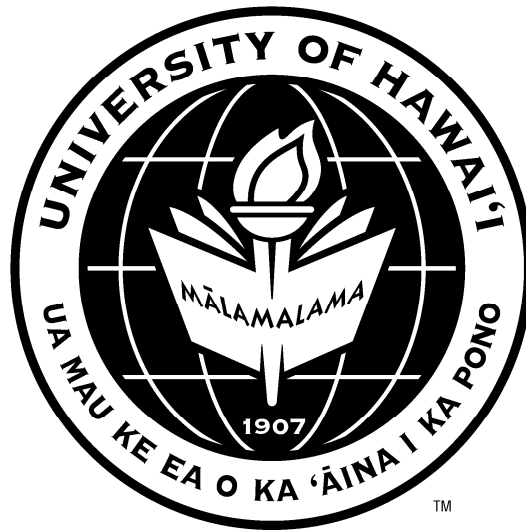


# UNIVERSITY OF HAWAI‘I SYSTEM LEGISLATIVE TESTIMONY



**UOH 210 University of Hawai‘i at Hilo**

Testimony Presented Before the  
House Committee on Finance

January 15, 2008

by

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Chancellor  
University of Hawai‘i at Hilo

## **University of Hawai'i at Hilo Executive Summary**

Aloha. On behalf of the University of Hawai'i at Hilo, I would like, first of all, to express my sincere appreciation to the legislature for your investment in UH Hilo last year. Your support for UH Hilo enables us to meet our commitment to offer our students excellent academic opportunities and to make significant contributions to the economy and professional workforce development on the island of Hawai'i and throughout the state.

UH Hilo has evolved into a comprehensive university, with over 30 bachelor's and six graduate degree programs in liberal arts and professional areas. Yet, UH Hilo preserves the academic rigor and ambience of a small private college.

The positive difference is that UH Hilo is committed to being accessible to students of many varied and diverse background. Many of our students are the first in their families to attend college; many are holding down full-time jobs and raising children at the same time that they are pursuing college degrees; and many are from underserved rural communities of our island and state.

Our students are commuters and dormitory residents, on-campus learners and distance learners, recent high school graduates and nontraditional students, local students, mainland American students, and international students from Asia, Canada, Europe, Central and South America, and the Pacific Islands.

We hold many distinctions. No other university in the United States can lay claim to our remarkable geographical, biological, climatic, cultural, and human diversity. We are truly unique. Our natural environment presents us with a learning

laboratory of limitless possibilities found nowhere else in the world. Academic programs in astronomy, marine science, tropical agriculture, geography, geology, conservation biology, and environmental studies draw their strength from our island living laboratory.

Our geographic location is an East-West intersection of global pathways. We have established ourselves as a leader in indigenous studies and in preserving and advancing the cultures, histories, and languages of ethnic populations in Hawai'i and across the Pacific basin.

Our faculty are excellent teachers and award-winning researchers dedicated to offering our students a *transformative* educational experience through our student-centered approach, our island's natural learning laboratory, and the integration of science, culture, and technology. We graduate independent and critical thinkers, entrepreneurs, lifelong learners, and lifelong contributors to society. Students leave UH Hilo with the knowledge, skills, and leadership abilities to successfully compete in our changing and fast-paced global society.

UH Hilo's excellence was recognized by the Western Association of Schools and Colleges (WASC) when our accreditation was reaffirmed for ten years, taking us to 2014. WASC commended us for our "bold vision of service to the Hawaiian community, and our efforts to transform from a liberal arts college to a comprehensive university that serves the workforce needs of Hawai'i."

In the new global economy of the 21<sup>st</sup> Century, education is Hawai'i's strongest currency, and human capital is its greatest asset. To advance in the

worldwide marketplace, Hawai'i needs an educated workforce because New Economy jobs require postsecondary education.

Yet higher education in Hawai'i is not keeping pace. Employers already report difficulty in hiring educated workers to fill "knowledge jobs," and independent evaluation confirms that Hawai'i is falling behind. In the New Economy Index developed by the Progressive Policy Institute in Washington, DC, Hawai'i ranks only 35<sup>th</sup> nationally, well behind other Pacific rim states like Washington, Oregon, California, and even Alaska. The reason for Hawai'i's weak standing is that our state is under-producing college graduates.

The best way to transform Hawai'i's workforce is by investing now in public higher education. Only in this way will Hawai'i ensure its long-term competitiveness both within the American economy and the wider Pacific basin. An investment in UH Hilo is an investment in Hawai'i's future.

And UH Hilo has the energy, the program array, and the space to continue to grow. In the past year, we accepted our first cohort of pharmacy students. We have added a bachelor's in accounting and a bachelor of science degree in marine science. Our student body has grown nearly 40 percent since 1997.

The University Park of Science and Technology, adjacent to our main campus, is prime land for future university development. We have a total of 719 acres of campus, so we are positioned to expand. All of this together with our island's *aloha spirit* creates a very special teaching and learning environment for our students and

our community. From this excellent university, nestled in a truly unique setting, we have the potential to enhance, enrich, and transform the entire state of Hawai'i.

You have worked together with us. It is through your good support that we are able to continue our forward momentum and create exciting educational, social, cultural, and economic opportunities for our students and our communities.

We are clearly achieving major milestones this year. Some of the highlights are:

- Teaching and research grants increase every year and now top \$20 million – a dramatic increase from about \$3 million in 1998.
- The College of Pharmacy's inaugural class of 91 students began working toward their degrees last fall.
- `Imiloa Astronomy Center of Hawai'i, which was built entirely with extramural funding of \$28 million, continues to be an inspiration and a phenomenal educational and cultural resource for all of us. `Imiloa has instituted a yearlong exhibit entitled "Cosmic Questions," which was created by the Smithsonian Astrophysical Observatory.
- The Student Life Center is scheduled to open in April of this year. We will finally be able to provide the exercise and recreational activity that our students so badly need.

We fully celebrate each new success. At the same time, we continue to be challenged in our operations and services, primarily because, in spite of our unprecedented enrollment growth, our level of funding has not kept pace. We

pride ourselves on being frugal and wise in our budget spending and feel we are an efficient investment.

Enrollment levels have increased almost every year since 1997, totaling nearly 40 percent growth during that period. UH Hilo's headcount enrollment of 3,600 in Fall of 2007 was the highest in the history of this campus.

Growth and diversification at UH Hilo have resulted in serious shortfalls in a number of important program areas. However, in this second year of the biennium, UH Hilo is focusing its budget request on safety, security, and health as well as critical, urgent commitments.

We are in need of staff to provide campus security and emergency response, field study safety, environmental health, safety education, medical services, mental health services, health education, and substance abuse prevention. In addition, our research administrative capacity needs to grow along with our flourishing research program, and we need to establish permanent faculty lines for our conservation biology and environmental sciences master's program.

Your support last year was badly needed and brought much relief. We thank you again and again for making it possible to begin to close the gap and address many pressing needs of our growing student population. Now we need to consolidate our gains and build on the progress made in the past few years. I look forward to working together with you to transform UH Hilo into a world-class comprehensive university for our island communities, the State of Hawai'i, and beyond.

## **University of Hawai`i at Hilo**

### **I. Introduction**

#### **A. Summary of Program Objectives**

The University of Hawai`i at Hilo, the state's comprehensive university, offers over thirty baccalaureate degrees, six Master's degrees, and two doctorates among our five colleges: Agriculture, Forestry and Natural Resource Management; Arts and Sciences; Business and Economics; Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language; and our newest college, the College of Pharmacy.

