



UNIVERSITY
of HAWAII®
MĀNOA

MĀNOA



OUR KULEANA TO HAWAII & THE WORLD
STRATEGIC PLAN 2015-2025





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PREFACE

The Strategic Planning Committee recognizes that this document has been several years in the making, and that it was finalized in the midst of the global COVID-19 pandemic. From the rapid shift to remote learning in Spring 2020 and further development of more online and hybrid instruction for Fall 2020, the virus has compelled us to make significant changes in how we teach and learn. Our responses to these new circumstances might ultimately push us ahead in developing more online courses and degree programs, but this time has also importantly reaffirmed for us the value of being together in the same space. Just as we have adapted our classes to these rapidly changing conditions, so too our research enterprise has adjusted to meet the challenges of COVID-19. Faculty in multiple disciplines quickly pivoted their research projects to address such pressing needs as affordable and reliable testing, community transmission monitoring and modeling, and the measurement and forecast of the economic consequences of the pandemic

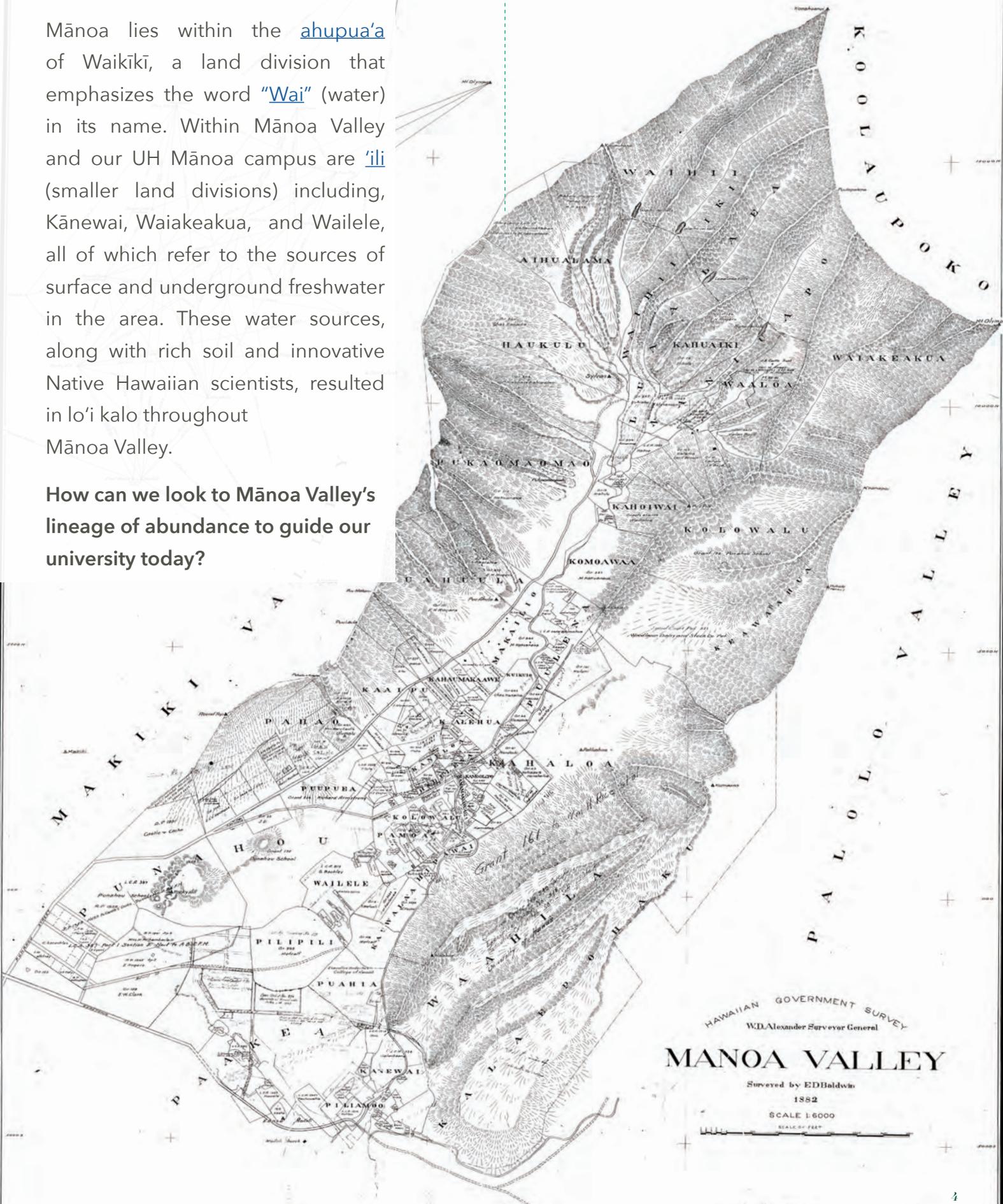
in Hawai'i. Through all of these challenges, the staff, from departments to administrative offices kept everyone on track, often while working from home. We are proud of the creativity, ingenuity and resilience that our campus has evidenced during this unprecedented time.

Some have asked if the upheaval created by the pandemic upends this strategic plan. Our answer is no. Our core values, mission and vision must persist through both normal times and times of crisis. Through this crisis, we have learned how a strong plan that articulates core values can serve as a compass through difficult times, and how crucial it is to maintain focus on a future state of the University that both responds to the current crisis and endures well beyond it. As you read through this document, our hope is that you will think about how each of our strategic goals is key to our ability to survive the fallout from COVID-19 and emerge stronger and more committed, individually and as an institution, to our relationships to this place and to each other.



