UNIVERSITY TOWN

How the institution impacts the community
Community support means bright future for UH-Hilo

The University of Hawaii at Hilo started as the Hilo Program in 1947 as an extension of general studies at UH-Manoa. Since then, that small extension school has grown into a thriving university.

The successes of UH-Hilo are due to the unfailing support of our local community — people who see that having post-high school education offered on Hawaii Island is key to a bright future for everyone.

Case in point, UH-Hilo just went through its accreditation renewal process, and we passed with flying colors. The review team from the Western Association of Schools and Colleges was impressed by the level of commitment and passion shown by our students, faculty, staff and local community, notably our alumni.

Many alumni expressed that they are proud to send their children to their alma mater.

This brings home the importance of UH-Hilo being able to provide full access to higher education for all local students. We need to ensure that every local high school student who wants to earn a tertiary degree here on Hawaii Island can.

To help achieve this, we awarded $46 million in financial aid to our students last year. This is a tremendous increase from 10 years ago when we awarded $15 million. The bulk of the $46 million, almost 75 percent, is from state and federal grants and loans. Scholarship programs also are an important way to provide access, and we will be working to increase them. More scholarships mean we are less dependent on government. In this area, we need the community’s help. Private donors play a vitally important role in opening up access to higher education.

While we focus on local students, we’re also looking to
Lyman Hall on Haili Street. According to the book “The University of Hawaii at Hilo: A College in the Making” (2001, UH Press), by former UH-Hilo Chancellor Edward Kormondy and co-author former UH-Hilo Director Frank Inouye, the Hilo Program began in 1947 as part of the Extension Division of the College of General Studies of UH-Manoa in Honolulu. Located in the former Hilo Boarding School, just above the present Lyman Museum on Haili Street, the Hilo Program had three faculty members, four part-time lecturers and 46 freshman students. Photo circa 1952-53.

Emerging from Manoa’s shadow

The University of Hawaii at Hilo is no longer the far-flung little satellite campus of its early days.

Originally begun in November 1945 with three non-credit courses offered to 28 students, the University of Hawaii at Hilo campus since has spread its wings, growing into a thriving institution in its own right, offering a wide range of courses that attract students and faculty from across the nation and the globe.

But in its first two decades, UH-Hilo very nearly crashed and burned before ever getting off the ground.

“One surprising fact about this institution’s growth is that it grew … relatively orphaned at an early age and with little support or direction from the University of Hawai‘i’s main center in Manoa Valley,” wrote Frank T. Inouye, the former UH-Hilo campus director from 1952-57. “Indeed, had its fate been left to the parent institution, the school in Hilo would

By COLIN M. STEWART
Hawaii Tribune-Herald

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University of Hawaii at Hilo students James Moore and Josh Jess check on some oysters Thursday afternoon at the UH-Hilo Pacific Aquaculture and Coastal and Resources Center in Keaukaha.

Research efforts benefit community, economy

By COLIN M. STEWART
Hawaii Tribune-Herald

Every good university must endeavor to do more than just passing on information to its students, according to University of Hawaii at Hilo Vice Chancellor for Academic Affairs Matt Platz.

“One of the functions of a university is the discovery of new knowledge and the creation of new scholarship,” he said. “Different universities punctuate that more than others, but every university has as part of its mission the discovery of new knowledge.”

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- Center for the Study of Active Volcanoes Research, training and outreach programs
- North Hawaii Education & Research Center Outreach Center in Hamakua
- Pacific Aquaculture & Coastal Resources Center Research & Education Facility at Hilo Bay

Research Partnerships
- EPSCoR Hawaii: Experimental Program to Stimulate Competitive Research — Federal program to develop Hawaii’s statewide scientific and technological capabilities, currently focusing on invasive species, effects of climate change on biodiversity, ecosystems
- Hawaii Conservation Alliance — Incorporating Native Hawaiian culture into natural resource conservation practice
- Hawaii Cooperative Fishery Research Unit — Graduate education, research, and technical assistance
- Pacific Islands Climate Science Center — Scientific information, tools and techniques to anticipate, monitor and adapt to climate change

Research Impact
- $14 million in research grants and contracts in fiscal year 2013
- 575 research workers; average annual full-time pay of $42,700
- 400 employees at UH-Hilo University Park of Science & Technology
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environment within which to perform world-class research that can, in many cases, only be performed in a few places around the world, he said. That serves as an important draw for talented students and faculty.

