UH HILO 2020

Long Range Development Plan Update

November 18, 2009
1:00 pm – 5:00 pm

And Design Partners, Inc.
Today’s Goal

- To provide a status report on the current progress made on the LRDP
- To verify findings, opportunities and constraints, programming information, assumptions
- To review master plan options and identify a preferred plan option
Agenda

• Introduction
• UH Hilo 2020 Vision
• Site Opportunities and Constraints - Preliminary Findings (Exercise No. 1)
• Campus Building Blocks (Exercise No. 2)
• SHORT BREAK
• Program Planning
• Master Plan Options
• Discuss Findings and Follow-up
• End
Ground Rules for Today

• Engage with an open mind
• Listen, then respond
• Acknowledge the contributions of others
• All ideas have value
• Respect others and their ideas
• Enjoy the moment
• Think outside of the box
What is a Long Range Development Plan?

A Long Range Development Plan (LRDP) is a master plan that serves as a guide to direct the form and character of a campus (10 to 15 year plan).

The LRDP will link the physical planning process with programmatic and institutional goals of the college.
Process Chart and Schedule

PHASE 1: RESEARCH, DATA GATHERING AND PREFERRED MASTER PLAN
Planning Process Status

• August 2009-Programming and Visioning Meeting with Chancellor and Planning Advisory Group (comprised of Chancellor and staff)-Prepared Vision Statement

• October and November 2009-Preliminary Site Information, Programming, Preliminary Master Plan Options
A physical manifestation of the Strategic Plan
Draft Vision Statement

In the year 2020, the University of Hawai‘i at Hilo will be the State’s premier residential college campus. Planned as a global village the campus will be focused around a University Town that will help to create a vibrant student life. Together with the campus, the University Town will create an environment where students can live, learn, work and play. Capitalizing on the Big Island’s natural beauty and its environmental and cultural diversity, the school will be a leader in providing quality liberal arts programs, professional education programs and progressive research.
Draft Vision Statement

To achieve this vision, resources will be allocated to create:

• an intimate, walkable campus integrated with multi-use gathering spaces;
• a variety of clustered student, faculty, and retiree housing;
• a symbiotic relationship between the University and Hilo town community to allow businesses to flourish while providing students with additional services, entertainment, and extracurricular opportunities, as well as to sponsor events open to the public; and
• state-of-the-art, well-maintained, flexible, sustainable educational facilities able to adjust to changing future requirements.
Baseline Research

- State Land Use Districts
- County Regulations
- Flood Zones
- Surrounding Landowners and Uses
- Climate/Microclimate Conditions
- Slope Analysis
- Existing Building Conditions
- Infrastructure Analysis
- Other Significant Site Characteristics (trees, vegetation, flooding/drainage, views, access & circulation, and open space)
Site Opportunities and Constraints-Preliminary Findings

- Physical Site Conditions
- Regulatory Framework
- Developable Areas
- Additional Information
- Most Cherished/Area in Need of Most Improvement Exercise
Site Opportunities and Constraints Summary

Opportunities

- Great mauka and makai views from higher elevations
- Ample land area for expansion
- Opportunity to capitalize on adjacencies and create an education corridor (Waiakea High School/Intermediate and Elementary and Research Park and Facilities)
- Opportunity to capitalize on cultural aspects of the site
- Opportunity for sustainability and LEED
- Opportunities for interesting stormwater management design
- Could take advantage of numerous sloped conditions
- Campus with a distinct character and sense of place

Constraints

- Wet climate, makes it more difficult to get around the property
- Drainage channel is a barrier
- Steep slopes > 20% in some areas
- Parking
- Lack of commercial activities to create a live, learn, work and play environment desired with the college town
- Lack of public transit access and service to the campus
- Adjacencies-education corridor with schools (High/Intermediate/Elementary) may be a challenge
Step 3: Site Opportunities and Constraints Follow-up

Question...

