built on campus for outside vendors who could contribute portions of proceeds to the campus, through rent fees, or through possible commission fees. For example, adding in an additional vendor in the cafeteria (maybe after a few space adjustments) could help increase student interest for on campus dining and encourage then to buy from the cafe rather than off campus. Along with that, we should now be able to utilize our Creative Media team to help produce more major projects, like that of the conversion of Moana to Olelo Hawaii. With the new facilities, there are many opportunities to connect with outside production crews, who may pay to utilize the space, or work with our students. This will also help to increase the interest in the Creative Media degree as prospective students are able to see the hands on experience they may receive, thus increasing enrollment.

- We need to begin to look to the future for revenue and sustainable resources. This could include solar panels infrastructure (similar to LCC) reducing the costs of power. Continue to build upon the idea of online distance courses as a means to recruit new students from outside the region. Look into cleaner ways for students within the UH system to take courses at different campuses to possibly increase enrollment in programs. Identify outside funders who can and are willing to support the uniqueness of UHWO in order to diversify UHWO funding sources. Re-evaluate the longterm plan for UHWO and prioritize development that will or has the greatest potential for increasing tuition and or revenue.