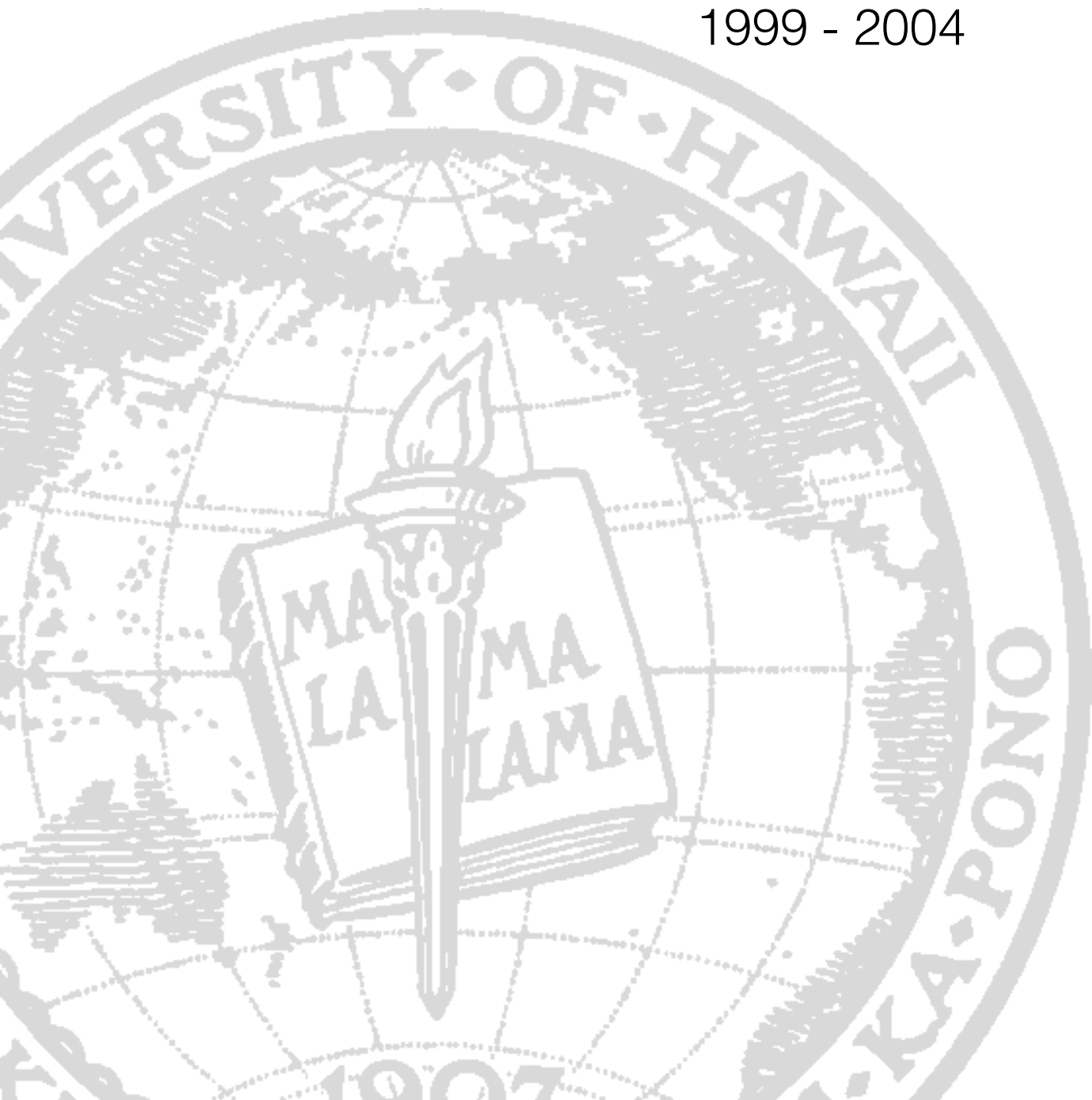




University of Hawai'i at Mānoa
College of Tropical Agriculture and Human Resources

Strategic Plan

for the College of
Tropical Agriculture
and Human Resources
1999 - 2004



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Executive summary

The College of Tropical Agriculture and Human Resources (CTAHR) is an integral part of the University of Hawai‘i at Mānoa’s Carnegie I Research Institution designation and is the Land Grant college of the University of Hawai‘i. CTAHR is federally mandated to fulfill the University’s threefold Land Grant mission of instruction, scientific research, and outreach to address State needs. No other college at the University of Hawai‘i has such an extensive mandate or interacts so closely with the citizens of the State.

CTAHR enrollment in the fall of 1997 increased by 15 percent over the fall of 1996. Future increases in student enrollment and the ability to provide relevant research and outreach programs for the people of Hawai‘i are, however, strongly dependent on the College’s ability to restructure its academic units and programs, restore and maintain faculty in priority areas, acquire extramural funding, and be perceived as “the place to be” by prospective students.

