CTAHR Strategic Plan, 2005–2010
University of Hawaiʻi at Mānoa
College of Tropical Agriculture and Human Resources

Strategic Plan
for the College of Tropical Agriculture and Human Resources
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Dean’s Message

I am very pleased to share with you the 2005–2010 Strategic Plan of the University of Hawaii at Manoa’s College of Tropical Agriculture and Human Resources. We are proud of this document and the open, inclusive, and transparent process through which it was developed. Hundreds of individuals—our students, faculty, staff, and stakeholders in the community—contributed their time, knowledge, and expertise to shaping this plan. The goals, objectives, and actions outlined in this document represent concrete steps toward fulfilling our educational mission, nurturing Hawaii’s people, agriculture, and environment, and achieving excellence in our endeavors. The lessons we have learned in this planning process will help us chart our direction as the college begins its second century of service in 2007.
Introduction

As the originating body of the only public institution of higher education in the state of Hawaii, the College of Tropical Agriculture and Human Resources (CTAHR) has had major impact on the socio-economic well-being of the people in our island communities. As chronicled in the Appendix, from our establishment nearly a century ago as the Territory of Hawaii’s College of Agriculture and Mechanic Arts to our present incarnation as a major unit in the statewide University of Hawaii (UH) system, CTAHR faculty and staff have effectively served a broad range of stakeholders. Committed to providing knowledge and service and improving the quality of life for Hawaii’s citizens, CTAHR has educated thousands of students, helped hundreds of businesses, facilitated informed decision-making by government and community leaders, and enhanced the lives of so many of Hawaii’s people and communities.

In keeping with its tradition of providing excellent educational opportunities, relevant and timely research results, and superior service to stakeholders, the college embarked on its most recent round of strategic planning to ensure that our priorities and the way we function are aligned with the needs and aspirations of those we are committed to serve.

The process for developing this strategic plan, described in the Appendix, built upon input received since the last strategic plan was published, and solicited extensive additional input from faculty, students, staff, and stakeholders. Not far into the development process, it became apparent that in addition to identifying and prioritizing programmatic strategies, we also needed to identify and prioritize management and administrative opportunities and goals to increase our resources and improve our efficiency. Care has been taken to ensure that CTAHR’s strategic plan is well aligned with the strategic plans of UH and other related institutions (see Appendix). With completion of this strategic plan, CTAHR now has embarked on developing and carrying out an implementation plan (see Appendix) to attain the goals and actions articulated in the strategic plan.

The document you are reading is the result of a year-long process of gathering input from faculty, staff, students, and stakeholders; drafting, circulating, and revising concepts; engaging in frank discussions; and achieving agreement on goals and objectives within the leadership of the college. It is with pride and high expectations that CTAHR presents this document to UH and the college’s many stakeholders.

OUR VISION AND MISSION

Vision
The College of Tropical Agriculture and Human Resources will actively help Hawaii diversify its economy, ensure a sustainable environment, and strengthen its communities, and will be the premier resource for tropical agricultural systems and natural resource management in the Asia-Pacific region.

Mission
The College of Tropical Agriculture and Human Resources is committed to preparing 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.
CTAHR Strategic Plan, 2005–2010

Strategic Plan Framework

CTAHR’s strategic plan is made up of a programmatic plan and a management plan. The programmatic plan consists of four programmatic goals that stem from the college’s mission. CTAHR’s tripartite land-grant functions of instruction, research, and outreach form a common thread that runs through all four programmatic goals. Strategic actions for meeting the college’s goals are included in the programmatic and management plans.

