Update on University of Hawai‘i at Mānoa Campus Framework for the Future

Oct 18, 2018

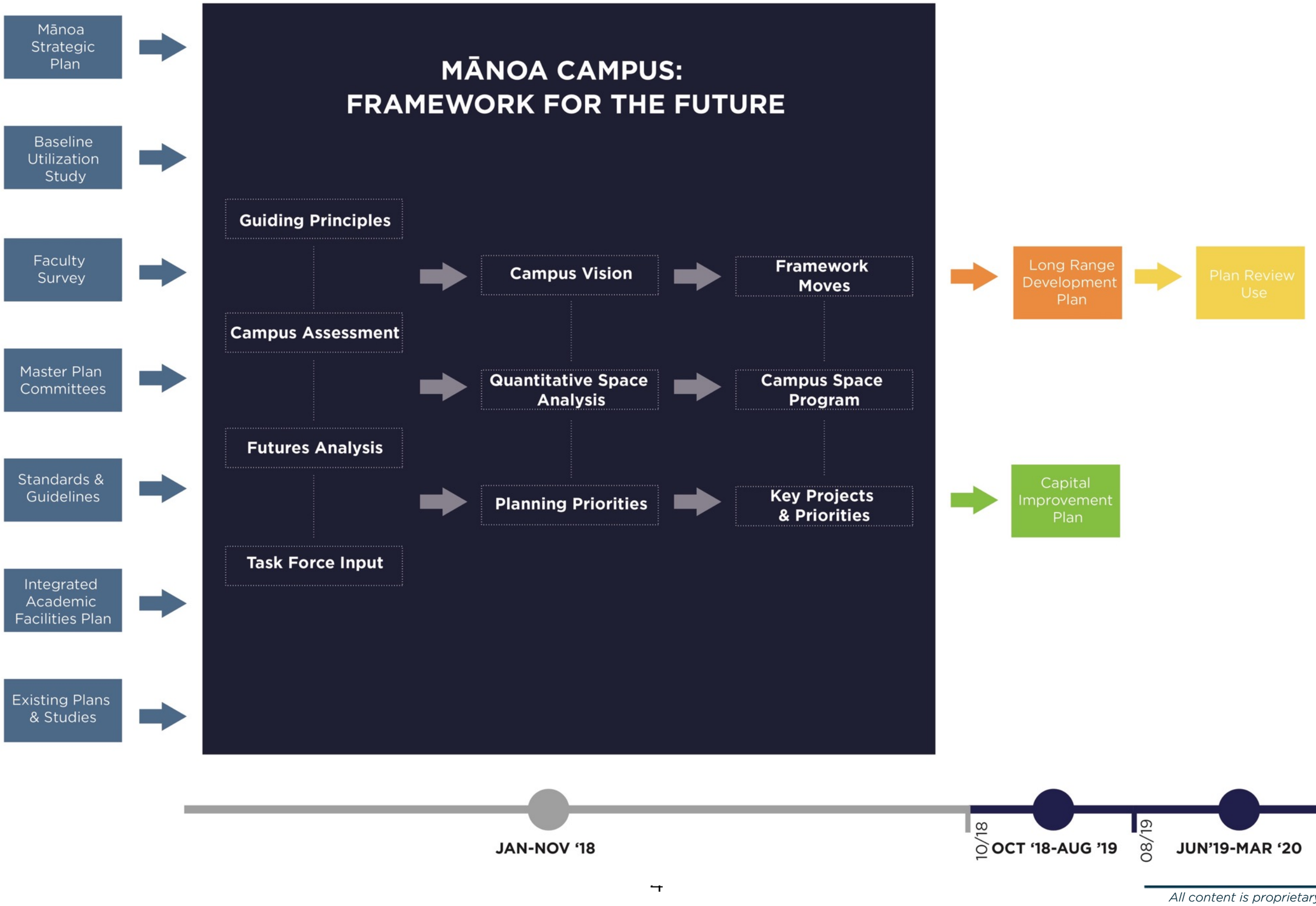
Agenda

- Process Overview
- Key Inputs
- Guiding Principles
- Planning Objectives
- Next Steps

Primary Deliverables Serve Different Needs in the Planning Process

Framework	• Aligns campus development projects with University Goals • Guidelines for future campus • Doesn‘t describe specific projects	20+ years
Long Range Development Plan (LRDP)	• Describes likely physical changes to campus over next 10 years	10 years
Plan Review Use (PRU)	• Initiates approvals process with city for alterations to campus	Varies
Capital Improvement Plan (CIP)	• Forecast of upcoming major projects and budgets	6 years (annual update)

Process Overview



Team Organization

Meets 1-2 times/semester

EXECUTIVE COMMITTEE

Senior UH Manoa leadership (cabinet)

Jan Gouveia, Vice President for Administration
Brian Powell, Chair, Senate Executive Committee
Christine Sorensen, Professor and Committee Chair, Ltech
Daniel Friedman, Sr. Advisor, Campus Design, Office of the Chancellor
Kaiwipuni Lipe, UH Mānoa Native Hawaiian Affairs Specialist
Donna Kiyosaki, Associate Vice President for Administration
Nelson Lee, Interim Director, Office of Project Delivery
Jimmy Kurata, Fmr. Director of Planning and Project Development
Blake Araki, Director of Campus Operations and Facilities
Matthew Lynch, System Sustainability Coordinator
April Goodwin, Academic Affairs Program Officer
Wendy Pearson, Academic Affairs Program Officer

Meets biweekly

STEERING COMMITTEE

Meets weekly

CORE TEAM

Consultant team and Director of Planning

TASK GROUP

TASK GROUP

TASK GROUP

Ad Hoc groups formed to address specific emergent issues and areas of inquiry

Communications

Public Website:

manoaframeworkfuture.info

Social Media:

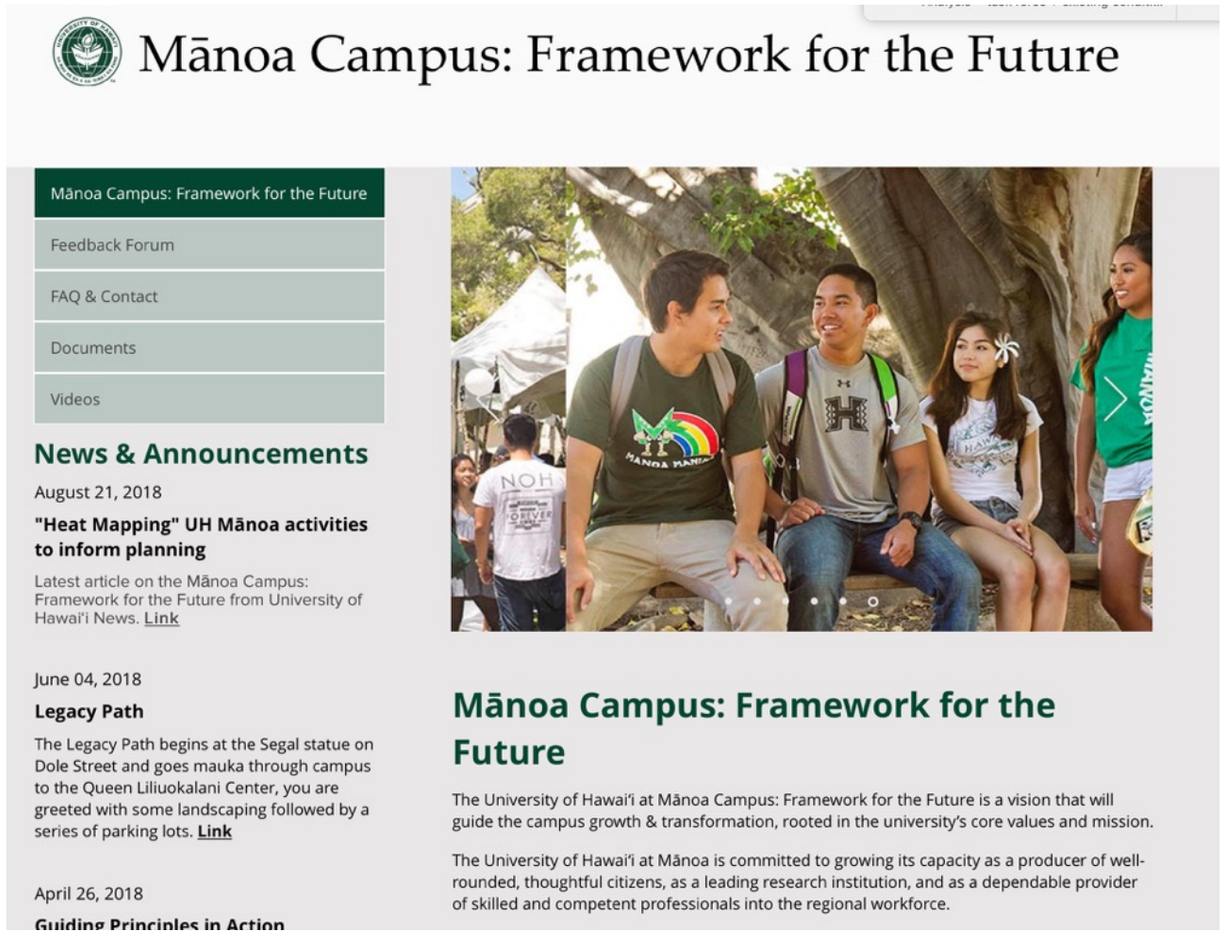
- UH Manoa News stories
- Campus-wide email
- UH social media posts

Updates at Recurring Meetings

- Faculty Congress/Senate
- Deans meeting

Displays and Installations

- Physical installations around campus showing future possibilities

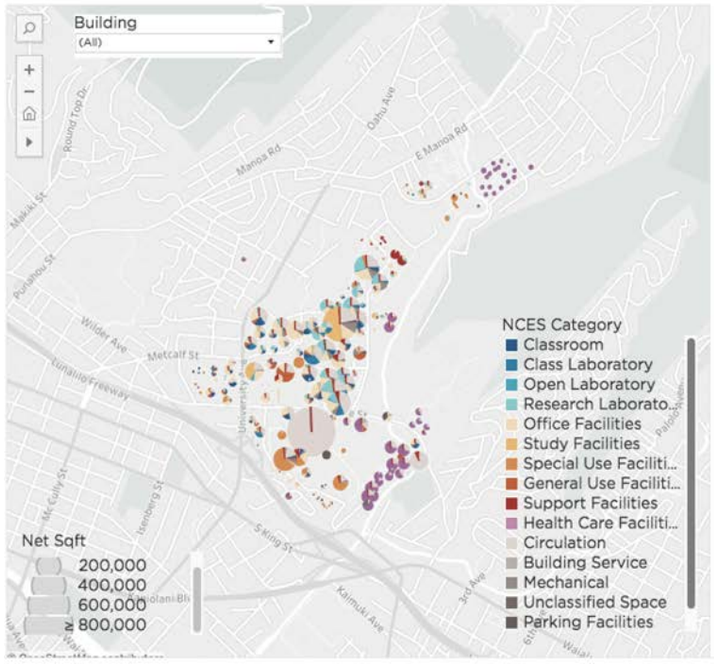


Key Inputs

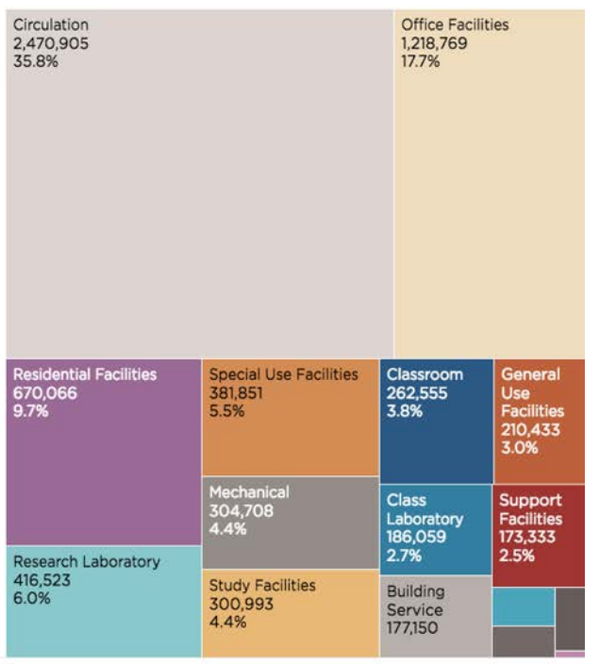
- Leverage prior and current work
  - Plans
  - Studies
  - Coursework
  - Initiatives
  - Committees
- Develop quantitative baseline of campus
- Solicit qualitative input from broad base
- Leverage technology