“UH-Hilo is a place that attracts faculty and students, in part, based on their ability to (discover new knowledge and create new scholarship),” he said. “The university has the ability to provide them with the resources they need.”

In addition to furthering academic pursuit of knowledge, the research also has the added effect of positively benefiting the community, Platz said.

Among those projects: Work on indigenous languages being done by faculty at Hilo’s College of Hawaiian Language has helped to promote a revitalization of the Hawaiian language and its culture; tropical conservation biology and environmental sciences researchers study the history of evolution of species in Hawaii, the impacts of climate change on land and in coastal waters, and do research on ways to mitigate climate change and pollution; and College of Agriculture, Forestry and Natural Resources faculty, through a growing partnership with the emerging four-year program in engineering, are doing research on alternative energy and agribusiness that can directly benefit Hawaii Island residents.

“We attract people who can do (these things) very well, and we attract students who want to benefit from that,” Platz said.

Aside from the island’s natural environment that serves as the backdrop for much of the research done here — from the ocean, to the lava, to the sub-tropical rainforests — UH-Hilo boasts 10 research laboratories.

There’s the Agricultural Farm Laboratory, with 110 acres for teaching and research; the Analytical Laboratory, supporting ecological research and water quality studies; the College of Pharmacy laboratories, providing labs for every researcher at the college to pursue their individual interests; the Geochronology Laboratory, providing a space to perform non-destructive analyses of basalt and volcanic glass artifacts; and more.

UH-Hilo and its community also greatly benefit from earning grant money for its research projects, according to University Relations Director Jerry Chang.

“UH-Hilo researchers receive tens of millions of dollars of sponsored funds every year,” he said. “… A sizable portion of this funding is to pay salaries to research and research-related personnel. State and local taxes are collected on those salaries, which supports the local tax base. Research and research-related personnel spend their salary dollars locally, which boosts the local economy.”

He added that while many researchers are from Hawaii, many are attracted to Hilo because of the research work being done here, adding to the economic impact.

In fiscal year 2013, UH-Hilo faculty brought in $14 million in research grants and contracts, according to the University of Hawaii Economic Research Organization. That money helped to employ 575 research workers, averaging annual full-time pay of $57,000.

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Research laboratories include:
• Agricultural Farm Laboratory — 110-acre farm for teaching and research
• Analytical Laboratory — Supporting ecological research and water quality studies
• College of Pharmacy Laboratories — Labs for every researcher at the college to actively pursue their research interests
• Geochronology Laboratory — Non-destructive analyses of basalt and volcanic glass artifacts
• Hawaiian Medium Laboratory Schools — Hawaiian language immersion education
• Hilo Core Genetics Facility — Service laboratory with technical training sessions in genetics, DNA sequencing, DNA fragment separation and detection services
• Laboratory for Exercise Science — Research on human physiological, anthropometric, biometric systems
• Price Lab — Studying genetics and adaptations of birds and insects in Hawaii
• Scanning Electron Microscopy and Analysis Laboratory — Multidisciplinary lab
• Spatial Data Analysis and Visualization Labs — Specializing in advancing Hawaii-based scientific research through using the latest technology for spatial and temporal analysis and visualization

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UH-Hilo’s 2015 Distinguished Alumni Awards Recipients.
L-R: Mr. Ramon Goya, Dr. Boyd Castro and Dr. Patsy Fujimoto. Congratulations to all!
Much of the research performed by students and faculty at UH-Hilo can be scholarly and esoteric, making it difficult for the general public to understand its real-world applications. But sometimes, those real-world applications include projects that directly benefit the local population at a time of great need. That's when the value of having a major research engine on the Big Island becomes very clear.