The four programmatic goals and their respective objectives are to:

1. Provide an Excellent and Relevant Student-Centered Learning Environment
   1.1. Strengthen CTAHR’s academic programs
   1.2. Recruit and retain a diverse and high-quality student population
2. Diversify and Strengthen the State’s Economy
   2.1. Provide knowledge and technologies to generate and improve products and processes for existing and expanded markets
   2.2. Provide technical and business management assistance and training to support business growth and development
3. Protect and Enhance the Environment and Hawaii’s Resources
   3.1. Provide knowledge and technologies to improve the management of Hawaii’s resources to support agricultural production and enhance the environment
   3.2. Develop and deliver information and technologies to mitigate pests and invasive species that threaten agricultural, natural, and urban ecosystems and the economy
   3.3. Protect the state from biological and chemical threats in CTAHR’s areas of expertise
4. Strengthen Families and Communities
   4.1. Improve the health and wellness of Hawaii’s families and communities
   4.2. Promote resiliency and well-being in Hawaii’s individuals, families, and communities
   4.3. Strengthen individuals, families, and communities in resource management, leadership development, and community action

CTAHR’s management plan consists of three management goals that aim to help the college attain its programmatic goals in the most effective and efficient manner possible and to provide better service to its stakeholders. The three management goals strive to:

1. Promote the College and Its Programs
2. Promote Professional Growth and Streamline Administrative Processes
3. Increase and Make Better Use of CTAHR’s Resources

Programmatic Plan

Goal 1. Provide an Excellent and Relevant Student-Centered Learning Environment

The educational experience in CTAHR is driven by faculty scholarship, which enables a learning process that prepares students to enter the professional workforce and compete in a knowledge-based society. Key to effective student preparation is the college’s ability to establish a healthy student-centered learning environment. Achieving this will position CTAHR to be a premier learning community in the state, recognized for its intellectual spirit, engaging and student-focused approach, creativity, institutional pride, and inclusiveness.
Objective 1.1. Strengthen CTAHR’s academic programs

The college must strategically target resources to create opportunities for students and faculty to engage in effective modes of inquiry and multidisciplinary exchanges. Activities intended to improve teaching effectiveness and learning need to be recognized as bona fide scholarly endeavors and extended the same level of acknowledgment and support commonly given to research and service activities.

Academic advising and mentoring are critical to shaping a student’s intellectual growth and career path and to retaining students. Advising and mentoring represent forms of teaching that go well beyond course selection and scheduling, extending to the exploration of life goals and career and educational experiences. In light of their importance, the college needs to strengthen advising and mentoring by recognizing and supporting faculty who contribute effectively to these endeavors.

More than a decade ago, CTAHR’s faculty showed much insight when they created a list of critical skills and competencies expected of each graduate of the college, including written and oral communication, problem solving, personal character, human relations, business management, leadership, use of information technology, real-world experiences, and global perspective. Through comprehensive assessment of its undergraduate and graduate academic programs, the college needs to ensure that its curricula hone these skills and competencies and that the academic programs are establishing and meeting well-defined and measurable goals and objectives. The college needs to seek opportunities to provide valuable learning experiences outside the Manoa classroom. In keeping with the University of Hawaii at Manoa’s (UHM’s) and the college’s emphasis on providing students with a global perspective, the college should seek opportunities for students to gain experiences on the mainland and internationally. The college also should expand internship experiences for students and assess the experiences gained using employer input; such experiences not only hone real-world skills that are difficult to gain in the classroom, they often translate into more promising careers and help to retain students in the college and graduates in the state.

Technology can be a catalyst in the teaching/learning process by providing more effective delivery approaches and expanding the audiences that educators can reach. By promoting and facilitating the integration of technology into teaching and learning, and by routinely evaluating the effectiveness of those technological tools, the college can enhance the educational experiences of its faculty and students. With adequate oversight and interaction between students and faculty, distance education and distributed learning, which combine electronic offerings and multiple training resources, can be powerful tools for helping CTAHR meet its statewide responsibility and leverage its human resources by drawing neighbor-island faculty members into the college’s instructional mission.