To achieve these ends, faculty, students, staff, and CTAHR’s client community have cooperated to develop a five-year strategic plan. The plan comprises the goals and objectives needed to fulfill a vision, a mission, and three strategic initiatives:

- ***Vision:* CTAHR will be the premier resource for tropical agricultural systems and resource management in the Asia-Pacific region.**
- ***Mission:* CTAHR is committed to the preparation of students and all citizens of Hawaii for life in the global community through research and educational programs supporting tropical agricultural systems that foster viable communities, a diversified economy, and a healthy environment.**
- ***Strategic Initiatives:***
 - (1) Provide an excellent and relevant student-centered learning environment.**
 - (2) Create new economic opportunities through research.**
 - (3) Transfer useful knowledge responsively to the community at large.**

The strategic plan has two centerpieces. The first is a comprehensive reorganization of CTAHR’s staff and resources into six departments from the current eleven. The second is a rejuvenation of outreach and Extension programs to make the College’s new academic programs and its research results more accessible to the citizens of Hawai‘i. New faculty and staff are crucial to the success of these efforts.

Capital improvements are needed at both on- and off-campus facilities. Over the next five years, \$2,650,000 is needed to improve infrastructure on-campus, and \$2,950,000 is needed off-campus. In addition, a new research and education center, to replace the Waialeale livestock facility, is needed.

CTAHR’s plan is compatible with the strategic plans of the University of Hawai‘i and the Mānoa campus: it directly addresses improved learning for students and provides for an enhanced response to State needs through service and outreach based upon science.



Vision, mission, and initiatives

The vision, mission, and initiatives of the College of Tropical Agriculture and Human Resources for the years 1999 - 2004 are:

Vision

CTAHR will be the premier resource for tropical agricultural systems and resource management in the Asia-Pacific region.

Mission

CTAHR is committed to the preparation of students and all citizens of Hawai'i for life in the global community through research and educational programs supporting tropical agricultural systems that foster viable communities, a diversified economy, and a healthy environment.

Initiatives

- (1) *Provide an excellent and relevant student-centered learning environment.*
- (2) *Create new economic opportunities through research.*
- (3) *Transfer useful knowledge responsively to the community at large.*

Introduction

The University of Hawai'i supports the educational needs of the people of Hawai'i. In execution of the University's purpose, the faculty and staff of its College of Tropical Agriculture and Human Resources (CTAHR) engage in teaching and research and apply both to the challenge of managing and enhancing Hawai'i's agricultural, natural, and human resources.

CTAHR fills some unique and critical niches at the University of Hawai'i's Mānoa campus. The College is charged with fulfilling the University's threefold Land Grant mission of instruction, research, and outreach. It is also one of the only colleges whose activities have a direct impact on both the health of the State's economy and the protection of its fragile environment. CTAHR's extension and outreach programs enable it to have more interaction with the State's population than any other college in the UH system. In keeping with the University's role as an international academic leader, over the past five years, CTAHR has generated more international research funding than any other college in the University system.

Calls for change in the management of agricultural, natural, and human resources have been made in recent years. They are found in the Hawai'i Department of Agriculture's 1994 *New Opportunities for Agriculture in Hawai'i: A Blueprint for Change*, Governor Cayetano's 1996 *Restoring Hawai'i's Economic Momentum*, and the Governor's Task Force on Science and Technology's 1997 *Recommendations to the Governor for Promoting Technology-Based Economic Growth in Hawai'i*. The need to change how we prepare our students for Hawai'i's economy is brought to light in Mattson Sunderland's 1996 *A Study of Business Leaders' Opinions about Higher Education in Hawai'i*. At roughly the same time these assessments of the State's needs were published, the University's administration was also urging its colleges to engage in strategic planning.

This document presents CTAHR's proactive, five-year strategic plan for meeting the challenges cited above. We propose a reorganization that is (1) grounded in the fact that CTAHR is an integral, essential component of the UH-Mānoa campus, (2) consistent with and directly supportive of the UH mission and the goals of the UH system and those of the Mānoa campus (*see Table 1 on page 12*), and (3) unanimously supported by the CTAHR faculty senate.



The central features of this strategic plan are a significant restructuring of the College from its present eleven departments to six and the renewal of its research and outreach capabilities. The planning process began in July 1996. A steering committee of College faculty and representatives from our community client groups was established. The 21-member steering committee met regularly and communicated frequently with faculty and staff. To involve faculty, staff, and students in the deliberations, several CTAHR meetings were held on the Mānoa campus. To gather the opinions of the community that CTAHR serves, the dean and many members of the steering committee attended off-campus “town hall” meetings on all major islands where College faculty and staff are located. More than 650 people attended these meetings, which were announced to industry groups and leaders and advertised in local newspapers.

