Name of the Program: Office of the Associate Dean/Associate Director for Cooperative Extension, CTAHR

Program as used in this prioritization process can be a specialization, section, division, field of study, center, degree program, etc. The unit head, in collaboration with others as appropriate, must determine the level of analysis required.

How long has the program existed: 1928______________________________________________

Department/School/College: __Cooperative Extension/CTAHR-- First level Review

The department would fall under which of the following Vice Chancellor’s offices?

___x___ Academic Affairs
______ Research and Graduate Education
______ Student Services
______ Administration, Finance, and Operations

How does the program fit into the larger administrative unit? (Describe in two or three sentences.) Cooperative Extension is one of three major missions of Land Grant Universities; the other two being Research and Instruction. It is the outreach, non-formal education component of the Land Grant University system.

Briefly describe the program (no more than half a page):

All universities engage in research and teaching, but the nation's more than 100 land-grant colleges and universities, have a third critical mission—extension. "Extension" means "reaching out," and—along with teaching and research—land-grant institutions "extend" their resources, solving public needs with college or university resources through non-formal, non-credit programs.

These programs are largely administered through thousands of county and regional extension offices, which bring land-grant expertise to the most local of levels. And both the universities and their local offices are supported by CSREES, the federal partner in the Cooperative Extension System (CES). CSREES plays a key role in the land-grant extension mission by distributing annual congressionally appropriated formula grants to supplement state and county funds. CSREES affects how these formula grants are used through national program leadership to help identify timely national priorities and ways to address them.

Congress created the extension system nearly a century ago to address exclusively rural, agricultural issues. At that time, more than 50 percent of the U.S. population lived in rural areas, and 30 percent of the workforce was engaged in farming. Extension's engagement with rural America helped make possible the American agricultural revolution, which dramatically increased farm productivity.

Since its inception in 1914, The Cooperative Extension Service has expanded its role nationally and currently focuses its efforts in six major areas: 4-H Youth Development, Agriculture, Leadership Development, Natural Resources, Family and Consumer Sciences, and Community and Economic Development.
Optional Guide for Administrative and Other Operations

Program Definition
For purposes of this review, a program is defined as an activity, or collection of activities, that consume resources (dollars, people, space, equipment, time). All administrative operations should be reviewed using this guide.

Departments and programs are not necessarily synonymous – a department is not necessarily a single unit, but sometimes comprised of multiple programs. For instance, Facilities and Grounds is a department, but within the department, there are several programs: project management, architectural design, mechanical engineering, electrical engineering, etc.

Categorizing Programs
As a starting point for the review process, programs will be categorized into one of three areas:

1. Program is essential to the operations of any university;
2. Program is less essential, but generally included at major research universities;
3. Program is non-essential to the operation of a university.

For Programs in Category 1, the focus of the review will be on efficiency and effectiveness, quality, and cost;

For Programs in Categories 2 and 3, the focus will be on centrality (how it meets the central mission of the University), program quality, program needs (both why the University needs the program and what the program needs from the University), other factors such as uniqueness, and program cost, relative to benefits provided.

Review and Analysis of Programs
After developing an inventory and categorization of all programs as outlined above, administrators of these programs will be asked to provide information to assist in the review and analysis process.

Outcome of Program Review
After review and analysis, programs will be identified for one of the following actions:

1. New/In transition
2. Target for growth or investment
3. Maintenance at stable resource levels
4. Reorganize, restructure, merge or consolidate
5. Reduce in size or scope
6. Phase out, close or eliminate

Guiding Questions for the Review Process:
- What are the main goals and objectives of the program?
  The main goals and objectives of this unit are to actively help Hawaii diversify its economy, ensure a sustainable environment, and strengthen its communities, and make CTAHR the premier resource for tropical agricultural systems and natural resource management in the Asia-Pacific region. More specifically this unit’s goals are to facilitate and insure the efficient execution of the CTAHR Extension program in Hawaii.

