CREATING SPACES TO PROMOTE EXTEND CAMPUS USE:
REVITALIZING UNIVERSITIES THROUGH STUDENT LIFE

A D.ARCH PROJECT SUBMITTED TO THE GRADUATE DIVISION OF THE UNIVERSITY OF HAWAI’I AT MANOA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

DOCTORATE OF ARCHITECTURE

MAY 2015

BY

REN T. SHIROMA

D.ARCH PROJECT COMMITTEE:

PU MIAO, CHAIRPERSON
DAK KOPEC
DAVID GARMIRE

KEYWORDS: REVITALIZATION, SOCIAL SPACE, UNIVERSITY
ACKNOWLEDGEMENTS:

I would like to express my special appreciation and thanks to my chairperson Professor Pu, Miao, you have been a tremendous mentor for me. I would like to thank you for encouraging my research and for allowing me to grow as an aspiring young architect. Your advice on both research as well as on my career have been priceless. I would also like to thank my committee members, professor David Garmire and professor Dak Kopec for serving as my committee members even at hardship. I also want to thank you for letting my defense be an enjoyable moment, and for your brilliant comments and suggestions. I would also like to especially thank my fellow D.Arch friends who have been by my side for the past 7 years of architecture school. All of you have been there to support me through long nights of studio and other tedious assignments.

A special thanks to my family. Words cannot express how grateful I am to my mother, father, and two brothers for all of the sacrifices that you’ve made on my behalf. I would also like to thank all of my friends who supported me in writing, and incented me to strive towards my goal. Thank you to everyone who helped made this possible!
ABSTRACT

For most parents, the goal for their child is to finish high school and attend a fabulous university and for students, this is begins a new chapter in their life. However, as some students go off to ivy-league schools and other stay home to attend local in-state colleges, more often than not, the fate of the student and their relationship to their respective college has been decided. Students that participate in an active, energetic student life will often times, have a ‘more enjoyable’ college experience, resulting in school spirit, pride and respect; not to mention future alumni donations. Alternatively, students who don’t have that ‘enjoyable experience’ readily available will withdraw to focusing on a single goal; to get out of school as soon as possible.

Particularly looking at the University of Hawai’i at Mānoa (UH Mānoa), there are many university-guided offices and student-run organizations that facilitate and promote student life and recreation, but because a majority of students at UH Mānoa are resident commuter students, most commute to school just for class, then leave. This mentality consumes most commuter students because they are able to freely come and go as pleased and this problem has eluded the University because the student lifestyle and recreational facilities don’t provide any benefits to commuter students. After reviewing existing literature, I have gathered “that what students gain from their college experience depends a lot on how time and effort students put into their studies and other purposeful activities.”¹ A prediction geared towards commuters students theorize that they are distracted by competing demands on their schedules.

This project aims to focus at providing design solutions to further enhance social spaces around the university campus, through both technical integration of data and theory and also user participation. Social spaces throughout the campus help facilitate student progress and outreach.

Table of Contents

1.1 INTRODUCTION ............................................................................................................................................ 1

Review of Literature.................................................................................................................................................. 2
  2.1 What is pride & respect? ........................................................................................................................................ 2
  2.2 Meaning of Pride & Respect to the local Hawaiian culture ............................................................................... 3
  2.3 Community Anchors .......................................................................................................................................... 5
  2.4 Local beliefs in Hawai‘i (ownership between locals and rich/tourist) .............................................................. 5
  2.5 What is symbolic communication? ....................................................................................................................... 9
    2.5.1 What is the relationship between Hawaiian culture and an artifact? ........................................................... 10
    2.5.2 What would the locals appeal to? ..................................................................................................................... 12

Review of Literature (cont.) ........................................................................................................................................ 14
  3.1 Architectural Space ............................................................................................................................................... 14
    3.1.1 How is space defined? ....................................................................................................................................... 14
    3.1.2 Why do we want our own space? ..................................................................................................................... 16
  3.2 Categorizing Styles for Campus Design ............................................................................................................. 17
    3.2.1 Monoform .......................................................................................................................................................... 17
    3.2.2 Metamorphic .................................................................................................................................................... 18
    3.2.3 Mosaic ................................................................................................................................................................ 18
  3.3 The Expanding Campus ........................................................................................................................................ 18

Existing Conditions at University of Hawai‘i at Mānoa ......................................................................................... 20
  4.1 Sense of Place ..................................................................................................................................................... 20
  4.2 Contributions to the community ........................................................................................................................... 21
    4.2.1 Libraries ........................................................................................................................................................... 21
    4.2.2 The Mānoa Experience .................................................................................................................................... 22
  4.3 Student life, Recreation, Housing & Parking ................................................................................................... 22
    4.3.1 What is currently available on campus? ........................................................................................................... 22
    4.3.2 Why don’t students stay on campus after hours? ........................................................................................... 29