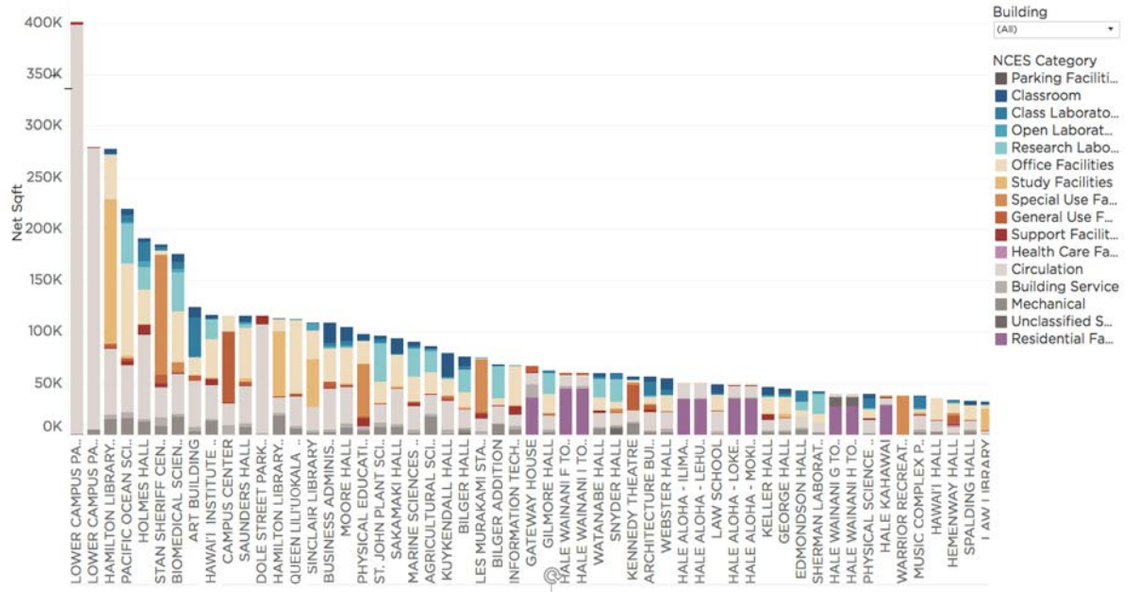
Key Inputs Baseline Utilization

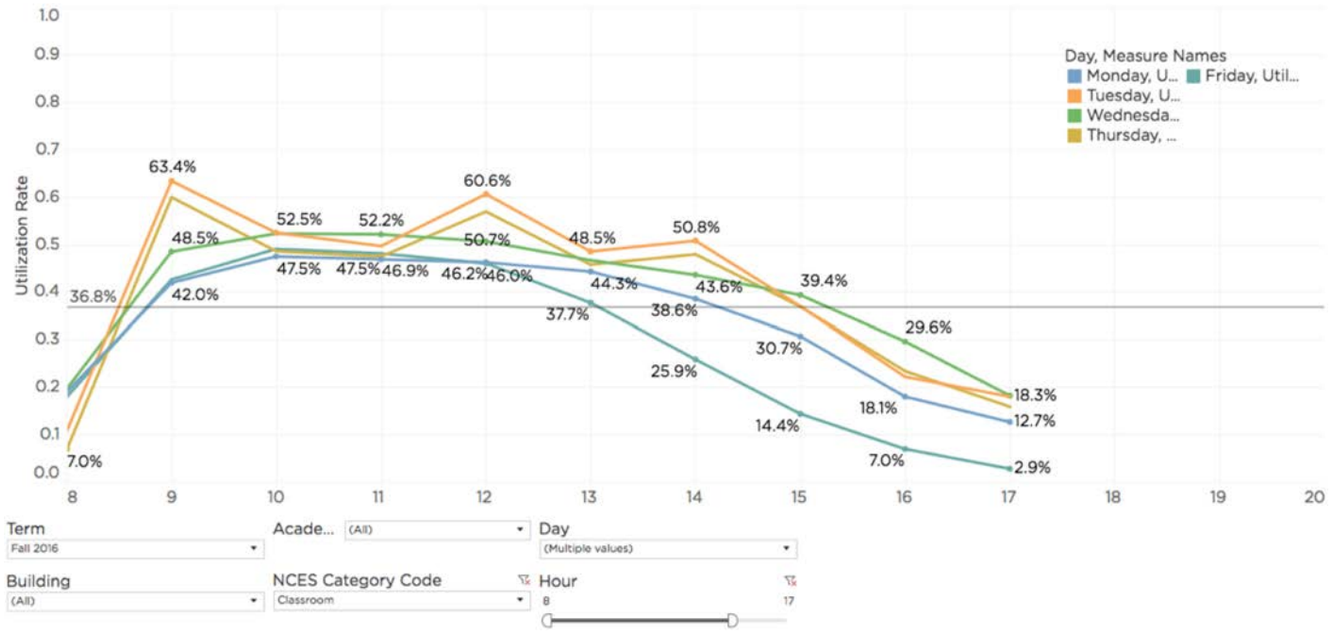
UH Mānoa Building Area By NCES Category

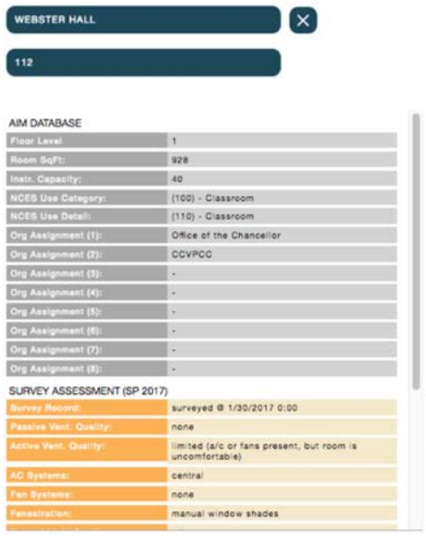


UH Mānoa Total Area By NCES Category

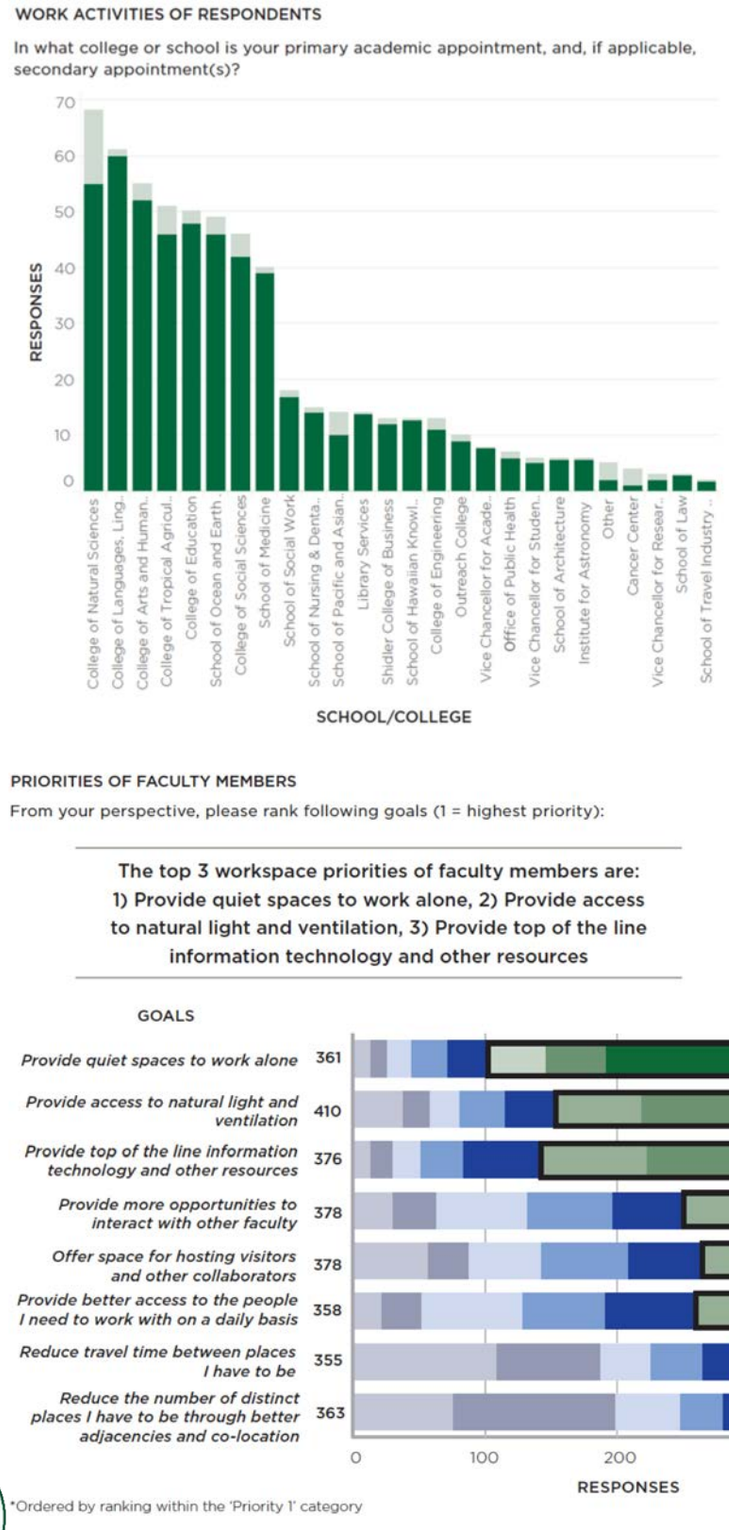








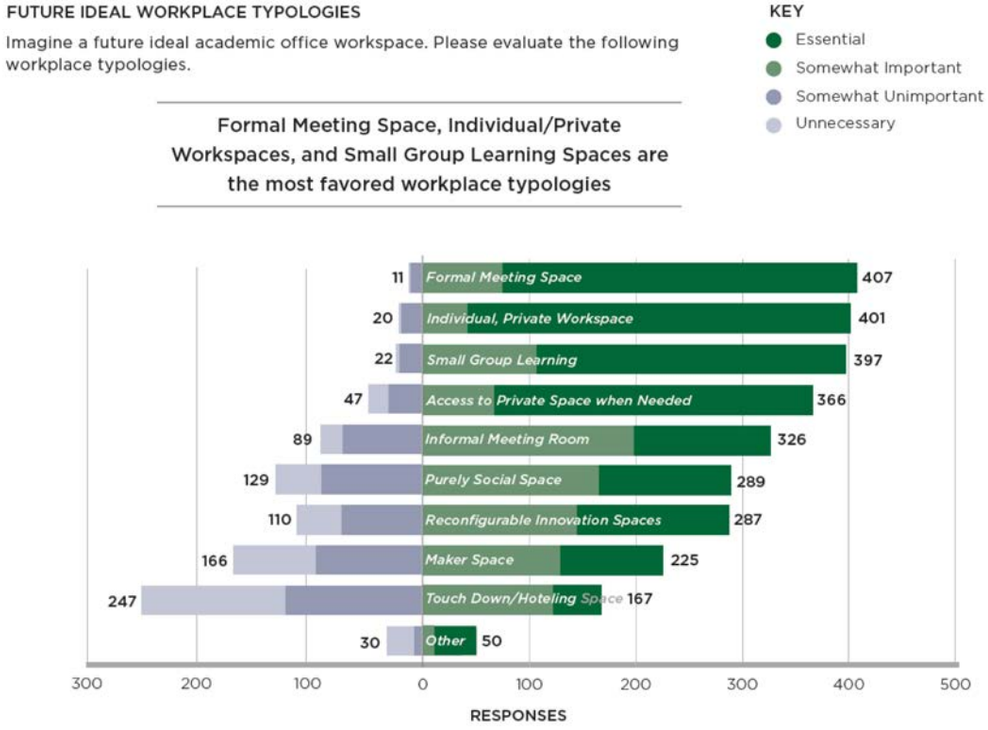
Key Inputs Faculty Survey



KEY

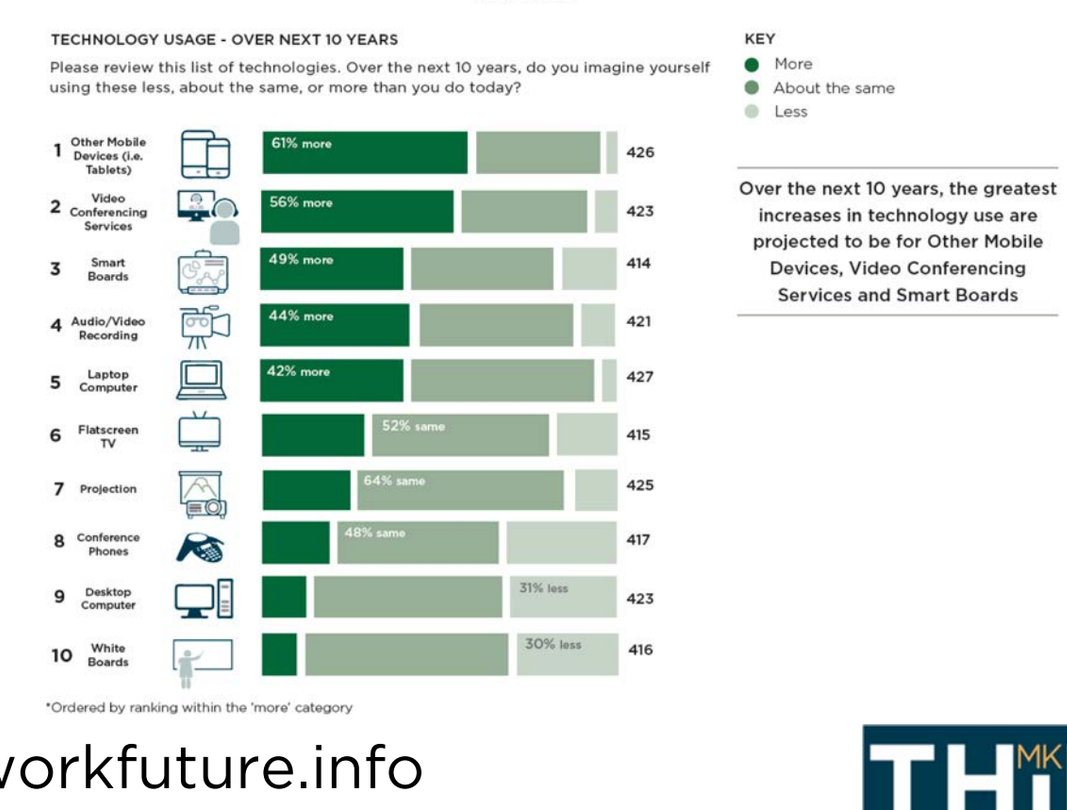
- Primary Academic Affiliation
- Secondary Academic Affiliation

26 schools/colleges were represented by respondents, with the most responses from the College of Natural Sciences, the College of Languages, the Linguistics & Literature and the College of Arts & Humanities



Formal Meeting Space, Individual/Private Workspaces, and Small Group Learning Spaces are the most favored workplace typologies

The top 3 workspace priorities of faculty members are: 1) Provide quiet spaces to work alone, 2) Provide access to natural light and ventilation, 3) Provide top of the line information technology and other resources



Over the next 10 years, the greatest increases in technology use are projected to be for Other Mobile Devices, Video Conferencing Services and Smart Boards

