

House Committee on Higher Education/Senate Committee on Ways and Means
Budget Requests for Biennium Budget 2005 - 2007
January, 2005

Program I.D. and Title: UOH-100, University of Hawai‘i at Mānoa

I. Introduction

A. Summary of Program Objectives

The University of Hawai‘i at Mānoa is a premier research institution whose scholars are leaders in their disciplines, and whose students are prepared for leadership roles in society. UH Mānoa strives for excellence in teaching, research and public service. UH Mānoa is the research campus within the UH system and the only major research institution in the State and the Pacific and Asia Regions. Mānoa is responsible for graduate, post-baccalaureate, and professional programs throughout the UH system; for statewide cooperative Land Grant, Sea Grant, and Space Grant extension services; and for undergraduate research training programs. Research conducted on the Mānoa campus is also integrated into the classroom to ensure that the educational experiences of the students are influenced by cutting edge technology and scholarship. Among the 3,940 accredited colleges and universities in the United States, Mānoa is one of only 152 designated as a “*Doctoral/Research Universities - Extensive*” by the Carnegie Foundation for the Advancement of Teaching. In addition to offering 89 baccalaureate programs, UH Mānoa is committed to graduate education and currently offers 88 masters and 59 doctoral programs. As a research university, Mānoa’s emphasis is on research as well as undergraduate and graduate instruction. As a return on the state’s investment, research at Mānoa totaled \$293 in extramural grants and contracts brought to Hawai‘i in 2003. Mānoa’s joint focus on research and training along with instruction distinguishes it from the other campuses of the University of Hawai‘i system.

B. Description of Program Objectives

The 2002 – 2010 Mānoa Strategic Plan approved by the Board of Regents in November 2002 identifies seven core commitments: Research; Educational Effectiveness; Social Justice; Place; Economic Development; Culture, Society and the Arts, and Technology. The following program objectives are in line with Mānoa’s core commitments.

1. To provide high quality academic instructional programs at the undergraduate, graduate, first professional, and postgraduate levels for well-qualified students from Hawai‘i, the Pacific Region and around the

world;

2. To create new basic knowledge, develop solutions for technical and social problems, contribute to the quality of undergraduate and graduate instructional programs, and strengthen the State's technological and economic base through sponsored basic and applied research projects;
3. To improve the quality of life and provide direct assistance to individuals, special interest groups, individual communities, and the general public by making available a variety of instructional, cultural, recreational, vocational, problem-solving, and general informational services in which the institution has special competence;
4. To assist and facilitate the academic functions of the institution;
5. To support, enrich, and broaden the lives of students enrolled at the institution by making available a variety of services and activities which supplement the primary academic programs; and
6. To facilitate the operation of the institution as an organization by providing campus-wide executive management, fiscal, personnel, logistical, planning, assessment, and other related support services.

C. Meeting Program Objectives

A key feature of UH Mānoa is the integration of its diverse activities. They include the following specific mandates:

The primary mission of the Mānoa Campus is instruction. UH Mānoa aims to deliver a modern, flexible, diverse and multicultural curriculum and provide enriching applied educational experiences for its students. The instructional programs offer course work leading to undergraduate and graduate certificates, bachelor's degrees, professional degrees and diplomas, master's degrees and doctoral degrees. A variety of short courses and non-credit classes on topics that respond to societal needs are also offered. UH Mānoa is the major provider of college graduates at different levels in the state, as the demand for quality education continues to grow on Oahu, the Neighbor Islands, elsewhere in the U.S., and in the world. UH Mānoa is responsive to State needs by developing a professional base in the areas of Education, Engineering, Nursing, Medicine, Social Work, Law and Public Administration. These activities are closely tied to the other academic programs of Research and Public Service, and they determine the need for facilities, equipment, student services, academic and institutional support.