UH Hilo is committed to being accessible to students of many varied and diverse backgrounds. Many of our students are the first in their families to attend college; many are holding down full time jobs and raising children while pursuing college degrees; and many are from underserved rural communities on the Big Island and the other islands of the state. Our students are commuters and dormitory residents, on-campus learners and distance learners, recent high school graduates and nontraditional students, local students, mainland American students, and international students from Asia, Canada, Europe, Central and South America, and the Pacific Islands.

A comprehensive strategic plan is guiding our decision-making through 2010.

The Strategic Plan goals are:

Goal I: Maintain a well-rounded mix of liberal arts and professional programs, while distinguishing ourselves by taking full

advantage of the extraordinary natural environment and cultural diversity afforded by our island setting.

Goal II: Continue to refine and strengthen efforts to fulfill our primary mission to offer high quality undergraduate liberal arts and professional programs.

Goal III: Build a learning environment that facilitates student development and success.

Goal IV: Obtain sufficient resources to support enrollment growth, high quality programs and enhanced services.

Goal V: Embrace opportunities for dynamic community involvement.

Goal VI: Establish a more effective organization and invest in human capital.

The achievement of this plan will position UH Hilo as a world-class comprehensive university that excels in the liberal arts, professional programs, multi-cultural studies, and research in applied sciences.

We hold many distinctions. No other university in the United States can lay claim to our remarkable geographical, biological, climatic, cultural, and human diversity. Our natural environment presents us with a learning laboratory of limitless possibilities found nowhere else in the world. We maximize these assets and are leaders in environmental sciences and conservation biology. Many of our academic scientific programs, including astronomy, marine science, tropical agriculture, geography, geology, environmental sciences, and conservation biology, draw their strength from our island living laboratory.



Our geographic location is an East-West intersection of global pathways. We have established ourselves as a leader in indigenous studies, and in preserving and advancing the cultures, histories, and languages of ethnic populations in Hawai`i and across the Pacific basin.

Our faculty are excellent teachers and award winning researchers dedicated to offering our students an exemplary education both in the classroom and in our island's natural learning laboratory.

All of the members of the UH Hilo ohana are dedicated to providing our students with a *transformative* educational experience through our student-centered approach, our island's natural learning laboratory, and the integration of science, culture, and technology. We graduate independent and critical thinkers, entrepreneurs, lifelong learners, and lifelong contributors to society. Students leave UH Hilo with the knowledge, skills, and leadership abilities to successfully compete in our changing and fast-paced global society.

UH Hilo's excellence was recognized by the Western Association of Schools and Colleges (WASC) when our accreditation was reaffirmed for ten years, taking us to 2014. WASC commended us for our "bold vision of service to the Hawaiian community" and our efforts to transform "from a liberal arts college to a comprehensive university that serves the workforce needs of Hawai`i."

Our College of Business and Economics is accredited by the A.A.C.S.B. UH Hilo's Nursing BSN received the recommendation for a full eight-year re-accreditation from the National League for Nursing Accreditation Committee in

October of 2007. Our teacher education programs are also fully accredited. The new College of Pharmacy has gained pre-candidacy status from the Accreditation Council for Pharmaceutical Education. Full accreditation is anticipated upon graduation of the first Doctor of Pharmacy class in 2011.

In the new global economy of the 21<sup>st</sup> Century, education is Hawai'i's strongest currency, and human capital is its greatest asset. To advance in the worldwide marketplace, Hawai'i needs an educated workforce because New Economy jobs require postsecondary education.

Yet higher education in Hawai'i is not keeping pace. Employers already report difficulty in hiring educated workers to fill "knowledge jobs," and independent evaluation confirms that Hawai'i is falling behind. In the New Economy Index developed by the Progressive Policy Institute in Washington, DC, Hawai'i ranks only 35<sup>th</sup> nationally, well behind other Pacific rim states like Washington, Oregon, California, and even Alaska. The reason for Hawai'i's weak standing is that our state is under-producing college graduates.

The best way to transform Hawai'i's workforce is by investing now in public higher education. Only in this way will Hawai'i ensure its long-term competitiveness both within the American economy and the wider Pacific basin. An investment in UH Hilo is an investment in Hawai'i's future.

And UH Hilo has the energy and the space to continue to grow. In the past year, we have added a Bachelor's degree in Accounting and a Bachelor of Science in Marine Science. We have accepted our first cohort of Pharmacy students. Our newly

developed Student Learning and Success Center will provide support for a variety of programs designed to improve student persistence to graduation. We are in the process of designing a Masters of Social Work to meet a critical shortage of such professionals in our community and the state.

Our student body continues to grow over three percent per year and has increased nearly 40 percent since 1997. This year, we will open our much anticipated Student Life Center, and ground will be broken for our Science and Technology Building. A new building for Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language is being designed.

Our University Park of Science and Technology adjacent to our main campus is prime land for future developments. We total 719 acres of campus. All of this together with our island's *aloha spirit* creates a very special teaching and learning environment for our students and our community. From this excellent university, nestled in a truly unique setting, we have the potential to enhance, enrich, and transform the entire state of Hawai'i.

In addition to transforming our students, UH Hilo is engaged with our communities beyond our university borders. We strive to serve and help revitalize the rural and underserved communities throughout Hawai'i Island. We believe that universities are most viable when they interact with their communities and respond to society's most pressing problems and issues. We take pride in our role as the center for music, dance and drama in East Hawai'i. Through our research,

scholarship, artistic endeavors, and teaching we are committed to meeting the educational, cultural, social, and economic needs of Hawai'i Island and the state.

In spite of our strengths and achievements, much remains to be done. As we continue to grow, new facilities are needed, particularly dormitories, classrooms and laboratories. Ongoing investments must be made to meet the needs of our growing student body. Maintaining academic vitality--including academic support via the library and student services--must be of priority. With your continued support, UH Hilo can fulfill our Strategic Plan and continue to create academic, social, and economic opportunities for Hawai'i Island and the State of Hawai'i.

#### **B. Description of Program Objectives**

**UOH-211, Instruction:** Certificates and degrees are offered through the College of Arts and Sciences, College of Agriculture, Forestry and Natural Resource Management, College of Business and Economics, Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language, and the College of Pharmacy.

**UOH-213, Public Services:** This program improves the quality of life and provides direct assistance to the general public by making available through the College of Continuing Education and Community Services a variety of credit and non-credit programs in which the institution has special competence.

**UOH-214, Academic Support:** This program assists and enriches the academic functions of the University in and beyond the classroom.

**UOH-215, Student Services:** The purpose of this program is to support, enrich and broaden the students' lives while they are enrolled at the University by making

available a variety of services and activities that supplement the primary academic programs.

**UOH-216, Institutional Support:** This program provides vital campus-wide executive management, fiscal, auxiliary and other related supporting services.

**C. Explain how your program intends to meet its objectives within the upcoming fiscal year**

The University of Hawai`i at Hilo has the potential to become a world-class comprehensive university. Already known for our success in revitalizing the Hawaiian language and using the island as a learning and research laboratory, UH Hilo intends to become noted for:

- Academic excellence in liberal arts, professional and agricultural programs
- A vibrant, enriched campus life
- Leadership in studies of Hawaiian, East Asian, Pacific and indigenous cultures
- Leadership in studies of environmental sciences and conservation biology
- Leadership in the health sciences through the College of Pharmacy and the Departments of Nursing and Health and Physical Education
- Active learning in research, internships and community service
- Scholarship in theoretical and applied areas
- Commitment to community development and transformation

In order for UH Hilo to meet our objectives we must have the basic human and physical infrastructure to support teaching and learning opportunities for our

students, faculty, and staff. We continue to build our diverse student enrollment and implement a comprehensive enrollment management plan for the successful recruitment and retention of students from throughout Hawai`i, the U.S. mainland, and other countries. By strengthening our human and physical infrastructure and building our student enrollment, we will be able to meet our strategic goals, graduate increasing numbers of students, develop a professional workforce, and ultimately help transform the state of Hawai`i socially and economically.

