

The
Hawaii
State
Plan

STATE ENERGY PLAN

STATE TRANSPORTATION PLAN

STATE WATER RESOURCES DEVELOPMENT PLAN

STATE HISTORIC PRESERVATION PLAN

STATE RECREATION PLAN

STATE HEALTH PLAN

STATE EDUCATION PLAN

STATE HOUSING PLAN

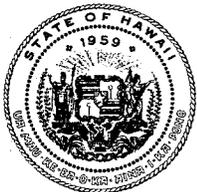
STATE CONSERVATION LANDS PLAN

STATE HIGHER EDUCATION PLAN

STATE AGRICULTURE PLAN

STATE TOURISM PLAN

STATE HIGHER EDUCATION FUNCTIONAL PLAN



UNIVERSITY OF HAWAII

**STATE HIGHER EDUCATION
FUNCTIONAL PLAN**

A STATE FUNCTIONAL PLAN PREPARED IN ACCORDANCE
WITH CHAPTER 226, HAWAII REVISED STATUTES, AND ADOPTED
BY THE TWELFTH STATE LEGISLATURE ON APRIL 19, 1984,
BY HOUSE CONCURRENT RESOLUTION NO. 30, AS AMENDED.



PREPARED BY

THE UNIVERSITY OF HAWAII

June 1984

STATE OF HAWAII

GEORGE R. ARIYOSHI
Governor

UNIVERSITY OF HAWAII

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FOREWORD

On May 22, 1978, I signed into law the Hawaii State Plan, a document second in importance only to our State Constitution.

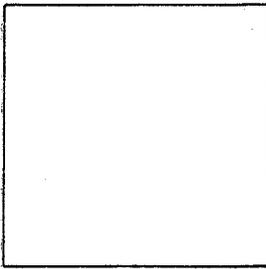
The Hawaii State Plan is the only legislatively-adopted comprehensive state plan in the nation. It is our blueprint for Hawaii's future. It sets forth broad goals, objectives, and policies to guide the long-range growth and development of our state, and establishes a system for coordinating activities of state and county agencies toward the achievement of these common ends. This system has included the formulation of 12 State Functional Plans which specify in greater detail the policies, guidelines, and priorities within selected fields of activity.

The adoption of 10 of the 12 mandated State Functional Plans by the Twelfth State Legislature on April 19, 1984, was a milestone in our effort to implement the Hawaii State Plan. These adopted State Functional Plans--for Conservation Lands, Energy, Health, Higher Education, Historic Preservation, Housing, Recreation, Tourism, Transportation, and Water Resources Development--translate the broad goals and objectives of the Hawaii State Plan into detailed courses of action. They enable us to move ahead with specific state programs and activities in these areas with a clear sense of priority, direction, and purpose.

The State Functional Plans are products of years of work by hundreds of public-spirited citizens, lawmakers, and other government officials. They reaffirm our belief--embodied in the Hawaii State Plan itself--that the diverse and sometimes divisive elements of our state can indeed be brought together to identify common goals, and to determine efficient and harmonious ways for achieving those goals in the best interest of Hawaii's people.

The State Functional Plans can be the basis for cooperation between the public and private sectors. They specify where we want to go, and how we are to get there. I urge all in Hawaii to familiarize themselves with these plans and share in the challenge of working together for a better future for our state.


George R. Ariyoshi



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THE PRESIDENT

PREFACE

As the State of Hawaii embarks on the last two decades of the twentieth century, its citizens and government must prepare to face challenges and opportunities that are without precedent in their experience. Higher education will play a major role in shaping Hawaii's future by preparing Hawaii's citizens for the demands of our increasingly complex world, and through assisting in the development of the technical and intellectual tools needed to deal with it.

The State Higher Education Functional Plan specifies the objectives, policies, and high priority implementing actions that the State's postsecondary education community will follow. It has been developed with the cooperation and advice of the State Higher Education Functional Plan Advisory Committee, and coordinated with State and County agencies and the independent sector.

Fujio Matsuda
President
University of Hawaii

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ACKNOWLEDGMENT

The University of Hawaii acknowledges with gratitude the contributions of the current members of the State Higher Education Functional Plan Advisory Committee listed on the previous page and former members of the Advisory Committee listed below with their positions then --

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In addition, the University is grateful for the leadership and contributions of the members of the Twelfth State Legislature who were instrumental in the development and adoption of this Plan, in particular: Senate President Richard S. H. Wong, Speaker of the House of Representatives Henry H. Peters; Chairman James Aki and Members of the Senate Economic Development Committee; Chairman Mark J. Andrews and Members of the House State General Planning Committee; Chairman Milton Holt and Members of the Senate Higher Education Committee; and Chairman David Hagino and Members of the House Higher Education and the Arts Committee.

Dr. J. Elliot Cameron, President of Brigham Young University-Hawaii Campus, and The Reverend David H. Schuyler, S.M., then President of Chaminade University, from the independent institution sector, provided a number of helpful thoughts and comments which were very much appreciated.

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I. INTRODUCTION

A. ROLE OF THE STATE FUNCTIONAL PLANS

Chapter 226, Hawaii Revised Statutes, The Hawaii State Plan, provides a long-range guide for Hawaii's future and establishes a Statewide Planning system. The system includes the formulation of twelve State Functional Plans to manage and coordinate functional area activities and to guide resource allocation decision-making. In addition to this plan for higher education, plans have been prepared for the following areas:

- Agriculture
- Conservation Lands
- Education
- Energy
- Health
- Historic Preservation
- Housing
- Recreation
- Tourism
- Transportation
- Water Resources Development

Each plan addresses Statewide needs, problems and issues, and recommends policies and priority actions, to mitigate those problems and bring about desirable conditions.