The University of Hawai‘i system’s special distinction is found in its Hawaiian, Asian, and Pacific orientation. The University is in the process of constructing a new medical school and biotech complex in Kaka‘ako. Aiming to transform the medical school into a research intensive institution, this research enterprise builds upon Hawai‘i’s unique location, physical and biological environment, and cultural heritage. The new medical school complex will help to diversify the State’s economy and create new jobs. Several of the Organized Research Units (ORUs) at Mānoa capitalize on Hawai‘i’s excellent characteristics for earth science research. In addition to unparalleled conditions for astronomical observation atop Mauna Kea and Haleakalā, the State offers a vast array of soil and climatic conditions, unique biodiversity, active volcanoes and ocean conditions conducive both to coral reef and deep water marine research. Individual faculty researchers and the ORUs conduct basic and applied research that serves the State and adds to our cumulative understanding of the universe, our world, and the Pacific and Asia region. In some cases, the ORUs have been established through legislative action to respond to issues of specific importance to the State.

The majority of research conducted at Mānoa is funded from external grants and contracts. These funds support both research and graduate education. The Office of Research Services processed over 1,500 proposals last fiscal year resulting in \$293 million for research and training activities at UH Mānoa. A portion of the indirect cost revenues generated by these grants is intended to support intramural research programs administered through the Research Council and the Director of Research Relations. These programs provide seed money, small research grants and funds to support travel to present research results at national and international meetings. The Graduate Division oversees graduate programs, the admission of students, the qualifications of graduate faculty, the distribution of teaching assistantships and graduate student advising. Research is an expectation for all permanent instructional faculty at Mānoa. The research preeminence at Mānoa is based in degree-granting departments, which are linked to the ORUs and reflect the priorities established by the UH Mānoa Strategic Plan.

The Laboratory Animal Service unit provides support for researchers in the biological sciences while ensuring the University’s compliance with all Federal standards for humane treatment of laboratory animals.

The area of Academic Support includes campus-wide educational resources and services such as the Library and the University of Hawai‘i Press. Most of these services are made available to other campuses of the University of Hawai‘i System. The offices of the Deans in 17 Colleges and Schools, the Outreach College, and the Directors in a number of ORUs also provide academic support.

Mānoa is also committed to a student-centered learning community committed to meeting the needs of its constituents. Student Affairs provides quality service and leadership in fostering a campus community that supports the intellectual growth, personal development and civic responsibility of students as they enter, engage and exit the college experience. Programs and services are provided in admissions and records, adults returning to education, career opportunities, child care, co-curricular activities, counseling and student development, disciplinary and academic grievance procedures, diversity and equity, financial aid, international students, intramural sports, new student orientation, multicultural, Native Hawaiians, senior citizens, service learning, student disability, student employment and cooperative education, student exchange, student housing and residential life, student recruitment and retention, university health services, and women's center. The Office of Student Affairs (OSA) has initiated a comprehensive enrollment management plan for the campus including outreach, recruitment, transition and retention.

Over the past year, UHM has developed a proposal to create the Academy for Creative Media. This will be a center located within the Arts and Sciences on the Mānoa campus, but it will utilize system wide resources (faculty, courses, degrees, etc.). The initial academic program will be offered through Liberal Studies. Other degrees and credentials will be developed as enrollment increases.

Other major activities of the UOH 100 program include those which provide campus-wide support services known as Institutional Support. These services include repair and maintenance, and support for facilities, grounds, utilities, information technology, telecommunications, mail, campus security, all campus equipment, environmental health and safety, and parking and transportation. These services are necessary to maintain and improve the physical environment and campus operations.

II. Program Performance Results

A. Performance Results

In the area of instruction, the number of freshman at Mānoa increased from Fall of 2003 to Fall of 2004 by 6.3%. The numbers of graduate students engaged in pursuit of graduate degrees and certificates rose 6.9% in the same time period. Several programs received accreditation or re-accreditation by national accrediting bodies. These include the Counselor Education in the College of Education, Engineering, Law, Medical Technology, Ocean Engineering, and Social Work. The John A. Burns School of Medicine received accreditation from the Liaison Committee for Medical Education in 2004.