Beginning in summer 2014, a pair of natural disasters served to highlight that fact.

When Tropical Storm Iselle made landfall in East Hawaii on Aug. 7, lower Puna was battered by high winds that tore down thousands of trees, demolishing homes, vehicles and

**In the field**

University researchers help island cope with natural disasters

By COLIN STEWART
Hawaii Tribune-Herald

The June 27 lava flow advances directly behind researchers, from left, Matt Patrick and Frank Trusdell, geologists at the U.S. Geological Survey Hawaiian Volcano Observatory; Asia Addlesberger, geographic information systems specialist with the County of Hawaii; Tim Orr, lead geologist at HVO; and UH-Hilo researchers Ryan Perroy, assistant professor of geography and environmental science; Nicolas Turner, cyber computer programming analyst; and Jonathan Price, associate professor of geography, in October. Perroy holds an aerial drone he and his team have been using to map the lava flow.

**Photo courtesy UH-Hilo**

The June 27 lava flow advances directly behind researchers, from left, Matt Patrick and Frank Trusdell, geologists at the U.S. Geological Survey Hawaiian Volcano Observatory; Asia Addlesberger, geographic information systems specialist with the County of Hawaii; Tim Orr, lead geologist at HVO; and UH-Hilo researchers Ryan Perroy, assistant professor of geography and environmental science; Nicolas Turner, cyber computer programming analyst; and Jonathan Price, associate professor of geography, in October. Perroy holds an aerial drone he and his team have been using to map the lava flow.

**Photo courtesy Darcy Bevens, CSAV**

UH-Hilo professor of geology Ken Hon explains how the June 27 lava flow approached the Pahoa waste transfer station to a group of schoolchildren during a field trip to the station in December.

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University has massive economic impact on Hilo

Measuring the economic impact a university has on the surrounding community is a difficult thing to pin down, according to retired University of Hawaii at Hilo economics professor David Hammes.

“It’s kind of like gaining weight,” he said. “Let’s say you weigh 170 (pounds) … and you gain 20 pounds. Where is it going to be? It won’t be on one leg, or your ear lobe. It is kind of distributed all over.”

When Hammes first moved to East Hawaii in the mid-1980s, many people didn’t even know where the university was, he said, prompting a project to erect signs around Hilo pointing in the direction of the campus.

“But, if you pulled the university out of the community now, 30 years later, almost everybody would feel it,” he said. “I don’t even know if one could imagine a current Hilo without the university. (People) are touched more often than they know by its presence. Whether it’s FedEx having a couple more people on staff, or one more flight a week because of the university, or your next-door neighbor might be a lawn keeper at the university, or a services staff or faculty member. Or, just yesterday, I saw a gaggle of students lined up at Target buying stuff.”

In fiscal year 2012, the most recent period for which economic impact data is available, Hawaii County enjoyed more than $428 million in business activity generated as a result of University of Hawaii at Hilo operations.

“…there’s just tons of things being done at the university as it applies to local folks.”

DAVID HAMMES, former UH-Hilo economics professor

By COLIN M. STEWART
Hawaii Tribune-Herald

Students traverse the commons area Tuesday at UH-Hilo. Registrar data shows that the campus has had a decrease in enrollment for the second straight year.
Hawaii operations here, including the Hilo campus and Hawaii Community College, according to a report by the University of Hawaii Economic Research Organization.

To put that in perspective, Hammes said, UH generated sales at Big Island businesses nearly equivalent to the volume generated by three average Costco stores.

It’s important to note, he explained, that the business sales data represent the same dollar circulating within the community several times. For instance, a new building could employ a local worker, who is paid and then turns around and buys a gallon of milk at a Hilo grocery store. Money from that sale will go to pay grocery store employees, who then in turn spend that money elsewhere. Each $1 in direct expenditures ends up equaling about $1.96 in local buying power, dissipating each time it changes hands because a percentage leaves the island each time.