Implementing The Hawaii State Plan

Along with the County General Plans, State Functional Plans are the primary guideposts for implementing The Hawaii State Plan. They further define and particularize the State Plan's comprehensive goals, objectives, policies and Priority Guidelines. Hence, while the Hawaii State Plan establishes overall directions for Hawaii, the State Higher Education Functional Plan delineates specific objectives, policies and high priority actions with respect to higher education to be addressed in seeking to achieve the ideals expressed in The Hawaii State Plan.

Guide to State Programs

State Functional Plans guide a wide variety of programs, processes and activities. These programs, processes and activities include:

- the program appropriations process for the biennial and supplemental budgets.
- the capital improvement project appropriations process.
- the budgetary review process of the Department of Budget and Finance.
- the land use decision-making processes of the State Agencies.
- The A-95 State Clearinghouse process.

Although the State Higher Education Functional Plan, like other State Functional Plans, is prepared by a State agency — in this instance the University of Hawaii — and primarily affects State operations, it also involves some actions of the Federal and County governments and the private sector. It points out where County and independent institution coordination will be needed and suggests how those sectors can help achieve higher education objectives, policies and Priority Guidelines expressed in The Hawaii State Plan.

Plans as Legislative Policy

The State Higher Education Functional Plan does not mandate county or private sector actions. Rather, it is a guide to coordinate the various sectors of government and independent institutions toward achieving the Statewide objectives of The Hawaii State Plan. Through its adoption by concurrent resolution, the State Higher Education Functional Plan will be an expression of legislative policy but is not to be interpreted as law or statutory mandate.

Interactive Relationship With County Plans

State Functional Plans are intended to act in a coordinated fashion with County General Plans and Development Plans toward implementing The Hawaii State Plan. Chapter 226, Hawaii Revised Statutes, states that County General Plans and Development Plans shall be as amended, taken into consideration in the formulation of State Functional Plans. Conversely, the law also states that the Counties shall consider adopted State Functional Plans in formulating, amending and implementing the County General Plans and Development Plans. Thus, State Functional Plans and the County General Plans and Development Plans each draws from the knowledge embodied in the other, and both are essential to implementing The Hawaii State Plan. Hence, with respect to higher education planning, the State Higher Education Functional Plan assures that problems and issues of Statewide importance are addressed, while the County General Plans and Development Plans indicate desired population and physical development patterns for each County, and assure that the unique problems and needs of each County are addressed.

B. TECHNICAL REFERENCE DOCUMENT

A Technical Reference Document which serves as the primary resource base, has been developed for each State Functional Plan. Each contains background information, a detailed discussion of current conditions, issues and trends, and technical data with analyses to support the objectives, policies, implementing actions and priorities addressed by each plan. It shows the Plan's relationship with other State and County plans and programs and points out, in detailed fashion, planning and coordination responsibilities.

The State Higher Education Functional Plan Technical Reference Document, therefore, is primarily a supporting document. Printed under a separate cover, it is not to be adopted by the Legislature. Nevertheless, it is still an important and valuable resource, helpful in understanding the intent, rationale and effects of the objectives, policies and implementing actions in the State Higher Education Functional Plan.

C. PERIODIC REVIEW AND REVISION

In order to be responsive to constantly changing needs and conditions, the State Higher Education Functional Plan will be periodically reviewed and updated. Because the Plan obtains its primary direction from The Hawaii State Plan, the timing of the State Higher Education Functional Plan review and revision process is linked to the review process of The Hawaii State Plan:

- Biennial Review. Priority Guidelines Part III of the Hawaii State Plan, identify critical Statewide needs requiring priority attention. A comprehensive review of Priority Guidelines is to be conducted at two-year intervals to correspond to the biennial cycle of the State budgetary process. In order to assure conformance to Priority Guidelines and integration with the State budget, all State Functional Plans -- including the State Higher Education Functional Plan -- will also be reviewed, and if necessary, amended every two years.
- Comprehensive Review. Part I of The Hawaii State Plan expresses the Overall Theme and long-range goals, objectives and policies of Hawaii. A comprehensive review of Part I of the State Plan is to be conducted once every four years beginning in 1982.

To assure conformance with these updates, the University of Hawaii and other functional plan agencies will also review and revise their respective Technical Reference Documents within a two-year period subsequent to any amendments to Part I of The Hawaii State Plan. Subsequently, the Legislature may amend the State Higher Education Functional Plan and other State Functional Plans in consideration of any amendments made to Part I of The Hawaii State Plan.

D. STATE PLAN POLICY COUNCIL

The State Higher Education Functional Plan has been developed in strict accordance with the Administrative Guidelines established by the State Plan Policy Council which is charged with the responsibility to advise the Legislature in the overall review, coordination and evaluation of the Statewide Planning System. With respect to the State Functional Plans, the Policy Council's specific responsibilities include:

- preparing guidelines for the development of State Functional Plans,
- reviewing and evaluating each State Functional Plan,
- seeking to resolve conflicts among State Functional Plans and between State Functional Plans and County plans, and
- submitting its findings and recommendations to the Legislature.