Extramural funding within the UH System increased from \$217 million in FY 2001 (**UHM = \$200 million**) to \$253 million in FY 2002 (**UHM = \$227 million**) and to \$324 million in FY 2003 (**UHM = \$285 million**) to \$330 million in FY 2004 (**UHM=\$293 million**). The increase over last year was due to an increase in the research category which rose from \$190 million (**UHM=\$187 million**) in FY 2003 to \$201 million in FY 2004 (**UHM=\$199 million**). Among the units receiving significant extramural funding in FY 2004 were the School of Ocean and Earth Science and Technology (SOEST) at \$68 million, the John A. Burns School of Medicine (JABSOM) at \$40 million, the College of Natural Sciences at \$22 million, the Institute for Astronomy at \$23 million, the Pacific Biomedical Research Center at \$15 million, the College of Education at \$19 million, and the Cancer Research Center of Hawaii at \$17 million.

Construction is nearing completion for a new \$162 million medical complex for JABSOM in the makai area of Kaka‘ako. The new facility will house a state-of-the-art biomedical research and education center that will attract significant Federal funding and private sector investment in biotechnology research and development.

A comprehensive enrollment management plan for UH-Mānoa is being developed including outreach, recruitment, transition and retention. Program performance, as measured by their results, is evident in the recent overall increased enrollments at UH Mānoa and, especially, among freshmen, transfer and international students. In Fall 2002, Mānoa’s headcount enrollment increased 6.7% over Fall 2001 (17,532 to 18,706), ending a 6-year period of enrollment decline with the first increase in both headcount and full-time equivalent (FTE) enrollment since 1993. In Fall 2003, the enrollment increased another 6.2% over Fall 2002, from 18,706 to 19,863, the second consecutive year of enrollment increase and a growth “most robust in more than 30 years.” Highlights include: 1) 6.3% gain in first-time freshmen; 2) a steady rate of transfer enrollment; 3) significant increase in out-of-state transfers.

The continuing support of the Legislature’s funding of major CIP projects and Repair and Maintenance has enabled the Campus to improve the physical environment and address some of the backlog of projects.

B. Results as Related to Program Objectives

The increased enrollments reflect the extent to which UHM is meeting the educational needs of local, mainland, and international students at both the graduate and baccalaureate levels. To continue to strive for excellence and provide more opportunities for our students and the state, Mānoa is focused on several areas: spurring economic development through extramural funding;

developing new initiatives; maintaining nationally ranked Programs; providing a safe place to learn and work; and creating a sustainable campus.

Spurring Economic Development Through Extramural Funding

The increase in extramural funding during the last three fiscal years has been significant, increasing by \$92.8 million (46%) for Mānoa. Much of the increase in extramural funding has occurred in areas where UH Mānoa has concentrated its resources as a part of its Strategic Plan. Those areas include physics and astronomy, oceanography, geology and geophysics, tropical agriculture, and medicine. The new facilities at the Kaka‘ako site and the new emphasis on biomedical research at JABSOM will increase the prestige and competitiveness of the Medical School’s research programs.

Developing New Initiatives

Plans have been developed for a Center for Genomics, Proteomics and Bioinformatics Research which will permit unprecedented insights into the functioning and regulation of genes, proteins and small metabolites in biological systems. These new disciplines in life and medical sciences hold the promise for solving many of humankind’s health problems through an understanding of how molecules function. Mānoa’s investment in cutting-edge research in genomics and bioinformatics in collaboration with the Maui High Performance Computing Center (MHPCC) is starting to bear its initial fruits. The U.S. Army Medical Research and Materiel Command will have a cooperative agreement with the UH CGPBRI for its Computational Proteomics Program at MHPCC for FY04 \$2.5M and FY05 \$2.2M. Given the appropriate facilities in which to conduct research, the UHM faculty are well-positioned to be highly competitive in these emerging fields of research and, as a consequence, acquire significant extramural funding which will permit the Center to be self-sufficient. It is expected that the Center will play an important role in the economy of the State of Hawai‘i through encouragement of biotechnology growth in the State. Plans are also being developed for establishment of a graduate electro-optics education outreach and research program at the UHM to meet the needs of major optics research and development entities in Hawai‘i as well as address the shortfall of talent in optical science and engineering in the Nation. This program is to involve the Colleges of Natural Sciences and Engineering.