Case Study .............................................................................................................................................................. 35
  5.1 University of Washington .................................................................................................................................. 36
    5.1.1 Housing .......................................................................................................................................................... 36
    5.1.2 Student Life & Recreation ................................................................................................................................. 37
5.1.3 Parking & Transportation ......................................................................................... 38
5.2 University of California at Los Angeles ........................................................................ 41
  5.2.1 Housing .................................................................................................................. 41
  5.2.2 Student Life & Recreation ...................................................................................... 42
  5.2.3 Parking & Transportation ....................................................................................... 42
5.3 University of Colorado at Boulder .............................................................................. 45
  5.3.1 Housing .................................................................................................................. 45
  5.3.2 Student Life & Recreation ...................................................................................... 46
  5.3.3 Parking & Transportation ....................................................................................... 48

Digestion of Case Studies .................................................................................................... 50

6.1 What is successful at other universities? ........................................................................ 50

Problem Statement: ............................................................................................................. 52

Research objectives: ............................................................................................................. 52

  7.1 Describe the types of activities that typically take place within a college or university campus. 52
  7.2 Discuss the types of spaces that activities and socialization typically take place .......... 56
  7.3 Generational Studies: A trending shift by Millennials .................................................. 60
    7.3.1 Baby Boomers ...................................................................................................... 60
    7.3.2 Generation X ....................................................................................................... 60
    7.3.3 Millennials ........................................................................................................... 61
    7.3.4 Generation Z ....................................................................................................... 61
    7.3.5 The Influence of Millennials on campus space ..................................................... 63
    7.3.6 Facility and College choice .................................................................................. 63
    7.3.7 Influencing Space ................................................................................................. 64
    7.3.8 How do Millennials spend their time? ................................................................. 65
  7.4 Describe the University of Hawai‘i at Mānoa: brief history of the school, identify the target population of the school, and discuss the school’s role in the community................................. 69
    7.4.1 History .................................................................................................................. 69
    7.4.2 Target Population ............................................................................................... 70
    7.4.3 School’s Role ..................................................................................................... 70
  7.5 Identify different spaces within the University of Hawai‘i Mānoa Campus in terms of use........ 72
  7.6 Compare and contrast elements within typical college and university campuses with what is available on the University of Hawai‘i Mānoa campus.................................................... 75
List of Tables

Table 1 - Cross-comparative analysis of Universities .......................................................... 53
Table 2 - Comparison of Recreational Amenities at Universities ............................................ 54
Table 3 - Comparison of Daily Amenities at Universities ......................................................... 54
Table 4 - Comparison of Academic Amenities at Universities .................................................. 55
Table 5 - Comparison of Public Libraries to UH Mānoa Libraries .......................................... 58
Table 6 - Composite list of Amenities .................................................................................... 75
Table 7 - Determining relative equivalency .......................................................................... 85
List of Figures

Figure 1: Hawaii residents believe the Island is being run for tourism at residents’ expense .............................................................. ............................................................... ............................................... 7
Figure 2: Traffic congestion aggravates local residents while servicing tourism................................. 8
Figure 3: Methods of defining 'Space' can be of natural or artificial construct.............................. 15
Figure 4: Physical definition of Space ....................................................................................... ................. 16
Figure 5: Map showing living & learning spaces with major pedestrian paths................. 21
Figure 6 - New recreation center neighbors Campus Center .............................................................. .... 23
Figure 7 - The Warrior Recreation Center finally opens after years................................. 25
Figure 8 - Interior courts and exercise machines at the Warrior Recreation Center........ 25
Figure 9 - Dormitory communities and accommodations ......................................................... 27
Figure 10 - Primary parking area regardless of high parking rates and limited space.......... 30
Figure 11 - Undergraduate dormitory towers ........................................................................ 33
Figure 12 - UH Mānoa Crime Figures ...................................................................................... 34
Figure 13 - Generational Characteristics of Millennials, Generation X and Baby Boomers. ...... 62
Figure 14 - Frequent Uses of Free Time .................................................................................. 66
Figure 15 - Social Activities.................................................................................................. 68
Figure 16 - UH Mānoa space designations ............................................................................. 74
Figure 17 - Age of participating Sample ............................................................................... 77
Figure 18 - Gender of participating Sample ........................................................................... 77
Figure 19 - Ethnicity of participating Sample ........................................................................ 78
Figure 20 - Sample's relation to UH Mānoa ......................................................................... 78
Figure 21 - Bank & ATMs (Thoughts and Usage) .................................................................... 79
Figure 22 - Campus Center Dining Space (Thoughts & Usage) ............................................ 79
Figure 23 - Orvis Auditorium/ Concert Hall (Thoughts & Usage) .......................................... 80
Figure 24 - Outdoor Study Areas (Thoughts & Usage) ............................................................ 80
Figure 25 - Postal Room (Thoughts & Usage) .......................................................................... 81
Figure 52 - Site 2: Aerial Perspective .......................................................................................... 112
Figure 53 - Site 2: Perspective 1 ............................................................................................ 113
Figure 54 - Site 2: Perspective 2 ............................................................................................ 113
Figure 55 - Site 2: Perspective 3 ............................................................................................ 114
Figure 56 - Site 2: Perspective 4 ............................................................................................ 114
Figure 57 – Site 3: Schematic planning of pond and path ......................................................... 116
Figure 58 – Site 3: Design ideas for lower deck ...................................................................... 116
Figure 59 - Site 3: Improved activity and socialization ............................................................. 117
Figure 60 - Site 3: Space diagrams ......................................................................................... 118
Figure 61 - Site 3: Transverse Section .................................................................................... 119
Figure 62 - Site 3: Transverse Section .................................................................................... 120
Figure 63 - Site 3: Aerial Perspective ..................................................................................... 121
Figure 64 - Site 3: Aerial Perspective ..................................................................................... 122
Figure 65 - Site 3: Perspective 1 ............................................................................................ 123
Figure 66 - Site 3: Perspective 2 ............................................................................................ 123
Figure 67 - Site 3: Perspective 3 ............................................................................................ 124
Figure 68 - Site 3: Perspective 4 ............................................................................................ 124
Chapter 1