• Are there any additional Opportunities and Constraints?
Campus Building Blocks

1. Open Space
2. Buildings and Monuments
3. Landscaping
4. Edges
5. Entries/Gateways
6. Circulation
Open Space

- Provides places for gathering and social interaction as well as serves an aesthetic function
- A hierarchy of space is critical
- Types of Open Space include:
  - Plazas
  - Courtyards
  - Lawn and Open Spaces
  - Passive and Active Green Areas
Building and Monuments

- Set the tone and character of a place
- Serve as points of reference and landmarks for a campus
- Can be defined as landmark buildings or background buildings
Landscaping

- Enhances and/or defines space; reinforces visual pattern and movement (Outdoor Rooms)
- Reinforces the tone and character of a campus
Edges

• Define the transition between a campus and surrounding uses.
• Can be the first impression of a campus
• Types of edges include:
  – Walls
  – Landscaping
  – Buildings
Entries and Gateways

- Are first impressions of a campus
- Mark and highlight main and secondary points of access for both pedestrian and vehicular circulation
Circulation

- Relationship and connection to buildings, open space, and various circulation types
- Circulation networks include:
  - Pedestrian paths
  - Vehicular roadways
  - Bike Paths
Most Cherished Places
(From Previous Meetings)

• Green space at corner of Kapiolani and Lanikaula Streets
• Student Life Center
• Campus Center-Covered Walkways
• Space Behind College Hall-"Historic"
• Walkway from Parking past Campus Center to Library
• Garden off N. Lanikaula Street
• Library Lanai
• College Hall Buildings-"Historic", Plantation Style
• Banyan Trees-"Quad"-like Element
• Mounds behind Athletic Fields good to View Campus
Areas in Most Need of Improvement
(From Previous Meetings)

- Portables 13 and 14; Restricts Access
- Life Sciences Building and Wentworth Hall-designed poorly, lacks understanding of climate
- Sports/Athletics Complex (Buildings and Fields)
- Music Buildings
- Lower Part of College Hall
- HCC Nursing
- Flood Control Area-Can be redeveloped into “focal point of leisure”
- Auto Mechanics Area
- More Gathering Places
- No “Wow” Factor
- Need Circulation Concept
Most Cherished Place Exercise

Questions…

• What place is your most cherished place on campus, and why?

• What places is in most need of improvement on campus, and why?
BREAK (5 minutes)
Program Planning

Building Condition Diagram

Legend

- Excellent
- Good
- Fair
- Poor

Building Planning Status

Legend

- Retain
- Renovate
- Demolish
Program Planning

- Assumptions
- Projected Program Growth (Academic Program, Parking, Housing)
  - 7,500 Students baseline
  - 10,000 Students
  - 15,000 students
Program Planning

UH Hilo Projected Growth

- 1994 UH Education Research Institute projected 3.5% growth rate
- 3,700 student head count projected for Year 2000
- 3,573 head count reflects Fall 2008 enrollment
Program Planning

Academic Facility Area Projection Methods

1. Dober Method
2. Straight Line projection from existing
3. Society of College and University Planners (SCUP) College Facilities Inventory (CFI) Facilities survey data
4. Society of College and University Planners (SCUP) College Facilities Inventory (CFI) Faculty survey data
Program Planning

Dober Method

• 1950’s Method
• Data collected from 17 institutions
• Uses 190 GSF per student head count
Program Planning

Straight Line Projection based on existing UHH conditions

- Total existing campus floor area: 508,000 SF (excluding research facilities, housing and HCC facilities, including off-campus admin. facilities)
- 2009 student head count: 3,573
- Results in 142 GSF per student head count
Program Planning

Society of College and University Planners (SCUP) Facilities survey data

- 2007 SCUP College Facilities Inventory (CFI) Survey Report (last year of survey)
- Surveyed 284 institutions, used data sets from 276
- Includes two UHH Peer Colleges: California State University – Monterey Bay and University of South Carolina - Aiken
- Categories used: Public 4-year or above, 5,000 to 9,999 head count, excluding schools with predominantly graduate and professional students, excluding parking structures, health care facilities, residential (student and faculty housing), and inactive space.
- Results in 188 GSF per student head count
Program Planning

Society of College and University Planners (SCUP) Faculty survey data

• Institution area data based on the ratio of Faculty FTE to facility area
• Category used: 5,000 – 9,999 student count, excluding schools with predominantly graduate and profession students.
• SCUP data is 2297 GSF of facility area per faculty FTE
• Projected future UHH Faculty: 583 faculty count = 496 faculty FTE (from UHH information)
• Total projected facilities area based on 496 faculty FTE: 496 x 2297 = 1,139,312 GSF
• Results in 152 GSF per student head count
Program Planning