- What are the services it provides, and to whom (students, faculty staff, donors, other)?
  This office oversees, administers, coordinates, and serves as the interface between the USDA Cooperative State, Research, Education, and Extension Service (CSREES) and the College. Expenditures of the annual $2.1 (approximate) of federal formula funds received have to follow certain CSREES guidelines.
  Another major function of the Office of the Associate Dean/Associate Director for Cooperative Extension (ADCES) is to provide administrative support to Extension personnel to facilitate the planning and execution of the College’s overall Extension program.
  This support is provided primarily to extension faculty and staff located at UHM campus and the nine extension offices located throughout the State. The office also provides liaison between stakeholders and CTAHR on all extension matters, and between CTAHR and other land grant institutions in the United States and it’s territories. This office also plays a major role in developing the College’s 5 Year Plan of Work and the Annual Accomplishment Report which are required by CSREES.
  The major function of CES is to educate stakeholders through non-traditional means using science-based information in areas such as: agriculture, natural resources, nutrition and health, youth, family and community development, urban gardening, leadership development, and many more. County Extension Agents and Specialists are University of Hawaii faculty members who work in extension offices throughout the State. County agents are available for individual consultations or can provide educational workshops...
and short courses in the areas mentioned above. Educational materials such as brochures, publications, and videos are also available at extension offices for use by the general public. Services provided by county agents are generally provided free of charge. Extension provides non-traditional, non-credit educational opportunities, leadership training, direct assistance in providing support to agriculture and aquaculture producers, youth, elderly, students and the general public. Extension workers also work with commodity organizations in developing and improving their leadership capacity and organizational matters.

Significant resources also are involved in youth, family, and community development in areas such as individual and leadership development, nutrition, healthy lifestyles and well being, food safety, intergenerational programs, urban gardening, volunteer recruitment, training and development, workforce development, protection of residential structures, pesticide safety, and many other areas.

The Extension service also provides analytical and diagnostic services in plant nutrition, pests, water, feed, pesticides, and has a 24/7 rapid response laboratory to conduct analysis of unknown chemicals to support the Hawaii Department of Health emergency response agency. Seeds of CTAHR developed vegetable and fruit varieties are produced and made available to producers locally and around the world for a fee.

- What services does it receive from others?
  This office receives support from CTAHR’s Administrative Services, Planning and Management, Publications and Information offices
- On what tasks/services does this program collaborate with others?
  Collaboration with partners such as CAFNRM, USDA PBARC, other governmental agencies, commodity and industry groups, are common and frequent. Typically we provide outreach services to these organizations.
- Are these services elsewhere available at the University? In the surrounding community?
  Similar services are not provided elsewhere in the University of Hawaii system and are also not found in the “surrounding community”. In fact we receive many calls and requests for assistance from people referred to us by many other agencies such as the HDOH, HDOA, botanical gardens, USDA, other units in the University, and many other agencies and people.
- What is the funding source(s) (state, self-sustaining, grants, etc)? At what level?
  State funds are used for salary for the office personnel ($224,039), Federal and tuition special funds for operational ($10,000 tuition special funds), for a total of $234,039.
  This office is also the PI for several grants (DHHL Education Program, $225,243, CSREES Special Needs Program, $44,470, and about $2.1M from federal formula funding—Smith-Lever) which are used to support various extension programs in the College.
  Extension agents and specialists in FY 2008 received about $5.4M in extramural grants and contracts.
- Are there needs and demands for services that the program cannot meet? What are they, and how do they relate to the University’s mission?
  Because of the minimal staffing and budget for the office, many needs which are considered important are either not provided to the extension workers or are provided at a minimal level. Professional development opportunities for county extension agents are provided as resources are available such as during annual extension conferences, but, a lot more could be done.
  County extension agents require post MS degree course credits in order to meet MQ for promotion (15 for Associate, and 30 for Full county extension agents). Neighbor island agents are at a disadvantage because of the difficulty in registering for appropriate courses.
- How many, and what type of staff are employed?
  Executive/Management (1.0): Associate Dean/Associate Director for Cooperative Extension.
  1. Provides strategic leadership in developing excellent, effective, and relevant agricultural and human resources extension programs,
  2. Manages program in consultation with the administrative management team, department chairpersons, county administrators, faculty and clientele,
  3. Approves, monitors and evaluates extension plans of works and projects,
  4. Coordinates interdepartmental and interdisciplinary projects,
  5. Integrates extension policies, priorities and programs with those of the Associate Dean/Associate Director for Research and the Associate Dean for Academic and Student Affairs,
  6. Writes the extension portion of the Plan of Work and Annual Accomplishment Report that are required for the federal formula funds administered by CSREES.
  7. This office also organizes workshops for clientele, extension conferences, answers email, written, and telephone requests for answers to questions relating to practically anything, and provides “plant doctor” support to other units.
  8. Represent CTAHR in the event the Dean is not available for meetings and other events.
  9. Other duties as assigned. (e.g. serve as the UH representative to the Taro Security and Purity Task Force (legislature mandated).
Clerical (1.0): Provide clerical and routine and non-routine administrative support for extension programs.
This office provides administrative support to 37 county agents, who are mostly located at off-campus facilities, and 19 FTE extension specialists distributed to 52 individuals.