1.1 INTRODUCTION

As a long-time student of the University of Hawai‘i at Mānoa (UH Mānoa), I’ve taken advantage of many of its student services and programs available while thoroughly enjoy my time on-campus with friends. There have been numerous construction projects happening on-campus that (I’m sure) inconveniences many students, but I’ve adapted to these changes accordingly, but like many of my friends, I am a commuter student to the university and most-of-the-time, don’t stay on-campus after classes are out due to other tasks or errands that I may have.

According to University of Hawai‘i at Mānoa Institutional Research Office, roughly 20,400 students enrolled at the University of Hawai‘i at Mānoa in 2012, with 14,655 of them being undergraduate and only 23% of them living on campus, many UH Mānoa commutes daily. There are many advantages and disadvantages of being a commuter student and these all depend on a student’s personal situation. There are also many factors of commuting such as transportation, traffic congestion, parking situations and I’ve looked at many case studies and related articles that cater to campus life, student recreation and public entertainment on campuses.

Through the research, development and evaluation of this project, I hope this thesis can contribute to the field by developing a design theory that enables universities to create social spaces that promotes prolonged campus use, and quintessentially revitalizing student life on-campus. The application of these research methods and results will surely vary on each case, however I hope to provide the architectural construct that encompasses activated social spaces, which then relates to larger influences such successful student life and increased student experience. As a result from this thesis project, I hope to be able to identify genuine factors of negativity that deter students from using certain spaces, but also provide complex solutions that combat this negativity.
Chapter 2

Review of Literature

2.1 What is pride & respect?

To understand socialization and student commitment, we need to understand the basics of any community aspects and appreciation. The basic principles of pride and respect achieve this.

Pride is a very common emotion; a feeling that you respect yourself and deserve to be respected by others. Regardless of interest, it refers to a satisfied sense of attachment towards one’s own or another’s choice and action and while this can be directed towards a group of people, it is commonly an independent self-reflection or fulfilled sense of belonging. Social psychologists and philosophers have noted that ‘Pride’ is a complex secondary emotions that requires the development of a ‘sense of self’ and the ‘mastery of relevant conceptual distinctions such as that pride is distinct from happiness and joy.

As an important emotion that plays a critical role in psychological functioning, pride “reinforces prosocial behaviors such as altruism and adaptive behaviors such as achievement.”

However, the loss of pride often provokes “aggression and other antisocial behaviors in response to ego threats.” Acts of self-enhancement are likely attempts to increase one’s feelings of pride.

Alongside pride, respect has many elements of acknowledgment and meanings. An attitude of respect is generally the relation between a subject and an object, in which the subject responds from a certain perspective in an appropriate way. As a responsive element, respect is ‘object-generated’ rather than ‘subject-generated’; essentially “something that is owed to, called

---


There are many forms of objects that can be reasonably respected and this respect can involve fear, self-protection, awe or submission. Finally, respect is commonly regarded as having a behavioral component. When respecting an object, we often consider it to be making ‘legitimate’ claims on our conduct, in addition to our thoughts and feelings behaving appropriately.