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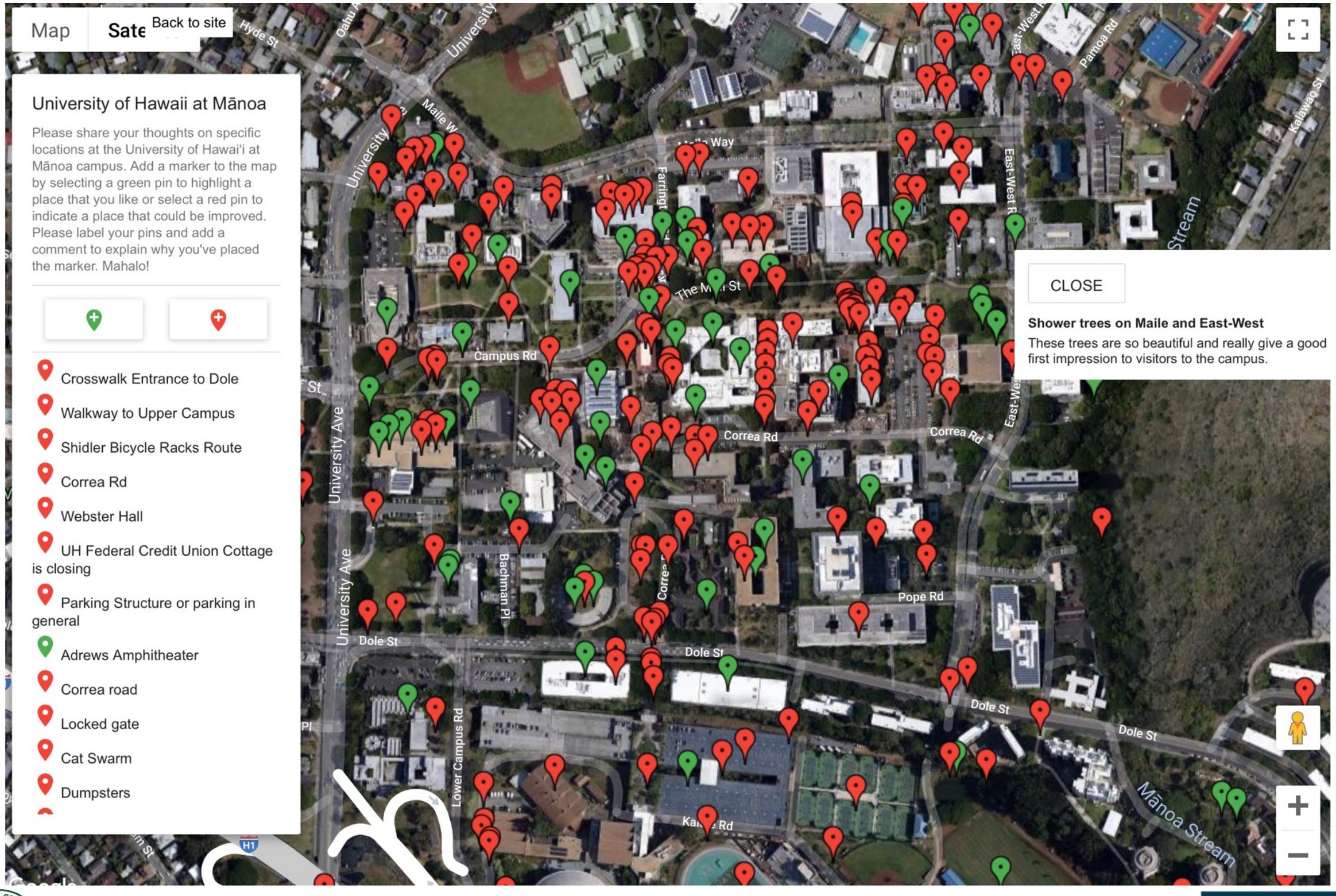
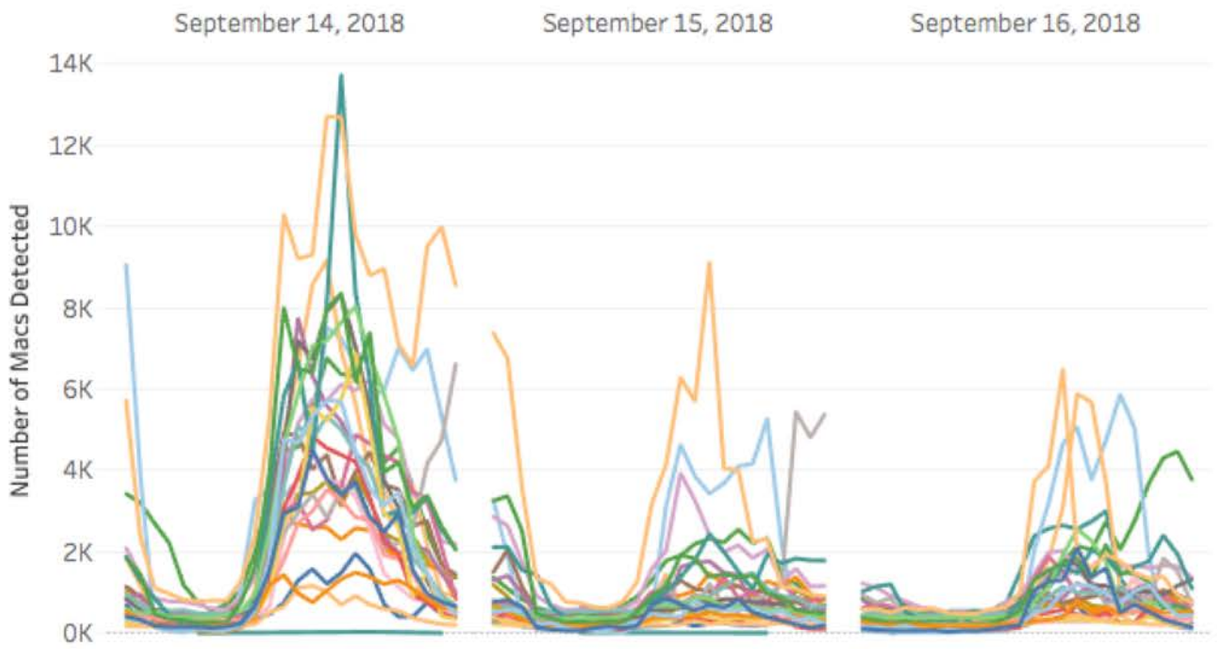
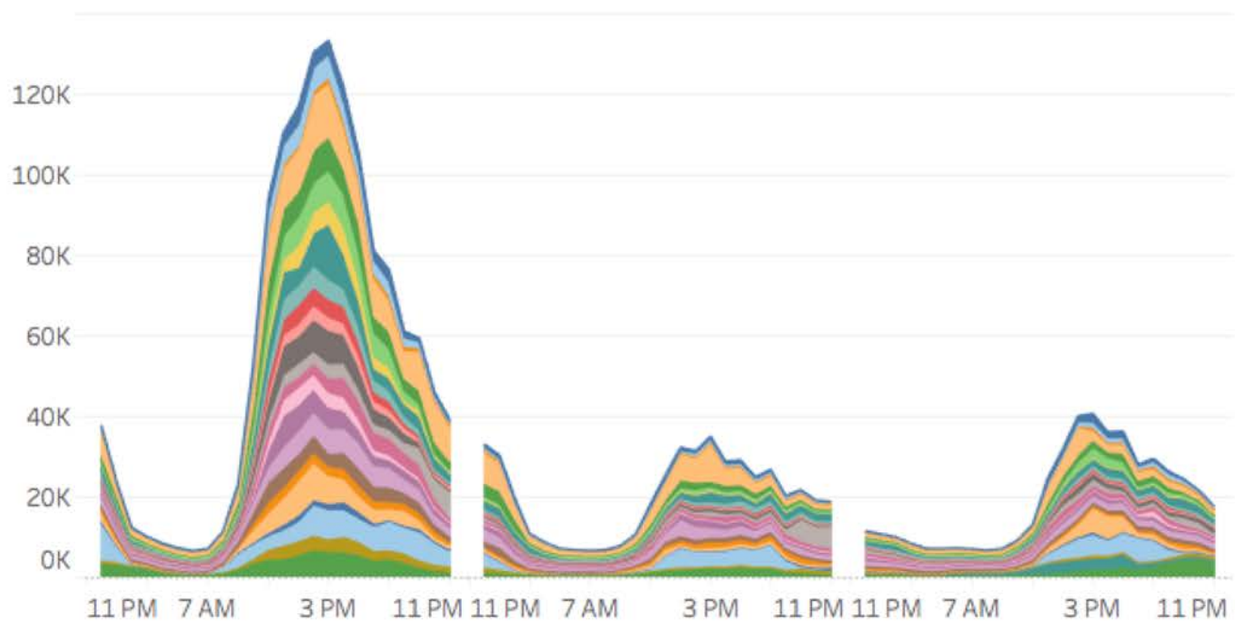
Key Inputs Crowdsourced Preference