## **II. Program Performance Results**

**A. Discuss the performance results achieved by each program in FY 2007**

**B. Explain how these results relate to the program's objectives and department's mission**

### **1. Overall Institutional Assessment - Accreditation, Measures of Quality and Effectiveness**

In June 2004, the Western Association of Schools and College (WASC) informed UH Hilo that its accreditation has been reaffirmed until 2014. The ten-year extension is the longest accreditation period that is granted by WASC. UH Hilo was commended "for transforming itself from a liberal arts college to a comprehensive university that serves the workforce needs of Hawai`i."

UH Hilo's Nursing BSN received the recommendation for a full eight-year re-accreditation from the National League for Nursing Accreditation Committee (NLNAC) in October of 2007. NLNAC accreditation is a voluntary peer review process

to enhance quality improvements in nursing education.

Having received approval from the BOR, the College of Pharmacy advanced to pre-candidacy status with the Accreditation Council for Pharmaceutical Education.

UH Hilo has two teacher education units accredited through the State Approval of Teacher Education Programs: The Education Department of UH Hilo and the Kahuawaiola Indigenous Teacher Education Program of UH Hilo's Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language.

In January 2005, the College of Business and Economics earned accreditation for the school's undergraduate business programs from the AACSB-International, the Association for the Advancement of Collegiate Schools of Business. AACSB-International accreditation is considered the hallmark of excellence in management education and represents the highest standard of achievement for schools of business worldwide.

## **2. Instruction**

Strategic Plan Goal I: Maintain a well-rounded mix of liberal arts and professional programs, while distinguishing ourselves by taking full advantage of the extraordinary natural environment and cultural diversity afforded by our island setting.

Strategic Plan Goal II: Continue to refine and strengthen efforts to fulfill our primary mission to offer high-quality undergraduate liberal arts and professional programs.

- The Baccalaureate Nursing Program received funds from the Health Resources Services Administration to continue offering UH Hilo's online

courses to RN students on Maui, Kauai and West Hawai'i via distance technologies.

- The Bachelor of Science in Marine Science was approved this year.
- The Health and Physical Education major went from provisional to permanent status.
- The College of Business and Economics' BBA Accounting major will meet high demand workforce needs in accounting and accounting related fields. A BBA Tourism major, offered in cooperation with the Travel Industry Management School, is under development.
- The M.S. in Tropical Conservation Biology and Environmental Sciences is an interdisciplinary program involving 31 faculty in Anthropology, Biology, Chemistry, Geography, Geology, Marine Science, and the College of Agriculture, Forestry and Natural Resource Management. There are currently 42 graduate students in the program, engaged in projects related to terrestrial forest restoration, genetics of rare and endangered species, marine ocean monitoring, and the ecology of invasive species. Nine students have graduated from the program.
- The M.A. degree in China-US Relations provides students with an interdisciplinary liberal arts background in Chinese culture and its relation to America's role in Pacific affairs. This degree prepares students for a broad range of professions such as international education, business and tourism, government, cultural exchange and foreign service in China and



the Pacific region. The program has graduated seventeen students since Spring 2006.

- The M.A. in Counseling Psychology is in its second cohort of students. The focus of the program is to improve community mental health services for the rural, underserved, and ethnically diverse communities of Hawai'i Island. Graduates may work in a variety of counseling settings, including state and federal agencies, mental health programs, schools, and the private mental health care industry. Eight students have received this degree.
- Having received approval from the BOR, the College of Pharmacy was approved by the Western Association of Schools and Colleges and gained pre-candidacy status from the Accreditation Council for Pharmaceutical Education. The curriculum was established, classroom and laboratory space was allocated on our campus, the first cohort of faculty and staff were recruited, and the inaugural class of 91 students was enrolled for the Pharm.D. degree in August 2007. Plans are currently underway to begin construction of interim facilities, the second class of approximately 90 students is being admitted, and additional faculty and staff are being recruited. A second site visit for the next stage of accreditation has been scheduled for April 2008.
- The first group of students in the Ph.D. program in Hawaiian and Indigenous Language and Culture Revitalization are taking their

comprehensive examinations this semester, a major step toward degree completion.

### **3. Public Services**

Strategic Goal V: Embrace opportunities for dynamic community involvement.

- The Nursing Department continues to offer their BSN degree program using distributed learning technology to registered nurses at Maui, Kauai, and West Hawai`i who otherwise would not have the opportunity for professional advancement.
- Hawaiian language instruction continues to be offered online in asynchronous mode to in-state and out-of-state sites.
- The Osher Lifelong Learning Institute, offered through the College of Continuing Education and Community Services, began in January 2005 and serves adults over 45 years of age in geographically isolated and diverse areas of the island of Hawai`i with intellectually and socially enriching classes and workshops. A range of courses in the arts, humanities, sciences, recreation, and health and wellness with abundant community and regional content are offered.
- The Conference Center markets our university and Hawai`i as a premier meeting destination. Known as the "Hub of Pacific Rim Conferencing," the Center serves as an international good-will liaison, bringing thousands of national and international students, educators, researchers, and academicians to our campus annually.

- This year, UH Hilo has been host to a rich array of scientific meetings and international travel study programs. The American Physical Society and the National EPSCoR conference drew over 600 delegates each. Other conferences focused on vegetative science, astronomy, international relations, and space exploration, with the JAPAN-US Space Technology and the Pacific International Space Center for Exploration Systems capping off our year-end meetings. The Hawaiian EDventure, an award-winning travel study program under the UH Hilo Conference Center, brought over 800 students to campus for short-term study in natural history and Hawaiian culture. The Center also coordinates our annual Astronaut Ellison Onizuka Science Day.
- Federal, state and county partnerships with UH Hilo:
  - a. The `Imiloa Astronomy Center of Hawai`I, built by 100% federal funding and developed as a partnership funded through NASA, celebrated its opening in February 2006. `Imiloa's stunning architecture, consisting of inverted cones, represents the three volcanoes. The exhibits, state-of-the-art planetarium, and classroom are educational resources for UH and the entire state of Hawai`i. At `Imiloa, world-class astronomy and Hawaiian language and culture combine to inspire youth and enrich all who visit. During this past year, `Imiloa received a \$2.4M yearlong exhibition, "Cosmic Questions," from the Smithsonian Astrophysical Observatory.

- b. The North Hawai`i Education and Research Center is a collaborative partnership with Hawai`i Community College, area high schools, and the community of North Hawai`i to provide opportunities in higher education and new approaches to meeting the challenges of Hawaii's economy in the 21<sup>st</sup> century. Phase I has been completed and an interim director has been hired. Phase II is underway.
- c. The USDA Pacific Basin Agricultural Research Center addresses the unique agricultural concerns of growers in Hawai`i and other U.S. territories in tropical and subtropical environments in the Pacific. Construction has been completed and unique partnerships have been established with the College of Pharmacy under which research partnerships of mutual interest will be conducted, using shared equipment, facilities, and expertise.
- d. Hawai`i Innovation Center. This center, located in downtown Hilo, in a building donated by Bank of Hawai`i, is in partnership with the High Technology Development Corporation. The center is fully occupied.
- e. Pacific Aquaculture & Coastal Resources Center. This center partners with the County of Hawai`i, Keaukaha Community Association, and Hawai`i Aquaculture Development Program. The center's programs will support the university's aquaculture and marine

science programs, including extension services to commercial aquaculture, fisheries, and eco-tourism industries.