2.2 Meaning of Pride & Respect to the local Hawaiian culture

In Hawai‘i, the intensity of local pride is far stronger than other communities and when individuals or groups achieve nationwide fame, they become local celebrities. Local pride in Hawai‘i helps bond the community together and preserves local values presented to tourists and military personnel. Idols such as Jasmine Trias, Michelle Wie, General Shinseki, General Taguba, Duke Kahanamoku, Braddah Iz (Israel Kamakawiwo’ole), and Kamehameha have elevated the status and mentality of local people; generating a powerful source of local pride for everyone. In the islands, the ‘aloha’ spirit is higher and greater than other ethnic groups. It is a localized aspect of God and should be recognized as Hawai‘i’s true idol.

Hawai‘i’s resident population has an obligation to take pride in the local culture as a way of maintaining stability in the face of a huge number of guests who don’t feel the need to accept to local values. As tourism and military personnel are huge parts of our economy, “about 6 times as many tourists come to Hawai‘i each year as the number of people who live here.” The fact that tourists are willing to spend so much money here seems to validate that Hawai‘i is a very special place, but the military also has a significant presence in the islands. Both tourists and military personnel bring their ‘outside’ values and expectations to Hawai‘i which further enhances local pride as a kind of “us vs them” bond and helps keep local values intact. This enhances the local population and aloha spirit.

---


Among the many tools used by demographers, the ratio of homeowners to renters is used to measure the stability of a neighborhood or a condo. For obvious reasons, homeowners care more deeply about property values, crime prevention, environmental protection and the strength of local institutions such as schools, churches and libraries. These homeowners are long-term residents, who plan to stay permanently and will spend time and money investing in long-term values and with so many tourists and military personnel rotating in and out like renters with very little long-term investment, it is important for the local people to celebrate (as a way of maintaining a local identity).

Another contributing factor to the sense of local pride and respect is due to Hawai‘i’s geographical location; across thousands of miles of ocean. This isolation has not only further enhanced the sense of ‘ohana’; that we are all part of one family with shared values despite strongly held ethnic and cultural differences, but also unified our co-existence among various cultures and demographics. With an increase of transient population, some locals feel there’s almost a “feeling of shame or inferiority” by judgmental outsiders.

A significant source of local pride radiates from historic legends such as Duke Kahanamoku, Braddah Iz, Kamehameha and Nainoa Thompson due to the ‘Hawaiian culture’ and ethnic respect. Some elements of the ancient Hawaiian culture are the core of Hawai‘i’s culture for the local people and everyone knows a little Hawaiian language. People of all races belong to hula halaua, everyone appreciates the ‘blessing’ prayer chant to the opening of a new building and the traditional local Hawaiian food. However, these idols are known for their historic Hawaiian background in champion surfer/swimmer/diver, famous singer/songwriter, hero to ancient Hawai‘i and ancient navigation techniques.

Many people in many communities value pride and respect, but the local pride and respect in the islands is unique. Regardless of race, ethnicity, gender, orientation, or religion, the aloha spirit welcomes everyone with open arms and generously offers the comfort of the island.

---

2.3 Community Anchors

Community anchors have a very important place in society, as they hold the capacity to create change (e.g. trusted leaders, effective networks and productive norms). Examples of community anchors include government buildings, courthouses, schools, museums, libraries and local amenities. These institutions are focused on community-based strategies that help generate change by surveying the local wants and needs, then accommodating them within reasonable budget and extent. They also use position and credibility in communities to bring people together across dividing lines; meaning they want to help people see and hear each other, work through different life situations and figure out the common ground that exists.

Civic buildings such as libraries and museums have already been using world-renowned architects to design iconic architecture to make a statement about the importance of their facilities; creating the importance of ‘place’. Under normal conditions, buildings are designed with blank walls around the perimeter, with few ground floor uses such as cafes, bookstores, gift shops and resources centers and would attract passersby, while serving the community and supporting the street life in the immediate proximity. Instead, the Seattle Art Museum has progressed towards the transformation of civic buildings into key anchors of their communities; envisioning the ground floor as a ‘town square’ where ideas can be discussed and the community can gather.

These community anchors provide an ideal location for place-making and revitalization of city centers, making vibrant destinations and catalysts for revitalizing neighborhoods around them. Cities that have experienced recent economic downturns have relied on private development for their growth and economic vitality, but this type of funding quickly diminishes leaving cities to find other partners in order to survive. The rapid expansion and growth that springs near institutions provide new innovative opportunities for investment and establishment; bringing new (and much needed) life to desolation.

2.4 Local beliefs in Hawai‘i (ownership between locals and rich/tourist)

The island locals of Hawai‘i have sandy beaches, blue waters, palm tree-lined shores, amazingly active volcanoes and glorious sunsets but there are much more to the island’s lifestyle.
The local community living within the islands have grown and flourished into a melting pot of cultures and ethnicities. The land’s innate beauty is naturally reflected in culture and tradition of Hawai’i that takes place and has been beautifully preserved through the centuries of occupation. In preservation of native Hawaiian culture, many Hawaiian leaders, sociologist and other professionals have preserving the ways and styles of hula, Hawaiian songs, artwork and festivals. Museums and cultural centers have been erected to teach residents and tourist about historic practices and cultural values that may soon be lost.