Mānoa lies within the [ahupua'a](#) of Waikīkī, a land division that emphasizes the word “[Wai](#)” (water) in its name. Within Mānoa Valley and our UH Mānoa campus are ['ili](#) (smaller land divisions) including, Kānewai, Waiakeakua, and Wailele, all of which refer to the sources of surface and underground freshwater in the area. These water sources, along with rich soil and innovative Native Hawaiian scientists, resulted in lo'i kalo throughout Mānoa Valley.

How can we look to Mānoa Valley's lineage of abundance to guide our university today?





The University of Hawai'i at Mānoa is located in the verdant Mānoa Valley, in the ahupua'a (land division) of Waikīkī, in the moku of Kona, on the mokupuni of O'ahu, in the pae'āina of Hawai'i in the center of Moananuiākea.

We perpetuate Hawaiian terms for these land divisions in order to acknowledge and honor lineages of reciprocity with and stewardship by kanaka (Native Hawaiian people) that gave rise to generations of sustainability, self-sufficiency, and resilience. This genealogy guides our kuleana - our responsibilities and purposes - to Hawai'i, the Pacific, Asia, and the world.

Thus, our world-class research portfolio and our commitments to excellence in teaching and services to communities are uniquely situated geographically, culturally, and historically as Hawai'i's flagship and land-, sea-, space- and sun-grant university.



E HO‘OMĀLAMALAMA I KŌ MĀLAMA

*Cultivating the potential within
each member of our community.*

HE LAMAKŪ O KE ALOHA ‘ĀINA

*A leading light of aloha ‘āina
for Hawai‘i and the world.*



OUR MISSION

Located in the most diverse community and environment in the world, the University of Hawai‘i at Mānoa is a globally recognized center of learning and research with a kuleana to serve the people and places of Hawai‘i, and our neighbors in the Pacific and Asia. We cultivate creative and innovative leaders who mālama our people, our places, and our ways of knowing in order to sustain and transform our islands and the world.



OUR VISION

We will be locally and globally recognized as a premier student-centered, Carnegie Research 1, community-serving university grounded in a Native Hawaiian place of learning that summons our rich knowledge systems to help mālama Hawai‘i and the world for future generations.



OUR KULEANA TO ALOHA ‘ĀINA

At the heart of any Native Hawaiian place of learning is aloha ‘āina. Hence, as we continue our journey in advancing UH Mānoa as a Native Hawaiian place of learning, we realize that we also have a kuleana to aloha ‘āina. In fulfilling this kuleana, we will emerge as a world leader in terms of scholarship, learning, and service.

Aloha ‘āina is a relationship and worldview deeply rooted in Hawai‘i. It is a recognition, commitment, and practice sustaining the ea - or life breath - between people and our natural environments that resulted in nearly 100 generations of sustainable care for Hawai‘i. We recognize it is because of the aloha ‘āina practiced by Native Hawaiians over those many centuries that we can enjoy the Hawai‘i we have today. Therefore, as we continue to learn about our collective kuleana as a university truly of

Hawai‘i, we realize that we too have a role in aloha ‘āina and we take guidance from Native Hawaiian ancestral knowledge and wisdom on this journey together.

Therefore, our vision is that UH Mānoa will become a university where models of aloha ‘āina abound and can be utilized with and by all sectors of our community to care for one another so that we can collectively care for our island home.

HE HULIAU

*A time of change; a turning point;
to recall the past to inform our future*

Indeed, at the time of the preparation of this Strategic Plan, we are witnessing huliau in many ways both locally and globally. Our climate is changing, and so too must the ways in which we care for 'āina, and in which we educate our students. The geopolitical landscape is likewise undergoing rapid and seemingly continuous change, with much of this change centered in the Pacific Asia region.

Here at home in Hawai'i, and across the United States, we face uncertainty, with challenges ranging from income inequality and social justice to health care and education. The pandemic has elevated so many of these challenges while simultaneously reminding us of the interdependence of all life and the urgent need to find (k)new ways to mālama and aloha one another and the 'āina that surrounds us.

Our University does not have a track record of utilizing Native Hawaiian values, worldviews, and knowledge systems to guide institutional decision making. The controversy surrounding the intended construction of the Thirty Meter Telescope on Maunakea is but one example. Therefore, we must ask ourselves: How do we reconcile past and current decisions with a k(new) direction of aloha 'āina for the future? We believe that our designation as a Truth, Racial Healing, and Transformation (TRHT) Campus Center and our

commitment to those pillars can help to guide this process. In the spirit of TRHT, we believe it is the kuleana of each member of our campus to learn more, acknowledge more, and engage more in not only past truths but also in all the wisdom aloha 'āina offers us. We know this will take resources and time; we are committed to it.

It is our belief that providing students with different and diverse knowledge systems will ultimately make them better able to address problems that we face locally and globally. And it is for all of these reasons that we have paused to reflect on who we are, where we are headed, and what our kuleana is to Hawai'i and the world.