#### **4. Academic Support and Student Services**

Strategic Goal III: Build a learning environment that facilitates student development and success.

- Construction for Phase I of the Student Life Center is advancing, with anticipated completion in April 2008. This will provide students with important on-campus recreational facilities: an Olympic sized swimming pool, fitness room, weight room, etc.
- We continue to employ our nurse practitioner and a part-time physician provide health care for our students.
- Covered walkways and seating areas for students to gather have created shelter and convenient gathering places for our students.
- Upgraded technology throughout the campus, including wireless Internet access, improves instruction and campus life.
- Arrangements continue to increase on-campus housing capacity through public-private partnerships.
- Efforts to internationalize the campus are ongoing. Our international student enrollment continues to increase and enrich campus life for all students.
- Library collections and access to system-wide resources support students in their studies.

- Orientation sessions for new, transfer, and returning students are held each semester and have increased overall academic success and student retention.
- The Student Support Services Program is designed to increase the retention and graduation rates of students who come from disadvantaged backgrounds.
- Kipuka Native Hawaiian Student Center serving Native Hawaiians is committed to helping students achieve academic excellence. The Center was a result of a five-year Title III grant of approximately \$2 million, and another five-year Title III grant of approximately \$3 million to incorporate Hawaiian culture into all phases of general education courses. In September 2006, we celebrated the completion of the renovations of the Center with the dedication of Hanakahi Hale.
- The Keaholoa program came about through a National Science Foundation Tribal Colleges and Universities Program grant. The mission of Keaholoa is to increase enrollment, support, and graduation rates of native Hawaiian students in the science, mathematics, and technology fields. It includes internship opportunities, tutoring support, outreach, recruitment, and faculty development.

## **5. Institutional Support**

Strategic Goal IV: Obtain sufficient resources to support enrollment growth, high quality programs and enhanced services.

External research and training grant activity currently exceeds \$20 million with over 40 faculty and administrators serving as principal investigators of over 80 research and support services projects. UH Hilo strongly encourages faculty and staff to attract external funding from grants and contacts. Partnership is another way of leveraging and enhancing our resources and opportunities. We continue to seek collaborative federal, state, and local partners to achieve our Strategic Plan.

- Experimental Program to Stimulate Competitive Research (EPSCoR). This program is designed to fulfill NSF's mandate to promote scientific progress nationwide. It is developing science and technology resources throughout the UH system and the State of Hawai'i.
- Research Infrastructure in Minority Institution (RIMI). The goal of RIMI program is to develop the needed infrastructure to support biomedical research of the highest quality. It supports interdisciplinary research in diabetes risk and the creation of core laboratories in human genetics, biostatistics, physiology, and infectious disease.
- Louis Stokes Alliance for Minority Participation (LSAMP). This connects five universities and twelve community colleges stretching from Palau Community College in the west to Hawai'i Community College and UH Hilo in the east. It strives to increase participation of Hawaiians, Pacific Islanders, and other minority students in science, technology, and mathematics fields.

Strategic Goal VI. Establish a more effective organization and invest in human capital.

The university made a number of crucial hires in the past year:

- A new Vice Chancellor for Academic Affairs was hired in August 2007
- A new Vice Chancellor for Administrative Affairs was hired in August 2007
- A new Vice Chancellor for Student Affairs will join us in January 2008
- Two Associate Deans of Pharmacy were hired in April and May 2007
- An Interim Dean of the College of Continuing Education and Community Services joined us in November 2007.

**C. Explain how the effectiveness of the program is measured (i.e., outcomes, measures of effectiveness, benchmarks, etc.) and discuss the performance results achieved during the past two years**

UH Hilo's greatest measure of institutional effectiveness is its ten-year accreditation, the longest accreditation period granted by the WASC's Accreditation Commission for Senior Colleges and Universities. UH Hilo was commended for "its bold vision of service to the Hawaiian community and for its progress in transforming its mission to transform itself from a liberal arts college to a comprehensive university that serves the workforce needs of Hawai'i."

AACSB-International accreditation of the College of Business and Economics confirms the excellence and represents the highest standard achieved by less than ten percent of schools worldwide. A total of 551 institutions have earned business



accreditation and UH Hilo's program is among just 42 undergraduate-only programs.

UH Hilo's Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language is widely known to have the most developed program in indigenous language revitalization in the United States and has received accolades from WASC.

**D. Discuss actions taken by each program to improve its performance results**

**Outcome assessment**

During UH Hilo's last accreditation review, the WASC commission noted that "great strides had been made in moving toward the vision of becoming a learning organization." A campus-wide assessment plan is being implemented, and the Faculty Congress and Academic Affairs are building faculty expertise in student learning assessment. Many units engage in annual self assessment, and each program undergoes a complete program review every five years.

**E. Please identify all modifications to your program's performance measures and discuss the rationale for these modifications.**

None.

**III. Problems and Issues**

**A. Discussion of problems and issues encountered, if any.**

UH Hilo has experienced unprecedented growth over the past ten years. Enrollment levels have increased almost every year since 1997, totaling nearly 40

percent growth during that period. UH Hilo's headcount enrollment of 3,600 in Fall 2007 was the highest in the history of the campus.

Growth and diversification at UH Hilo have not been supported with appropriate resources, resulting in serious shortfalls in a number of important program areas. Critical deficiencies have been noted in the areas of safety, security, and health including mental health services for students. The health concerns are particularly pressing because of the shortage of physicians and limited access to mental health care on the island of Hawai'i

While safety, security, and health are crucial, UH Hilo's funding has catching up to do in many areas before resources are adequate. Due to continued underfunding, Hilo lacks much needed basic campus infrastructure and capacity in their classrooms, laboratories, student housing, operation budgets, and numbers of faculty, support and administrative staff.

UH Hilo's research and graduate programs are in dire need of support. In this biennium, UH Hilo must find funding for faculty positions in its Tropical Conservation Biology and Environmental Studies master's program. This is an ongoing, critical program at the core of our mission, which nonetheless lacks funding for its continuance.

In addition, certain positions eliminated in the 2007 legislature are necessary for the university to function optimally and fulfill its responsibilities. The Office of International Programs needs a director, the Library needs a position in order to expand its hours of operation that students need and demand, and UH Hilo needs

funding to continue the ranger program within the Office of Mauna Kea Management which is a critical component to the safety and security of the mountain. Because they are all important, these positions had previously been approved by the Board of Regents and the legislature, and UH Hilo needs to have them restored.

**B. Program change recommendations to remedy problems.**

This section summarizes all of the UH Hilo program changes requests (PCRs) that were accepted by the Board of Regents. Only the PCRs also recommended by the Governor are listed in Section V, "Supplemental Budget Requests FY 2008-09."

**1. Restoration of Positions and Funds Eliminated During the 2007 Legislature**

During the 2007 legislative session, seven positions and \$270,500 were eliminated from UH Hilo's budget. UH Hilo requests the restoration of \$242,500 to cover two positions (the Director of International Programs and a Library Assistant IV) and funding for five rangers within the Office of Mauna Kea Management:

**a. Director of International Programs**

With the increased number of international students and international partner universities, it is necessary to have a position dedicated to taking charge of our international programs. The Director of International Programs position had been left vacant due to the need to review the organization and determine if it should be established as a Center directly under the Chancellor. However, it has been

determined that a re-organization will not be done at this time, and the position will remain in Student Services. UH Hilo is in a position to recruit for a director.