Traditionally, the kingdom of Hawai’i was ruled by a spiritual class system called the Kapu System. Under this system lived a hierarchy of gods, spirits, kings and commoners, but the Kapu system not only provided social order, but also swayed people to act with reverence for the environment. Any abuse or act against the system often lead to death and put the land and people’s spiritual power at risk. Ancient deities played a large role in the Hawaiian culture as the gods and goddesses tended to be associated with particular pieces of land. They were also associated with many local locations, which lead to great stories still told today.

The generosity and loving kindness for each other has followed through all the way until present day Hawai’i. Aside from the perfect weather, the local Hawaiians begin and end experiences with the word ‘aloha’, a word that envelops love, affection and mercy; essentially living with love and respect for one’s self and others. Hawai’i’s diverse cultures unfold into a beautiful collage of customs and arts, ranging from food, music and dance. The Merrie Monarch Festival is celebrating close to 50 years of worldwide hula competition and education. The fine-dining experiences in Honolulu showcase many ethnic influences and talent and compliment the rich authentic cuisines that originate from other ethnicities in a deliciously mixed plate. And perhaps, the most striking quality in today’s Hawaiian culture is the sense of family, or ‘ohana’. Sooner or later, almost everyone you meet will become an aunty or uncle and it is not common for strangers to be welcomed into a home as a member of the family.

Many local residents of the islands would agree that Hawai’i is its own microcosm due to its diversity of environment, cultures, arts and people. This diversity brings many benefits, but also economic deficiencies and an imbalance in development priority. In 2006 a survey showed that a majority of Hawai’i’s residents agreed with the statement “This Island is being run for
tourists at the expense of local people.”7 The survey has also been conducted in 1988, 1993, 199, 2001, and 2002, but in 2005 residents finally admitted that they have feel the Hawai’i Tourism Authority has exploited these resources, however local residents agree that tourism offers a wide variety of jobs. Graphic statistics can be seen in Figure 1. The topic relating to population growth has brought statewide concerns and this is directly related to an increase in home prices, traffic and crime and a decrease in natural, open spaces. Residents on Maui and West Hawai’i also indicated concerns about population growth, while residents living on under-populated islands like Mokokai and Lanai stated that population growth is not a problem.

Another blaring issue that has arisen among many island residents is the overpopulation and overdevelopment that is happening in Kailua, a small town on Windward Oahu. Kailua is a welcoming town and they love the tourism attracted to its beautiful beaches, safe neighborhoods and delicious dining, however the residents of Kailua feel like the residential lifestyle and tourism are not balanced. Family-run retail shops, tour operations and rental businesses are

---

flourishing and hiring more locals with the increased tourism occupancy, but many long-time residents see their laid-back lifestyle dying, with some saying tensions are close to ‘boiling point.’

“The sheer volume of local people and tourists is overwhelming the infrastructure of Kailua…We love to have visitors, tourists, people from Aiea or Pearl City or Kahalu‘u, come to our beaches because these are very popular with residents…But we can’t fit a busload of tourist in there. We’re being overwhelmed. The parking area, the little bridge, the narrow roads, it wasn’t designed for tour buses.” On weekends during peak time, commuters spend an hour or more driving the two miles out of Lanikai and this frustrates local residents, forcing them not to leave their homes in order to avoid frustration. Figure 2 shows tourist riding through traffic on bicycles to visit local retail shops.

Figure 2: Traffic congestion aggravates local residents while servicing tourism

Source(s): Wu 2008

Hawai‘i’s extremely high cost of living is another topic that has raised awareness among local residents of the islands. Many non-residents have the vision that living in Hawai‘i is all about paradise; palm trees swaying in the trade-winds and tanned bodies glistening on the sand, but the it is the local population that suffers from their lack of insight. With Hawai‘i’s highest median income ranking 21st in the nation, residents must not only pay more for goods and services compared to that in any other state, they must also sustain this way of life to provide for their children and family. After a year long study of comparing the submerged middle class and cost of living in Hawai‘i to the other 49 states, results were not only as expected, but unfortunate.

The U.S. Department of Housing and Urban Development data show that Hawai‘i spends about 71% more than the national average on monthly renting costs and annual incomes normally classified as comfortable middle-class incomes among the rest of the country instead reside as incomes eligible for housing assistance. In addition, Hawai‘i has the most expensive electricity costs, highest average per gallon gas prices and highest vehicle depreciation costs over five years. To be faced with data of this magnitude is unfortunate but somehow, the local communities are doing its best to survive; however this leaves beautiful cities like Waikiki and Hawai‘i Kai unaffordable for all but the wealthy. Consequently, said cities now smell of exhaust and sewage instead of flowers and paradise.