E. ADVISORY COMMITTEES

The preparation of each State Functional Plan has been assisted by an Advisory Committee. Each Committee is composed of State officials, at least one public official from each County, members of the public and experts in the functional area. The Governor appoints all Advisory Committee members in accordance with provisions established in Section 226-57(c), Hawaii Revised Statutes, as amended.

The membership of the State Higher Education Functional Plan Advisory Committee is listed on page v of this document.

Role

The Committees play a critical role in advising State agencies to ensure that the Plans conform with the Overall Theme, Goals, Objectives, Policies and Priority Guidelines of The Hawaii State Plan, and the State Plan Policy Council Administrative Guidelines, as amended. The Committees submit written recommendations on respective State Functional Plans to the Policy Council at the time that the State agency transmits the State Functional Plan to the Policy Council. Committee members may prepare minority reports which are transmitted as supplements to Advisory Committee Reports.

II. FRAMEWORK

A. PURPOSE

As the State of Hawaii enters the decade of the 1980's it is apparent that the increasing aspirations of its people, coupled with rising costs and scarcity of resources, will challenge the public and private entities engaged in addressing these aspirations. The Hawaii State Plan establishes a statewide planning system to execute and coordinate State and County planning in order to effect the desired change and improvement. The opportunities for self-fulfillment that are provided by Hawaii's public and private institutions of postsecondary education are among the most important factors that will enable our free society to move towards its goals. Hawaii's people and their government have long demonstrated a commitment to the value of education, including higher education. Continuing this commitment is an essential prerequisite to realizing the broad objectives of the Hawaii State Plan.

The State Higher Education Functional Plan sets forth the particular program objectives, directions, and policies of the functional area as they express and implement the broader principles and directions contained in the Hawaii State Plan, adopted as Act 100 in the Regular Session of 1978 (Chapter 226, Hawaii Revised Statutes).

In this Act the State Legislature identified the broad themes, goals, objectives, policies and priority directions that would be the basis for State planning activities, and required the preparation of State functional plans which would

... contain objectives to be achieved and policies to be pursued in the primary field of activity....

Sec. 226-57, Hawaii Revised Statutes

The State Higher Education Functional Plan therefore is intended to provide a guide to the objectives and policies that will be pursued by the postsecondary education community in meeting its many responsibilities. Consistent with the State Plan themes of individual and family self-sufficiency, social and economic mobility, and community and social well-being, the common goal for Hawaii's postsecondary programs is to provide all qualified people of Hawaii an equal opportunity for quality postsecondary education through public and independent educational institutions.

During the last two decades of this century, Hawaii will be faced with a number of challenges and opportunities arising from circumstances and forces over which it has no control. How it meets these challenges will determine the directions and quality of our society well into the 21st century. The role of higher education at this crossroads in our history is a crucial one; it must point the way to solutions to the problems that arise and prepare the people of Hawaii to respond to the opportunities in a way that contributes to the values they cherish.

A major geopolitical force that is already evident is the emergence of nations of Asia and the Pacific to a position of first importance in world affairs. The State of Hawaii has a great responsibility and opportunity to serve as a bridge between East and West as this trend accelerates. Its institutions of higher education will play a direct role in the ongoing development of contacts within the region since as part of an international community, they will serve as a center for technical and cultural interchange. In addition their educational and research programs must be designed to provide Hawaii and its citizens with the knowledge and skills to take maximum advantage of this significant opportunity.

A related trend is the growth of tourism in the Pacific basin. This will not only have significant impact on Hawaii's own visitor industry, but has the potential of strengthening our position as an international leader in this field. Hawaii will continue to further develop its technical expertise in tourism. Tourism-related educational and research programs will thus develop in response to both local and international industry needs and will be stimulus to their orderly growth and development.

In the coming decades, Hawaii faces an enormous challenge and opportunity for leadership in two vital resource areas: energy and agriculture. And its position in the middle of the world's greatest ocean gives it the opportunity to make significant contributions to unlocking the mysteries and resources of the sea. The training of individuals capable of assuming leadership in these areas, and much of the actual basic research, will be the responsibility of higher education institutions in Hawaii. Our success or failure in meeting these challenges will have enormous implications for the survival of our society.

Since the State Plan for Higher Education is one of the twelve functional plans mandated by the Hawaii State Plan, and since the latter quite naturally emphasizes objectives and policies with immediate relationship to the physical, social, and economic well-being of the people of Hawaii, much of the discussion in this document centers on programs which directly support those objectives and policies. While education in the liberal arts and sciences does contribute directly to many of the specific objectives and policies, particularly those for socio-cultural advancement, set forth in the Hawaii State Plan, its indirect contribution to these and other areas of concern must be understood in order to view the role of higher education in perspective.

The curriculum in the arts, letters, humanities, and social and natural sciences forms the liberal education core of nearly every higher education instructional program. A well-designed liberal education core curriculum will assist students with a wide range of educational objectives to acquire the intellectual tools they will need to master the subject areas of their choice, and provide a view of the historical and cultural framework within which they will eventually apply their more specialized knowledge. If possible, included in the core curriculum should be multicultural courses to educate the Pacific-American who will thus become comfortable and knowledgeable in two rather different cultures. Thus, when attention is given in this Plan to a specific program direction which, for example, is intended to meet a particular State manpower need, the contribution of the liberal education component of that program should not be overlooked.