- **What are the basic responsibilities of each position? Which individuals are cross-trained and in what areas?**
  See above for each category.

- **What technologies are available?**
  Email is used extensively and probably the primary means of communication from and to this office.
  The College has adopted the Polycom system for video conferencing which can be used for small group meetings. This saves in travel time and costs.
  This office adopted an on-line annual reporting system for reporting accomplishments, outputs, and outcomes for their extension plans of work and projects.
  Adobe Connect video conferencing system (Hālāwet) is available via UH ITS however it is still in the testing phase and all “bugs” haven’t been worked out. We are waiting for this to be fully operational and should make a major impact in facilitating our internal and external communications.

- **Are there technological improvements that could be made to save on labor, or to improve the product/service offered?**
  The above and other technologies are being adopted. Also, see work in extension below. We need to adopt a web-based video conferencing system such as Adobe Connect, so clientele and staff can attend meetings, etc. from their computers which is much more convenient than flying to another island or drive to an extension office. Many of the extension publications which previously were only available as print copies, are now available at the CTAHR website as downloadable documents. Some agents/specialists are utilizing YouTube and posting educational videos.

- **How does the program get technological support?**
  IT support is provided by a small staff (2) within CTAHR and on occasion through the ITS office for bridge connections for teleconferences.

- **How is the program’s success reviewed? By whom? How often?**
  Because this is an administrative office, the success of this office is reflected in the success of the programs it oversees. The success of the programs are reflected in the outcomes and outputs reported by the plans of work and projects. Direct feedback (positive and negative) from clientele through verbal comments, email, letters, and indicators are also a measure of success (or lack) Another measure of success is the acceptance of the plan or work for CTAHR by CSREES and the annual report to CSREES.

- **What data or evidence does the program have that reflects on its performance?**
  The majority of the outputs and outcomes are a result of the activities of the extension agents and extension specialists and is summarized below.

**CTAHR extension staff reports the following outputs during the 2007-2008 federal fiscal year:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Adults</th>
<th>Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Contacts:</td>
<td>57,853</td>
<td>16,492</td>
</tr>
<tr>
<td>Indirect Contacts:</td>
<td>369,833</td>
<td>20,820</td>
</tr>
<tr>
<td>Workshops/Conferences held:</td>
<td>324</td>
<td></td>
</tr>
<tr>
<td>Participants:</td>
<td>31,781</td>
<td></td>
</tr>
<tr>
<td>Demonstrations/Field Days:</td>
<td>181</td>
<td></td>
</tr>
<tr>
<td>Demos on stakeholders sites:</td>
<td>177</td>
<td></td>
</tr>
<tr>
<td>Participants:</td>
<td>25,301</td>
<td></td>
</tr>
<tr>
<td>Publications:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extension:</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Peer reviewed</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>108</td>
<td></td>
</tr>
<tr>
<td>Presentations at Nat’l/Intl meetings:</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>Websites maintained:</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>Extra-mural grants:</td>
<td>129 applied for/88 awarded</td>
<td></td>
</tr>
<tr>
<td>Dollar amount:</td>
<td>$5,422,641</td>
<td></td>
</tr>
<tr>
<td>Short term impact (increased knowledge):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults</td>
<td>20,330</td>
<td></td>
</tr>
<tr>
<td>Youth</td>
<td>9,582</td>
<td></td>
</tr>
<tr>
<td>Mid term impact (change in behavior/attitude):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults</td>
<td>4367</td>
<td></td>
</tr>
<tr>
<td>Youth</td>
<td>911</td>
<td></td>
</tr>
</tbody>
</table>
Volunteers (number)        4238
Hours                       130,778
Donors, in kind, number     11,822
     Value               $791,480
Donors, monetary, number   698
     Amount             $110,447