Total Projected Gross Area based on 7500 student head count (excluding housing, parking structures and health care)

- Dober Method: $190 \text{ GSF} \times 7500 = 1,425,000 \text{ GSF}$
- Straight Line Projection: $142 \text{ GSF} \times 7500 = 1,065,000 \text{ GSF}$
- SCUP CFI facilities data: $188 \text{ GSF} \times 7500 = 1,410,000 \text{ GSF}$
- SCUP CFI faculty ratio data: $496 \text{ faculty FTE} \times 2297 \text{ GSF} = 1,139,312 \text{ GSF}$

- Total Projected Area Range of 1,065,000 GSF to 1,425,000 GSF
- Average Total Area = 1,259,828; equates to 168 GSF per student head count
Master Plan Options
(Project Conceptualization)

GOAL FOR MASTER PLAN OPTION PHASE:

– Explore possible development scenarios and development concepts for future campus development

– To achieve consensus on a conceptual direction for long range development of the campus

– Focus is on spatial relationships rather than where programs should go
Master Plan Conceptualization
PEDESTRIAN & VEHICULAR
Master Plan Conceptualization
UNIVERSITY HOUSING
Master Plan Conceptualization
OPEN SPACE
Master Plan Conceptualization
ATHLETICS / ARENA
Master Plan Conceptualization
EXAMPLE 1

Academic Core Concept

Housing

Commercial

Athletics/Arena
Master Plan Conceptualization
EXAMPLE 2
Master Plan Conceptualization
EXAMPLE 3

Mixed-Use University Concept
Master Plan Conceptualization
EXAMPLE 4

High Density University Concept
Master Plan Conceptualization (Step 2-Advisory Committee Charrette)

- Identify Possible Development Concepts and Scenarios with the Advisory Committee
- Prepare concept plans for review and discussion
Master Plan Conceptualization
EXISTING CAMPUS BUILDINGS
Master Plan Conceptualization

SCHEME 0 : EXISTING CAMPUS

Existing Campus
Master Plan Conceptualization
SCHEME 1: UNIVERSITY CORE
Master Plan Conceptualization

SCHEME 1: UNIVERSITY CORE

- Academics concentrated around Student Core
- Housing along periphery
- Expansion in all directions
- Mixed-Use facilities: Academics (bottom), Housing (top)
- High-Density (taller buildings)
- Academics within five minute walk
- Housing within outskirts five minute walk
- Mauka Science & Tech Park
Master Plan Conceptualization

SCHEME 2 : ACADEMIC ROW
Master Plan Conceptualization

SCHEME 2: ACADEMIC ROW

- Greenway spine connector
- Academic, Student Core, and Housing all connected
- Medium-Density
- Potential University Expansion across gulch
- All University facilities within outskirts of five minute walk radius
- Mauka Science & Tech Park
Master Plan Conceptualization
SCHEME 3: ACADEMIC CLUSTER
Master Plan Conceptualization

SCHEME 3 : ACADEMIC CLUSTER

• Clustered Academic concentrations
• Campus expansion across gulch
• Low-Density (low buildings)
• Athletics/Arena expansion along Komohana Street
• Facilities within ten minute walk radius
• Commercial corridor along highway realignment
• Pedestrian bridges across gulch
• Connection and physical relationship with existing Science & Tech Park
Master Plan Conceptualization
(Step 3-Today’s Exercise)

ACTIVITIES:

• Review preliminary concepts plans
• Provide comments and proposed revisions to the concept plans
• Identify a preferred plan (conceptual direction) for further investigation and development
Master Plan Conceptualization
(Step 3-Today’s Exercise)

1. Plan Review Process (60 minutes)
   a. Break into groups as instructed
   b. 20 minutes to review each plan
   c. Groups mark-up and comment on plans

2. Group presentation of the plan (select a person from the group to present) (10 minutes per group)

3. Voting on Preferred Plan (Dot Voting-Ranking and Comments)
Break into your groups and start brainstorming!!