The strategic plan that emerged from these deliberations is guided by both a vision statement and a mission statement.

Our vision statement is:

CTAHR will be the premier resource for tropical agricultural systems and resource management in the Asia-Pacific region.

Our mission statement is:

CTAHR is committed to the preparation of students and all citizens of Hawai‘i for life in the global community through research and educational programs supporting tropical agricultural systems that foster viable communities, a diversified economy, and a healthy environment.

To achieve our vision and fulfill our mission, we identified three strategic initiatives and their supporting goals and objectives. Addressing these initiatives is critical not just for the College, but also for the University of Hawai‘i and the State. The initiatives for the next five years are:

- (1) *Provide an excellent and relevant student-centered learning environment*—provide superior quality education, which addresses current and future needs, to learners participating in the College’s formal (academic) and non-formal (outreach) instructional programs on all Islands.
- (2) *Create new economic opportunities through research*—conduct research and apply its results to develop innovative opportunities for economic, social, environmental and resource management and enhancement that meet existing and future State needs.
- (3) *Transfer useful knowledge responsively to the community at large*—establish rapid-response outreach processes that utilize the outcomes of CTAHR’s research programs to further the development of diversified agriculture, protect the environment, and assist families and communities to meet their goals.

Background

In restructuring to meet the needs of tomorrow’s learners, CTAHR, the Land Grant college of the University of Hawai‘i, is helping UH fulfill its mission as a Land Grant institution. CTAHR is also an integral part of University of Hawai‘i at Mānoa’s designation as a Carnegie I Research Institution. By federal legislative mandate, the foundation of the College’s activities is the threefold mission of instruction, scientific research, and outreach (public service through Cooperative Extension) to address State needs. No other college at the University of Hawai‘i at Mānoa has such an extensive mandate or scope.



**CTAHR's
Land Grant
mission**

To help plot a course for our future, we reflected on our past. The Morrill Land Grant College Act of 1862 initiated giving public land to each state to endow a college that emphasized practical education in agriculture and engineering. The Hatch Act of 1887 provided funds to each state agricultural college to operate an experiment station that promotes the use of scientific research to solve agricultural problems. In fulfillment of these acts, the Hawai'i Agricultural Experiment Station was established in 1901. Six years later (1907) the College of Agriculture and Mechanical Arts of the Territory of Hawai'i was founded, marking the beginning of the University of Hawai'i. The College initially offered four degrees, two of which are still offered by CTAHR today: agriculture and human resources. This connection to the federal Land Grant system has benefited Hawai'i's people for nearly 100 years. More than 6,000 College graduates, among whom are many of Hawai'i's present agriculture and business leaders, and many more thousands in our communities have been helped over the decades by the College's faculty and staff.

CTAHR's major focus, agriculture, is a crucial component of a healthy economy and environment. The most recent estimates of the impact of agriculture in Hawai'i indicate that 62,000 people are employed in agriculture and related industries, and \$2.9 billion is contributed to the State's economy.

The definition of "agriculture" has evolved significantly since 1862, when President Lincoln first supported the concept of Land Grant colleges. In this strategic plan, agriculture, a managed natural system, includes all the traditional aspects of the food and fiber system—from the microscope to the table—and embraces environmental concerns that address the sustainability of the entire system.

CTAHR's environmental focus is on understanding agriculture's role in the wise stewardship of land, air, water, and plant and animal resources for the benefit of Hawai'i's present and succeeding generations. Hawai'i's green, open spaces, natural and managed, are an important visitor attraction and also contribute to the overall well-being of our citizens. Human pressure, however, is compromising Hawai'i's unique environment. The information generated by CTAHR scientists and disseminated by instructors, Extension agents, and specialists promotes the enhancement and maintenance of Hawai'i's environment. CTAHR proactively anticipates problems and continues to use all available resources to be responsive to these concerns.

Agriculture and the environment, however, are not the entire story for CTAHR. People are the rest of the story. An educated and empowered populace is crucial to the success of a modern economy. CTAHR professionals build human capital by infusing their students and clients with the need to think globally, act creatively, behave responsibly, respond appropriately, and interact cooperatively.

It has been said that "agriculture is science in action." CTAHR's programs in pursuit of the University's Land Grant mission have always been testimony to the truth of that statement.

**Addressing
previously
stated goals**

Since its founding, the College has been the leader in providing support to diversified agriculture development in Hawai'i. The loss of sugarcane and pineapple cultivation has meant large areas of excellent land have become available for diversified agriculture or other uses, thereby increasing the need for CTAHR's expertise in agriculture and land management as never before.