Strategic Actions

• Provide support to improve pedagogical skills and teaching innovations.
• Strengthen academic advising and mentoring.
• Refine assessments of CTAHR’s undergraduate academic programs and establish assessments for graduate programs.
• Strengthen internship programs in CTAHR.
• Offer students opportunities for national and international experience.
• Expand CTAHR’s distance education and distributed learning offerings.
**Objective 1.2. Recruit and retain a diverse and high-quality student population**

Effective communication of the college’s academic programs is key to recruiting a strong, diverse pool of students. Internal surveys indicate that most students who join CTAHR learn of the college’s academic programs via the Internet or by word-of-mouth. CTAHR, therefore, needs to ensure that its Web sites are inviting, organized, and informative, and that word-of-mouth concerning the college is plentiful and positive. Faculty and students need to contribute to recruitment—the faculty must be engaging and enthusiastic, and students, the college’s best ambassadors, should help in reaching out to prospective students. The college should personally contact its most promising prospective students early in the admission process. Students from outside the state enhance diversity in the classroom and in research and should be included in recruitment efforts along with Native Hawaiian and other underrepresented students. Graduate students, often overlooked in organized recruitment, should also be included in CTAHR’s recruitment efforts. As part of its recruitment and retention strategy, the college needs to take greater strides in publicizing the experiences and successes of its students and graduates.

Some of CTAHR’s science/technology-based programs offer few or no courses in the major to lower-division (freshman and sophomore) students. Academic programs need to promote early and frequent contact between students and their best educators to instill excitement and engagement. This could be achieved by offering additional lower-division courses in CTAHR’s majors, particularly courses that meet UHM’s general education core requirements.

The quality of an academic program is gauged not only by the technical knowledge of its graduates but also by strength of its student culture. Memorable experiences gained outside the classroom help to build a stronger student culture within the college and closer connections between the student and peers, department, college, and professional and general communities.

**Strategic Actions**

- Improve communication of CTAHR’s academic programs relating to recruitment.
- Actively recruit Native Hawaiian and other underrepresented students.
- Improve timeliness and personal contact in the admission process.
- In science- and technology-based majors, expand undergraduate offerings that meet the UHM core requirements.
- Enhance CTAHR’s student culture.

**Goal 2. Diversify and Strengthen the State’s Economy**

If UHM represents an engine for economic development in the state of Hawaii, then CTAHR represents one of the pistons that drives that engine. In fulfilling its tripartite function, CTAHR can play a pivotal role in supporting the state by diversifying Hawaii’s economy, strengthening existing businesses and communities, and creating new business ventures.

**Objective 2.1. Provide knowledge and technologies to generate and improve products and processes for existing and expanded markets**

Because production and manufacturing inputs are intrinsically costly in Hawaii, local businesses need to provide products that add value or serve niche markets. Import substitution expands the local market for products, increases employment, and retains dollars within the
state. Examples of high-value or value-added agri-products with sizable markets for which Hawaii has demonstrated competitiveness include flowers, landscape and nursery crops, seeds, tropical fruits, vegetables, beverages, natural beef, and medicinal and cosmetic plant derivatives. Access by local agribusinesses to superior varieties, best production or cultivation management practices, processing and handling technologies, and market information is key to long-term success. Economic diversification also should include social enterprise development such as social, human, and nutrition support services, and apparel and textile business development. Through timely and sound research, education, and extension, the college can provide new knowledge and techniques and a stronger workforce to generate new products and expand markets.

Agriculture can produce much more than food and fiber; it can generate products traditionally manufactured from hydrocarbons, such as fuels, plastics, and carbon skeletons for manufacturing, and a variety of other products of nutritional or medicinal value. At the heart of the new agri-based economy are scientific and technological advances in molecular biology, biochemistry, and engineering, areas in which CTAHR excels. Not only will these advances generate new bio-based products, they will also generate valuable intellectual products that not only are intrinsically valuable in their own right, but also spur new industries in Hawaii, which in turn will provide new career opportunities and vital economic diversification. The college needs to play a central role in identifying markets for new bio-based products and developing the foundational knowledge to fill those markets.

While biotechnology holds much promise for strengthening agriculture and expanding markets for local agribusinesses, traditional practices and organic farming also can play significant roles in providing new opportunities for Hawaii’s farmers. Like biotechnology, organic and other forms of sustainable agriculture are knowledge-intensive and will require a strong research and training infrastructure, which CTAHR should provide.