Data courtesy of the UNIVERSITY OF HAWAII ECONOMIC RESEARCH ORGANIZATION

Direct local spending as a result of UH fed $221 million into the Big Island economy in fiscal year 2012, according to the UHERO report. That creates the same impact as what Hawaii County would see if nearly four-and-a-half 2,000-passenger cruise ships docked in Hilo every day, Hammes said.

Those direct local expenditures generated more than $22 million in state taxes, and employed 3,326 people who collected nearly $127 million in income.

Hammes was quick to note that while the data on economic impact is telling, it only scratches the surface on the overall impact of the university on the local economy.

“There are many other ways that the people at the university are integrated into the community,” he said.

Research, for instance, has had a huge impact on the economy. UH’s development of the genetically modified Rainbow papaya helped farmers maintain their multi-million dollar industry after it was nearly destroyed by the ringspot virus. Current work being done by researchers also is helping Big Island coffee growers combat the invasive coffee berry borer.

Meanwhile, researchers with the Pacific Aquaculture and Coastal Research Center are helping launch an entirely new industry for Hawaii — the cultivation of oysters.

“There’s just tons of things being done at the university as it applies to local folks,” Hammes said.

Email Colin M. Stewart at cstewart@hawaiitribune-herald.com.
have been thwarted in its early infancy.”

According to his 2001 history of the school — titled “The University of Hawaii at Hilo: A College in the Making” — by 1947, the fledgling program had fallen under the purview of the University of Hawaii Extension Division, and had rented part of the Hilo Boarding School on Hualii Street, complete with three instructors and four lecturers offering 14 courses to 46 freshmen. Two years later, the university had designated two “off-Manoa” locations as centers, including Hilo and Waimea. That year, 79 people attended classes at the University Center of Hilo, but the permanent administration of the institution.

In 1951, the fledgling campus faced its first potential disaster when Gov. Oreolu E. Long opted to do away with the program “as much duplication.” He angered the Big Island community by testing the lack of support and administrative unit of the Hilo campus, the first permanent administration of the institution. But in 1951, the fledgling campus faced its first potential disaster when Gov. Oreolu E. Long opted to do away with the program “as much duplication.”

Inouye wrote.

Later in 1949, Edward T. White was named as the first permanent administrator of the institution.

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By June 1955, an ad appearing in the Tribune-Herald announced that the Hilo Branch would vacate the Hilo Boarding School and begin classes at the new campus in the fall. A total of 155 students registered at the Hilo Branch that fall, and two years later the enrollment had shot up to 255. There were 26 faculty and staff members. That same year, when Hawaii achieved statehood, the Hilo institution became accredited by the Western Association of Schools and Colleges. Growth continued, and by 1960 there was a groundswell of public support for the Hilo Branch to expand from a two-year to a four-year institution. Reasoning was based on a number of factors, including economic, academic, and social, “But to all such arguments, (UH) President (Laurence) Snyder turned a deaf ear,” Inouye said.

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have been throttled in the past, such as a glee club, a radio group and athletic program. The board felt the need to close the institution as an "economic measure." An "immediate, emergency response," from the university's office of development, was to make it "an integral academic and administrative unit of the school." Students and staff members were told the school would close by fall, and the institution's assets were sold to pay off the school's debts.

The board's decision was met with widespread condemnation by Hawaii's political leaders, including U.S. Sen. Daniel Inouye, who described the action as "an immediate, angry response." Inouye said the decision was made without consulting the community or the state Legislature, which had authorized the establishment of the institution.

"It's a sad day for education in Hawaii," Inouye said. "This is a step backward for our island's future."
the position of a chancellor to report directly to the president’s office.

In his first official statement about the objectives and purposes of UH-Hilo, newly named Chancellor Paul Miwa said that “at this point, our job is to … create an identity of our own at Hilo. We have been given a mandate to develop this campus into a university which can be competitive with the Manoa campus.”

By 1970, total enrollment stood at 1,100, with growth averaging between 10 and 20 percent a year. The first baccalaureate program was set to begin in September, with a four-year program listing 154 courses and a staff of 82.