Simply put, Hawai‘i is an archipelago of islands in the middle of the Pacific Ocean, 2,500 miles from West Coast ports, there is a limited amount of real estate on the islands and competition is stiff regarding land use and this put an enormous amount of pressure on local farmers and land owners, home renters and buyers. Some believe that tourism generated this inflation, while others wonder insist there is a backing and someone may be profiteering of Hawai‘i’s vulnerabilities. Regardless of external actions, the unions, a lack of competition, the small consumer market and high taxes are contributing to the internal hardships occurring within communities, down to the household level.

2.5 What is symbolic communication?

Symbolic communication is a coveted topic that has rarely seen the reality within topics of discussion as it remains as a means of exchanging messages via symbols and sensory. It helps one understand the conduct of members within a cooperating group and can become beneficial
among a mass of supporters. Often seen in animal communication between the individual and colony or family, it can also refer to object or an array of ideas that isn’t currently present at the time of communication.

2.5.1 What is the relationship between Hawaiian culture and an artifact?

Being that Hawai’i is the 50th and last of the United States, the Native Hawaiians have been exceptionally persuasive in maintaining balance to the island and insisting on protecting and preserving its native cultural practices. Although many of the cultural practices that are struggling to be kept alive today were once of normal conduct, museums and institutions undoubtedly support the effort to save tradition and cultural practices that make Hawai’i unique.

Hula is the traditional dance of the Hawaiian culture and represents the spirit of Hawai’i through graceful movements and captivating music. This dance is deeply rooted to the religion of the natives and was first performed by gods and goddesses; thus considering the dance to be considered a more sacred ritual than form of entertainment. However, over time, the dance of hula slowly became a part of celebrations and not just spiritual performances of worship, but the representation of animals, plant and war did not change. The music, chants and instrumental accompaniments have remained similar to its origins to maintain connections to the gods and goddesses they once honored.

The early music of Native Hawai’i was religious in nature, composed of chants accompanied by musical instruments and many of the instruments were made from plants, shells and trees. Many popular instruments have become iconic and still maintain use today in modern Hawaiian songs. The music of Hawai’i is a reflection of what Hawai’i naturally is; a melting pot of different cultures and is culturally celebrated through the occurrence and participation of annual festivals.

Hawaiian artworks resemble its rich culture and tradition. Whether created for aesthetic or functional purposes, a handmade paper called ‘kapa’ was always used in this distinguished craft and the finished product is also used in skirts, as worn by natives. The kapa was also used to make attractive blankets. Other locally produced artworks are made from Lauhala leaves and these could also be used to make bowls, hats and floor mats.

In love of art, tradition and culture, various Hawaiian festivals are celebrated annually and this is often seen as famous celebrations. The Merrie Monarch Hula Festival is one of the
most popular festivals that is seen by thousands. As a week-long celebration showcasing hula performances, they also take time to prepare delicious delicacies, hold classes and demonstrations for the public and educate others about the history of the Hawaiian people.

Another very popular festival held on the islands is the Aloha festival. It started as Aloha Week in the 1940s celebrating music, dance and tradition of Hawai‘i, but has slowly grown to become a two-month statewide celebration. Other festivals that involve the preservation of Hawaiian artifacts include Lei Day, where demonstrations, exhibits and lei-making contests are held, and the Kamehameha Festival, a famous local celebration that is a national holiday established as a commemoration of Hawai‘i’s unifier and first king.

Hawaiian methods of fishing are some of the world’s best-known techniques and Cultural Preservationists have made it necessary to share this information. Native Hawaiian artifacts have shown that hooks were made of wood, human bone, shell, dog teeth and turtle shell. Also, many hand-made tools were involved in the hook-making process such as coral blades used for cutting, sea urchin spines used for filling and sea urchin and shell bits involved in drilling. Hawaiian octopus was a favorite food for Native Hawaiians and they developed an ingenious method of capture. By using larger hooks made of wood or ivory and attaching a cowrie shell on top, they dragged this hook at the bottom of shorelines. Because cowrie shellfish were one of the octopus favorites, the trap was sprung every time. This method’s design and success is still used today by local fishermen.

Hawaiian architecture, museums and cultural centers are perhaps the most valuable in terms of historic accuracy and native artifacts. These facilities specialize in the preservation and restoration of native Hawaiian culture, buildings techniques, methods of embodiment and much more, thus local officials and those of native blood have taken great strides to mandate laws regarding the acquisition and preservation of historic artifacts. Due to these laws, it is not surprising to see a lot of historic artworks in state buildings and modern public schools. Some historic buildings that are highly recommended to the public are Bishop Museum, Polynesian Cultural Center, Bailey House Museum and I’olani Palace, but aside from the museums, art galleries are another great resource for the public. The artifacts protected by these agencies are the last of its kind and perhaps the only true way for future generations of island residents to learn about the native Hawaiian legacy.
2.5.2 What would the locals appeal to?