To publicly commit to aloha 'āina is somewhat of a turning point for UH Mānoa. At the same time, it is not completely new. Mānoa Valley was historically a model of aloha 'āina in which Native Hawaiians lovingly and intelligently cared for their natural resources and in turn were nurtured and fed by them. UH Mānoa has always been a land-grant institution, with a commitment to serving working class families and investing in agriculture and the mechanical arts. Our future path therefore has deep roots in both the place we are situated and in the historic purpose of our university. We must ask ourselves, how do we utilize lessons from our past and knowledge of the present to truly become a leading light of aloha 'āina for Hawai'i and the

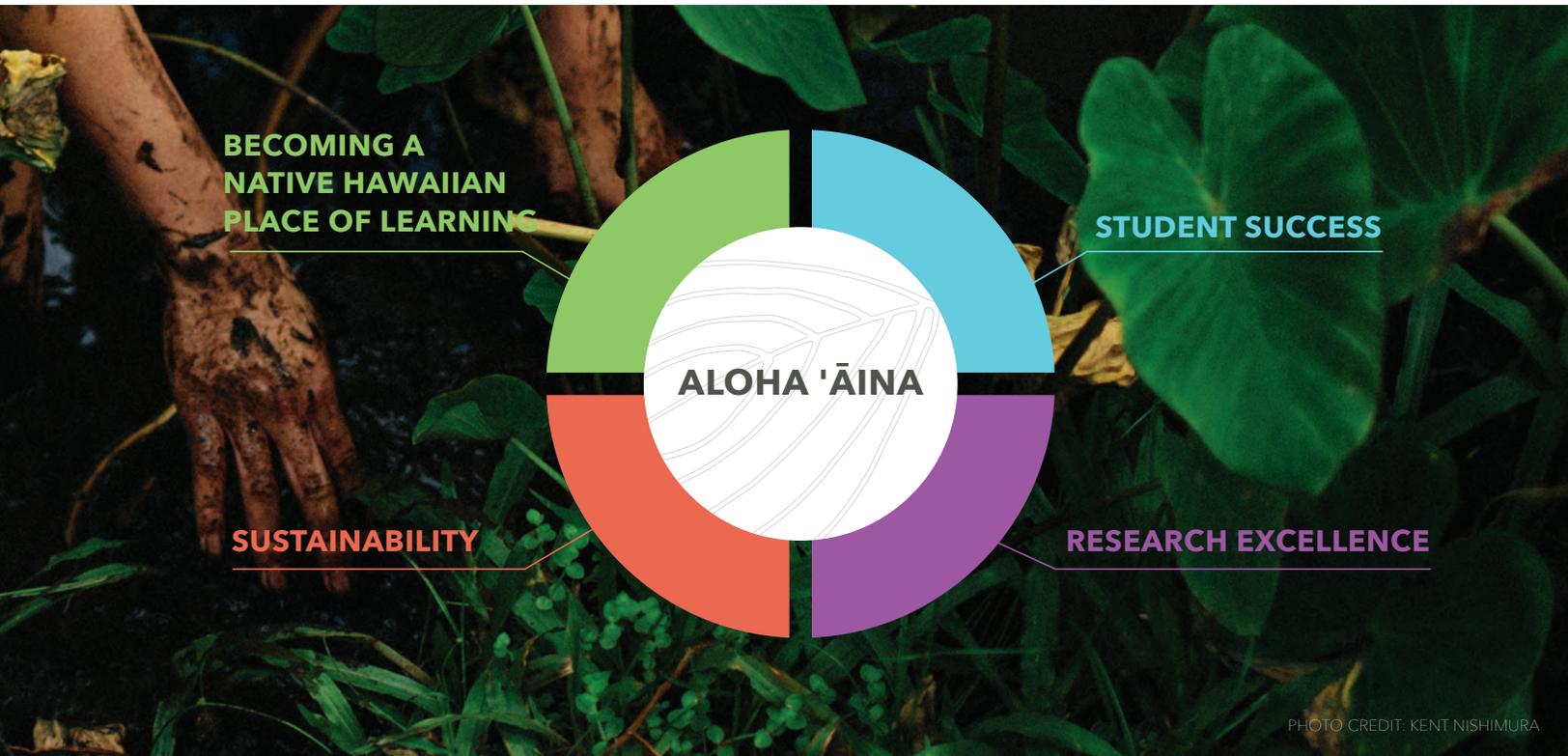


world in these ever-changing times, with the aim of creating a more secure and sustainable future? We believe that our four strategic goals foster and invite aloha 'āina into the heart of our UH Mānoa community, and place us on a course to achieve recognition as one of the world's leading universities. Our goal of becoming a Native Hawaiian place of learning and an Indigenous-serving institution directs our attention to the ways in which indigenous knowledge can deepen and guide our campus' efforts when we reciprocate the aloha necessary to sustain them. Our goal of enhancing student success reminds us that the promise of aloha 'āina leadership lies within the students and future generations we recruit, inspire, and prepare. Our goal of excellence in research celebrates and seeks to foster more and varied research and creative works that will provide us with thoughtful, innovative, and information-driven pathways to aloha 'āina. Finally, our goal of building a sustainable and resilient campus environment provides us with the opportunity to create the university that embodies and inspires aloha 'āina for every member of our community. As we strive to meet these four goals by 2025, we believe that we will move closer to our vision of becoming a lamakū of aloha 'āina that helps to light the pathway for all.



OUR STRATEGIC GOALS

These four high-level strategic goals have been developed to align with the UH System Strategic Directions, the UH System Integrated Academic and Facilities Plan, and the UHM Framework for the Future.



ALOHA 'ĀINA AND THE STRATEGIC GOALS

Our students will carry aloha 'āina forward. Thus, the education of students is the core mission of the University; it is the reason we exist. Research and creative work serve to inspire, inform, and support the educational mission and vision of the university, from the recruitment of faculty who are leaders in their profession to the opportunities for experiential learning in leading-edge laboratories, centers, and studios. Our collaborations with, and

service to the community ensure that the work of the University is transferred to our constituents and stakeholders for the public good, for a sustainable and thriving future. UH Mānoa is where the future of Hawai'i will be formed, through educating its future leaders, through research and scholarship that address key issues, and via active engagement with communities throughout the state that gives us our home and our name.