The move from a two-year institution to a full four years was an important one, not only for the future of UH-Hilo, but for the future of Hawaii Island in general, said Gerald DeMello, who worked at UH-Hilo for about 25 years before retiring from his position as director of university relations in 2012. During his time, he worked extensively with university and government leaders to expand the Hilo campus and its programs.

“Having been born and raised in Hilo, and watching the demise of sugar, I was motivated with a deeper understanding that UH-Hilo and Hilo town were inextricably linked,” he said. “Our university was an economic driver, and our future as a town was a practical and realizable goal that, brought to fruition, will serve as a foundation and build a promising future for Hilo economically, educationally, socially, culturally and recreationally.”

Email Colin M. Stewart at cstewart@hawaiitribune-herald.com.

This photo shows the construction of College Hall in 1956. The building currently houses University Relations, math, computer science, geology and some Hawaii Community College offices.

Bring in international students to enrich our campus with diversity and a broad spectrum of culture and knowledge. Look for new semester-long programs in the near future, designed to attract international students who would like to experience our “living laboratory” island for one or two semesters.

In turn, local students in Study Abroad leave us for a year to study at universities throughout the world — and they return to finish their degree with an expanded vision for their careers and their own communities.

We also look to bring new knowledge to our campus through hiring faculty from around the world who are at the cutting edge of their field.

For example, Shihwu Sung, an environmental engineer, provides expertise in energy science. He sees great potential for Hawaii Island to become a model of renewable energy, and he is helping us develop an energy science degree. This type of program will benefit local students greatly, much like our pharmacy degrees that allow local students to stay on the island while being educated for careers of the future.

Also looking to the future, an aviation degree is being planned with three tracks: fixed wing, rotary and unmanned aerial vehicles (UAV). This is a completely new career path not available anywhere else in the state. UAV alone will have a major impact on the future of agriculture, astronomy, biology, geography, geology, marine science and natural resource management, and we will have graduates ready to meet the demand.

We’re also planning to build on our world-renowned Hawaiian language program with a liberal arts degree to be taught entirely in the Hawaiian language.

Another important program, with its first cohort starting this fall, is a master of arts in heritage management for students who seek careers in the interpretation and preservation of cultural heritage in Hawaii and the Pacific islands.

We will continue to grow as a practical university, focusing on preparing students for careers that will bring meaningful work and are of benefit to our island. This is why we also are focusing on applied learning across all our majors, where students can apply the knowledge gained in the classroom to real world experience in our local community and our island environment.

A good example of this is our graduate program in tropical conservation biology and environmental science, where we’ve launched more than 100 students into careers.

During their graduate studies, they all participated in field work, and now most are managing local resources and applying the science learned at UH-Hilo to protecting our island home.

UH-Hilo cannot grow on its own. We need to work with our local community to the benefit of all. This, combined with our strong partnership with Hawaii Community College, will ensure that Hawaii Island’s high school students, upon graduation, will have the options they need to access higher education here at home.
Outreach efforts offer something for everybody

By COLIN M. STEWART
Hawaii Tribune-Herald

In addition to furthering the education of its students, UH-Hilo counts among its missions the pursuit of strong ties with its host community.

From spectator entertainments such as sports and live performing arts, to adult education courses and more, in the 68 years the campus has been here, it has managed to ingrain itself in the life and culture of Hawaii Island.

“We want to always get our program engaged with the community,” explained Joey Estrella, interim athletic director of the Vulcans.

Basketball historically has been the program’s biggest draw when it comes to attracting the community to UH-Hilo, he said, but other sports such as women’s volleyball and baseball have also built a strong following among Big Isle residents. Meanwhile, the UH-Hilo soccer program is beginning to draw major interest among spectators.

“I think our program is well-rounded, with the different sports we participate in,” he said. “From cross-country to men’s and women’s tennis, we have well-rounded opportunities for our community to be involved.”

He added that many of the school’s approximately 250 student-athletes benefit from locally provided scholarship funds. As a result, students are encouraged to get involved in all manner of service events to give back to Hawaii Island residents.