Key Inputs Time/Motion Study





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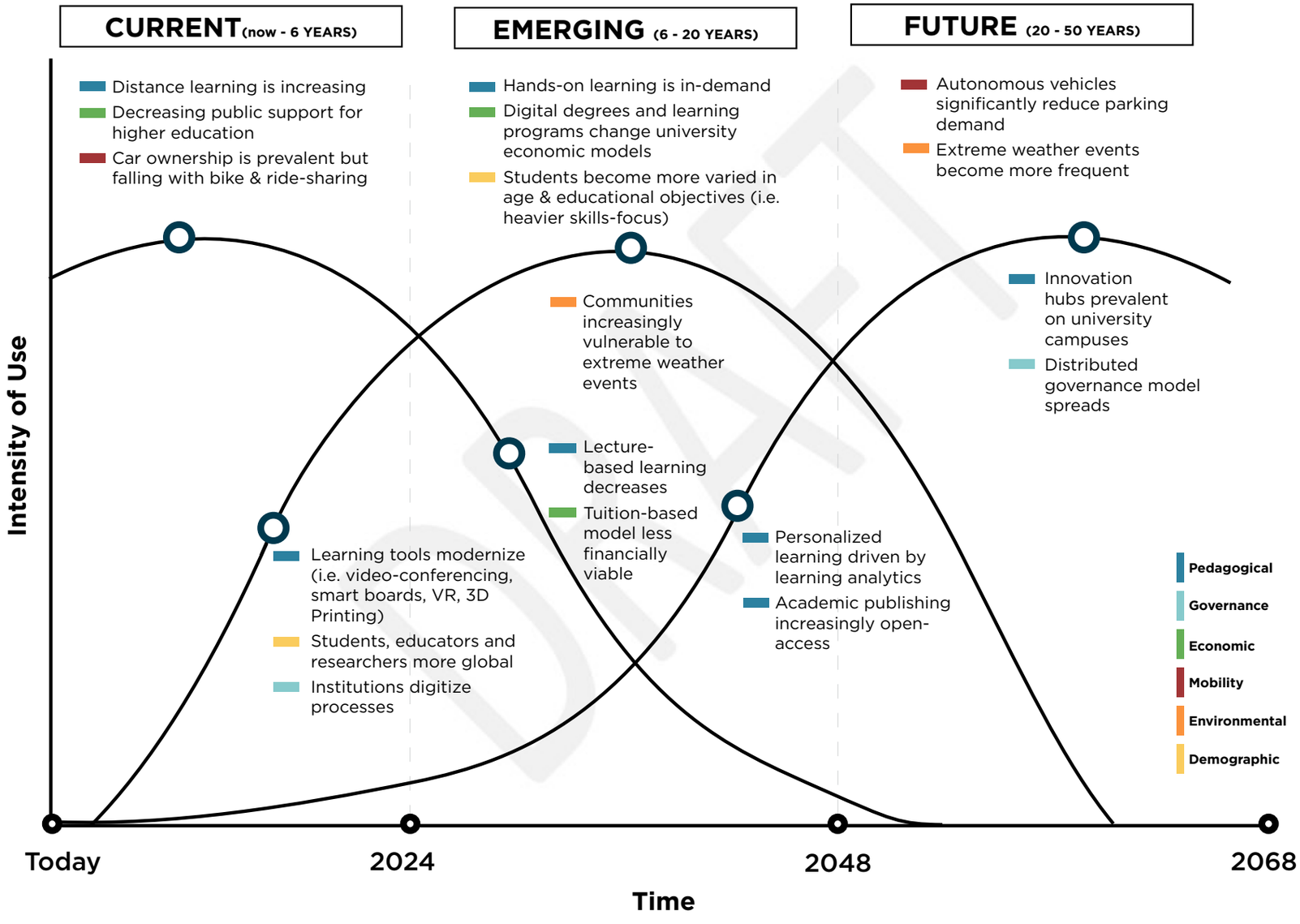
Key Inputs Foresight Analysis

Trends Shaping Higher-Ed

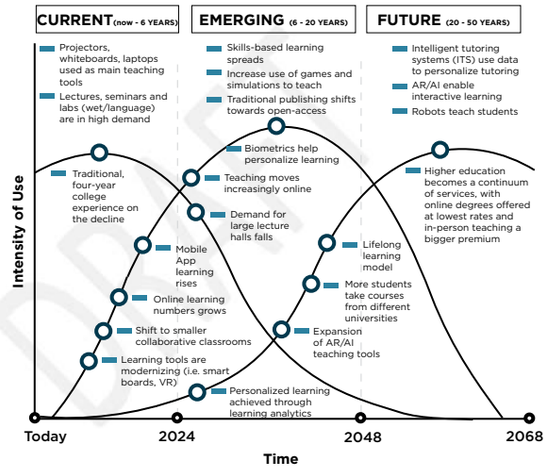


Pedagogical

Education is moving online, driven by shifting student demographics and demand for flexible learning opportunities

Local Trends:

- UH Mānoa faculty anticipate that they will use tablets, video conferencing services & smart boards more in the next 10 years
- Some UH Mānoa courses are moving online
- Flexible, innovative learning spaces are also deemed important
- UH Mānoa already embracing digitized learning analytics with STAR initiative



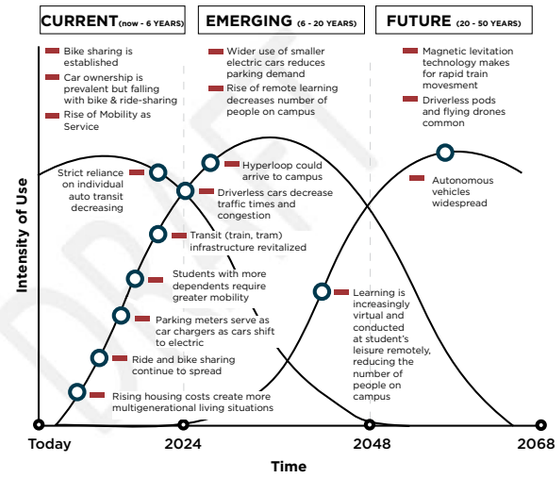
Sources: Faculty Survey on Facilities (MKThink Analysis); Stanford Report of the 2015 Study Panel, 2016; NMC Horizon Report, 2016

Mobility

Vehicle ownership is decreasing as alternatives such as bike, ride-sharing and mobility as service emerge

Local Trends:

- Parking is currently in high demand but may decrease with the introduction of ride and bike (Biki) sharing
- Traffic problems will likely persist for some time due to Honolulu's high levels of service sector jobs, which demand in-person presence
- Rise of remote learning could decrease numbers of cars on campus



Sources: Brooking Institute, 2015; Lyte, 2017

Key Inputs Planning Analysis

CENTRAL CAMPUS

The central campus is the hub of the academic and administrative buildings at UH Mānoa. Important services and centers of campus life, such as the Campus Center, University Health Services, Center for Student Services and Hamilton Library are located in the Central Campus.

Due to the high volume of pedestrian and vehicular traffic and parking lots, many main thoroughfares are overcrowded with a lack of visual cohesion. Though there are pedestrian corridors connecting UH Mānoa to the rest of Honolulu, the central campus lacks visual corridors and connections to downtown areas and the coast.


Hamilton library

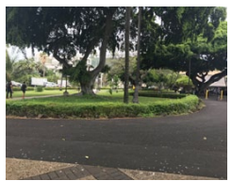

Spalding Hall Nam


Varney Circle


Mccarthy Mall


Campus Center


Campus Center


Legacy Path


Krause Annexes + Sustainability


Center For Student Services


Engineering Quad Area


Holmes Hall | Dole Street Sidewalk


Shidler College

MANOA CAMPUS: FRAMEWORK FOR THE FUTURE

EDGE & ENTRANCE TYPES

Campus perimeter and entry points dont create a strong identity across the campus. Edge conditions are a range of types around key entry point areas, from parking lots to busy street sidewalks to vegetated slopes.