There are many symbols or expressions that define the local Hawaiian culture and these reflect the local community in what they believe is local Hawai‘i today. Many of the symbols that citizens relate to has early traces back to ancient Hawai‘i but still find appeal in local Hawai‘i. Pineapples, the shaka, the voyaging Hokulea, leis and the Kalo plant are some of the expressions that symbolize Hawai‘i.

Anyone who has visited or lived in Hawai‘i can quickly recognize the relevance and relation of the pineapple. Due to its seemingly exotic qualities and rareness, the pineapple became a symbol of hospitality in Hawai‘i and its association with warmth and friendliness enabled them to be used as decorations. The pineapple and plantation industry played a huge part in the development of Hawai‘i’s economy and continues to support the island, although its relevance isn’t as significant. Still used today in the local Hawai‘i community as a symbol for the hospitality and tourism industry, they are not only seen in hotels spread across Waikiki, but also Hawaiian plantations that showcase them to visitors and locals.

The shaka sign is a highly-recognized symbol of aloha and local culture in Hawai‘i. Interpreted by locals as ‘hang loose’ or ‘right on!’, the shaka is a constant reminder to take it easy and don’t rush in Hawai‘i; the embodiment of the ‘island style’ that Hawai‘i is known for. This sign is shared from kids to surfers, bank tellers to news anchors and the Hawai‘i locals use its freely to say thanks for letting you cut in on the road, or along with aloha as hello or goodbye. There are many beliefs on its origin but whatever the genesis of this powerful and enjoyable symbol; it remains a strong reminder of the spirit of aloha that makes Hawai‘i so special.

Ethnic Hawaiian’s who consider their racial group to be the ‘most local’ magnifies the local pride in Hawai‘i and they share this with the Polynesian voyaging canoe project Hokule‘a. This project was created in 1975 for the purpose of reasserting ethnic pride and with the assistance of master navigator, Nainoa Thompson, they were able to steer the Hokule‘a on its initial voyages in the 70s. The Hokule‘a “intends to help raise awareness of the issues confronting Hawai‘i’s shorelines, reefs and deep waters, while honoring and sharing Hawaiian
Knowledge and practices of natural resource management.”⁹ This culturally relevant project helps ensure that Hawai’i’s keiki will learn about native Hawaiian voyaging techniques and other processes relevant to the survival of the native Hawai’i culture.

The Hawaiian Lei tradition was introduced to the Hawaiian Islands by early Polynesian voyagers and was constructed of flowers, leaves, shells, seeds, nuts feathers and even the bone and teeth of various animals. In Hawaiian tradition, these garlands were worn by ancient Hawaiian to beautify themselves and distinguish themselves from others; the Maile lei was perhaps the most significant type. Aside from beautification, they were also used in Heiaus (temples) as an establishment of peace between two groups. The lei is a significant symbol to local Hawaiian culture because it greets millions of visitors worldwide and brings back the nostalgia of old voyaging Hawai’i. Instead of greeting visitors at harbors, greeters welcome visitors at airports with a warm “aloha” and adorn them with beautiful fresh leis. These are also a regular part of any special occasion such as birthdays, anniversaries, weddings and graduations.

Kalo is the Hawaiian name for the taro plant. It is an important local crop and played a significant role in Hawaiian culture and mythology. In ancient Hawai’i, the Kalo plant is defined in the Hawaiian Creation Chant (Kumulipo) as the plant from which Hawaiian were formed. Many locals of Hawaiian -blood lineage strongly believe that any Kalo is their ancestor. The Kalo plant is resilient, yet diverse and Hawaiian Kapunas understand the need to grow varieties to provide the correct growth environment. Many Native Hawaiian taro farmers and cultural practitioners have conducted extensive research on this particular case because of its cultural significance to Hawai’i.

Chapter 3

Review of Literature (cont.)

3.1 Architectural Space

Architecture as space is one of the first things taught in an architectural school and it is a lesson that teaches one to focus not on what you build (floors, walls, windows, doors), but what really drives the experience or architecture (space). This concept can be grasped through the graphic notion of a figure ground diagram where a building plan is shown and the reverse image shows the internal or external spaces; bringing attention to the spaces created within the built walls. Unlike the static built features, the spatial experience is dynamic and relies on what is not constructed (space) and the spatial boundaries and connections that result between the built/un-built interaction. The spatial experience is dynamic, ensures the focus on the right medium and use, and contradicts the sculpted building material. When thinking about space, an individual might look at a room and notice it’s physical attributes, but very seldom do we see it in an architectural perspective; how do we enter the space, how does ceiling height affect emotion, how does light enter the space and where is it directed. Architectural space directly impacts human emotions, thus sculpting the user experience.