Hawaii’s most economically significant industry is tourism, and the state invests heavily to compete with other destinations to attract visitors to our shores. New visitors, more highly educated and well traveled, increasingly want to learn experientially about the locales they visit, the local culture, environmental issues, agriculture, and regional cuisine. By supporting agri-tourism, CTAHR will have significant positive impact on the economic viability of individual farms and rural communities and will influence visitors to extend their stay and bring additional dollars into the state.

Strategic Actions
• Provide integrated research, extension, and education for businesses to increase employment, profitability, and markets.
• Provide integrated research, extension, and education targeted at new products and services.
• Strengthen CTAHR’s integrated programs in sustainable agriculture.
• Develop initiatives for promoting and strengthening agri-tourism.

Objective 2.2. Provide technical and business management assistance and training to support business growth and development

Agricultural enterprises in most states have been undergoing continuous consolidation, with scores of small farms merging into larger, mono-crop corporations. With the closing or downsizing of most large sugar and pineapple operations in Hawaii, this state is moving in the opposite direction, toward increasing numbers of entrepreneurial operations that produce
a diversity of crops and agri-products. Many startups experience difficulty with obtaining financing, adopting sound business practices, marketing products and services, coping with regulations, and optimizing growth opportunities. CTAHR needs to help entrepreneurs, in agriculture and in other businesses such as apparel-textile and family support, overcome these types of difficulties. By disseminating and assisting in the implementation of existing or new knowledge and practices, CTAHR has the opportunity to assume a leadership role in incubating new businesses and helping existing businesses improve their operations, create new opportunities, and become more successful. In assuming this role, CTAHR will strengthen both Hawaii’s economy and communities.

**Strategic Actions**
- Provide technical support and training to businesses in CTAHR-related fields.
- Establish statewide agribusiness incubation and business development support programs.

**Goal 3. Protect and Enhance the Environment and Hawaii’s Resources**

Hawaii’s unique and precious tropical island environment and its broad biological, physical, and social diversity enrich the lives of local residents and provide an inviting setting that attracts visitors from all corners of the world. The sustainability of natural resources, stability of agroecosystems, and quality of life of Hawaii’s people are intrinsically dependent on the judicious use and management of our land and other resources.

Effective management of the environment and natural resources requires balancing competing interests. While these interests often appear to be in direct conflict with each other in the near term, developing and applying sound management strategies, combined with thorough understanding of complex interdependencies of natural systems, can yield sustainable benefits from our resources and satisfy most diverse and competing interests over the longer term. In partnership with communities and government agencies, CTAHR needs to develop the knowledge base and education and extension strategies that achieve maximum sustainable benefits from Hawaii’s resources.

**Objective 3.1. Provide knowledge and technologies to improve the management of Hawaii’s resources to support agricultural production and enhance the environment**

Sustainable production of food, fiber, and other bio-based products will be realized only if undertaken in harmony with Hawaii’s environment and natural resources. Through advances in scientific knowledge and effective application of that knowledge, CTAHR can help ensure an adequate food supply while protecting the state’s precious natural resources. The strategies developed by the college should strive not only to deliver food and fiber sustainably but also to develop ecosystem management approaches that mitigate environmental problems.

**Strategic Actions**
- Strengthen capabilities in management of agricultural and natural resources.
- Strengthen capabilities to manage the impacts of human activities in ecosystems and mitigate environmental and waste management problems.
Objective 3.2. Develop and deliver information and technologies to mitigate pests and invasive species that threaten agricultural, natural, and urban ecosystems and the economy

Pests threaten the quality of agricultural products and the health of farming businesses and the surrounding natural and urban ecosystems. Through basic and applied research, host-pathogen interactions can be identified, epidemiological and economic impacts of diseases and other pests can be projected, and control measures can be developed and validated. Through education and extension, producers and practitioners can better understand the threats posed by pests and implement effective means to control those threats.

Sound management of agroecosystems in Hawaii depends on mitigating the effects of alien invasive species. Invasive species threaten our native plant heritage and economically important plants, pastures, rangelands, forests, and critical watersheds. CTAHR needs to play a significant role in developing and delivering information and technologies that minimize the negative impacts of invasive species.

Strategic Actions
- Strengthen integrated research, extension, and education initiatives to mitigate pests and invasive species.