Every degree program, whether in the liberal arts or an occupational or professional field, should provide its students with important general analytic and communications skills. In addition, it will require that each student acquire a level of mastery of more specialized knowledge. A significant aspect of this mastery, which has value beyond the later application of the information acquired, is that it gives students insight into the nature (and limitations) of expertise; it helps them to recognize the difference between in-depth and superficial understanding, between knowledge and ignorance. These skills and insights are valuable assets in society in general, and the world of work in particular, and should be the common property of every graduate regardless of the focus of his or her training.

Finally, it must be understood that the extent to which institutions of higher education can respond to the State's objectives as expressed in the Hawaii State Plan is limited. While certain research and service programs can be tailored to meet specific State needs, the development of instructional programs will, to a large extent, be driven by the choices and self-perceived needs of their students. An institution may, for example, contemplate the introduction of a new program designed to train students to meet projected manpower needs for a new or developing industry, but the viability of that program will depend upon whether or not students in sufficient numbers elect to take advantage of the training offered. This, in turn, will depend on not only the numbers of jobs available in the industry, but on their quality, level of compensation, and other conditions of service. Thus, the institutions of higher

education in the State are only part of a complex web of economic and social institutions that will ultimately determine their directions, and a major factor in determining those directions will be the aggregate effect of the free choices of individuals in a free society. This is entirely consistent with the Hawaii State Plan, which does not contemplate the imposition on Hawaii's citizens of a centrally planned society, but rather states as part of its overall theme that

The function of government is to assist citizens in attaining their goals.

Sec. 226-3, Hawaii Revised Statutes

With respect to education, it sets forth as the basic objective

... the provision of a variety of educational opportunities to enable individuals to fulfill their needs, responsibilities, and aspirations.

Sec. 226-21(a), Hawaii Revised Statutes

In this context, it is clear that the basic purpose of the State Higher Education Functional Plan is the providing of educational opportunities, and that implementation of the Plan will involve the direct participation of Hawaii's citizens as they choose among the opportunities offered them. In a very real sense, this provides a mechanism for the people of Hawaii to participate in the implementation of the Hawaii State Plan itself since their educational choices will play a significant role in shaping Hawaii's future.

B. SCOPE

Major Concerns Address

As guidance to the preparation of all functional plans, the Hawaii State Plan established its overall priority direction in Sec. 226-102 as striving

... to ensure the availability of desired employment opportunities for Hawaii's present and future population in an environmentally and socially sound manner through the fostering of a balanced population and economic growth rate.

To implement this, the Hawaii State Plan specifies 80 Priority Guidelines which are categorized according to eight major themes. These represent statewide concerns which the functional plans are mandated to address. Those with the most direct relationship to the State Higher Education Functional Plan are the following:

- Develop and maintain career opportunities in the visitor industry for Hawaii's people with emphasis on managerial positions. (Sec. 103(b)6)

- Expand vocational training programs in agriculture and aquaculture. (Sec. 226-103(d)10)
- Encourage more effective career counseling and guidance in high schools and postsecondary institutions to inform students of present and future career opportunities. (Sec. 226-103(j)1)
- Encourage the allocation of educational resources to career areas which high employment growth is expected. (Sec. 226-103(j)2)
- Pursue the establishment of Hawaii's university as the research and training center of the Pacific. (Sec. 103(j)4)

A number of other Priority Guidelines with less direct impact on major educational issues are detailed in the Technical Reference Document.

In order to respond to these concerns and to achieve the longer term objectives for education given in the Hawaii State Plan, the State Postsecondary Education Commission identified the five areas of diversity, quality, access, coordination, and financing as principal concerns for the postsecondary education community. In broad outlines the pursuit of these objectives must take into account three factors:

- A relatively stable demand for traditional education programs during the next ten years.
- An economic picture that suggests that total public and private resources devoted to higher education, when measured in terms of actual dollars or real purchasing power, may decrease unless a larger proportional share of total state resources or other private sources is provided for higher education.
- A society that will become increasingly complex during the decade, requiring a higher proportion of work force trained in a wider variety of technical skills, along with managers and leaders equipped to deal with the unprecedented challenges that lie ahead.

These factors indicate that to achieve the desired level of diversity, we need to respond to changing market demand for occupational skills, to encourage diversity and eliminate unnecessary duplication by clear differentiation of mission among the institutions, and to be very selective in the addition of costly new programs, particularly at the graduate and professional levels.

In order to achieve the objective of quality education, we must take care in defining and monitoring program quality so that every activity undertaken achieves a level of quality appropriate to its mission. Given the constraints on resources, we must be selective in designating certain program areas for emphasis and the attainment of exceptionally high quality, acknowledging in particular our special responsibility for programs related to Asia and the Pacific and the special opportunities associated with the status of the University of Hawaii at Manoa as a major national and international research institution. At the same time, an essential ingredient to overall institutional quality is a continuing commitment to quality instruction in the basic liberal arts and sciences. Finally, the quality of support programs, which has suffered as a result of the fiscal strains of the 1970's, must be upgraded.

To provide the people of Hawaii with access to higher education, we must reaffirm our commitment to the concept of open admissions and improve our outreach programs in order to remove geographical and economic barriers. Special programs to encourage the entrance into higher education of groups for whom this has not been a traditional or realistic option, and to remove artificial barriers to career choice, should be expanded and strengthened.