“We have a lot of things we don’t really publicize, a lot of free youth clinics done in conjunction with county Parks and Recreation. We work with the Special Olympics, we...
do readings at schools. (Recently) we had a cleanup day at the (Panaewa Rainforest) Zoo, where students were there for four hours and worked,” Estrella said. “It’s Vulcan athletes leading by example.”

When it comes to the arts, the UH-Hilo Performing Arts Center is considered by many to be a cultural hub for the Big Island, according to facility manager Lee Dombroski.

During its season, which runs from September to April, the center hosts dozens of educational and culturally diverse performing arts programs featuring local, regional, national and international artists.

“The programs we promote and present are for the university community, as well as the overall community,” she said.

Last year, the center welcomed 21,568 visitors for 55 separate events. During the 2012-13 season, it saw just shy of 30,000 come through the door, she said.

This year’s season included performances by Rock and Roll Hall of Famer and Grammy winner Mavis Staples; Tunisian songwriter, guitarist and singer Emel Mathlouthi; and internationally renowned blues singer-songwriter Eric Bibb.

String quartets, ballet, chamber music and more can be enjoyed at the center through events organized in collaboration with the Hawaii Concert Society.

Each year, the center collaborates with the UH-Hilo Performing Arts Department to produce and stage a play featuring students and members of the community, Dombroski said.

“Anyone is free to come audition,” she said. “The performing arts center also serves an important educational function for Big Isle students, offering programs to private and public school keiki. It’s an especially important mission in the current economic climate, Dombroski said. “The arts in education have declined so drastically over the last several years with all the cuts, it’s very important to us. This year we had a program, ‘Conquering the Sun’ — an amalgamation of Hawaiian myths and legends. We had 3,600 kindergarten through fourth-graders come. … And when the schools called us and said that the majority of their students were on subsidized meal plans and couldn’t afford the $2-$3 tickets, we stopped charging them. All they have to do is get themselves here,” Dombroski said.

As for additional educational opportunities, the UH-Hilo College of Continuing Education and Community Service offers an ever-expanding selection of non-credit courses to the public, as well as professional development workshops, senior programs, English language programs, special events and community service events.

For more information about the college’s offerings, visit http://hilo.hawaii.edu/academics/ccecs/.

The ‘Imiloa Astronomy Center, which is managed by the university, serves as a place where science and Hawaiian culture converge. In partnership with the observatories on Mauna Kea, the facility uses its 120-seat planetarium, and exhibit and classroom spaces, to educate the public about the history and future of exploration on Hawaii Island.

See OUTREACH Page 17

KTA Super Stores was established in 1916 by Koichi and Taniyo Taniguchi as a 500 sq. ft. grocery and dry goods store. Over the last 99 years, KTA has grown to a five store, island wide chain and still committed to serving the Hawaii Island community.

c. 1930s. K. Taniguchi’s Store on Leilani Street, the first store opened in 1914. Located next to the Hilo Police Station, the store was destroyed by the 1946 flood wave. Standing, L-R: Tsuru Taniguchi, Koichi Taniguchi, Kazu Taniguchi, Tami Taniguchi (middle) and Terry Taniguchi. (far right) accompanied by two neighborhood children.

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RESEARCHERS  From page 7

roadways. Some residents were left without power or communications for weeks as workers cleared the roads and reconnected utility lines.

Shortly after the storm passed, UH-Hilo researchers went into action, helping assess the environmental damage and provide the public with as much information as possible.

In Kapoho’s Vacationland Hawaii subdivision, heavy storm surge and wind destroyed homes and battered the coral reefs, dumping debris, paint, insecticides, herbicides and other toxic substances into the tidepools. As residents there worked to repair the damage and make their neighborhood liveable, UH-Hilo employees such as Misaki Takabayashi, a marine science researcher, met with them to provide guidance and to assess the situation.

That work has continued since, and on Feb. 7 Takabayashi was joined by fellow faculty members to present the data they have collected so far at a meeting of the Vacationland Hawaii Community Association.

“The face-to-face sharing of our research is helping the community understand what is happening in their backyard,” Takabayashi said. “The attendees were generally appreciative of our efforts so far and had lots of informed questions.”