Objective 3.3. Protect the state from biological and chemical threats in CTAHR’s areas of expertise

Threats against Hawaii’s food supply and populace, whether deliberate acts of terrorism or unintentional introductions of plant or animal pathogens, insects, or invasive species, pose serious challenges to Hawaii’s health, economy, and ecosystem. The college should help protect Hawaii’s general population and its agricultural industry by providing comprehensive research and training in the detection, analysis, diagnosis, management, and assessments of the risk and economic impact of threats to Hawaii’s food supply and biological and chemical threats against the state.

Strategic Actions
- Develop research, extension, and education initiatives to protect the state from bioterrorism.

Goal 4. Strengthen Families and Communities

Families and communities throughout Hawaii and the Pacific region face daunting challenges. These challenges can be addressed by improving and widely disseminating CTAHR’s existing education, research, and outreach programs, developing new programs, and partnering with other successful programs in our communities. These collective efforts will have positive and lasting impacts that empower our families and communities.

Objective 4.1. Improve the health and wellness of Hawaii’s families and communities

CTAHR should serve as a catalyst in strengthening the capacity of Hawaii’s families and communities to improve human health, wellness, and overall quality of life. CTAHR needs to provide leadership in conducting research to identify the most effective health-promotion interventions and disseminate this knowledge to the community. The rise in obesity is
contributing to an alarming increase in chronic diseases; nutrition science has linked human health to the nutritional value of foods and the consumer’s dietary intake. CTAHR can play an important role in promoting healthy lifestyle habits and behaviors, such as making better food choices, to improve the quality of life of Hawaii’s citizens. CTAHR also needs to provide leadership in family and community safety, disease-exposure prevention, and food security and safety. Through outreach, the college can help protect our communities and families from contaminants and harmful household chemicals.

**Strategic Actions**

- Improve the understanding of and better communicate the role of nutrition and lifestyles in health and disease.
- Understand and communicate food safety concerns and recommendations for health.
- Understand and communicate effective prevention of contaminant release and management of contaminants and chemicals found in communities and households.

**Objective 4.2. Promote resiliency and well-being in Hawaii’s individuals, families, and communities**

More than any other institution, the family has profound influence on the health and well-being of its members, particularly its youth and elderly. The college has both an opportunity and a responsibility to protect and strengthen families in rural and urban environments by providing assistance in areas such as family health and life-span development, personal and family financial and time management, nutrition and food safety, youth development, parenting, and caring for the elderly.

National statistics on the family setting and the academic performance of Hawaii’s youth indicate that many of our young people are at risk. A high percentage of Hawaii’s students are performing below average in national aptitude testing; Hawaii ranks poorer than average, nationwide, in households headed by single parents and in the number of low-income households. There is great need for effective education programs to improve the economic, environmental, and social conditions for youth at risk, such as substance-abuse prevention. All faculty need to play a greater role in extending the educational resources of the college to the state’s communities and to help students at all levels of elementary and secondary education become more intellectually engaged and better prepared for higher education. Several excellent extramural programs provide healthy, experiential learning opportunities for youth in Hawaii, including 4-H and Future Farmers of America. These programs complement and reinforce formal classroom education and provide opportunities for young people to learn and excel in non-threatening, extracurricular activities. CTAHR needs to continue to take an active role in coordinating and supporting these types of programs.

Caring for the elderly can be particularly challenging if the care provider does not know where to go for answers or even what questions to ask. The college must take a leadership role in developing programs to help families, professionals, and the members of the general populace provide better care for the elderly. Using the statewide extension service, CTAHR should disseminate information and provide training on improved care for the elderly.
Strategic Actions

- Provide integrated research, extension, and education focused on children and youth.
- Enhance the ability of Hawai‘i’s families and communities to meet the needs of a growing elderly population.
- Provide data, information, and technical assistance to enhance policies and programs for individuals and families.