In order to achieve the objectives above in a cost effective way, there is a need for better coordination in the State's higher education community. This will require increased cooperation and consultation among public and independent institutions, as well as careful articulation of programs between campuses. And, of course, all of the objectives depend upon adequate financing. All institutions, public and private, will have to continue to aggressively pursue all appropriate sources of financial support. It is also essential that State policy reflect a commitment to public support of higher education commensurate with the expectations and responsibilities assigned to it.

Geographic Coverage

While the total coverage of higher education programs is statewide, there are inevitable concentrations of programs and opportunities. For example, graduate and post-baccalaureate professional programs are based on Oahu, which also is home to four community colleges, four independent colleges and universities, and a variety of proprietary occupational training schools. Maui and Kauai have community college campuses, and campus-based instruction from community college through the baccalaureate level in Hawaii County is provided only in Hilo. To extend educational opportunities to as much of the State as possible, therefore, it is necessary to pursue, within available resources, a vigorous program of off-campus outreach instruction.

Public and Private Sector Roles

The postsecondary education community in Hawaii includes a number of public and private degree and non-degree granting institutions and/or programs all of which form an integral part of the postsecondary education enterprise. The University of Hawaii is the primary state institution with responsibility in the functional area of higher education. It is a comprehensive system of postsecondary education, comprising four major organizational units and nine campuses on the four major islands of the State. There are four independent accredited degree granting colleges in Hawaii, and degree programs are also offered at a number of military installations on Oahu by public and private degree granting institutions based outside the State of Hawaii. A variety of occupational, vocational, and avocational programs are offered by more than 60 independent specialized schools, many of them proprietary. In addition, the East-West Center, the student exchange program of the Western Interstate Commission for Higher Education, the adult education program of the Department of Education, correspondence schools, and out-of-state degree granting institutions offering extended programs in Hawaii, contribute to the diverse and complex postsecondary education environment of the State. All of these institutions and/or programs support, in varying degrees, the State Higher Education Functional Plan's goal of equal opportunity for quality postsecondary education.

Accordingly, the scope of the Plan includes higher education in Hawaii as well as the major components of the broader postsecondary education scene that provide significant support to the goals, objectives, policies, and priority guidelines of the Hawaii State Plan. Furthermore, since approximately 90% of the students attending degree granting institutions here are enrolled in the University of Hawaii and since the University offers all of the higher education programs directly supported by the State, it is appropriate that the Plan emphasize Hawaii's public postsecondary education programs and thus relate to the allocation of public resources. The full spectrum of educational opportunities for the people of Hawaii, however, is significantly enriched by the private sector of independent Hawaii-based schools and colleges, and the availability of extension programs of institutions based outside the State. One of the assumptions of the State Higher Education Functional Plan is that the independent sector will remain a relatively small but viable (and valuable) part of the higher education scene throughout the 1980's. The general policy directions in the State Higher Education Functional Plan are intended to provide guidance to the independent sector, as well as to the future development of the University of Hawaii, with the recognition that independent institutions must also respond to the requirements of their own specific missions and the demand of the marketplace.

The Counties, through their General Plans and Development Plans, will also shape the future of higher education in Hawaii. The desired distribution of population within the State affects enrollment planning, with consequent impacts on the location and scope of programs offered. In addition, the desired physical development patterns will influence decisions on site selection for new facilities. Three major issues which will require close coordination with the respective Counties are the development of the Mauna Kea Observatory, the construction of the Diamond Head campus of Kapiolani Community College, and the location of a site for West Oahu College.

The Federal government will likely continue to play a significant role in higher education and related activities. While the level of direct Federal support will vary with changes in administration, it is reasonable to assume that some form of Federal assistance to students with demonstrated financial need will continue, as will Federal contracts and grants for research and training.

C. COORDINATION OF THE STATE HIGHER EDUCATION FUNCTIONAL PLAN WITH OTHER STATE FUNCTIONAL PLANS

The State Higher Education Functional Plan has close relationship with the State Education, Agriculture, Energy, and Tourism Functional Plans. The matrix, Figure 1, summarizes the many complementary and potentially competing interests which exists among the plans. Complementary interests include major areas in which proposals in one plan impact on another plan in a supportive manner. Potentially competing interests include major areas in which proposals in one plan may impact on another in a potentially competing manner. The following presents a narrative which highlights some of the major complementary and potentially competing interests of the State Higher Education Functional Plan with other State Functional Plans.

Complementary Interests

The State Higher Education Functional Plan provides for a wide range of programs and activities that interface with the other functional plans in three basic ways.

- Instructional programs train students for a wide variety of occupations which are directly or indirectly related to aspects of a number of functional plans.
- Research programs add to the knowledge base which is needed to effectively implement many functional plan activities.
- Community service programs assist in disseminating information to segments of the community which are affected by and will participate in, functional plan activities.

The State Higher Education Functional Plan is supportive of a number of other State Functional Plans. In particular, the following strong complementary relationships exists:

- Agricultural Research and Vocational Training for Agriculture. The State Higher Education Functional Plan supports the State Agriculture Functional Plan by calling for directed research and service activities to meet important State needs [Implementing Action B(2)(d), p. 18]. The State Agriculture Functional Plan relies heavily upon the College of Tropical Agriculture and Human Resources for the completion of industry analysis for agricultural commodities and for augmentation of agricultural information. The industry analyses are a key component of the State Agriculture Functional Plan since they are to be used to determine agricultural problems and priorities. The plan recommends establishment of this program on an ongoing basis. Coordination has taken place between the University of Hawaii and the Department of Agriculture and will continue during plan implementation.