GOAL

Becoming a Native Hawaiian Place of Learning

As we look to aloha 'āina to guide us on our journey of becoming a Hawaiian place of learning, we turn to mo'olelo – a succession of historical accounts collected over time – to provide us context and core principles:

Papa, earth mother, and Wākea, sky father, parent many of the Hawaiian Islands. They also have a daughter, Ho'ohōkūkālani. Eventually Ho'ohōkūkālani gives birth to a premature child who does not survive. He is named Hāloanakalaukapalili and they return him to Papa, his grandmother earth. From this site grows a kalo, which goes on to become a principal food for the Hawaiian people. A second child is born to Ho'ohōkūkālani. He is named Hāloa in honor of his elder sibling. Hāloa becomes an ali'i nui (high chief) and is an ancestor of the Hawaiian people. Hāloa, the chief and younger sibling of the kalo, cares for the land and the surrounding environment, which then allows the kalo, the elder sibling, to grow and feed the people. This reciprocal and familial relationship is maintained by the entire society, resulting in a sustainable and abundant Hawai'i for centuries.



Core principles and relationships that emerge from this story guide our excellence in teaching, research, and service at UH Mānoa:

MO'OKŪ'AUHAU

The many genealogies that shape us

One of the lessons from the mo'olelo of Hāloa is [mo'okū'auhau](#) or the genealogies that connect us. It begins by teaching us the familial connection that Native Hawaiians have with Hawai'i, pointing to their long-standing relationship of caring for and being nourished by Hawai'i. At UH Mānoa, we value the deep Native Hawaiian genealogies of this place and seek to learn from their wisdom in best caring for each other and our island home. We also celebrate the many genealogies of people, places, and knowledge systems that converge on our campus from places near and far, east and west. We strive to provide opportunities for each member of our campus community to further connect to and learn from their genealogies, which include not only their family lineages but also the genealogies of knowledge systems and worldviews that have shaped them. By doing so, we cultivate a campus culture rich in diverse ways of thinking about our connections to each other and to our island earth.

KAIKUA'ANA AND KAIKAINA

Intergenerational interdependent relationships

From a Hawaiian perspective, knowing our position within a given genealogical context allows us to know our role as [kaikua'ana](#) or [kaikaina](#). Kaikua'ana is an elder sibling or a senior in some respect. Kaikaina is a younger sibling or a junior in some respect. In Hāloa's story, the natural world is born before humans and is, therefore, kaikua'ana to humans. At UH Mānoa we celebrate the amazing senior expertise that leads and teaches in our schools and colleges across the campus. At the same time, we honor that we have much to learn from the generations of knowledge of our host Indigenous culture and our island home. Most importantly, the kaikua'ana/kaikaina relationship reminds us that we are always in relationship with another and we celebrate and seek ways to understand those connections.

KULEANA*Our responsibilities and privileges*

Kuleana guides how the kaikua'ana and kaikaina care for one another. English terms often associated with kuleana include right, dear privilege, concern, and responsibility. In the mo'olelo, we see Hāloa's kuleana to care for the kalo and the surrounding 'āina so that the kalo can fulfill his kuleana to feed his younger brother and all of us. At UH Mānoa, we value kuleana because it gives each of us purpose and we seek ways to nurture and sustain the life of each of our kaikua'ana and kaikaina.

MĀLAMA*Tending to and caring for one another*

Mālama is the act of tending to and caring for another. It is the kuleana of the kaikaina to mālama those who are elder or senior in some respect. For many of us, we have experienced this in the way we care for the elders in our homes and communities. At UH Mānoa, we strive to find pathways and best practices to care for the people, places, and knowledge systems that are deeply rooted in Hawai'i and can be shared across the globe. We also create multiple pathways through service learning, internships, and place-based projects for our students to give back to the communities that continue to nourish them.

HĀNAI & HO'OMALU*Nourishing and protecting each other*

[Hānai](#) is translated as feeding, fostering, and nourishing. [Ho'omalulu](#) refers to protecting. It is the kuleana of the kaikua'ana to hānai and ho'omalulu those who are younger or junior in some respect. At UH Mānoa, we recognize that our kuleana is to nourish and protect our students and communities. At the same time, we honor that there are many people and places that can also nourish us. We are committed to bringing the best educators and researchers from Hawai'i and across the world who come from a variety of cultural, geographical, and academic genealogies to nourish our amazing students in a variety of undergraduate and graduate programs, professional programs, distance learning and outreach programs, and experiential learning opportunities. By nourishing our students with both breadth and depth of knowledge and experience, we enable them to become the leading nurturers and protectors of their communities in Hawai'i and across the globe.

The terms 'Hawaiian place of learning,' 'Native Hawaiian place of learning,' and 'aloha 'āina' within the context of UH Mānoa guiding documents have a genealogy of their own. This lineage is important as we consider where we have been, where we are, and where we are going.

1986 ● KA'Ū REPORT (UH SYSTEM)

This report was the first time the UH System investigated why there were so few Native Hawaiians in the UH System and provided recommendations in six areas:

- Hawaiian Studies Center
- Curriculum and Instruction
- Hawaiian Studies Research
- Hawaiian Student Recruitment and Retention
- Faculty Development and Leadership
- Service to the Hawaiian Community

2002 ▼ 2010 ● UHM STRATEGIC PLAN: DEFINING OUR DESTINY

This is the first time that the phrase 'Hawaiian place of learning' arises in the discussions of working groups quoted in the document, including the concept that Mānoa can be a "globally-connected Hawaiian place of learning." One of the strategic imperatives of this plan states, "Recognize our kuleana to honor the indigenous people and promote social justice for Native Hawaiians."