CTAHR professionals provided the science that made possible the successful production of macadamia, orchid, anthurium, tropical fruits, coffee, and many other



crops. They have also developed a number of value-added agricultural products. CTAHR scientists produced the first commercial fruit crop genetically engineered by a US public institution (papayas resistant to papaya ringspot virus).

Agricultural entrepreneurs constantly face new or evolving pests, changing regulations, environmental stresses, market opportunities, and international policy changes that require new solutions or approaches to improve and maintain business viability. CTAHR has repeatedly responded to these needs by providing timely and effective research-based solutions to keep agriculture viable and Hawai'i green. No other college at the University of Hawai'i serves these needs so comprehensively.

In the area of human nutrition, over 65 percent of the nutritionists/dietitians trained by CTAHR in the past five years are now working in Hawai'i's health care system to improve the health and nutrition of Hawai'i's people.

The Land Grant mission to enhance the quality of life for families and communities is addressed by the human ecology faculty in the College. These faculty play a significant role in the undergraduate instructional program preparing professionals to support families as they deal with economic and social challenges. The program provides a strong foundation for graduate studies for those students who want administrative or clinical careers. In the area of outreach, human ecology specialists have developed educational programs and materials that serve to strengthen and educate families. These materials are used by human service agencies and community organizations locally, nationally, and internationally.

Through a wide array of CTAHR educational programs and projects, youth have gained personal development and leadership skills to become responsible and productive citizens in the community. Many adults who were mentored as youth by 4-H/youth development volunteer leaders and CTAHR faculty are now among Hawai'i's prominent citizens and community leaders.

**Current
status of
CTAHR**

Severe budget restrictions in the past few years necessitate a College strategic plan that consolidates and focuses our existing resources to meet fewer, but more critical, University and community needs. This refocusing process allows us to develop selected areas of excellence and continue to build on our world-renowned reputation in tropical agriculture and human ecology management.

Concerns external to CTAHR

Hawai'i's economy is facing great uncertainty. Local tax revenues are down and so is funding for higher education. Federal funding is also decreasing, while the need for accountability increases. At the same time, Hawai'i's society is experiencing an increasing need for information and education on agricultural, natural, and human resources.

It is clear from our strategic planning process that the University needs to decisively and publicly set its priorities with regard to the allocation of its limited State resources; currently these priorities are unclear to CTAHR employees and clients. At the heart of the matter are conflicting signals: does the University feel it is more important to allocate a higher percentage of funds to efforts that address current and future State needs, for instance economic development, or is it more important to use these limited resources to attract outside research grants and contracts that do not necessarily address our State needs? Despite these uncertainties, the people of CTAHR are committed to meeting their critical mandate and await resolution of this important issue.



Concerns within CTAHR

The CTAHR faculty is a unique resource for sharing information and technical expertise with learners and clients throughout Hawai'i and the Asia-Pacific region. Some current departments have strong undergraduate programs, whereas others have strong graduate and research programs. In a recent CTAHR survey of on-campus College learners, respondents said they are getting a good education in CTAHR. Yet, we know there is room for improvement. Students want more applied experience and internships, the faculty needs more assistantships and updated equipment, off-campus clients want more Extension agents to service them, and administrators want greater accountability for resources allocated. This strategic plan establishes a framework for addressing these issues.

CTAHR is a "graying" college. Twenty-eight percent of the faculty has over 25 years of service, with a mean age of 50 in the academic departments. Over 90 percent of the faculty is tenured. Although this faculty provides a resource base of experience and perspective, infusion of new faculty is essential to the College's long-term mission and the University's continued relevance to the larger community. At a time of rapidly changing needs and new technologies, a new breed of scientist is required to adapt and apply biotechnology, satellite telemetry, genetic engineering, electronic information exchange, product processing and marketing, and environmental considerations to Hawai'i's agriculture and communities.

Since 1993 CTAHR has been authorized to hire only 12 faculty and 56 staff and APTs to replace the 36 and 81, respectively, it has lost. This is a net loss of 49 professionals—virtually a vertical cut. As a result, CTAHR needs specifically targeted new faculty, staff, and APTs in the next few years to enable the College, and therefore the University, to meet all three cornerstones of the Land Grant mission.

Student enrollment

The College currently serves 473 undergraduate majors and 134 graduate majors. Undergraduate enrollment is steadily increasing with the development of more forward-looking instruction programs and faculty committed to serving the greater UH-Mānoa student population through campus core options. Ninety-five new students entered CTAHR in fall 1997, a 15 percent increase over fall 1996. This increase reflects a heightened recruitment effort—working with high school science teachers and counselors to attract the best and brightest to the College through our NSF Young Scholars programs and outreach activities to high school students. The College undergraduate program currently enrolls four Regents Scholars, one Sterling Scholar, one Presidential Scholar, and eight Multicultural Scholars.