Maintaining Nationally Ranked Programs

The research programs in physics, astronomy, oceanography, geology, and geophysics have been and continue to be ranked among the top such programs in the United States. For example, in terms of citations of scientific papers produced by the faculty of the Institute for Astronomy, the Institute is ranked second among U.S. universities. In addition, the IfA recently obtained a grant for \$50 million for design of a unique complex of telescopes which will be used to search the skies for asteroids, particularly those which could be a threat to our

planet and the Haleakala Observatory on Maui has been selected as the site for the \$160 million Advanced Technology Solar Telescope (ATST), which will be the largest telescope ever built for the investigation of the sun. At a cost of \$54 million, the first small waterplane area twin hull (SWATH) design ship in the U.S. academic research fleet, the R/V *Kilo Moana*, entered service in September 2002. The SWATH design provides a much more stable platform than a mono-hull, more useable enclosed areas and deck space, and the ability to maintain higher speed in high sea states. During the two years of its use the vessel has been fully utilized for oceanographic research.

Providing a Safe Place to Learn and Work

A campaign for campus safety and awareness is currently in progress. With additional students attending UH Mānoa and enrolling in extracurricular programs on campus at all hours of the day, the need for campus safety and crime prevention is a priority. Educating the campus community on safety and prevention has been given priority over recent months due to an increase in physical assaults and burglaries. Providing escort services by qualified persons to accompany faculty and students to safety, providing extended shuttle services, displaying additional man-power throughout the campus at all hours, offering workshops and educational programs on crime prevention, and installing security alarm systems throughout the campus are just a few measures that Mānoa would like to implement to maintain morale and self-confidence within the campus community.

Creating a Sustainable Campus

Recognizing the need to conserve resources, Mānoa is in the process of developing a program on sustainability. The program will take advantage of scientific and educational expertise on campus to develop conservation and sustainability programs and to educate the community on sustainability practices.

C. Measuring Effectiveness

Program effectiveness of the instructional programs is measured in several different ways. In addition to tracking graduation rates and time to complete degrees, all UH Mānoa programs undergo periodic review on a five-year cycle. Each program is required to prepare a self-study that includes detailed information on educational effectiveness. A three-member faculty team conducts a review of the program. The findings are presented and discussed with the Council on Program Reviews (for undergraduate programs) and the Graduate Council (for graduate degrees). Recommendations for improving the program or in some instances terminating or closing programs are implemented following this review.

Many programs also conduct their own reviews and accreditation procedures in

which external reviewers are brought in to examine program missions, educational effectiveness, research, and other academic matters to ensure program quality. UH Mānoa is also accredited by the Western Association of Schools and Colleges. As part of its accreditation, there was a special visit in March 2003. A special visit report addressing WASC concerns has been prepared and submitted in preparation for that visit. A team of external reviewers assessed the university's progress towards meeting national standards for educational quality and effectiveness. UH Mānoa's has received full accreditation until 2010. In addition to the WASC Accreditation procedure, UH Mānoa's has established a number of peer and benchmark institutions against which it compares itself. Program effectiveness is also directly related to faculty and staff performance. All faculty members are reviewed by several different mechanisms: annual contract renewal (probationary faculty), through the tenure and promotion process, and by the post-tenure review procedure.

A very straightforward measure of the effectiveness of the research programs at UH Mānoa is the amount of extramural funding. The National Science Foundation reports that UH Mānoa was 62nd among U.S. universities in FY 2002 as measured by expenditures of Federal research and development dollars. For every \$1 in G funds, UH Mānoa raises another \$2. The leveraging ratio is higher in some units, such as for the Cancer Research Center of Hawai'i and the Pacific Biomedical Research Center where \$8.3 and \$7.6, respectively were obtained in extramural funding for every dollar provided in G funds and tuition. In the case of SOEST the ratio was 5.5 and for the Institute for Astronomy it was 3.2.

The national standardized *College Student Experience Questionnaire (CSEQ)* is administered every three years. The CSEQ indicates that student satisfaction with student services and support programs increased significantly from 1990 to 1999.