2011 ● WASC COMMISSION LETTER

"The Commission recommends that the University continue to articulate the measurable attributes of a Hawaiian Place of Learning and promote this as a core distinction of education at UHM."

Timeline continues on the next page. ▼

2011
▼
2015

**UHM STRATEGIC PLAN:
ACHIEVING OUR DESTINY**

The phrase ‘Hawaiian place of learning’ lives on in this plan. One of the values states, “Hawaiian place of learning: The significance of Mānoa as a campus physically and conceptually grounded in Native Hawaiian knowledge and values cuts across each of our strategic goals. Hawai‘i’s unique location and strength in indigenous scholarship sets us apart from other universities.” Further, within the strategic goals, particularly Goal 1: A Transformative Teaching and Learning Environment, the goal is set to “Promote a Hawaiian Place of Learning.” While the term ‘place of’ is used rather than “Native Hawaiian” to describe the place of learning, it is clear that the term is referring to Native Hawaiians, the indigenous people of Hawai‘i.

2012

**HAWAI‘I PAPA O KE AO REPORT
(UH SYSTEM)**

This report is a follow-up to the 1986 Ka‘ū Report. Recommendations are made in the following areas:

- Leadership Development
- Community Engagement
- Hawaiian Language and Cultural Parity

2012

**KE AU HOU REPORT
(UH MĀNOA)**

While the UH System worked on their follow-up to the 1986 Ka‘ū Report, UH Mānoa engaged in its own process. Recommendations were made in the following areas:

- Native Hawaiian Student Success
- Native Hawaiian Staff/Faculty Development (and NH development for ALL staff and faculty)
- Native Hawaiian Environment
- Native Hawaiian Community Engagement

Timeline continues on the next page. ▼

2015 ● **WASC COMMISSION LETTER**

This letter recognizes progress and also notes room for further improvement. “The university has made progress in implementing the 2012 task force recommendations supporting UHM as a Hawaiian place of learning. The proportion of Native Hawaiian students and numbers of degrees granted are increasing, although graduation rates lag behind other groups. Native Hawaiian faculty are also increasing and expanding to new departments, but represent 6% of the faculty.”

2016 ● **KA HO’OKŌ KULEANA REPORT**

This is a follow-up to the 2012 Ke Au Hou report and provides additional strategies for both short-term and long-term outcomes in the four focus areas.

2017 ● **NATIVE HAWAIIAN AFFAIRS PROGRAM OFFICER POSITION CREATED**

This position is responsible for strategic implementation of the recommendations from all the Native Hawaiian reports, dating back to the 1986 Ka’ū Report.

2018 ● **KŪALI’I COUNCIL: ALOHA ‘ĀINA DOCUMENT**

When the Native Hawaiian Affairs Program Officer was hired, one of the first things she did was engage different stakeholders in the question “What does a Hawaiian place of learning mean to you?” The Native Hawaiian advisory body to the chancellor, Kūali’i Council, honed their focus on aloha ‘āina as the core and essence of a Hawaiian place of learning. The Kūali’i Council Aloha ‘Āina document is a result of those conversations.

Timeline continues on the next page. ▼

2018 ● **UHM WASC
PREPARATION PROCESS**

When the UH Mānoa WASC Steering Committee was tasked to identify thematic areas that represent UH Mānoa's strengths and areas we want to continue to strengthen, after many meetings and considerations, aloha 'āina was decided upon by the group as an important theme to include.

2018 ● **DRAFT STRATEGIC PLAN**

Similar to the WASC conversation, as the Strategic Planning Committee thought about all that is being reflected from our community, in climate change conversations, and the direction of our Hawaiian place of learning work, aloha 'āina was determined to be a necessary direction for the university moving forward.

Our Values in Action

Our goal of becoming a Native Hawaiian place of learning and an Indigenous-serving institution grounded in aloha 'āina – directs our attention to the ways in which Native Hawaiian peoples and their knowledge systems can deepen and guide our campus' efforts when we reciprocate the aloha necessary to sustain them.

For these reasons, there are currently four Native Hawaiian place of learning strategic focus areas, including:

- Native Hawaiian Student Success
- Native Hawaiian staff and faculty development, and support for all staff and faculty to engender a campus environment that embraces aloha 'āina
- Cultivating a Native Hawaiian Environment
- Native Hawaiian Community Engagement

In order to build our campus' capacity, by 2025, we will have accomplished the following:

- A data and evaluation system will be created that maps and measures campus and college-wide progress in each of the four Native Hawaiian place of learning strategic focus areas;
- 100% of deans and other executive managers will possess and utilize a common knowledge set of key data points regarding each of the four Native Hawaiian place of learning strategic focus areas;
- 100% of schools and colleges and other similar non-academic units will have a five-year strategic plan to address each of the four Native Hawaiian place of learning strategic focus areas relevant to their particular units.



GOAL

Enhancing Student Success

Our goal of enhancing student success reminds us that the promise of aloha 'āina leadership lies within the students we recruit, inspire, and prepare.

Continuous student success is and must be at the core of our University. The success of our students is interconnected and related to our ability to provide excellent academic programs, outstanding teaching and research learning opportunities, high levels of student engagement, advanced health and wellness services, 21st century facilities, and innovative technology. Today's learners have grown up in an interconnected, global world, with tools at their fingertips for immediate communication, information sharing, training, and education.

Taken together, these capabilities provide tremendous opportunities for our students to partner with us in the discovery and application of all knowledge within the context of a vibrant Hawaiian place of learning.