Graduate education provides advanced education to citizens of Hawai'i as well as to those of the Mainland and the Asia-Pacific region. It also remains an essential component in helping the College and University meet its research mission. CTAHR faculty are working on ways to incorporate more research experience into our instructional and outreach programs.

Future levels of enrollment are strongly dependent on the College's ability to restructure its academic units and programs, restore and maintain faculty in priority areas, acquire extramural funding, and be perceived as "the place to be" by prospective students.



**Relationships
with public
agencies and
other academic
institutions**

CTAHR shares many clients with other state entities including the Hawai'i Agriculture Research Center (formerly the Hawaiian Sugar Planters' Association) and the Departments of Agriculture; Business, Economic Development and Tourism; Health; and Land and Natural Resources. Our mandate, however, is broader than that of these organizations because we are charged with discovering, developing, and delivering information to learners and users both on and beyond the Mānoa campus.

Although CTAHR's multipurpose function is unique, we are working to strengthen existing connections and form strong new links with other colleges at UH-Mānoa and also with the University of Hawai'i at Hilo, the UH community colleges, and the Western Governors' Virtual University. A key objective in the next few years is to work for a seamless, fully integrated agricultural, environmental, and human resources educational system in Hawai'i.

Our values

Discussions with the faculty and staff of CTAHR have identified the following work-related core values that have helped guide the design and aims of our strategic plan:

- Discovery, learning, and sharing of knowledge is everyone's responsibility in CTAHR.
- CTAHR is a learner-centered environment, where scholarly work is expected of all.
- CTAHR faculty and staff have a commitment to on-going professional development.
- CTAHR's people maintain respect for all, open-mindedness, and a willingness to change.
- Critical thinking and creative problem-solving skills are essential for advocating change.
- CTAHR's people encourage excellence and are committed to making a difference.
- Knowledge must be integrated with practical skills.



The strategic plan for a Land Grant college for Hawai'i's future

The CTAHR strategic plan comprises three strategic initiatives and the goals and objectives necessary to accomplish them. The issues that underlie these initiatives are echoed by the Kellogg Commission on the Future of State and Land Grant Universities. They must be addressed immediately and decisively to renew the College's ability to help the University meet its Land Grant mission.

Strategic Initiative 1
Provide an excellent and relevant student-centered learning environment

The development of human learning potential in the areas of agriculture and human ecology continues to be a primary College effort. Societal interests and needs, however, have evolved over the years from largely traditional agriculture to include environmental stewardship, quality of life, community development, and health and safety. The College will provide superior quality education that addresses current and future needs for learners participating in the College's formal (academic) and non-formal (outreach) instructional programs on all islands of the State.

Goal 1
Restructure academic and non-academic programs

Objective 1—Reorganize the skills of faculty and staff to create new, restructured departments that will develop critically needed and relevant undergraduate and graduate degrees, research opportunities, and outreach activities. Tentatively, six (down from eleven) new departments are proposed. A strong emphasis will be placed on interdisciplinary studies. All six new departments will address their land-grant responsibilities of teaching, research, and public outreach by creating, developing, integrating, applying, and disseminating science-based knowledge in both undergraduate and graduate degree programs as outlined below (*see Appendix 1 for more details*):

The **Department of Human Ecology** will focus on human development, family relations, and economic issues of critical concern to the long-term sustainability of our communities and businesses. The department will offer an undergraduate degree in human ecology.

The **Department of Molecular Biosciences and Biosystems Engineering** will focus on biochemistry, biotechnology, food science and technology, and biosystems engineering for the improvement of tropical agricultural systems. The department will offer undergraduate majors in biosystems engineering and applied biochemistry and biotechnology. An interdisciplinary M.S. program will be offered in food science. M.S. and Ph.D. degrees will be offered in biosystems engineering and plant molecular physiology.



The **Department of Tropical Plant and Soil Science** will focus on the improvement of plant-based economic enterprises in tropical systems. The department will offer an undergraduate major in plant and soil science. M.S. and Ph.D. degrees will be offered in both horticulture and soil science.

The **Department of Plant and Environmental Protection Sciences** will concentrate on the principles of biological and environmental sciences to protect agricultural and urban activities that interface with the natural environments of Hawai'i. The department will offer a multidisciplinary undergraduate degree with emphasis on crop protection, biological control, environmental quality, legal regulations and decision making for the protection of agricultural, natural and urban environments. M.S. and Ph.D degrees will be offered in entomology and plant pathology.