CURRENT BUILDING USES

Some parts of campus are defined by certain types of functions. STEM activities for examples are concentrated on the eastern side of Central Campus and in Upper Campus. Athletics is all in the Lower Campus, and residential building largely run along the campus's stream edge.

Source: AIM Database, MK Think analysis + research

Key Inputs Direct Engagement

- Interviews/ Discussions
- Task Groups
  - Student Success
  - Native Hawaiian Place of Learning
  - Energy
  - Pedagogy
  - Others TBD
- Website Feedback Forum

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Guiding Principles (page 1 of 2)

Promote world-class instruction & scholarship – contribute to the advancement of human knowledge and help our communities to solve the complex and interconnected challenges facing their futures.

Develop the whole student - provide spaces that are physically, mentally and emotionally safe on a daily basis and in times of need. Retention and enrollment growth are reflective of how well we take care of our students.

Steward our natural environment – optimize existing resources and assets by using what we have as efficiently as possible, and utilize sustainable design principles to minimize environmental footprint when we do need to build new.

Foster inclusivity & connectivity - provide access for campus community members to housing, transit by all types of mobility, and digital technologies.

Guiding Principles (page 2 of 2)

Cultivate collaboration – promote interaction, cross-disciplinary learning and meaningful work so that folks can work together to create the best futures for Mānoa, Hawai‘i, and the world.

Leverage unique attributes of place – honor in digenous ancestral knowledge systems. Care for and learn from Native Hawaiians and their knowledge systems, which provide lessons on how to care for each other and our natural world in our specific regions of Mānoa and larger Hawai‘i.

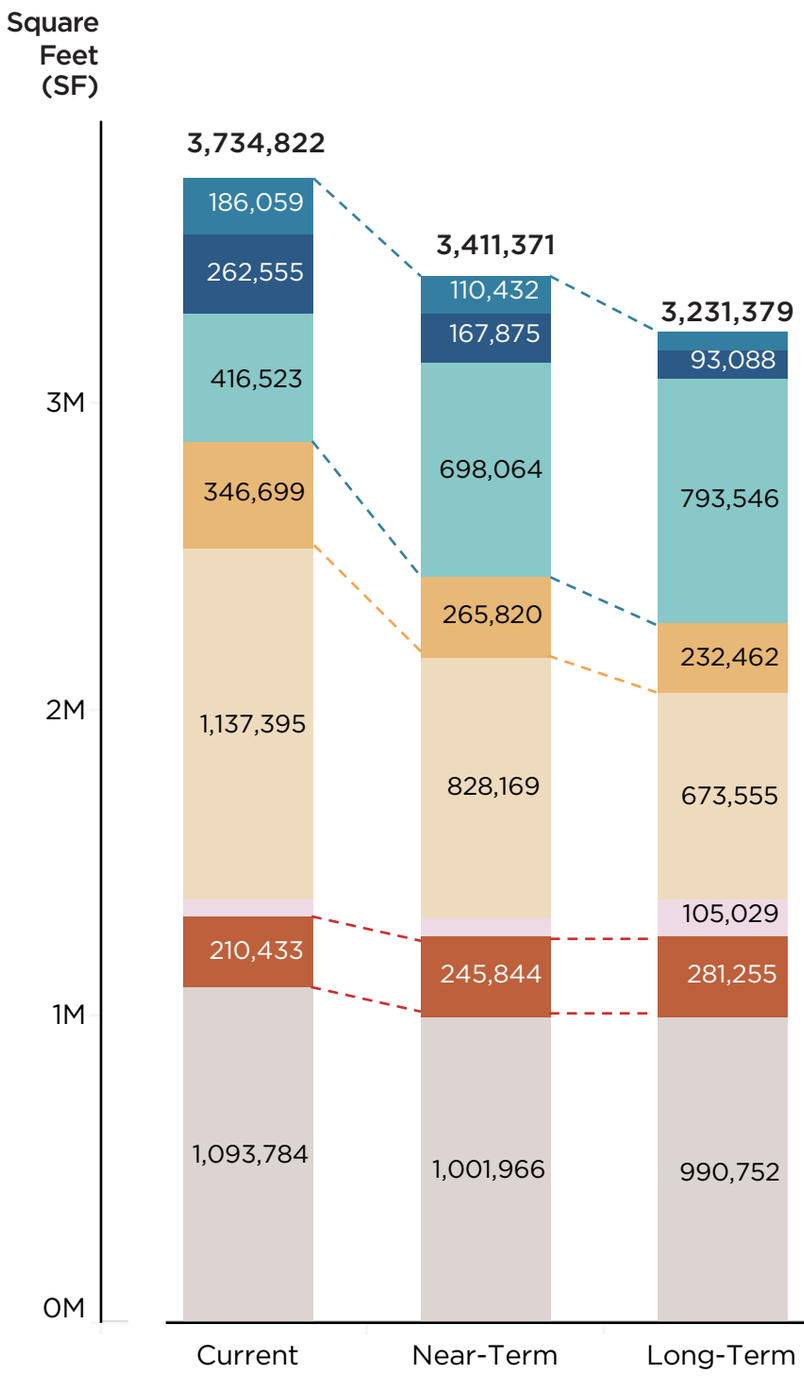
Ensure financial viability – demonstrate fiscal responsibility and a robust financial plan to make smart decisions which maximize our ability to do more with less. Ensure that capital is deployed efficiently to achieve the mission of the university.

Planning Objectives

1. Optimize Infrastructure Facility, Land & Resource Use

- Establish campus zones driven by unique infrastructure needs
- Concentrate academic activity on central campus
- Create land banks for future use
- Improve building occupancy & utilization rates
- Develop long-term energy strategy
- Pursue revenue-generating development partnerships

High Quality, High Utilization Space
(Illustrative)



Teaching, learning, and research space
- Higher utilization and occupancy
- Improved quality
- Transforming pedagogies shift composition of space

Libraries/Study Space
- Shift from book storage to student space

Offices
- Eliminate inefficient portables
- Space standards
- High quality conference and meeting space

General Use
- Increase student gathering space

Circulation
- Eliminate inefficient portables

not included: Health care facilities, parking, special use facilities, residential facilities, support facilities