As the only land-grant university in Hawai'i, we have a statewide role serving the public good through teaching, research, community engagement, and service. As the flagship institution of the University of Hawai'i, we house the state's professional schools and offer a vast array of undergraduate and graduate programs across disciplines, with a unique focus on the Pacific and Asia.

In 2017, the University of Hawai'i at Mānoa was awarded the Association of Public and Land-grant Universities (APLU) Degree Completion Award for its work on improving progress to degree. Today, this work continues as future enhancements and new strategies are formulated and discussed. The central theme of these initiatives that continue today is focused on active academic engagement, leading to a working partnership between students and the institution, which, when fully realized, will see students developing a sense of stewardship with their school.

Our students will succeed as we provide them with meaningful experiences and active engagement both inside and outside of the classroom in order for them to realize their kuleana to Hawai'i and to aloha 'āina. We commit to their success through data-driven and innovative engagement efforts throughout the student's journey from recruitment through graduation and beyond.



Our students are being educated in a perspective that reflects our island home, Hawai'i, and that fosters a sense of reciprocity to the University and to one another.

Our new initiatives will include advances in curricula and pedagogy, in tutoring and advising (including peer student assistants), advances in registration and improved strategies for engaging academic advising with emphasis on both incoming first year students, transfers from within and outside our UH System, and returning adults. As students enroll, flourish, and graduate from UH Mānoa, we will evaluate the success of these initiatives, and further develop active engagement, partnerships and strategies to stress stewardship as evidence that we are meeting our goal of enhancing student success.

Recruiting a Vibrant, Prepared Student Body

As the flagship institution of the University of Hawai'i System, UH Mānoa is committed to providing higher levels of access to the community in which we live and which we serve. UH Mānoa operates in a global environment, providing future leaders with the skills, knowledge, and values to make a better world possible. UH Mānoa's future is as a student-centric Research 1 university, a Native Hawaiian place of learning that demonstrates care for our students, faculty and staff. It is a future focused on aloha 'āina. Our task is to continue to recruit a vibrant student body and prepare them for the future.

We are confident that we will be able to enhance our students' experiences such that by 2025, the University of Hawai'i at Mānoa will:

- Foster a sense of stewardship in all students to be active and engaged members of this Mānoa community.
 - Increase enrollment across our undergraduate and graduate programs through recruitment strategies for targeted populations, including Native Hawaiian, underrepresented populations in the state, adult learners, transfer students, local students, and students from WICHE member states.
 - Continuously improve first-year, full-time student retention rates through more inclusive student success strategies, including strategies that encourage major declaration for second-year students.
 - Increase 4-year graduation rates by reviewing and modifying academic policies, and ensuring parity for Pell grant recipients.
 - Maintain affordability through the strategic use of financial aid and scholarships for optimal enrollment and student success, and proactively assist students with financial literacy training to lower loan indebtedness.
 - Develop innovative and interdisciplinary programs that are responsive to emerging industries, the needs of the state, and the careers of tomorrow.
 - Prepare undergraduate and graduate students to meet their career goals and become proud members of our alumni stewardship.
 - Enhance student success and the overall student experience.
 - Utilize the results of assessment and program review to ensure program quality, to modernize the curricula in response to changes within the discipline, and to prepare students for the careers of the future.
 - Embrace the centrality of graduate education to the research university, and support the experience for all who qualify.
-

Advancing Student Success

As we strive to become a Native Hawaiian place of learning and realize our kuleana to aloha 'āina, we will align our recruitment, enrollment, retention and graduation goals in order to provide world class instruction, mentoring, and co-curricular experiences, grounded in the holistic development of students to facilitate the emergence of their best selves. Transformational student success entails the holistic intellectual and affective development of students where they acquire the skills that will empower them to thrive in their communities, and to achieve their fullest potential.

To address these student success goals, our entire UH Mānoa community, including faculty, staff, and campus leadership must view themselves as engaged and active stewards of the campus and all of its communities.

A transformational experience occurs when students learn from world-class educators in an environment in which they can engage with new ideas and communities, thereby developing greater cross-cultural awareness and sensitivity. Such transformation occurs in a diverse global community, consisting of the unique Native Hawaiian host culture, as well as knowledge and wisdom from the East and the West. Students graduate with a more complete sense of self, grounded in this unique place.



GOAL

Excellence in Research: Advancing the Research and Creative Work Enterprise

Our goal of excellence in research celebrates and seeks to foster more and varied innovative research and creative works that reflect the uniqueness of Hawai'i and the Pacific region and promotes quality of life in the islands.

Research and education are the two pillars supporting UH Mānoa as a Carnegie R1 doctoral university with Very High Research Activity. According to the National Science Foundation, of the nearly 3,000 four-year degree granting universities in the U.S., only 95 are public R1 institutions of which UH Mānoa currently ranks 45th in federal research expenditures. As the largest research enterprise in the state, UH Mānoa's joint focus on research and education distinguishes it from other campuses of the University of Hawai'i System and plays a critical role in the education of Hawai'i's workforce, and translating research and innovation to help diversify the state's economic activity. As a return on the state's investment, research at UH Mānoa averaged \$318.5 million annually in extramural grants and contracts over the last decade (fiscal years 2010-2020).



The university is located in the most diverse community and ecosystem in the U.S. Our unique location facilitates advances in our internationally renowned research in earth and ocean sciences, astronomy, renewable energy, biodiversity, and health disparities.

We continue to leverage our research strengths and unique expertise to lead the response to pressing issues facing the State and Region in strategic areas including Data Analytics, Sustainability and Resilience, and Health Disparities.