- Do our peers have a similar program? How do they differ?
  Yes. Other land grant institutions have extension administrative offices, with varying types of organizational structure and staff. In most cases, our peers’ extension administrative offices are staffed with more people. Alaska, for example, with a population about half of Hawaii’s has an extension staff of over 100. The Extension Director has an assistant and two statewide coordinators (Program and Outreach). In addition, there are four statewide program chairs in four major disciplines. In CTAHR, this office has only one Associate Dean/Associate Director and one statewide program leader (4-H/Youth Development) who is a faculty member in Family and Consumers Sciences and reports to the Department chair.

- What opportunities exist for greater collaboration and team approaches in the delivery of services?
  Since this office only has two persons, most activities involve a two-person team approach.
  The CSREES, the federal agency under which the Extension program resides, mandates that 25% of appropriations are used for integrated (research/extension) purposes, and another 25% used for multistate efforts. Extension workers collaborate and work closely with other governmental, non-governmental, and stakeholder organizations. We are also required to utilize stakeholder input to determine Extension priorities and efforts.

  Nationally, the Extension System is investing a lot of resources into the eXtension system (http://about.extension.org/). eXtension is an Internet-based collaborative environment where Land Grant University content providers exchange objective, research-based knowledge to solve real challenges in real time. It is a coordinated, internet-based information system where clientele will have round-the-clock access to trustworthy, balanced views of specialized information and education. Hawaii has been a partner and participant in its development since its inception.

- Are there efficiencies that could be gained by consolidating with a similar entity? Have such opportunities been explored before? If so, what was the outcome?
  There is no “similar entity” within CTAHR or UHM. The University of Hawaii at Hilo does have an agricultural program but they do not have any faculty or staff with extension responsibilities. About 30 years ago, research and extension were brought together under a single county administrator in the counties as a way of streamlining and integrating these two programs.

- What strategies could result in better efficiencies in the program?
  It is difficult to become more efficient in running a program with an ADCES and one secretary that manages extension plans of work, projects, reports, etc for 56 faculty FTE (actual count is 89 faculty because most extension specialist have only a percentage of time assigned to extension), 37 support personnel, and four county administrators (EM) who are all in other units.

**Guide for Prioritization (examples)**

**Criteria for Growth and Investment in Program**

- Need for the Cooperative Extension program is increasing due to increased number of farmers, increased regulatory issues, increased health and wellness issues, increasing numbers of older people, increased food safety and food security issues, increasing population and decreasing agriculture lands, greater demand and need for CES services.
- Increased energy costs have created interest and a flurry of activity in bioenergy crops, energy conservation, and alternative energy production.
- The Governor in her 2009 State of the State message highlighted the need for more local food production to reduce our vulnerability to outside forces. This requires major increases in farms and acreages, farm workers, information on crop production of large variety of crops.
- Invasive species continue to be major threats to Hawaii’s environment, agriculture and lifestyle. Education and outreach services continue to increase and are in much higher demand then in the past.
- The program is an integral part of the university mission as the land grant institution in Hawaii.
- Youth development programs are important to develop our youth into productive and effective citizens in our society.
- Leadership skills in communities, industries, and other organizations are critical for them to deal with the issues facing their groups.
- The current state of the economy is creating a lot of stress on families who require assistance and education to make their money go farther.
- For many citizens of Hawaii, especially in rural areas, the Cooperative Extension Service, is their only link to the University of Hawaii system.