The State Higher Education Functional Plan further complements the State Agriculture Functional Plan by proposing the strengthening of instructional programs in agriculture and expansion and improvements in agriculture and related fields at the community colleges.

- Alternate Energy Research. The State Higher Education Functional Plan proposes that the University of Hawaii develop national leadership in the area of alternate energy research [Implementing Action B(3) (b), p. 18]. This is highly supportive of the State Energy Functional Plan which envisions a major role for the University of Hawaii in this area. The State Energy Functional Plan cites the Hawaii Natural Energy Institute administered by UH-Manoa as an assisting agency for a number of activities directed toward the development of alternate energy technologies and sources. The State Energy Functional Plan also calls for University involvement in specific geothermal, biomass, and solar projects.
- Opportunity for Postsecondary Education. The State Higher Education Functional Plan carries forward from the State Education Functional Plan by providing appropriate educational opportunities for postsecondary education. This is expressed in Objective C, p. 19. The State Higher Education Functional Plan proposes to increase access to such opportunities through outreach programs and the removal of barriers due to race, ethnic origin, sex or handicapping conditions.
- Basic Skills. Education and higher education are closely linked as each can be seen as part of a continuum in the provision of educational services to the people of Hawaii. The attainment of basic skills is fundamental and essential for those who wish to pursue postsecondary educational opportunities. Thus, the State Education Functional Plan supports the State Higher Education Functional Plan in emphasizing programs and activities that facilitate acquisition of the basic skills.
- In-service Training. Much interaction takes place between the University of Hawaii and the Department of Education in the area of in-service training for teachers. The State Education Functional Plan calls for in-service training in a number of areas. The University of Hawaii and Department of Education will continue to collaborate and cooperate in the provision of in-service training.

Potentially Competing Interests

No potentially competing interests exist between the State Higher Education Functional Plan and other State Functional Plans.

Figure 1. INTERRELATIONSHIP OF THE STATE HIGHER EDUCATION FUNCTIONAL PLAN WITH OTHER STATE FUNCTIONAL PLANS

STATE FUNCTIONAL PLAN	COMPLEMENTARY INTERESTS	POTENTIALLY COMPETING INTERESTS
<p>Agriculture</p>	<ul style="list-style-type: none"> - Strengthening of agricultural instructional programs and facilities - Agricultural research and instructional activities to assist farmers - Agricultural Industry Analysis Program 	
<p>Conservation Lands</p>	<ul style="list-style-type: none"> - Development of Mauna Kea Observatory as international center for observational astronomy 	
<p>Education</p>	<ul style="list-style-type: none"> - Opportunities for postsecondary education - Outreach programs - Academic and career counseling - Supporting worthy educational research - Establishment of career centers to provide information on areas where high employment growth is expected - In-service training for teachers in the areas of career counseling, agriculture and aquaculture instruction and multi-cultural awareness - Emphasis on basic skills and life-role competencies - Agriculture training programs 	
<p>Energy</p>	<ul style="list-style-type: none"> - National leadership in alternate energy research 	

POTENTIALLY COMPETING INTERESTS

COMPLEMENTARY INTERESTS

STATE FUNCTIONAL PLAN

<p>Health</p>	<ul style="list-style-type: none"> - Training for human service professionals 	
<p>Historic Preservation</p>	<ul style="list-style-type: none"> - Collection of oral histories -- UH Ethnic Studies Program - Preparation of a catalog of all manuscript holdings within the various institutions of Hawaii - Establishment of interdisciplinary courses in historic preservation and expansion of course offerings in Hawaiian Archaeology - Improved interchange and transfer of courses and credits between UH-Manoa and community colleges 	
<p>Tourism</p>	<ul style="list-style-type: none"> - Development of programs at the School of Travel Industry Management at UH-Manoa and the community colleges 	
<p>Water Resources Development</p>	<ul style="list-style-type: none"> - Water resources data collection - Research of technical/economic feasibility of using wastewater or brackish water for irrigation purposes - Development of improved irrigation technology for more effective and efficient use of water 	

III. OBJECTIVES, POLICIES AND IMPLEMENTING ACTIONS

The State Higher Education Functional Plan identifies the following objectives to be achieved and policies to be pursued in the field of higher education. The objectives are essentially those set forth in the 1977 Master Plan for Postsecondary Education, prepared under the direction of the State Postsecondary Education Commission. The objectives also relate to the Master Plan for Vocational Education (revised 1979) prepared with the assistance and advice of the Coordinating Advisory Council for Vocational Education. In addition to the objectives and their related policies, the Plan includes the highest priority implementing actions. These were selected on the basis of statewide impact, relevance to the Priority Guidelines of the Hawaii State Plan, and importance to the general mission of higher education in our society.

Integration of related policies and other priority implementing actions will be made through complementary planning documents and processes such as the educational development plans (EDP's) of the University and the multi-year and annual vocational education plans. The latter also include secondary school vocational education programs and services which are covered in the State Higher Education Functional Plan.