Our Values in Action

In support of UH Mānoa's broad mission and targeted vision of an aloha 'āina University, we are uniquely positioned to continue advancing research in the above domains that address critical global issues and the changing needs of our state. Also, our heritage, our people and our close ties to the Pacific-Asia region create a unique and favorable environment for continued scholarship and creative work in the arts and humanities, intercultural relations, linguistics, religion, and philosophy.

In order to advance UH Mānoa's research and creative work enterprise, our primary objective is to increase the volume and impact of UH Mānoa research across disciplines by addressing five strategic areas:

- Advancing Research Development
- Expanding Student Research and Creative Works Campus-wide
- Addressing Research Facilities and Share Resources
- Reducing Research Administrative Burden
- Improving Communications about UH Mānoa Research

By 2025, we will have accomplished the following in collaboration with cognizant UH System offices as appropriate (e.g., fiscal; research administration; compliance; facilities; legal):

- Advancement of research development by using state-of-the-art web-based platform focused on research support and funding opportunities, maximizing resources for grant development consultation, establishing a support system for those units currently deficient in research support, and providing ongoing professional development workshops;
 - Expansion of faculty-mentored student research and creative work opportunities in all disciplines campus-wide;
 - Research facility expansion, modernization, and consolidation to maximize efficiency;
 - Reduction of research administrative burden via UH System collaboration and support to enhance knowledge sharing, coordination, and integration to maximize efficiency in all areas including compliance, facilities, transactions, and legal affairs;
 - Proactive promotion of research at all levels facilitated by dedicated communication personnel and modern communications tools, with the aim of ensuring that our research contributes in a meaningful way to the State's economic growth;
 - Enhance and sustain relationships between communities and researchers based on kūlana (standards) that build and nurture relationships;
 - Recruit and retain excellent faculty scholars.
-



GOAL

Building a Sustainable and Resilient Campus Environment: Within the Global Sustainability and Climate Resilience Movement

UH Mānoa researchers and communities across Hawai'i continuously lead in the development of cultural and community models at the local and global levels in areas such as conservation, reforestation, regenerative environmental protection and earth justice. The UH Mānoa campus embodies our collective goals and objectives. We recognize the reciprocity of our relationships as individuals and groups with the 'āina, and the impacts that we have on the environment and that environments have on our work and our lives. To ensure that near, medium, and long-term campus development supports our vision of he lamakū o ke aloha 'āina, we have established Guiding Principles that set our expectations for campus transformation. Mānoa's Guiding Principles prioritize built and natural spaces that promote world-class instruction and scholarship; develop the whole student; steward our natural environment; foster inclusivity and connectivity; cultivate collaboration; leverage the unique attributes of place; and ensure financial viability.

As the University invests in capital improvements, adherence to these principles for all projects large and small will help create a campus environment that is continuously improving and manifesting aloha 'āina. Subsequent generations of administrators, faculty, staff, students, planners, and designers will be able to apply their full knowledge and creativity within this framework to continue the ongoing kuleana of mālama and aloha 'āina.

Significant challenges define our resolve to improve both the appearance and performance of our physical campus. In view of these changes, our faculty and students will be creating new ways to teach, research, learn, and collaborate at a faster and more efficient pace. In response, we have changed our approach to large capital projects by prioritizing flexibility and adaptability, and by deploying new tools and algorithms that optimize our utilization of these expensive assets. We will also invest in campus designs that embrace and integrate outdoor experience, fully optimizing the arboreal treasures and breeze-blessed open urban spaces on our campus.

PLANNING OBJECTIVES

Our core planning objectives describe specific strategies for the campus that enable our fulfillment of the guiding principles:

OPTIMIZE INFRASTRUCTURE, FACILITY, LAND, AND RESOURCE USE

The health and vibrancy of our campus will be sustained and improved through a more thoughtful approach to how we use, maintain, and protect our assets and resources.

TRANSFORM CIRCULATION AND MOBILITY

Critical to the success of a campus environment that supports collaboration, interaction, and engagement is the prioritization of the pedestrian experience. The UH Mānoa campus is dominated by roads, parking lots, and vehicular traffic. In order to create the campus environment we envision, the UH Mānoa community will need to establish a leadership role in the transition away from personal automobile use as the primary way to access the campus.

ACTIVATE LANDSCAPE AND CAMPUS CHARACTER

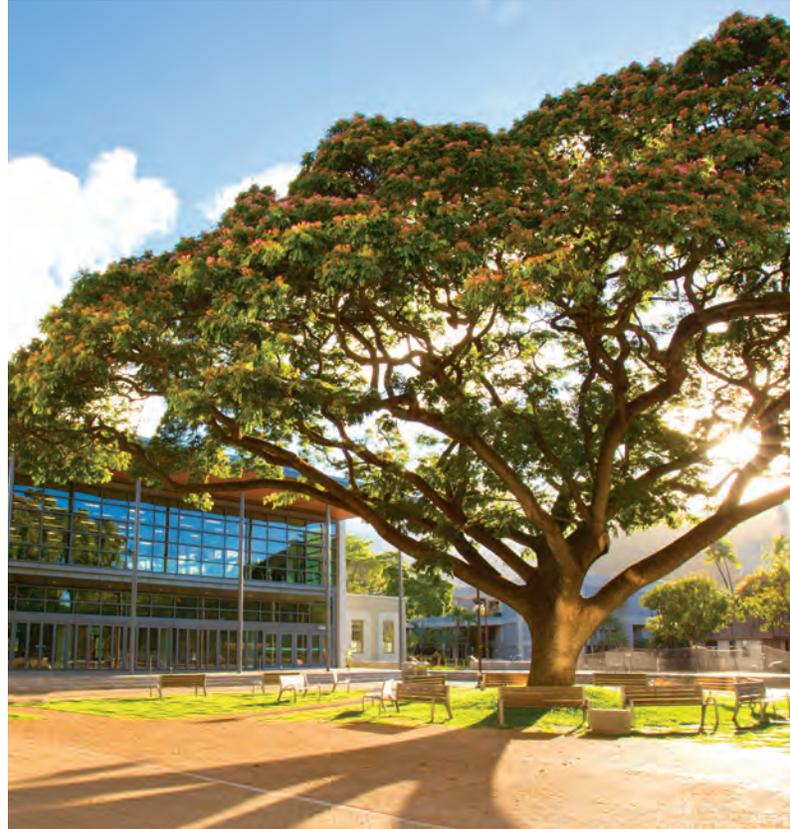
Today's campus landscape functions primarily as a means to move from one building to the next, or a place to park cars. The future campus landscape will be the primary place of occupancy, an environment that promotes our core values and clearly expresses the identity of the University.