Objective 4.3. Strengthen individuals, families, and communities in resource management, leadership development, and community action

Strengthening individuals and families and fostering community collaborations are complementary approaches in coping with change and transition. Extension programs start within a community and are administered by organization members sensitive to the needs, issues, concerns, and interests of individuals, families, and communities. Extension programs in leadership and volunteer development, such as Family and Community Education, Family Community Leadership, and other extension projects, focus on providing community members with opportunities to learn life skills, develop leadership skills, conduct educational programs, and build partnerships within their communities. CTAHR needs to support programs that produce positive impacts on and build upon the strengths of individuals, families, and communities.

Strategic Actions

- Develop leadership and volunteer capacities of individuals and communities to take action for public well-being.
- Facilitate partnerships and networks for effective action within and across communities.
- Enhance financial literacy and management of resources.

Goal 1. Promote the College and Its Programs

A coordinated effort is needed to disseminate accurate information about the breadth of the college’s programs, especially those that fall outside what the college traditionally has been known to provide. Additionally, the college needs to improve its name recognition throughout the state. Doing so will expand the pool of prospective students, faculty, staff, and administrators and bring additional resources into the college. Toward these ends, CTAHR needs to develop a comprehensive marketing plan that promotes its programs and graduates and the contributions of its faculty.

Strategic Actions

- Develop a comprehensive marketing plan for the college.

Goal 2. Promote Professional Growth and Streamline Administrative Processes

Increasing CTAHR’s capacity to serve its stakeholders requires that its administrative processes facilitate the efficient execution and successful completion of operations within lawful parameters and in compliance with grantor terms and conditions. Administrative processes must be transparent and readily available to end-users. Performance standards for
faculty, staff, and administrators, with unambiguous expectations and systematic mechanisms for evaluation, should be an integral part of each administrative process. Administrative information should be relevant, clearly communicated, and produced in a timely manner. The decision-making processes of CTAHR’s leadership must be transparent; members of administration should be responsive and accountable.

Clarification of roles and responsibilities of all faculty and staff in the college, including those in administration, will strengthen the underlying culture of the college. With the hiring of new faculty, staff, and administrators in CTAHR, there is a need to provide orientation and mentoring for new members. It also should be recognized that the roles of current faculty and staff can and do change over time, and with those changes might come the need for reorientation and retraining for new roles and responsibilities. Leading the faculty and staff, managing the college’s resources, and meeting the needs of stakeholders are becoming increasingly difficult in our complex land-grant environment. CTAHR needs to ensure that its present and future leaders continue to have access to training so that they can be effective in their positions.

**Strategic Actions**
- Streamline administrative processes and disseminate to all in the college.
- Develop and adopt a communication plan for disseminating administrative information throughout the college and to stakeholders.
- Develop performance standards for administrative processes.
- Develop and review job descriptions to ensure alignment to expectations and to the college’s mission and goals.
- Develop formal orientation and mentoring programs for new faculty and staff.
- Formulate and implement a plan for professional and leadership development of faculty, staff, managers, and administrators.
- Develop mechanisms for faculty and staff to provide constructive input on the expectations and performance of all in CTAHR leadership positions.

**Goal 3. Increase and Make Better Use of CTAHR’s Resources**

The last few decades have seen steady erosion of fiscal resources provided by the state to the college, which has led to deterioration of CTAHR’s infrastructure. To reverse this trend, the college should assess the usefulness of its physical resources, retire those that should not remain in service, and obtain additional funding to support the critical base infrastructure. To increase its capacity to serve stakeholders, the college needs to develop an effective fundraising plan and increase extramural funding in instruction and extension as well as in research. Toward these ends, the college’s development officer needs to take the lead in developing a comprehensive fundraising plan that capitalizes on the University’s Centennial Campaign, and the college’s associate deans need to coordinate with CTAHR’s faculty to pursue new extramural funding opportunities.

**Strategic Actions**
- Conduct a comprehensive evaluation of how effectively physical resources are being used and identify those that should be retired.
- Develop a comprehensive fundraising plan.
- Identify opportunities and assist faculty in pursuing extramural grants.
Appendix

Background

As the land-grant college of the University of Hawaii and an integral part of UH-Manoa’s Carnegie Doctoral/Research Universities - Extensive designation, CTAHR is federally mandated to fulfill the university’s threefold land-grant mission of instruction, research, and outreach to address state needs. No other college at UH has such an extensive mandate or interacts as closely with citizens of the state.