**b. Library Assistant Position**

Students have been requesting that the Library open earlier in the day. Currently the Library, which serves students from both UH Hilo and Hawai'i Community College, opens at 8:00 a.m. The Library Assistant IV position would make it possible for the Library to open at 7:30 a.m., Monday through Friday. This will allow students to perform certain tasks before their 8:00 a.m. classes: print out papers in the PC Lab, review reserve material, double check a citation or a reference for a paper, or have extra time to study before an early morning class.

This position and funding had been lent to the Office of Mauna Kea Management. It was returned to the Library but left vacant while both the Library and the Office of Mauna Kea Management worked on their re-organizations. The dollars were used for funding the library functions.

**c. Rangers for Mauna Kea: Protecting & Providing Safety and Security of the Mountain**

The ranger program is a vital part of the Office of Mauna Kea Management's (OMKM) operations. The 2000 Mauna Kea Science Reserve Master Plan specifically called for the hiring of rangers to oversee and monitor public and astronomical activities on the mountain. The rangers ensure the safety and security of the mountain and therefore, are an integral part of the Mauna Kea operation.

The five full-time rangers, who are currently employed protecting the mountain, oversee activities that take place on the mountain, particularly those that may result in damage to unique resources. They oversee construction activities, inspect summit facilities for compliance with permits, and monitor commercial tour activities. Understanding the harsh, difficult, and dangerous conditions that exist on the mountain, they look out for the health and safety of visitors and provide first responder aid to injured and sick individuals. Five rangers is the minimum number required to provide full-time coverage throughout the year, including weekends and holidays.

Funds for OMKM's vacant positions are being used to fund the ranger program at an annual cost of \$240,000. The rangers are hired through the Research Corporation of the University of Hawai'i (RCUH), because the UH system does not have a ranger position classification. Consequently, actual *positions* are not needed at this time; however, the funds are necessary to continue the ranger program.

OMKM requires the reinstatement of the \$182,500 associated with the positions eliminated by the 2007 Legislature to ensure the Mauna Kea Ranger program is fully and well maintained through proper funding and to fulfill existing multi-year contractual agreements. If the funds are not restored and the ranger program is eliminated or drastically reduced, the university will not be able to properly protect the natural and cultural resources of the mountain.

Item/Description	MOF	Cost Category	2008-09
		(FTE)	2.00
Restoration of positions and funds	A	A – Personnel Cost	242,500
		B – Current Expenses	0

		C – Equipment	0
		M – Vehicle	0
		Total	2.00 242,500

## 2. Emergency Response/Health & Safety

### a. Safety and Security

Since 9/11 and the Virginia Tech incidents, UH Hilo has analyzed its security situation and found it needs to improve in the areas of security planning, expertise, leadership, and staff management. A comprehensive approach is needed, and every area on campus can be made safer. The new position of campus security director is requested to help develop and plan a comprehensive approach to security and safety. This new campus security director is expected to work on updating the emergency disaster preparedness plan and develop a plan for staffing the security department to be included for the next biennial budget.

In addition, UH Hilo needs to add a position for a safety officer within the Environmental Health & Safety Office (EHSO). Currently, the office has one sole employee who responds to emergencies and safety issues. UH Hilo programs frequently conduct off campus field trips to take advantage of our “natural laboratory.” The EHSO has no staff available for any off site visits to ensure the safety of students, staff, and faculty.

EHSO and the Campus Security Office is chronically challenged by its mounting clerical workload and needs to be assigned a clerical position. Hawai'i regulations mandate that training records be kept for all safety related training.

Security and Emergency disaster preparedness procedures must also be kept up-to-date. This work is appropriate to the Clerk IV position.

The campus is in need of training workshops for faculty, staff and administrators on Emergency Preparedness, Campus Safety and Student Violence Awareness. University personnel need workshops about such topics as emergency disaster preparedness, campus safety, sexual harassment, workplace nonviolence, shipping dangerous goods, hazardous materials regulations, first aid, emergency response, and asbestos issues. Funds must be made available to provide this important training.

Since EHSO provides emergency response services to all university facilities on the island of Hawai'i, the department needs a properly equipped emergency response vehicle available at all times to respond to such emergencies as chemical, biological, radioactive material spills or disaster preparedness. The EHSO is requesting funds for a 4WD pickup truck with a lockable camper shell.

See Section V, Supplemental Budget Requests FY 2008-09, item #1, for costs associated with this request.

**b. Safety Education and Mental Health Services for Students on Campus**

UH Hilo is seeking funding for a position of campus safety education coordinator, who would be charged with both preventing incidents of violence on campus and responding to incidents should they occur. The UH Mānoa Women's Center administered a survey in 2006 that found that 18.9 percent of UH Hilo female

respondents reported experiencing partner violence since starting college. Twenty percent reported being stalked, and five percent reported being raped during the same period.

The university lacks the means to purchase educational materials or to bring in expert speakers on safety-related topics for students and faculty to learn how to deal with potentially explosive student-related situations. Operating funds to purchase such materials and provide workshops and training are also being requested. Student assistant funds are also part of the request.

Funding for a counselor position is being requested as well as the services of a part-time psychiatrist to provide mental health care services. UH Hilo has only limited mental health care services for students. The duties and responsibilities are aimed at preventing incidents of violence on campus and responding to incidents should they occur. The university does not currently employ a psychiatrist or clinical psychologist, and has only two master's level counselors for a student population of 3,600. Individuals often must wait months for an appointment with a psychiatrist. The expertise required to address these needs are beyond that of the small counseling staff at UH Hilo. The services of a psychiatrist should be available when needed, such as when a student shows symptoms of a serious psychiatric illness and could be a threat to the health and safety of members of the university community. The emotional and mental health of students is a major concern. Many students have difficult family problems and psychiatric conditions such as bipolar disorder, attention deficit disorder, schizophrenia, clinical depression,



psychoses, panic attacks, and eating disorders. The campus currently does not have anyone on campus who is experienced and can provide the expertise on these mental health issues. The impact that students with psychiatric problems can have on others on campus can be destructive and potentially dangerous. A particular focus of the counselor will be to work with students who exhibit menacing, deviant, or threatening behavior to themselves or others.

Item/Description	MOF	Cost Category	2008-09
Safety Education and Mental Health Services on Campus	A	(FTE)	1.00
		A – Personnel Cost	125,000
		B – Current Expenses	75,000
		C – Equipment	0
		M – Vehicle	0
		Total	1.00 200,000

c. **Student Health Services: Addressing Student Mental Health and Violence**

The goal of Student Health Services (SHS) is to help create and maintain a safe, secure, and healthy environment in which students are able to complete their education. Prevention of incidents as well as ability to respond is crucial in maintaining a healthy environment. There has been an increasing number of incidents on the campus involving students who are mentally disturbed, violent, or exhibiting abnormal behavior. The types of violence related crises and emergencies that may occur on campus include workplace violence, violence resulting from mental health problems from students and/or faculty/staff, workplace

bullying, sexual assault and rape, sexual harassment and stalking. UH Hilo currently has no faculty or staff trained to deal with these students or to teach faculty, staff, and students how to handle these situations. It is important to be able to respond to students when they are need assistance in their mental and physical health needs. UH Hilo's limited physical and mental health care services are no longer sufficient to meet the needs of students. In addition, reasonable and appropriate accommodations for students with disabilities need to be assured.