STRENGTHEN THE GATHERING EXPERIENCE

While technologies and pedagogies may change, we believe that the fundamental value of in-person interaction will remain vital to the academic experience. Making the campus a place that supports a broad range of interaction and gathering experiences is essential to our identity.

BECOME A LIVING LEARNING LABORATORY

To fulfill our learning and research goals, we will need to expand our vision of learning environments outside of the traditional four walls of the classroom and lab to include the whole campus.



PROVIDE FOR THE WHOLE CAMPUS 'OHANA

We value the physical presence of people on campus. In order to maintain a healthy density of on-campus activity, it is important that we are able to meet the non-instructional needs of our community and increase the diversity of activity happening on campus.

BUILD RESILIENCE

Core to our long-term success, a focus on resilience is recognition of the uncertainty that always lies ahead. Rather than attempt to manage to a highly specific plan, we believe that it is imperative that we create a physical campus environment that has the ability to adapt to both anticipated and unexpected change.

Results with impact

By 2025, we will:

- Develop a long-term energy strategy
- Prioritize the pedestrian experience on central campus
- Implement effective multi-lingual and multi-cultural way-finding and navigation systems, beginning with 'ōlelo Hawai'i (Hawaiian language)
- Cultivate campus identity as a Native Hawaiian Place of Learning through intentional landscape design as articulated in the Native Hawaiian reports
- Prioritize the design of action landscapes that encourage and support experimentation, learning, and the creation of new knowledge
- Model campus design practices that promote and foster mālama and aloha 'āina
- Support current and future research objectives with high quality, flexible, research environments that accommodate a broad portfolio of research methodologies
- Create and renovate research space that supports the integration of research and teaching
- Transform learning environments and classrooms into flexible environments that can respond to changing instructional technologies and pedagogies
- Increase the quantity and quality of the residential space and experience on and near campus for undergraduate students, graduate students, and faculty
- Secure our energy future with renewable resources and the protection of natural and cultural environments and life sources

In concert with the UH Mānoa Campus Framework and the 2019-29 Long Range Development Plan, the university is developing a new administrative model for space governance consistent with the aspirations of aloha 'āina.

This updated space governance process will advocate for and apply guiding principles; incorporate new digital tools that help improve and streamline space assessment and allocation; ensure prioritization of campus-wide sustainable practices and energy conservation; and elevate the value of Hawai'i's unique geography, climate, and culture. Finally, space governance at UH Mānoa will embrace the ethos of the Hawaiian ahupua'a, the traditional system of aloha 'āina that equitably integrates social, natural, and cultural resources in its aspiration to achieve the full potential of both our environment and our community.



APPENDIX

2018-CURRENT STRATEGIC PLANNING COMMITTEE

Michael Bruno, Provost

Nikki Chun, Vice Provost for Enrollment Management and Interim Director of Admissions

Jan Gouveia, Vice President for Administration

Deb Halbert, Vice President for Academic Strategy

Kaiwipunikauikawēkiu Lipe, Director of the Native Hawaiian Place of Learning Advancement Office

Laura E. Lyons, Interim Vice Provost for Academic Excellence

Katrina-Ann R. Kapā'anaokalāokeola Oliveira, Interim Vice Provost for Student Success

April Nozomi Quinn, Acting Senior Advisor to the Provost

Christopher Sabine, Interim Vice Provost for Research and Scholarship

Chad Walton, Associate Vice Provost for Research and Scholarship

2018-2022 STRATEGIC PLANNING COMMITTEE

Krystyna Aune, Dean, Graduate Division

Michael Bruno, Provost

Ron Cambra, Assistant Vice Chancellor for Undergraduate Education

April Nozomi Goodwin, Academic Affairs Program Officer

Jan Gouveia, Vice President of Administration

Deb Halbert, Associate Vice President for Academic Programs and Policy

Lori M. Ideta, Interim Vice Chancellor for Students

Velma Kameoka, Interim Vice Chancellor for Research

Kaiwipunikauikawēkiu Lipe, Native Hawaiian Affairs Program Officer

Laura E. Lyons, Interim Associate Vice Chancellor for Academic Affairs, and Interim Dean of Languages, Linguistics, and Literature

Wendy Pearson, Senior Advisor to the Provost

Roxie M. Shabazz, Assistant Vice Chancellor for Enrollment Management

Chad Walton, Interim Assistant Vice Chancellor for Research

Mahalo to Jennel Sesoko and Lauren Yee for sharing their time and design expertise.

This plan could not have been created without their generous support.