Planning Objectives

2. Transform circulation & mobility

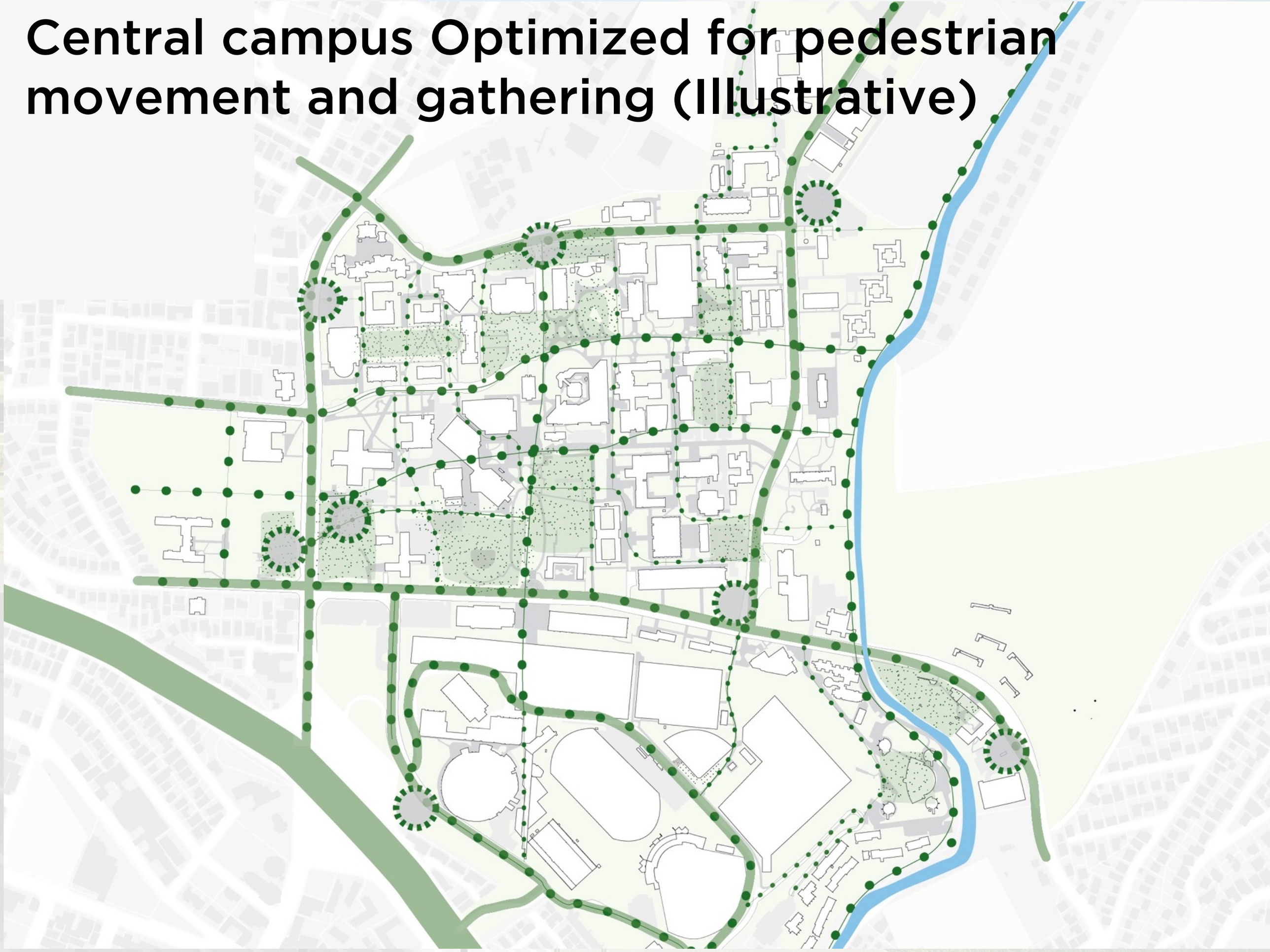
- Prioritize pedestrian experience and wayfinding on central campus
- Create velocity-based circulation hierarchy
- Develop alternative transit solutions to one-driver-one car
- Transit hub
- Off-campus parking
- Anticipate future changes

Planning Objectives

3. Strengthen the gathering experience

- Gathering at all scales
  - One to one
  - Small to large groups
  - Large events
- Formal and informal
- Indoor and Outdoor
- Imbedded digital capabilites (distance learning)
- Integration of Mānoa/Oʻahu community into campus gathering experience
- UH Mānoa hosts international gathering events

Central campus Optimized for pedestrian movement and gathering (Illustrative)



Planning Objectives

4. Become a Living Learning Laboratory

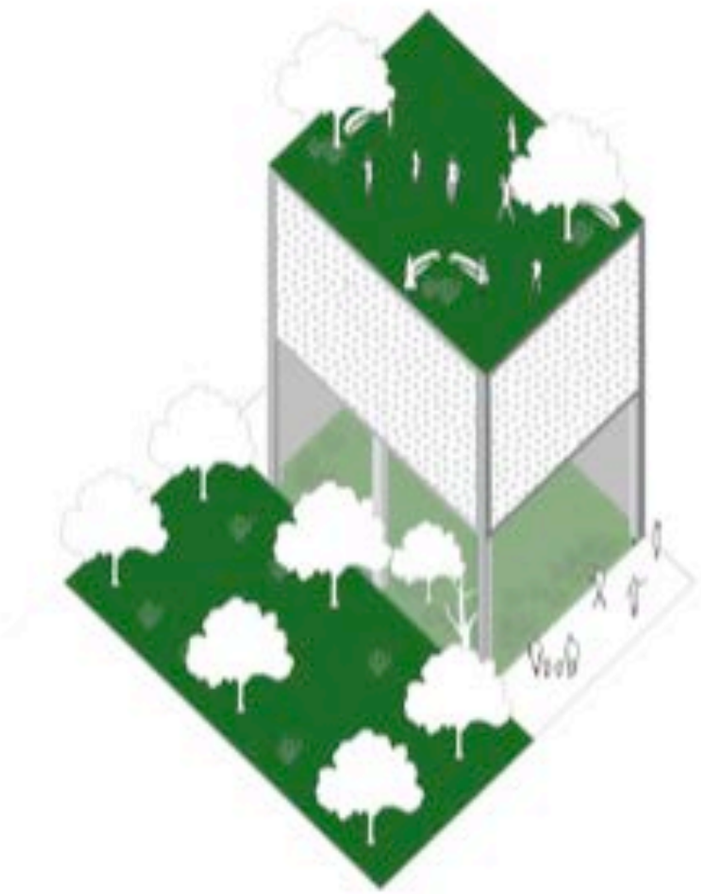
- Campus landscape becomes part of experimentation, learning, and creation of new knowledge
- Campus models best practices for malama ‘aina
- Support current and future research objectives with high quality, flexible research environments across a broad portfolio of research methodologies
- Research space supports integration of research and teaching
- Learning environments are flexible and respond to changing pedagogies

Planning Objectives

5. Activate Landscape & Campus Character

- Cultivate campus identity as a Hawaiian place of learning through intentional landscape design
- Strengthen campus arrival experiences
- Incorporate natural elements into everyday experience
- Increase diversity of open space types & multi-functional landscapes
- Emphasize tree canopy, native species, functional vegetation
- Connect campus to adjacent open space trails & resources

Diversity of landscape-driven open spaces (Illustrative)



MANAGED

MEDIATED

NATURALISTIC

Planning Objectives

6. Provide for the whole campus ‘ohana

- Improve the quantity and quality of the residential experience for undergraduate students, graduate students, and faculty
- Ensure that campus provides for the overall wellness of its citizens
- Leverage campus as recreation opportunity
- Introduce social environments to campus that can also serve the Mānoa community and public

Planning Objectives
7. Build Resilience

- Flexibility to allow for uncertainty, mitigate risk associated with large capital projects
- Agile campus that can anticipate and adapt to change
- Redundant systems to ensure continuity of operations

Current Activities and Next Steps

- Framework — Nov. 2018
  - Space Needs Forecast
  - Zones and Hubs Definition
  - Conceptual Campus Plan
  - High-level Project Definition and Prioritization
- CIP Update — Nov. 2018
  - Planned Capital Projects for next 6 years
  - Planning, design, construction
  - Estimated Budgets
- Long Range Development Plan — Sept. 2019
  - Project definition
  - Potential projects for next 10 years
  - Agency Submittal and Review
- Plan Review Use — Feb. 2020
  - Determine impact of specific projects
  - Agency Submittal and Review