UH-Hilo set up a website, http://hilo.hawaii.edu/blog/misakita/, to provide access to the research being done at the tidepools in the wake of Iselle.

“This website contains the purpose of the research, video documentation of our research efforts and updated results,” she said.

Among her findings, Takabayashi says that physical damage to the coral was limited to the northern pools. Water quality currently remains a concern there, she reported.

Other researchers investigating the effects of Iselle include Ryan Perroy, an assistant professor of geography, who is working to map the distribution of invasive albizia trees — the main culprit behind much of the destruction done to homes, businesses and infrastructure; Tracy Wiegner, a professor of marine science, is studying coastal water quality at Waiopae; and Steve Colbert, an assistant professor of marine science, who is studying water quality and connectivity, which involves the fluctuations of the anchialine ponds because of high and low tides and their connections with groundwater.

Just as life was returning to some semblance of normalcy for many Puna residents, Hawaii County Civil Defense warned the public in late August that a lava flow from the Pu‘u ‘O‘o vent on Kilauea appeared to be headed for Pahoa. Thus began months of on-again-off-again watching and waiting as the flow front made its way down the mountain but always seemed to freeze just short of crossing Highway 130.

Since the flow first landed on the public radar, UH geologists such as Ken Hon have helped to inform the public about lava flows. When Hawaii County reopened the Pahoa waste transfer station to allow the public to see the still-warm fingers of lava that encroached on the property, Hon even helped lead schoolchildren on a tour of the facility.

“This week both the UH-Hilo geology department and CSAV have been helping Hawaii County Civil Defense teach elementary school children from Pahoa about what happened during the recent lava flows, how lava works, and what measures were during the passed flow,” Hon said Dec. 8. “Civil Defense set up stations and UH-Hilo ran two of these. About 300 elementary school kids are visiting each day this week and so far it has been a great success.”

Mark Kimura, a UH-Hilo affiliate faculty member of the Department of Geography and Environmental Sciences, has helped to analyze and present data to the public regarding the social and economic impacts of the lava flow and potential problems that could arise if the lava flow crosses Highway 130.

His Facebook page, “Lower Puna Infographics by Dr. Mark”

See RESEARCHERS Page 17
In 1945, the tiny school that eventually would become the University of Hawaii at Hilo offered a total of three noncredit courses. Today, the university offers more than 50 bachelor’s, master’s, and doctoral degrees. Below is a list of degrees and certificate programs available in the 2014-15 academic year (not including minor degrees).

**Bachelor’s degrees**
- Administration of Justice, B.A.
- Agriculture, B.S.: Animal Science — Livestock Production Specialty
- Agriculture, B.S.: Animal Science — Pre-Veterinary Specialty
- Agriculture, B.S.: Aquaculture Specialty Requirements for the Bachelor of Science Degree
- Agriculture, B.S.: Tropical Horticulture Specialty
- Agriculture, B.S.: Tropical Plant Science and Agroecology Specialty
- Anthropology, B.A.
- Art, B.A.
- Astronomy, B.S.
- Biology, B.A.
- Biology, B.S.: Cell and Molecular Track
- Biology, B.S.: Ecology, Evolution and Conservation Track
- Business Administration, B.B.A.: Accounting
- Business Administration, B.B.A.: General Business
- Chemistry, B.A.
- Chemistry, B.A.: Health Sciences
- Communication, B.A.
- Computer Science, B.S.
- Economics, B.A.
- English, B.A.
- Environmental Studies, B.A.
- Environmental Science, B.S.
- Geography, B.A.
- Geology, B.A. and Geology, B.S.
- Hawaiian Studies, B.A.
- History, B.A.
- Japanese Studies, B.A.
- Kinesiology and Exercise Sciences, B.A.
- Kinesiology and Exercise Sciences, B.A.: Health Promotion Track
- Liberal Studies, B.A.
- Linguistics, B.A.
- Marine Science, B.A. and Marine Science, B.S.
- Mathematics, B.A.
- Natural Science, B.A.
- Nursing, B.S.
- Performing Arts, B.A.: Dance Concentration
- Performing Arts, B.A.: Drama Concentration
- Performing Arts, B.A.: Music Concentration
- Pharmacy Studies, B.A.
- Philosophy, B.A.
- Physics, B.A.
- Political Science, B.A.
- Psychology, B.A.
- Sociology, B.A.