The **Department of Natural Resources and Environmental Management** will concentrate on how to use, manage, and conserve natural and renewable resources for optimum benefits and enhanced environmental quality. The department will offer an undergraduate program in natural resource and environmental management and policy with an emphasis managing landscapes, water, forestry, and economic resources in tropical and small volcanic island resource systems. M.S. and Ph.D degrees will be offered in natural and environmental resources management with distance learning opportunities for students based off campus.

The **Department of Human Nutrition, Food and Animal Sciences** will focus on the enhancement of the nutritional health of humans and strengthening the sustainability and competitiveness of animal production systems in the tropics. The department will offer preprofessional undergraduate programs in nutrition, including dietetics, and in animal systems. MS. and Ph.D degrees will be offered in human nutrition and animal sciences.

Objective 2—Seek administrative and departmental support staff input to assist in the development of the new departments.

Objective 3—Identify and support a task force of CTAHR faculty who have a passion for learning and teaching and are committed to developing learner-centered environments. This community of scholars will provide leadership for enhancing the learning/teaching/research environment within CTAHR.

Objective 4—Make undergraduate and graduate programs and short courses available electronically to meet the needs of learners in Hawai'i, the Pacific, Asia, and beyond.

Goal 2
Recruit and retain students

Objective 5—Initiate a program to increase the College's overall undergraduate enrollment, with a goal of a 100 percent increase between 1999 and 2004.

Objective 6—Structure CTAHR class availability so that students will be assured of graduating within four successful, consecutive years of enrollment, beginning with the undergraduate class enrolling in fall 1999.



Objective 7—Assist students and graduates in career development, graduate school placement, and postgraduate learning. To facilitate this objective, designate a College coordinator of student internships, career planning and placement, and alumni relations.

Goal 3
*Restructure
administration
and staff*

Objective 8—Structure College administration to lead by example, provide maximum opportunity for faculty and staff to exercise leadership, and share responsibilities and rewards.

Objective 9—Eliminate the HITAHR structure, replacing it with an Associate Dean/Associate Director for Research and an Associate Dean/Associate Director for Cooperative Extension, and expand the responsibility of the Associate Dean of Academic Affairs to include both academic and student affairs.

Goal 4
*Strengthen
alliances*

Objective 10—Integrate the agricultural, environmental, natural, and human ecology educational system in Hawai‘i, involving other schools at UH-Mānoa, the College of Agriculture at the University of Hawai‘i at Hilo, and UH’s community colleges.

Objective 11—Hire a College development officer to initiate and implement a “giving campaign,” coordinating with the UH Foundation, UH Alumni Association, CTAHR Alumni Association, and the dean.

Strategic initiative 2

Create new economic opportunities through research

For any community to be competitive in the global economy, the continuous discovery of knowledge, development of technology, and transfer of science-based information is essential. Agricultural and environmental science and technology that work on the temperate Mainland frequently are not applicable to Hawai‘i’s unique tropical island environment. As a result, a State-assisted, ongoing research and learning program is essential to enable Hawai‘i’s agriculture to be economically viable, environmentally compatible, and sustainable for rural communities and families.

Goal 5
*Create economic
opportunities for
Hawai‘i*

Objective 12—Develop procedures, similar to the CTAHR Industry Analysis process, to identify needs and priorities for future research and allow clients to provide leadership and to partner in costs.

Objective 13—Encourage the development of interdisciplinary, intercollegiate, interagency, and regional research/learning/outreach teams (e.g., with Hawai‘i Agriculture Research Center) so that CTAHR is able to respond rapidly to critical State needs and emerging opportunities.

Objective 14—Establish the necessary infrastructure (buildings, equipment, and support positions) to support the College’s research effort.

Objective 15—Initiate consolidation of existing off-campus facilities, establishing high-quality, multi-purpose research/learning/outreach centers in conjunction with UH community colleges, where appropriate.



Objective 16—Develop infrastructure so clientele, including counties, producers, and processors, can participate in setting priorities for and funding of research and learning opportunities and commodity-specific personnel.

Objective 17—Bolster the capabilities of the College to engage in fundamental research, including the development of a pool of short-term postdoctoral positions that will allow for the infusion of information on emerging technologies and their attendant techniques.

Goal 6
Improve access to international resources, especially in the Asia-Pacific region

Objective 18—Develop an exchange and visiting scholars program in the areas of learning, research, and outreach.

Objective 19—Strengthen existing, relevant international agreements and enter into new ones where appropriate.

Strategic initiative 3
Transfer useful knowledge responsively to the community at large

Under the Land Grant charter, it is not enough to support superior learning environments and engage in state-of-the-art research. There must also be an outreach program that responds to the community's needs in a timely, helpful way. For many citizens of Hawai'i, particularly those in rural areas, their only contact with the University of Hawai'i is through CTAHR programs. Thus, improving communication between the College and its clients in the community is a linchpin of this strategic plan—and is essential to fulfilling the University's and College's Land Grant mission. CTAHR is setting a new agenda, one in which the entire CTAHR faculty has a responsibility to reach out into communities to further development of diversified agriculture, to protect the environment, and to assist families and communities in meeting their goals.