New positions needed include:

- A registered professional nurse
- A physician
- A specialist with expertise in health education programming and prevention of mental health problems and substance abuse
- A clerk to support the office
- Student peer health educators who will provide much needed training to students

In addition, operating funds are requested to provide reasonable and appropriate accommodations for students with disabilities.

SHS serves over 3,600 UH Hilo students and 2,000 Hawai'i Community College students with extremely limited resources. Two part-time physicians work only a combined total of four to ten hours per week. A full-time nurse practitioner and a few part-time student employees perform services and manage the office. SHS had a total of 6,924 visits during the 2006 calendar year, an increase of 20

percent from 2005, which demonstrates the extent to which students need and take advantage of current services.

SHS provides health services students cannot obtain from the community at large. There is a shortage of physicians on the island of Hawai'i, and very few in Hilo are willing to accept new and/or uninsured patients. Lack of public transportation makes it difficult for many students to go to a physician's office. Some students—especially those from rural areas—are unfamiliar with the health care system: they may never have had access to a doctor, may not have adequate medical insurance, and/or cannot afford medication. Students with disabilities also present challenges for SHS. Many need a physician to monitor their condition and make administrative decisions about their care.

The threat of outbreaks of serious contagious diseases (including meningococcal, SARS, and measles) is also of great concern. Campus physicians would be able to make decisions regarding quarantine and treatment in such instances. About 620 students live in on-campus residence halls, with several hundred more living in university-affiliated off-campus housing units. These living arrangements create an environment conducive to contagious illness.

UH Hilo currently does not have an alcohol or drug education/prevention program. A recent survey of UH Hilo faculty revealed that 94 percent believe that UH Hilo should be involved in alcohol and other drug prevention efforts; the same percentage indicated that alcohol and other drug use negatively affects the overall quality of student life. In fact, during an open meeting held by the UH President

several years ago, a number of students expressed concerns about the amount of alcohol and drug use by fellow students.

Other SHS responsibilities include insuring that all incoming students comply with the Department of Health’s immunization and TB test requirements before starting classes. The SHS expects an audit soon on compliance. SHS recently purchased a new computer and immunization program on which to track immunization data but needs a clerical employee to enter and monitor immunization data, as well as to schedule appointments, assist with fiscal duties, and manage an office that is increasingly busy and complex.

Item/Description	MOF	Cost Category	2008-09
Enhance Students’ Mental and Physical Health Services	A	(FTE)	4.00
		A – Personnel Cost	265,000
		B – Current Expenses	70,000
		C – Equipment	0
		M – Vehicle	0
		Total	4.00 335,000

d. **Replacement of Antiquated Agricultural Equipment for Safety Reasons (College of Agriculture, Forestry and Natural Resource Management)**

At UH Hilo’s 110-acre instructional farm in the Pana`ewa Forest, inadequate funding has led to equipment being allowed to deteriorate and become outdated. For student safety, it is imperative that the farm equipment be up-to-date and in good working order, and appropriate safety mechanisms need to be in place.

The farm operates four diesel tractors, three of which are more than two decades old and the fourth is more than one decade old. Significant advances in safety features have occurred since the manufacture of this equipment, so that the farm's tractors fail to comply with today's safety standards. This creates a liability issue for the campus and university system.

Farm operations and teaching are stymied by lack of other good, safe equipment: a backhoe/loader/tractor for trenching, laying of water lines, loading compost, dirt and gravel; small all-terrain vehicles for transporting compost, dirt, gravel, etc.; and a soil sterilizer. In addition, lack of security lighting has led to an unsafe environment for the security and safety of the students, faculty, and staff. It has also led to a string of thefts of tools, equipment, animals, and supplies.

Agriculture students need access to modern and operational farm equipment in order to learn proper handling and application of farm machinery. With things as they are, the university farm is becoming an increasingly unsafe and insecure venue for teaching, learning, and working.

Accordingly, UH Hilo is requesting one FTE academic support position, equipment money, and funding for a motor vehicle.

Item/Description	MOF	Cost Category	2008-09
Replacement of Antiquated Agricultural Equipment for Safety Reasons	A	(FTE)	1.00
		A – Personnel Cost	45,000
		B – Current Expenses	
		C – Equipment	115,000
		M – Vehicle	32,000
		Total	1.00 192,000

e. **Essential Infrastructure to Enforce Health and Safety**  
**Research Requirements**

Extramural funding at UH Hilo has reached approximately \$20,000,000 per year, placing the institution among the top 1 percent of Masters I and II institutions in terms of funding per employee. In the past six years, grant receipts have increased by nearly 500 percent, yet no employees are designated for research administration. The lack of oversight and control of the research programs can place UH Hilo at risk. Hazardous materials, hazardous fieldwork, and medical research – all present the possibility of risk to faculty and students' safety and well being. Risks are associated with fieldwork on and in the ocean, on Mauna Kea, at the volcanoes, and elsewhere on the island.

UH Hilo has a notable program of engaging undergraduate students in research and has expanded its graduate student body. Moreover, the new College of Pharmacy will expand research at UH Hilo. The overall growth of the UH Hilo campus, including development of selected graduate programs and the rapid increase in research activity, requires that a formal administrative structure be developed to manage the increase in risk.

UH Hilo needs to establish an Office for Research and Graduate Studies, to be headed by a vice chancellor, to enforce health and safety research requirements. The fiscal year 2009 request is for three positions and nine months salary, reflecting a three-month delay in hiring.

Item/Description	MOF	Cost Category	2008-09
Essential Infrastructure to Enforce Health and Safety Research Requirements	A	(FTE)	3.00
		A – Personnel Cost	172,500
		B – Current Expenses	9,500
		C – Equipment	10,000
		M – Vehicle	
		Total	3.00 192,000

### 3. Tropical Conservation Biology and Environmental Science/EPSCoR

UH Hilo is establishing a Master of Science degree in Tropical Conservation Biology and Environmental Sciences (TCBES). Funding for the program was initially through EPSCoR with the understanding that the university system would eventually take responsibility for the positions involved. It was understood that funding of the proposed positions would lapse after two and one-half years.

UH Hilo stepped in to support the positions after the lapse of federal funds, while awaiting state support for the program. The state funding has not yet occurred. This request is for six FTE positions (\$300,000 per year) and \$100,000 for other current expenses (supplies, travel, and relocation expenses).

The master's program in TCBES is a nearly perfect match for the educational mission of UH Hilo to use "Hawai'i's incomparable natural and cultural environment ... as a learning laboratory, the setting for many teaching, research, and service activities." In addition, UH Hilo's mission promises "hands on learning" and "close student-faculty interaction and collaboration on research projects," both of which

are integral to this program. Lastly, UH Hilo's vision statement in its Strategic Plan provides for the institution to become noted for showing "leadership in studies of the tropical environment."

The program brings together faculty from several UH Hilo departments: Anthropology, Biology, Chemistry, Geography, Geology, Marine Science and the College of Agriculture, Forestry and Natural Resource Management. The undergraduate programs in all of these disciplines have been enhanced by the TCBES program and vice versa.

In addition, the UH system has a mandate to offer academic degrees that are needed by the citizenry of the state, desired by sufficient numbers of potential students, certified as sufficiently rigorous to satisfy accrediting agencies, and approved by the Board of Regents. The graduate program in TCBES is an exemplary program on all counts.

The creation of the TCBES program using federal funds has catapulted UH Hilo to new levels of research capacity and innovation. This program is integral to the National Science Foundation (NSF) EPSCoR Research Infrastructure Improvement grant, which is designed to increase the education and research infrastructure at the University of Hawai'i. The grant program is bringing approximately \$9,000,000 to the UH system for conservation biology and environmental sciences.