**Master’s degrees**
- China-U.S. Relations, M.A. (not accepting new applicants)
- Clinical Psychopharmacology, M.S.
- Counseling Psychology, M.A.
- Education, M.Ed.
- Hawaiian Language and Literature, M.A.
- Indigenous Language and Culture Education, M.A.
- Indigenous Language and Culture Revitalization, Ph.D.
- Kahuawaiola Indigenous Teacher Education
- Kinesiology and Exercise Sciences, M.S.
- Language and Literature, M.A.
- Marine Science, M.S.
- Mechanical Engineering, M.S.
- Multidisciplinary Studies
- Music, M.A.
- Pacific Islands Studies
- Planning
- Physics, M.S.
- Political Science, M.S.
- Psychology, M.S.
- Sociology, M.S.
- Sociology, M.S.
- Sociology, M.S.
- Sociology, M.S.
- Sociology, M.S.

**Doctoral degrees**
- Indigenous Language and Culture Revitalization, Ph.D.
- Nursing Practice, D.N.P.
- Pharmaceutical Sciences, Ph.D.
- Pharmacy, Pharm. D.

**Certificate programs**
- Accounting
- Asia-Pacific Economic Relations
- Beekeeping
- Business Administration
- Chinese Studies
- Computer Application Development Specialization
- Contemporary Indigenous Multilingual
- Database Management
- Educational Studies
- Environmental Studies
- Filipino Studies
- Finance
- Forest Resource Management and Conservation
- Global Engagement
- Hawaiian Culture
- Hawaiian Language
- playwrighting
- International Studies (Tourism Concentration)
- International Studies (International Relations Concentration)
- Kahuawaiola Indigenous Teacher Education
- Marine Option Program
- Multidisciplinary Studies
- Pacific Islands Studies
- Planning
- Plant Tissue Culture
- STEM Research Honors
- Teaching English as a Second Language
- Tropical Farming
- Women’s Studies
Much of the research performed by students and faculty at UH-Hilo can be scholarly and esoteric, making it difficult for the general public to understand its real-world applications. But sometimes, those real-world applications include projects that directly benefit the local population at a time of great need. That’s when the value of having a major research engine on the Big Island becomes very clear.

Beginning in summer 2014, a pair of natural disasters served to highlight that fact. When Tropical Storm Iselle made landfall in East Hawaii on Aug. 7, lower Puna was battered by high winds that tore down thousands of trees, demolishing homes, vehicles and roadways. Some residents were left out power or communications for weeks as workers cleared the roads.
Research funding has increased in recent years thanks in large part to the Tropical Conservation, Biology and Environmental Science Masters program and the Daniel K. Inouye College of Pharmacy, Chang said. Those programs have “dramatically increased sponsored research activity over the last decade and increased the economic impact of UH-Hilo.”

As for the future of research on Hawaii Island, Platz says the sciences of keeping people fed, hydrated and powered up are going to be important areas upon which the Hilo campus should capitalize.

“The National Science Foundation is increasingly stating that food, energy and water systems are some of the great research challenges of the century,” he said. “Many people believe water will be the most precious resource of 21st century, not petroleum, and Hawaii Island is poised to be the place where we make discoveries about how to optimize their usage wisely.”

Meanwhile, Platz said, the current state of technology requires that “we can increase food production, but it costs you more energy and water. How do you optimize all three at same time? … The world has to grow more food on less land and with less water and fertilizer. … Using systems analysis and where we are in the world, we are really positioned to teach the world how to do this. I see it as a great emerging opportunity that will be a great benefit to the people of Hawaii Island.”

Email Colin M. Stewart at cstewart@hawaiitribune-herald.com.
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