Goal 7
Improve information exchange

Objective 20—Develop a framework for creating closer partnerships with client organizations that will identify needs and priorities for future instruction, research, and outreach efforts and allow clients to provide leadership and to partner in costs.

Objective 21—Develop an effective two-way communication system within CTAHR and between CTAHR and its stakeholders. Establish mechanisms (e.g., annual county town meetings and video conference capabilities) to inform clients about the College's role in Hawai'i and how they can utilize this State resource.

Objective 22—Work with clients to reinstate county Extension/outreach budgets and capabilities that existed prior to 1992. At the same time, develop a "fee for service" plan so priority activities are self-sustaining.

Objective 23—Strengthen CTAHR's capability to help our new and growing number of urban clients with their horticultural and family needs.

Objective 24—Strengthen the College's Publications and Information Office infrastructure and the capabilities of its staff.



Priorities for new faculty and staff hires

Because CTAHR is undergoing a comprehensive restructuring process, hiring of new faculty and staff to strengthen these efforts is essential and is proposed in two phases. Phase One includes current high-priority hiring needs (*see Appendix 2*). These faculty and staff are requested and will be hired based upon the priorities established by this strategic plan. Phase Two will come after the College's new departments are finalized and they have presented plans of their degrees, programs, and activities. These new position requests will be based on input from the faculty in the reorganized departments and from clients.

CTAHR's capital improvement needs

Strong and beneficial University of Hawai'i and CTAHR research and education programs require appropriate financial support for infrastructure. The five-year repair and maintenance program for CTAHR off-campus facilities—County Extension offices and field research facilities that serve UH and CTAHR clients on all islands—has a projected cost of \$2,950,000. Besides health- and safety-required repairs, general repairs and upgrades include reroofing, repairing termite damage, complying with building codes, providing access for the handicapped, resurfacing parking areas and surface roads, painting interiors and exteriors, and performing other maintenance that has been deferred for years.

The five-year repair and maintenance program for CTAHR Mānoa campus facilities has a projected cost of \$2,650,000. General repairs and deferred maintenance include reroofing, bringing electrical systems into code compliance, replacing air-conditioning, modernizing elevators, painting interiors and exteriors, and retrofitting plant growth facilities. In addition, \$300,000 per year on average is required to repair controlled growth facilities, refrigeration units, and equipment no longer on service contracts and to replace obsolete equipment, computers, and vehicles.

Over the next five years, existing off-campus facilities and centers will be included in CTAHR capital improvement priorities. Efforts are already underway to examine each station's capabilities and effectiveness.

Finally, a new research and education center, to replace the Waialeale livestock facility, is needed.



Helping the University meet its mission and goals

A detailed comparison (Table 1) of CTAHR's initiatives and goals enunciated in this strategic plan with the mission and goals of UH and the Mānoa campus indicates that the College is highly compatible with both.

Table 1.
CTAHR initiatives and goals in relationship to UH goals and Mānoa Campus objectives.

	UH System Goals					UH Mānoa Objectives							
	Providing access to quality education experiences and service to the State	Implementing differentiated campus missions and functioning as a system	Continuing to champion diversity and respect for differences	Strengthening the University as the premier resource in Hawaiian, Asian, and Pacific affairs, and advancing its international leadership role	Acquiring resources and managing them with accountability and responsiveness	The undergraduate experience	Graduate and professional education	Research	Societal and State needs	Distance education and information technologies	International leadership	Diversity and respect for differences	Resource management
Strategic Initiative 1. Provide an excellent and relevant student-centered learning environment													
Goal 1. Restructure academic and non-academic programs	●	●	●	●	●	●	●	●	●	●	●	●	●
Goal 2. Recruit and retain students	●	○	●	●	○	●	●	●	●	●	●	●	○
Goal 3. Restructure administration and staff	●	○	○	○	●	○	○	○	○	○	○	○	●
Goal 4. Strengthen alliances	●	●	●	●	○	●	●	●	●	●	●	●	○
Strategic Initiative 2. Create new economic opportunities through research													
Goal 1. Create economic opportunities for Hawai'i	●	○	○	●	○	●	●	●	●	●	○	○	○
Goal 2. Improve access to international resources, especially in the Asia-Pacific region	●	○	○	●	○	●	●	●	●	●	○	○	○
Strategic Initiative 3. Transfer useful knowledge responsively to the community at large													
Goal. Improve information exchange	●	○	●	●	○	○	●	●	●	●	○	●	○

- Indicates that CTAHR is highly complementary with this UH goal or objective
- ◐ Indicates that CTAHR is highly compatible with this UH goal or objective
- Indicates that there is no overlap between CTAHR's goal and objectives and this UH goal or objective



Appendix 1

Framework and criteria for restructured CTAHR departments

The following guidelines were sent to all CTAHR faculty and staff to assist them in the process of consolidating and reorganizing their departments.