This program will serve as a gateway to successful careers in conservation biology and environmental sciences. A priority of this program is to increase the



opportunities for under-served populations on the neighbor islands and peoples of other island nations throughout the Pacific to enter the professional fields of conservation biology and environmental sciences. Graduates will be sought after by the Federal, State, and non-profit agencies in Hawai'i and elsewhere. Graduates will also be competitive for PhD programs at UH Mānoa and other institutions. It is now crucial to ensure the sustainability of a highly successful program that is at the heart of UH Hilo's mission.

Item/Description	MOF	Cost Category	2008-09
EPSCoR Tropical Conservation Biology and Environmental Sciences	A	(FTE)	6.00
		A – Personnel Cost	300,000
		B – Current Expenses	100,000
		C – Equipment	
		M – Vehicle	
		Total	6.00 400,000

#### IV. Expenditures for FY 2007-08

	Act 213 FY 2008	Collective Bargaining	Transfers In(Out)	Ceiling Increase	(Restriction) Specific Apprn	Net Allocation	Est Total Expenditures
(Position Count)	534.75					534.75	534.75
Personal Services	34,992,838	455,779				35,448,617	35,448,617
Current Expenses	15,490,295					15,490,295	15,490,295
Equipment	1,875,905					1,875,905	1,875,905
Motor Vehicles	35,000					35,000	35,000
<b>Total</b>	<b>52,394,038</b>	<b>455,779</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>52,849,817</b>	<b>52,849,817</b>
Less: Special	15,731,115	183,604				15,914,719	15,914,719
Federal	394,543					394,543	394,543
Other	3,382,849					3,382,849	3,382,849
(Position Count)	494.25					494.25	494.25
General Fund	32,885,531	272,175	0	0	0	33,157,706	33,157,706

Narrative

**Explain all transfers within the program I.D. and the impact on the program.**

None

**Explain all transfers between program I.D.'s and the impact on the program.**

None

**Provide details on program restrictions and their impact on the program.**

None

#### V. Supplemental Budget Requests for FY 2009

	Act 213/07 FY 2009	Budget Adjustments FY 2009	Supplemental Request FY 2009
(Position Count)	572.25	3.00	575.25
Personal Services	38,924,019	137,000	39,061,019
Current Expenses	16,981,194	2,853,185	19,834,379
Equipment	2,551,908	15,000	2,566,908
Motor Vehicles	200,000	28,000	228,000
<b>Total</b>	<b>58,657,121</b>	<b>3,033,185</b>	<b>61,690,306</b>
Less: Special	19,590,299	3,000,000	22,590,299
Federal	394,543	0	394,543
Other	3,382,849	0	3,382,849
(Position Count)	507.75	3.00	510.75
General Fund	35,289,430	33,185	35,322,615

	Item/Description	MOF	Cost Category	2008-09
1.	Campus Safety and Security	A	(FTE)	3.00
			A - Personnel Cost	137,000
			B - Current Expenses	53,185
			C - Equipment	15,000
			M - Vehicle	28,000
			Total	3.00

A Campus Security Director is needed to help develop and administer a comprehensive Campus Security, Emergency Response Program, Emergency Disaster Preparedness, parking enforcement, violence in the workplace investigation and training and compliance with federal requirements. The campus currently contracts out to a security company and it has been determined that there is a need for a Director that will be a university employee. Since 911 and the Virginia Tech incidents, UHH has analyzed the security needs of the campus and has found the need to improve the security planning. The Director is needed to provide the campus security expertise and make recommendations on future staffing levels. Increased security services are needed for the Library area which is opened in the evenings and also on weekends.

Funds are needed to offer critical and timely training to faculty, staff and administrators on campus security, safety and violence topics. Outside expert speakers and trainers would be invited to put on workshops and orientation for faculty, staff and administrators.

The Environmental Health and Safety Office (EHSO) require a Diving/ Field Study Safety Officer. UH Hilo programs conduct many field trips throughout the year to take advantage of our "natural laboratory." Individual Safety for our faculty, staff and students is very important and requires a trained specialist to oversee these activities and decrease the risks involved. A full-time staff member trained in first aid/CPR/AED and diving requirements is needed to ensure that we follow all safety regulations. A support staff is also needed for supporting the EHSO in maintaining documentation as required by HIOSH, OSHA and DLIR and assisting in keeping our Emergency Disaster Preparedness procedures up to date.

	Item/Description	MOF	Cost Category	2008-09
2.	Transfer of Funds for Quentin Burdick	A	(FTE)	0.00
			A - Personnel Cost	0
			B - Current Expenses	(200,000)
			C - Equipment	0
			M - Vehicle	0
			Total	0.00

We request that the \$200,000 appropriated by the 2006 Legislature be transferred from UH Hilo to UH

primary campus (Manoa) will facilitate the expenditure process as the project investigator is an Associate Professor of the UHM School of Nursing and Dental Hygiene (SONDH) and the SONDH has been a lead co-sponsor for the project over the past several years.

This arrangement provides for the least amount of transition related to the change of funding from federal to state support while preserving the objectives of the project and intent of the Legislature.

	Item/Description	MOF	Cost Category	2008-09
3.	Special Fund Ceiling Increase	B	(FTE)	0.00
			A - Personnel Cost	0
			B - Current Expenses	3,000,000
			C - Equipment	0
			M - Vehicle	0
			Total	0.00
				3,000,000

An increase to the special fund ceiling is necessary to enable the University to expend funds for instructional purposes as well as student housing and auxiliary services.

One of the largest increase is attributable to the student housing operation. Effective fiscal year 2007, UH Hilo was required to collect student meal plan fees and in turn paid Sodexo, our food service provider. This alone amounted to about \$1,600,000. Revenues collected from the student residents will cover this expense.

As the demand for auxiliary services increase, it is necessary to increase our expending capacity. Motorpool, graphics, copier and mail service has increased over the past seven year period by about \$450,000. User fees are collected to offset the costs, as well as revenue from our campus center food service rebates.

Tuition and Fees revenue have increased due to rate increases as well as enrollment increases. Previous requests to increase our tuition and fee special fund ceiling fell short of actual revenues. This increase is necessary to enable UH Hilo to fully support its students educational experience.