DIVERSITY

- A. **OBJECTIVE:** A NUMBER AND VARIETY OF POSTSECONDARY EDUCATION INSTITUTIONS SUFFICIENT TO PROVIDE THE DIVERSE RANGE OF PROGRAMS REQUIRED TO SATISFY INDIVIDUAL AND SOCIETAL NEEDS AND INTERESTS.

Hawaii's relative geographic isolation lends special importance to the objective of providing in the State a diverse array of vocational, academic, and professional programs within available resources and appropriate to societal and individual needs. Whether an individual seeks training for employment in an area of growing demand, desires an educational experience which emphasizes personal and intellectual growth, or wishes to prepare to enter one of the professions, locally available programs are often the only realistic option.

- A(1). **POLICY.** Maintain and strengthen institutional distinctiveness and develop programs in ways that enrich diversity of educational opportunity without unnecessary duplication.
- A(2). **POLICY.** Provide professional and job-related training which responds to the needs of, and opportunities within, the State of Hawaii.
- A(2)(a). **IMPLEMENTING ACTION.** Expand and improve programs for vocational training in agriculture and related fields, including aquaculture.

Lead Organization: University of Hawaii Community Colleges
 Assisting Organization: Department of Education,
 Department of Agriculture

Time Frame: FY 1984-90

- A(2) (b). IMPLEMENTING ACTION. Strengthen and expand opportunities for education and training in high technology, marine sciences, international business, and computer technology and applications.

Lead Organization: University of Hawaii
 Assisting Organization: Independent Postsecondary
 Institutions
 Time Frame: FY 1984-86

- A(2) (c). IMPLEMENTING ACTION. Improve programs which train human service professionals to assist and strengthen the family unit in meeting the challenges of an increasingly complex society.

Lead Organization: University of Hawaii
 Time Frame: FY 1984-86

- A(3). POLICY. Exercise selectivity in developing new graduate and professional programs in order to respond to genuine State needs within limited resources.

- A(4). POLICY. Encourage and recognize independent educational and training systems and programs of study at the postsecondary level.

- A(4) (a). IMPLEMENTING ACTION. Explore alternatives for providing financial assistance to students attending independent institutions to ensure the vitality of this sector's contribution to educational diversity.

Lead Organization: State Postsecondary Education
 Commission
 Time Frame: FY 1984-90

QUALITY

- B. OBJECTIVE: THE HIGHEST LEVEL OF QUALITY, COMMENSURATE WITH ITS MISSION AND OBJECTIVES, OF EACH EDUCATIONAL, RESEARCH, AND PUBLIC SERVICE PROGRAM OFFERED IN HAWAII BY AN INSTITUTION OF HIGHER EDUCATION.

In order that the diversity of educational opportunities make a meaningful contribution, it is necessary that these programs be of the highest possible quality. In order for Hawaii's citizens to compete for employment opportunities and for positions of leadership in our rapidly changing society, they must receive education and training comparable to, or better than, available elsewhere. At the same time, the constraint of limited resources dictates that program quality must be carefully matched to particular program objectives and their relationship to State needs and unique opportunities for excellence. A high level of quality in certain areas of high priority is essential to achieving the Priority Guidelines of establishing the University of Hawaii as the research and training center of the Pacific.

B(1). POLICY. Sustain the commitment to quality instruction and scholarship in the basic arts, letters, humanities, and social and natural sciences as a necessary prerequisite to overall institutional quality.

B(2). POLICY. Identify for program enrichment and emphasis those programs considered important in terms of State needs and emphases, those programs for which special advantages in Hawaii provide an opportunity for national or international prominence, and those programs which have already achieved such prominence.

B(2)(a). IMPLEMENTING ACTION. Develop programs in the visitor and travel industry which focus on managerial dimensions of planning, marketing, and research.

Lead Organization: School of Travel Industry Management,
University of Hawaii at Manoa.

Time Frame: FY 1984-88

B(2)(b). IMPLEMENTING ACTION. Develop a major research center and State resource for information on Asia and the Pacific.

Lead Organization: Center for Asian and Pacific Studies,
University of Hawaii at Manoa.

Assisting Organization: Public and Independent
Institutions

Time Frame: FY 1984-88

B(2)(c). IMPLEMENTING ACTION. Strengthen instructional programs in agriculture, especially at the undergraduate level.

Lead Organization: University of Hawaii.

Time Frame: FY 1984-86

B(2)(d). IMPLEMENTING ACTION. As part of the mission of higher education, direct research and public service activities to meet important State needs.

Lead Organization: University of Hawaii

Assisting Organizations: Public & Private Institutions

Time Frame: Ongoing

B(3). POLICY. Maintain and strengthen the position of the University of Hawaii at Manoa as a leading national and international research center.

B(3)(a). IMPLEMENTING ACTION. Earmark overhead funds generated by University contracts and grants for support and expansion of the research effort.

Lead Organization: University of Hawaii

Assisting Organization: Department of Budget and Finance

Time Frame: FY 1984-90

- B(3) (b). IMPLEMENTING ACTION. Develop national leadership in the areas of ocean and alternate energy research.

Lead Organization: Hawaii Natural Energy Institute,
University of Hawaii at Manoa; Natural
Energy Laboratory of Hawaii

Assisting Organization: DPED

Time Frame: FY 1984-90

- B(3) (c). IMPLEMENTING ACTION. Develop the Mauna Kea Observatory into a pre-eminent international center for observational astronomy.