D. Improving Performance Results

UH Mānoa has continued in its efforts to implement the Strategic Plan "Defining Our Destiny." In addition to tracking and measuring the achievement of benchmarks, a number of key initiatives related to student life, distance learning and entrepreneurial activity, graduate education and developing a "Hawaiian place of learning" will be a focus of attention in the coming year.

A special task force comprised of faculty, students, staff and administrators will also be investigating on key performance measures and indicators.

III. Problems and Issues

A. Problems and Issues Encountered

As UH Mānoa continues to expand its research and scholarly accomplishments, there remains a concern that: (1) facilities are inadequate; and (2) available resources to improve those facilities are very scarce. The lack of infrastructure prevents faculty, staff and students from fully achieving their potential at UH Mānoa. Many buildings and facilities remain in its original state of construction with inadequate power supply and laboratories inappropriate to the type of research conducted today. Also, the volume of research space has not kept pace with the volume of research. As a general rule of thumb, every \$1 million of new research funding requires approximately 4000 square feet of laboratory and office space. The growth in funded research at Mānoa during the past few years has created a major shortage of space throughout the campus.

The effect of an increased student enrollment and the steady development of new curriculum has also resulted in insufficient and outdated classroom facilities and equipment. The need to upgrade and modernize classrooms and classroom equipment, computers and information technology systems, research materials, laboratories, facilities, and personnel resources on campus is apparent and necessary.

The increase in enrollment also has an impact on student services, especially in admissions and records, financial aid and academic advising. In many areas, the institution has been forced to operate with reduced, smaller staffs that already were inadequate when enrollment was less. The current availability of student services is not indicative of an organization which values students.

As enrollment grows the demand for adequate student housing also increases. The demand for more on-campus and off-campus housing is reflected by the large number of students requesting student housing that are turned away. Also, apparent is the growing need to address long deferred student housing repair and maintenance. Upgrading plumbing and lighting, replacement of carpeting and the replacement of beds present major financial challenges to addressing student housing needs at even minimally accepted standards.

UH Mānoa also has a responsibility to be responsive to state needs through its professional programs and programs which address social and cultural needs of the state. Programs experiencing high demand include: Information and Computer Sciences; Education; Nursing; Social Work; Hawaiian Language, Culture and Education; Global Environmental Sciences; and Marine Biology. UH Mānoa must also be in a better position to pursue new program initiatives, not only to remain competitive, but to meet the needs of our state. These

initiatives include the development of programs and institutes for Public Policy, Creative Media, Sustainable Development, an Honors College, and an overall innovative and modern curriculum. Support from the Legislature to address such State needs will be an investment in Hawai'i's future.

A sustained competitiveness requires an investment in human capital. This investment involves funds for the negotiated salary increases, and market and equity adjustments to retain and attract top faculty. Following the 2001 faculty strike, there was a minor adjustment in salaries. Negotiations concerning salaries for the future are underway; however faculty and staff salaries continue to be a concern. UH Mānoa faculty are currently ranked below the 20th percentile of their counterparts at other doctoral granting institutions nationwide. With the support of the Legislature, returns on human resources investments will be realized in improved quality teaching and increased research funding, making the University a powerful economic engine for the state

There is a growing awareness that the State and UH need to work together to facilitate economic development and the emergence of a more diversified economy. In addition to teaching, research, and public service, economic development is now recognized as the fourth mission of UH, and is the fifth point in the Mānoa Strategic Plan. To engage in that mission, the office of University Connections was established several years ago to explore mechanisms by which the UH Mānoa's research enterprise and the private sector can constructively interact to diversify Hawai'i's economy. That office recently launched the Accelerated Research Commercialization (ARC) grant program to jointly fund applied research projects involving UH Mānoa scientists with local technology companies. UH Mānoa has allocated \$150,000 in ARC funding for FY 2003. University Connections also started a "Meet the Researchers" series in 2002 so that the business community can learn more about UH Mānoa research with commercial potential. These lay-audience presentations focus on biotechnology, information technology, alternative energy, and other UH Mānoa research that can help diversify Hawai'i's economy. A revitalized Office of Technology Transfer and Economic Development (OTTED) is now working closely with UH Mānoa faculty and the private sector to facilitate technology licensing.