## VI. Program Restrictions

None

**Attachment 8  
All Positions Vacant As of 12/1/07**

Date of Vacancy	Position Title	Position Number	Exempt (Y/N)	Budgeted Amount	Actual Salary Last Employee Paid	MOF	Program ID	Authority to Hire (Y/N)
8/9/2006	Assistant Professor, I3, Ka Haka 'Ula	73302	N	\$50,000	N/A	A	UOH210BB	Y
8/9/2006	Assistant Professor, I3, Ka Haka 'Ula	73303	N	\$50,000	N/A	A	UOH210BB	Y
8/9/2006	Assistant Professor, I3, Ka Haka 'Ula	73304	N	\$50,000	N/A	A	UOH210BB	Y
1/14/2007	Assistant Professor, I3, CAFNRM	73317	N	\$52,750	N/A	A	UOH210BB	Y
6/8/2007	Assistant Professor, I3, CAFNRM	73318	N	\$52,750	N/A	A	UOH210BB	Y
7/16/2007	Specialist, S5, Pharm	73320	N	\$150,000	N/A	A	UOH210BB	Y
7/16/2007	Assistant Professor, I3, Pharm	73321	N	\$100,000	N/A	A	UOH210BB	Y
7/16/2007	Assistant Professor, I3, Pharm	73322	N	\$100,000	N/A	A	UOH210BB	Y
7/16/2007	Assistant Professor, I3, Pharm	73323	N	\$100,000	N/A	A	UOH210BB	Y
7/16/2007	Assistant Professor, I3, Pharm	73324	N	\$100,000	N/A	A	UOH210BB	Y
7/16/2007	Assistant Professor, I3, Pharm	73325	N	\$100,000	N/A	A	UOH210BB	Y
7/16/2007	Assistant Professor, I3, Pharm	73326	N	\$100,000	N/A	A	UOH210BB	Y
8/3/2007	Assistant Professor, I3, Sociology	73346	N	\$55,000	N/A	A	UOH210BB	Y
9/13/2007	Professor, I5, Rural Health	73347	N	\$67,000	N/A	A	UOH210BB	Y
10/31/2007	Associate Professor, I4, Astronomy	73350	N	\$71,400	N/A	A	UOH210BB	Y
11/6/2007	Jr. Specialist, S2, VC Acad	73352	N	\$22,500	N/A	A	UOH210BB	Y
11/9/2007	Academic Supp, PBB, Ka Haka 'Ula	78675	N	\$40,624	N/A	A	UOH210BB	Y
2/27/2007	Academic Supp, PBB, Ka Haka 'Ula	81241	N	\$69,120	\$69,144.00	A	UOH210BB	Y
1/1/2007	Assistant Professor, I3, Economics	82311	N	\$78,893	\$69,402.00	A	UOH210BB	Y
8/1/2007	Associate Professor, I4, English	83928	N	\$59,003	\$54,999.12	A	UOH210BB	Y
7/1/2007	Professor, I5, Astronomy	86535	N	\$70,515	\$65,141.40	A	UOH210BB	Y
2/1/2007	Assistant Professor, I3, Marine Sci	86540	N	\$56,233	\$52,153.00	A	UOH210BB	Y
11/23/2007	Program Director, E, PACRC	89483	N	\$90,000	N/A	A	UOH210BB	Y
10/26/2007	Secretary II, SR14, Pharm	900460	N	\$30,000	N/A	A	UOH210BB	Y
7/1/2005	Secretary, PACRC	96101F	N	\$36,492	N/A	A	UOH210BB	Y
7/1/2005	Assoc. Director, PACRC	96603F	N	\$65,000	N/A	A	UOH210BB	Y
7/1/2006	Secretary, Rural Health	97100F	N	\$32,000	N/A	A	UOH210BB	Y
7/1/2006	Institutional Support, PBB, Ka Haka 'Ula	97615F	N	\$40,625	N/A	A	UOH210BB	Y
7/1/2007	Jr. Specialist, S2, VC Acad	98623F	N	\$17,500	N/A	A	UOH210BB	Y
7/1/2007	Jr. Specialist, S2, VC Acad	98624F	N	\$17,500	N/A	A	UOH210BB	Y
4/1/2007	Institutional Supp, 'Imiloa	96607F	N	\$70,000	N/A	A	UOH210BC	Y
7/1/2005	Pub Info Events, & Plan, 'Imiloa	97600F	N	\$55,000	N/A	A	UOH210BC	Y
10/26/2007	Junior Specialist, S2, NHERC	73348	N	\$30,938	N/A	A	UOH210BD	Y
6/15/2007	Librarian II, B2	83826	N	\$44,580	\$40,895.04	A	UOH210BD	Y

**Attachment 8  
All Positions Vacant As of 12/1/07**

Date of Vacancy	Position Title	Position Number	Exempt (Y/N)	Budgeted Amount	Actual Salary Last Employee Paid	MOF	Program ID	Authority to Hire (Y/N)
10/26/2007	Secretary II, SR14, Pharm	900457	N	\$29,997	N/A	A	UOH210BD	Y
7/1/2005	Secretary, NHERC	96100F	N	\$25,000	N/A	A	UOH210BD	Y
7/1/2006	Dean, E, Ka Haka 'Ula	97612F	N	\$239,500	N/A	A	UOH210BD	Y
5/25/2007	Clerk V, SR12, Records	18952	N	\$36,504	\$33,912.00	A	UOH210BE	Y
11/3/2006	Jr. Specialist, S2, Kipuka	73309	N	\$22,000	N/A	A	UOH210BE	Y
9/14/2007	Instr & Student Supp, PBB, Stu Life Ctr	78616	N	\$36,667	N/A	A	UOH210BE	Y
11/14/2007	Instr & Student Supp, PBB, Stu Life Ctr	78681	N	\$22,500	N/A	A	UOH210BE	Y
1/1/2007	Instr & Student Supp, PBB Records	80646	N	\$62,592	\$62,628.00	A	UOH210BE	Y
11/26/2007	Clerk Typist III, SR10, Minority	900419	N	\$25,656	N/A	A	UOH210BE	Y
7/1/2007	Clerk III, SR8, Stu Life Center	98100F	N	\$16,667	N/A	A	UOH210BE	Y
7/1/2007	Clerk III, SR8, Kipuka	98114F	N	\$19,687	N/A	A	UOH210BE	Y
7/1/2007	Instr & Student Supp, PBB, Kipuka	98639F	N	\$33,469	N/A	A	UOH210BE	Y
7/1/2007	Instr & Student Supp, PBB, Kipuka	98640F	N	\$33,469	N/A	A	UOH210BE	Y
7/1/2007	Academic Supp, PBB, Kipuka	98641F	N	\$31,500	N/A	A	UOH210BE	Y
7/1/2007	Academic Supp, PBB, Kipuka	98642F	N	\$31,500	N/A	A	UOH210BE	Y
6/25/2007	Clerk IV, SR10, Bus Off	13529	N	\$26,940	N/A	A	UOH210BF	Y
9/1/2006	Electrician I, BC10, Auxiliary	28621	N	\$41,400	\$39,504.00	A	UOH210BF	Y
8/16/2007	Allied Safety & Health, OMKM	77630	N	\$40,488	\$40,500.00	A	UOH210BF	Y
6/1/2007	Institutional Support, PBB, OMKM	77867	N	\$21,480	\$21,492.00	A	UOH210BF	Y
3/20/2007	Institutional Support, PBB, OMKM	78409	N	\$48,900	N/A	A	UOH210BF	Y
11/1/2007	Institutional Support, PBB, HR	78680	N	\$0	New Conversion	A	UOH210BF	Y
1/1/2006	Dir. of University Relations	89265	N	\$92,604	\$87,720.00	A	UOH210BF	Y
7/1/2006	Electrician I, BC10, Auxiliary	900278	N	\$28,305	N/A	A	UOH210BF	Y
3/22/2007	School Custodian, BC2, Auxiliary	900335	N	\$65,000	N/A	A	UOH210BF	Y
3/22/2007	School Custodian, BC2, Auxiliary	900337	N	\$60,000	N/A	A	UOH210BF	Y
12/6/2007	Painter I, BC9, Auxiliary	900461	N	\$27,288	N/A	A	UOH210BF	Y
11/5/2007	Janitor II, BC2, Stu Life Ctr	900462	N	\$8,667	N/A	A	UOH210BF	Y
11/5/2007	Janitor II, BC2, Stu Life Ctr	900463	N	\$8,667	N/A	A	UOH210BF	Y
7/1/2006	Janitor Supervisor, F20L2, Auxiliary	97315F	N	\$25,062	N/A	A	UOH210BF	Y
7/1/2006	Janitor II, BC2, Auxiliary	97318F	N	\$20,563	N/A	A	UOH210BF	Y