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 Hawaii Agricultural Experiment Station was established in 1901. Six years later (1907) the College of Agriculture and Mechanic Arts of the Territory of Hawaii was founded, marking the beginning of UH. This connection to the federal land-grant system has benefited Hawaii’s people for a century. Roughly 10,000 graduates—including many of Hawaii’s present-day agricultural, business, governmental, and educational leaders—and many thousands more in our communities have been helped over the decades by the college’s faculty and staff. As articulated in our college’s vision, we are committed to supporting a diverse economy, a healthy environment, and strong communities for the people of Hawaii.

One of CTAHR’s major emphases, agriculture, is a crucial component of a healthy economy and environment. The most recent estimates of the impact of agriculture in Hawaii indicate that 38,000 people are employed in agriculture and related industries, and agriculture contributes $2.4 billion 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 goes well beyond the food and fiber realm to include products traditionally manufactured from petroleum or bio-based products of nutritional or medicinal value, as well as agricultural systems that remediate environmental problems.

CTAHR’s environmental focus is on understanding agriculture’s role in the stewardship of land, air, water, and plant and animal resources for the benefit of Hawaii’s present and succeeding generations. Hawaii’s green, open spaces, managed or natural, are an important visitor attraction and contribute to the overall well-being of our citizens. Human pressure is placing new challenges on Hawaii’s unique environment. The knowledge generated by CTAHR researchers and disseminated by educators, extension agents, and specialists promotes the protection and enhancement of Hawaii’s environment. CTAHR proactively anticipates problems and continues to use all available resources to respond quickly and effectively as new problems arise.

An educated and empowered populace is essential for the success of a modern economy. CTAHR professionals build human capital by sharing with their students and stakeholders the need to think globally, act creatively, behave responsibly, and interact cooperatively.
Since its founding, the college has been a leader in providing support to diversified agriculture in Hawaii. Reductions in sugarcane and pineapple cultivation have meant that large tracts of excellent land have become available for diversified agriculture and other uses, thereby increasing the need for CTAHR’s expertise in agriculture and resource management more than ever before.

CTAHR professionals provided the knowledge that made possible the successful commercial development of macadamia, orchid, anthurium, tropical fruits, coffee, and many other crops. They also developed many value-added agricultural products. CTAHR scientists helped produce the first commercial fruit crop genetically engineered by a U.S. public institution (papaya resistant to the ringspot virus).

Agricultural entrepreneurs constantly face new or evolving pests, shifting markets, and changes in regulations or international policy, which require new solutions or approaches to improve business viability. CTAHR has repeatedly responded to stakeholder needs by providing timely and effective research-based solutions to keep agriculture viable and Hawaii green. No other college at UH serves these needs so comprehensively.

In the area of human nutrition, the majority of the nutritionists and dieticians trained by CTAHR in the past five years are now working in Hawaii’s health care system to improve the health and nutrition of Hawaii’s people.

The land-grant mission to enhance the quality of life for families and communities is addressed by the college’s Family Resources faculty and the Center on the Family. 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 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, Hawaii’s youth gain 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 Hawaii’s most prominent citizens and community leaders.

In these times of shrinking budgets and increased competition for limited resources, we recognize the need to prioritize. One of the most important outcomes of the process of developing our new strategic plan was identifying areas of need and potential growth as determined from input received from faculty, staff, students, and stakeholders.

A strategic plan steering committee established by CTAHR’s dean and composed of a small team of administrators, faculty members, and staff met several times to discuss the process by which the new plan would be developed. The steering committee agreed that several documents already in existence should be used as a starting point. Among these were CTAHR’s 1999–2004 strategic plan, three white papers commissioned when the dean joined the college, and the strategic plans of the UH system and UH-Manoa.