The University of Hawai'i at Mānoa is one of the largest consumers of the State's natural resources. Millions of dollars is spent each year toward water and energy consumption on campus. A Sustainability program is being created to address this pressing issue and will prove to be a cost savings for the University of Hawai'i in the near future.

The construction of the medical school Kaka'ako complex will be a major stimulus to biomedical research at the UHM. Extramural funding for such

research currently amounts to over \$70 million per year in JABSOM, CRCH, and PBRC. Owing to lowered state support in research infrastructure, the indirect rate is only 36.3%, compared to 50% for comparable research institutions. Investment in research infrastructure will boost our indirect rate. Given adequate facilities, this figure could exceed \$90 million per year.

Of considerable importance to the present and future of the biomedical research program are the facilities for the care and use of vertebrate animals. The UHM program for their care and use is not accredited and, whereas it is currently compliant with Federal rules and regulations despite the marginally-adequate facilities used to house the animals, it will quickly be overwhelmed with the increased demands of an expanding biomedical research program. The addition of the Kaka'ako complex will provide excellent animal care facilities for the researchers at that complex; nevertheless, there will still be a need to upgrade the Mānoa facilities where animals are currently housed because of the expanding biomedical program. If this serious problem is to be avoided and the full potential of the biomedical research program is to be realized, these facilities must be improved.

As research at the University of Hawai'i at Mānoa continues to grow, an infrastructure support system must keep pace with this growth. Such infrastructure support system includes the upkeep of libraries and its contents, fiscal and administrative processing, maintenance of plant, equipment, and laboratories, and modernizing classrooms and equipment.

The Hawai'i Institute of Marine Biology (HIMB) suffers from many years of deferred maintenance. HIMB is a world-recognized center of coral reef and marine biological research. It could be a major teaching facility for the State, not only for UHM, but for K-12 education. Marine biology and conservation biology are two areas in which UH is a recognized world leader, but with adequate facilities UHM could be doing much more, both in research and education.

The concept of the ahupua'a is an important component of Hawaiian culture and an important component of the Mānoa Strategic Plan. By partnering with Kamehameha Schools (KS) and with support from the National Science Foundation, UHM is creating new opportunities for environmental research and education within one or more of the ahupua'a located on KS lands on O'ahu and the Big Island. One of the ahupua'a under consideration also includes Coconut Island where HIMB is located.

As noted repeatedly by staff, auditors, and consultants, the previous antiquated Student Information System was considered a hindrance in meeting the needs of the institution relative to student records, student recruitment, financial aid

audits, federal information requirements in such areas as International Students, and other essential operations such as registration and degree audit program reports. A new Student Information System is currently being tested and applied. While the new system offers much promise, adequate support to test, refine and adapt the system to the needs of a large research institution like UHM is critical. An important stage is identifying specific student needs that require further refinement and application, and having the funding to support necessary changes to fit unique UHM needs.

With the increasing student enrollment, the growing number of students with disabilities and the complexities of their disabilities have also increased. The issue of complying with the American Disabilities Act and other university, federal, state, and county compliance standards have come to surface. Mānoa will require additional professional staff to provide direct services to disadvantaged students and training for faculty and staff on learning disabilities; up-to-date information technology systems; and ADA required physical access to all areas on campus to meet the needs of the students. Additional resources and funding would greatly assist Mānoa in complying with all federal, state, county, and ADA requirements.

A growing campus population and the greater use of technology has created additional security problems for the Mānoa campus. Perpetrators continue to find ways to victimize unsuspecting persons and/or burglarize University property. Such violations may be deterred if areas around campus and its accompanying streets are adequately lit, manpower to accommodate requests for escorts to the parking structure or dormitories are maximized, and security personnel are available to cover all areas on campus, including student housing. Funding and support to address these safety issues are necessary.