Lead Organization: Institute for Astronomy, U.H. at Manoa

Assisting Organization: Department of Land and Natural
Resources

Time Frame: FY 1984-90

- B(3) (d). IMPLEMENTING ACTION. Promote high technology research in the State and the Pacific and Asian Basin.

Lead Organization: Pacific International Center for
High Technology Research, UH at Manoa

Assisting Organizations: DPED, HNEI, High Technology
Development Corporation

Time Frame: FY 1984-90

- B(4). POLICY. Improve and maintain support programs at a level of quality commensurate with the programs they support.

- B(4) (a). IMPLEMENTING ACTION. Strengthen library support by expanding collections and improving operations through automation and increased inter-library cooperation.

Lead Organizations: Public and Independent Institutions
of Higher Education

Time Frame: FY 1984-90

- B(4) (b). IMPLEMENTING ACTION. Improve academic and career counseling to enable students to make the best use of available programs.

Lead Organization: Institutions of Postsecondary Educ.

Assisting Organization: Dept. of Labor & Indus. Relations

Time Frame: FY 1984-86

- B(4) (c). IMPLEMENTING ACTION. Develop and deliver information on occupations and associated training opportunities in Hawaii.

Lead Organization: Dept. of Labor & Indus. Relations

Assisting Organization: Institutions of Postsecondary
Education

Time Frame: Ongoing

- B(5). POLICY. Adopt legislation and regulations that will ensure that all degree-granting programs operating in Hawaii, whether based in the State or not, meet the quality standards of the Western Association of Schools and Colleges.

ACCESS

- C. **OBJECTIVE:** PROVIDE APPROPRIATE EDUCATIONAL OPPORTUNITIES FOR ALL WHO ARE WILLING AND ABLE TO BENEFIT FROM POSTSECONDARY EDUCATION.

In order for postsecondary education in Hawaii to have the broad impact necessary for it to meet its responsibilities under the Hawaii State Plan, its programs must be available to all qualified citizens. Educational opportunities should not be limited because of a person's ethnic origin, sex or socio-economic status, or because the location of one's home coupled with family or job responsibilities make it impossible to attend regular day classes on campus. Every reasonable effort to remove barriers and otherwise assist any eligible individual to achieve higher levels of intellectual, personal, social, and vocational competency by providing occupational academic and professional training leading to certificates, diplomas, and degrees should be made.

- C(1). **POLICY.** Provide appropriate options within the state's postsecondary education community for all qualified people of Hawaii, in which each participant has a reasonable chance for success.
- C(2). **POLICY.** Extend educational opportunities to persons who are unable to attend classes on a campus through off-campus outreach programs.
- C(3). **POLICY.** Remove artificial barriers to educational opportunity and career choice related to ethnic origin, sex, or handicap.

FINANCING

- D. **OBJECTIVE:** PROVIDE FINANCING FOR POSTSECONDARY EDUCATION PROGRAMS SUFFICIENT TO ENSURE ADEQUATE DIVERSITY, HIGH QUALITY, AND WIDE ACCESSIBILITY.

The fundamental objectives of diversity, quality, and access in Hawaii's postsecondary education programs can only be achieved if these programs have a sound financial basis. During the 1970's, the number of students and graduates increased by nearly a third, while levels of funding, in terms of real purchasing power, remained roughly constant. In the public sector, the share of State expenditures going to the support of higher education steadily declined. During the 1980's and beyond, the demand for higher education services will increase much less dramatically, and it should be possible, by maintaining approximately the current level of financing, to make significant progress.

- D(1). **POLICY.** Pursue all appropriate avenues and sources of financial support, public and private.
- D(2). **POLICY.** Prevent further decline of the share of State resources invested in higher education.

COORDINATION

- E. **OBJECTIVE:** INCREASE PROGRAM EFFECTIVENESS AND EFFICIENCY THROUGH BETTER COORDINATION OF EDUCATIONAL RESOURCES.

The very diversity and comprehensiveness of the kind of postsecondary education system needed in Hawaii requires that there be coordination of educational resources to ensure that the limited resources available achieve the most effective results. Such coordination can minimize costly duplication of effort, while making sure that the broadest possible range of choice is available to students. In addition, the various institutions which comprise the postsecondary educational system should carefully take into consideration their organizational structures and management policies in order to achieve this objective and thus be directly accountable for the effective and efficient utilization of educational resources.

- E(1). **POLICY.** Increase cooperation and consultation between the public and independent sectors in order to coordinate delivery of the most diverse range of educational opportunities within the total resources available.

- E(1) (a). **IMPLEMENTING ACTION.** Provide an increased role and responsibility for the State Postsecondary Education Commission in the coordination of public and independent institutional programs.

Lead Organization: State Postsecondary Education
Commission

Assisting Organizations: Public and Independent
Institutions of Higher Education

Time Frame: FY 1984-90

- E(2). **POLICY.** Improve articulation among programs with the University of Hawaii system to provide students with increased mobility and educational options.

- E(3). **POLICY.** Improve coordination of individual and institutional planning to facilitate a better match of skills (supply) and opportunities (demand) in Hawaii's labor market.

- E(3) (a). **IMPLEMENTING ACTION.** Develop an integrated occupational information system, including uniform definitions, estimation procedures, classification codes, and data on occupational demand and supply.

Lead Organization: Department of Labor & Industrial
Relations

Assisting Organizations: Educational and Training
Institutions

Time Frame: Ongoing