To obtain input and encourage buy-in from faculty, staff, and stakeholders, approximately 20 input-gathering meetings were held on four islands with faculty, staff, administrators,
students, and CTAHR’s Board of Advisors. More than 150 individuals participated in the input-gathering phase and roughly 600 input items were received. Notes and comments from all meetings were posted on CTAHR’s strategic plan Web site for viewing by everyone in the college and to ensure transparency in the strategic plan development process. Approximately ten strategic plan updates were presented to the college’s faculty senate and leadership team and at CTAHR’s extension conference. After more than six months of gathering input, a first draft of the strategic plan document was distributed to CTAHR’s leadership team for review and comment. Feedback was incorporated into a second draft, which was disseminated to all faculty, staff, and students in the college. Feedback on the second draft and outcomes from a strategic planning retreat of the college leadership team provided the basis for the third draft, which was disseminated to everyone in the college and the college’s Board of Advisors. Feedback from that draft was incorporated into this final strategic plan document.

Alignment with Other Strategic Plans

A detailed comparison (Table 1) of CTAHR’s programmatic goals and objectives articulated in this strategic plan with the goals of the UH System, UH-Manoa, and USDA-CSREES indicates that the college is well aligned with their strategic intents.

Table 1. Alignment of CTAHR’s Strategic Plan with other Strategic Plans

| GOAL 1: Provide an Excellent and Relevant Student-Centered Learning Environment |
|-------------------------------|-------------------|-------------------|-------------------|-------------------|
| OBJ 1: Strengthen CTAHR’s academic programs | X | X | X | X |
| OBJ 2: Recruit and retain a diverse and high quality student population | X | X | X | X |

| GOAL 2: Diversity and Strengthen the State’s Economy |
|-------------------|-------------------|-------------------|-------------------|-------------------|
| OBJ 1: Provide knowledge and technologies to generate and improve products and processes for existing and expanded markets | X | X | X | X |
| OBJ 2: Provide technical and business management assistance and training to support business growth and development | X | X | X | X |

| GOAL 3: Protect and Enhance the Environment and Hawaii’s Resources |
|-------------------|-------------------|-------------------|-------------------|-------------------|
| OBJ 1: Provide knowledge and technologies to improve the management of Hawaii’s resources to support agricultural production and enhance the environment | X | X | X | X |
| OBJ 2: Develop and deliver information and technologies to mitigate pests and invasive species that threaten agricultural, natural, and urban ecosystems and the economy | X | X | X | X |
| OBJ 3: Protect the state from biological and chemical threats in CTAHR’s areas of expertise | X | X |

| GOAL 4: Strengthen Families and Communities |
|-------------------|-------------------|-------------------|-------------------|-------------------|
| OBJ 1: Improve the health and wellness of Hawaii’s families and communities | X | X | X | X |
| OBJ 2: Promote resiliency and well-being in Hawaii’s individuals, families, and communities | X | X | X | X |
| OBJ 3: Strengthen individuals, families, and communities in resource management, leadership development, and community action | X | X | X | X |

| MANAGEMENT GOAL 1: Promote the College and Its Programs |
|-------------------|-------------------|-------------------|-------------------|-------------------|
| MANAGEMENT GOAL 2: Promote Professional Growth and Streamline Administrative Processes |
| MANAGEMENT GOAL 3: Increase and Make Better Use of CTAHR’s Resources |

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<tr>
<th>UH SYSTEM GOALS</th>
<th>UH MANOA CORE COMMITMENTS</th>
<th>USDA-CSREES GOALS</th>
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The five years of the last strategic plan saw dramatic changes in the state, UH, CTAHR, and its many stakeholders. It is anticipated that the next five years will see changes of comparable magnitude. In anticipation of these changes and the need for flexibility and creativity in the way the college responds, CTAHR’s strategic plan is written, intentionally, in a general and inclusive tone. The roadmap for attaining the goals, objectives, and actions articulated in this strategic plan will be prescribed with much greater definition in CTAHR’s implementation plan, which will be completed in the months following the publication of this document. The implementation plan will include specific implementation actions (that address priority strategic actions in the strategic plan), performance measures, responsibilities, needed resources, and a timeline for implementation. CTAHR’s administrative team will track and report on progress made in carrying out the implementation actions and attaining the objectives of the strategic plan.