The challenge of resident and non-resident student recruitment has increased significantly in light of intense, frequent, and sophisticated national and international recruitment by public and private colleges and universities. One of the strategic imperatives for Mānoa, under the core commitment of economic development, is to recruit more non-resident and international students. UH-Mānoa also stepped-up its non-resident recruitment, which has resulted in increases in Fall 2001 and Fall 2002: 1) 45.1% increase in number of Western Undergraduate Exchange (WUE) students, from 512 in Fall 2000 to 743 in Fall 2001 and another 31.4% increase from 743 in Fall 2001 to 976 in Fall 2002; b) 20% growth of transfer enrollment in Fall 2001, primarily from non-UH campuses (in other states); 3) steady rate of transfer enrollment; 4) significant increase in out-of-state undergraduate transfers from Non-UH campuses from 711 in Fall 1998 to 1,200+ in Fall 2002 mostly among students from other states; 5) 8.3% increase in foreign student enrollment (as measured by Visa Status).

Outcomes for investments in UH Mānoa's future include increased enrollment and tuition revenues. Investments in infrastructure will increase the overhead return and help diversify the economy. Human capital investments will improve program quality and increase retention of faculty and students, and will in turn impact alumni participation and giving. Investment in undergraduate education will improve course availability, allowing students to graduate in four years. Investment to expand existing high-demand programs allow UH Mānoa to be more responsive to state needs, and also allows for more opportunities for graduate and professional education.

As you are aware, the University of Hawai'i at Mānoa experienced a devastating flood resulting from torrential rain in Mānoa Valley on the evening of October 30. In particular, Hamilton Library, the Biomedical Sciences building, and Agriculture Sciences sustained extensive damage. Much damage ensued to the library's basement, computer servers, an entire computer room with equipment for online database searches, and numerous one-of-a-kind and rare archival collections including 90,000 maps and tens of thousands of archival photographs.

At the time of this writing we do not know the extent of the cost of the disaster, and are still collecting information, discovering new damage, and making estimates. At this time we expect that the cost of clean up, reconstruction, and the lost property to be between \$80 and \$100 million. We will be in close contact with the Legislature during this term as we finalize the cost, recover what we can from insurance, and the federal government. We hope that the Legislature will work with us to make the Mānoa campus whole, and assist us with planning to ensure that this kind of loss is not experienced ever again.

In terms of the loss of time and business interruption, the campus managed to return to our core mission of educating our students within two days, relocating about 150 classes. The cost and interruption of our researchers was much more serious.

The flood has had a devastating effect on research activities. Particularly hard hit were faculty engaged in biomedical research. Due to the extended loss of electrical power, labile chemicals, samples of various kinds, and cell cultures were lost in freezers, refrigerators, and incubators. Numerous items of laboratory equipment were damaged beyond repair by the water and sediment which flowed into the laboratories and offices as were computers, software, printed materials, and handwritten notes. The impact of these losses has not yet been fully assessed. It is known that the ability to conduct research and thereby meet obligations to funding agencies is being severely curtailed as are pending research reports to funding agencies. Understanding of the importance of adjusting deadlines for the completion of research and reports has been provided by agencies; however, there are limits. The University must provide a suitable

research environment and arrange for funding to permit recovery from flood losses as soon as possible or risk losing a significant amount of extramural funding.

Recognizing the difficulties facing the research and the importance of acting quickly, Chancellor Englert allocated \$1 million from Research and Training Revolving Fund for use by those faculty members who provided proposals found to be acceptable by a review panel. Thirty-six proposals were funded, thereby meeting some of those critical needs; however, it is clear that this constitutes only a small part of what needs to be accomplished. Requests for assistance continue to be submitted to the Chancellor's office.

- B. Mānoa's request to the Executive included funding to meet enrollment demands, \$7,297,352 in FY 2006 and \$9,621,289 in FY 2007; Native Hawaiian Initiatives, \$1,428,812 in FY 2006 and \$1,428,812 in FY 2007; workforce and economic development, \$8,590,933 in FY 2006 and \$11,670,620 in FY 2007; and infrastructure requirements, \$18,506,653 in FY 2006 and \$19,111,810 in FY 2007.