As you prepare your next draft for a restructured department, please follow the revised format explaining these seven attributes of the proposed department:

- Name
- Purpose
- Justification
- Skills of department personnel
- What State needs will this department address?
- What goals and objectives of UH and UHM Strategic Plans will be addressed by this department?
- What undergraduate and graduate degree and programs will be offered by this department?

Each restructured department and its various components should strongly support one or more of the proposed strategic initiatives, goals, and objectives as stated in the draft CTAHR strategic plan. The following are more specific procedures and ground rules to help guide departmental restructuring.

- A. Beginning immediately, faculty and staff are encouraged to transform current degree programs into ones that prepare students, in areas where CTAHR will be able to excel, in the most efficient and effective manner possible for the opportunities and challenges of the next century. This effort should be in concert with the Graduate Division and other appropriate entities. Existing courses that are still consistent with new department foci may be continued after review and approval by the College Senate Curriculum Committee and other appropriate entities.

Also, faculty and staff are encouraged to develop academic transition plans for enrolled students and for degree programs. All planning should be in concert with University policy.

- B. By the fall of 1999 all existing CTAHR departments will be transformed into six newly restructured departments. Features common to CTAHR's future undergraduate and graduate degree programs will include:
- a focus on department-identified critical skills
 - mandatory course evaluation and a regular revision program
 - interdepartmental and inter-college cooperation to prepare students in an efficient and effective manner



- a strong advising and mentoring program
- an internship program for undergraduate students
- increased curricular flexibility for students with up to 25% of course work requirements as electives selected from throughout the University

To contribute effectively to CTAHR's Land Grant mission and to the mission of the University and its Mānoa Campus, each of CTAHR's reorganized departments will incorporate all of the following within five years:

1. An undergraduate degree program with at least one course in the University undergraduate core.
2. A graduate degree program with required courses offered on a regular basis.
3. A research program that:
 - has research activities from basic to applied that address one or more of the key foci of the CTAHR Strategic Plan
 - actively addresses State needs in CTAHR focus areas
 - has faculty and staff actively seeking competitive grants
 - disseminates results a timely manner in primary peer-reviewed journals, technical and popular publications, and forms that are readily usable by the mass media
 - develops applications and practices based on research
 - has a combination of individual, inter-departmental, inter-college, multi-state and regional research efforts
4. An extension/community outreach program that:
 - has financial support from local industry and government agencies
 - has extension faculty fully integrated into departmental activities
 - has faculty who provide support to community groups, commodity associations and government agency initiatives
 - develops local practicum/internship opportunities for CTAHR students
5. A contribution to international education/research by having one or more of the following:
 - foreign student enrollment
 - foreign study or internship opportunities
 - specialized non-degree training
 - overseas training/technical assistance
 - contributions to an international research program
 - internationally focused course(s)
 - a seminar series



Appendix 2

Current staffing priorities for restructured College of Tropical Agriculture and Human Resources

1. Authorization to change the following positions from interim to regular status, change titles, and conduct a system-wide search for
 - Associate Dean for Academic and Student Affairs
 - Associate Dean and Associate Director for Research
 - Associate Dean and Associate Director for Cooperative Extension
 - District Director (Hawai'i/Maui)
 - District Director (O'ahu/Kaua'i)
2. Authorization to change title from Department Chairperson to Department Head for new departments and conduct a system-wide search.
3. New Positions
 - College Development Officer (Fund Raising/Alumni)
 - Community Development Specialist
 - Forestry Specialist (Hawai'i)
 - Graduate Assistant for Academic and Student Affairs
 - Urban Horticulturists (one for each of 4 Counties)
4. Replacement or Reclassification of Positions
 - Account Clerk II (AREC)
 - Account Clerk III (FO)
 - Agricultural Research Tech IV (HORT)
 - Agricultural Research Tech V (O'ahu)
 - Clerk Typist II (Ani Sci)
 - Clerk Typist II (EB)
 - Clerk-Stenographer III (Kona)
 - Clinical Nutritionist
 - Director for Publications and Information Office
 - Early Childhood Development Specialist
 - Food Toxicologist
 - Insect Physiologist
 - Insect Systemist
 - Landscape/Nursery Specialist (Hawai'i)
 - Plant Breeder
 - Plant Molecular Physiologist
 - Soil Fertility Specialist
 - Turfgrass Specialist
 - Writer for Publications and Information Office
 - Youth Programs State Leader