The Executive Budget includes \$2,669,781 and \$8,438,504 respectively for enrollment demands; \$3,345,862 and \$4,981,698 respectively for workforce and economic development; and \$16,118,965 and \$16,724,122 respectively for infrastructure requirements. These items are funded by special and revolving funds.

IV. Expenditures for FY 2004-2005

	Appropriation FY 2005	Collective Bargaining	Transfers In/Out	Restriction	Estimated Total Expenditures
	3901.40		(4.00)		3897.40
Personnel Services	204,709,398	6,322,338	9,000,000		220,031,736
Current Expenses	172,168,309		(9,129,704)		163,038,605
Equipment	11,162,168				11,162,168
Motor Vehicles					
Total	388,039,875	6,322,338	(129,704)	0	394,232,509
By MOF:					
	3440.84		(4.00)		3436.84
General Funds	186,638,524	6,322,338	(129,704)		192,831,158
	79.75				79.75
Special Funds	71,044,995				71,044,995
	78.06				78.06
Federal Funds	5,762,014				5,762,014
	302.75				302.75
Revolving Funds	124,594,342				124,594,342

- A. Transfers within the Program I.D.
Transfer of general funds from other expenses to payroll to meet projected requirements.
- B. Transfers between Program I.D.
Transfer of general fund salaries for VP for Student Affairs and Secretary to UOH 900.
- C. Executive restriction
None

V. Budget Requests for FY 2005 – 2006 and 2006 - 2007:

	Budget Request FY 2005-2006	Budget Request FY 2006-2007
	3946.40	3951.40
Personnel Services	217,776,486	224,525,224
Current Expenses	188,234,125	196,418,330
Equipment	16,040,409	15,880,409
Motor Vehicles	340,000	320,000
Total	422,391,020	437,143,963
By MOF:		
	3436.84	3436.84
General Funds	197,762,841	202,779,420
	82.75	82.75
Special Funds	77,468,441	87,641,580
	78.06	78.06
Federal Funds	5,485,593	5,485,593
	348.75	353.75
Revolving Funds	141,674,145	141,237,370

A. Workload or program requests:

Item/Description	MOF	Cost Category	FY 2006	FY 2007
Transfer Student Affairs Positions to Systemwide Transfer positions from Mānoa to System in accordance with the reorganization establishing the Office of the Vice President for Student Affairs	A	A. Personnel Services	(4.00) (187,320)	(4.00) (187,320)
Reduce Federal Fund Ceiling Delete the federal fund ceiling for Morrill Act funds pursuant to Act 236, SLH 1997	N	B. Current Expenses	(277,785)	(277,785)
Responding to Enroll Demands Funding for instructional and student services created by past enrollment increases and future needs based on projected enrollment increases	B	A. Personnel Services	3.00 105,264	3.00 109,995
		B. Current Expenses	2,382,517	7,703,323
Educating the Professional Workforce of the State and Fostering State Economic Development	W	A. Personnel Services	32,323	32,323
		B. Current Expenses	149,677	592,863
Funding to meet expressed State workforce demands and to foster the development of new economic activity	B	B. Current Expenses	665,000	415,000
Infrastructure Requirements Funding for utility and campus waste requirements; equipment replacement and maintenance; classroom and laboratory upgrades; and administrative support	W	A. Personnel Services	46.00 26,000	46.00 26,780
		B. Current Expenses	2,654,862	4,539,918
Infrastructure Requirements Funding for utility and campus waste requirements; equipment replacement and maintenance; classroom and laboratory upgrades; and administrative support	B	B. Current Expenses	2,441,321	5,849,339
		M. Motor Vehicles	340,000	320,000
	W	B. Current Expenses	13,170,644	10,547,783
		C. Equipment	167,000	7,000

B. Position count reductions: The 4.00 positions transferred to UOH 900 are filled.

VI. Restrictions/Reductions:

None.

VII. and VIII. Capital Improvements Request/Lapsing of CIP:

The CIP is discussed in a separate part of the University testimony.