Francis Ching is a widely recognized author of numerous books addressing architectural graphics and standards and these books have been influential to the education and shaping of visual language among architects and students alike. His book Architecture: Form, Space & Order has been used across many architectural schools for good reason. He includes diagrams, sketches and unquantifiable passages of explanations that help one further understand how form and space interact.

3.1.1 How is space defined?

Space can be defined as simply as referencing the base plane of an area. Base planes are horizontal planes which one orients themselves to, but they can also be depressed or elevated depending on design and intent. Even without solid walls, a space can be defined just by experience and feel (e.g. a performance stage). Overhead planes can also define a volume of space between itself and the ground plane (e.g. an overhead tree canopy). Extending the ground
plane to multiple levels, we start to see the interaction of space both visually and spatially. This degree of maintained continuity depends on the scale of level change within the space. When presented with a well-defined edge, “the visual and spatial continuity remains within the space”\(^\text{10}\), but once the new horizontal base plane starts to elevate higher, visual continuity remains while spatial continuity doesn’t. Similarly, when the elevated base plane becomes isolated from the floor plane, both visual and spatial continuity becomes interrupted, while in some occasions an overhead base plane presents itself. Figure 3 below demonstrates a graphic representation, by Ching, regarding space definition and continuity.

![Figure 3: Methods of defining 'Space' can be of natural or artificial construct](Figure 3: Methods of defining 'Space' can be of natural or artificial construct)

Source(s): Ching 2007

Vertical elements positioned on a ground plane start to define spaces through solid masses. Vertical elements can be placed at corners to define a space, while solid walls begin to create a sort of ‘backdrop’ to an area, ultimately pushing interest towards the front. Adding a second wall perpendicular creates an L-shaped plane and generates a field of space from its corner outward along a diagonal axis. Looking at other configurations incorporating multiple masses, the example with parallel elements create a space between them that is oriented axially toward the open ends of the configuration and by adding a third element, a volume is created.

within the U-shaped arrangement. This particular example is popular with retail environments due to its rather public entrance and intimate interior space. The addition of a forth mass creates an enclosure that defines an internal and external space. Although this configuration may be most commonly seen doesn’t make it the most optimal for occupational interaction. These configurations can also be accomplished through the use columns to establish a transparent spatial division via visual tension between members. The use of three or more members will start to define a space as they are arranged at vertexes of the volume. Also, this method of space definition has been preferred by many due to the transparency between elements and the scale of use; clearly defining any type of space through a variety of environments. An example of a space created through vertical columns would be a column grid of an office building as it establishes a field of neutral space within four columns and interior spaces are free formed and distributed. The grid of columns also corresponds closely to the layout of the interior spaces due to the continuity between space and structure. Another graphic representation by Ching can be seen in Figure 4.

3.1.2 Why do we want our own space?

Ethologist first recorded the concept of territoriality as early as the 1920s with animal behavior, but the application of territoriality in human behavior is more evident. The definition of human territory given by Leon Pastalan is as follows:

“A territory is a delimited space that a person or a group uses and defends as an exclusive preserve. It involves psychological identification with a place, symbolized by attitudes of possessiveness and arrangements of objects in the area.”

Figure 4: Physical definition of Space
Source(s): 2007 Ching

Territory is also a mechanism for attaining privacy through territorial behavior such said by Irwin Altman:

“Territorial behavior is a self-other boundary regulation mechanism that involves personalization of marking a place or object and communication that it is owned by a person or group.”

Altman also summarized some general ideas of territoriality:

- There are consistent references to places or geographical areas
- Many definitions imply various needs or motives that territorial behavior serves – such as sex and mating, food gathering, child rearing, and the like.
- All definitions convey the idea of ownership of a place
- Territoriality seems to involve personalization of a place by some marking device
- Can be the domain of individuals or groups
- Concerns territorial intrusion and defense

3.2 Categorizing Styles for Campus Design

Like the proverb states, “Buildings are the books that everyone unconsciously reads.” In terms of style, there are three categories of campus styles: monoform, metamorphic, and mosaic. The architectural experience can be seen in a quick scan of a campus or unfolded with a deliberate examination, but regardless of the method, the reference is the overall visual impression. Occasionally, the campus architect will design the surrounding landscape to reinforce such campus style and become a fragment of design vocabulary.

3.2.1 Monoform

A monoform style is a singular style that is applied to the entire campus or a particular segment of a campus. By applying this style, the impression of absolute unity is accomplished. For example, the Princeton University Graduate College (Collegiate Gothic) or the Scarborough College (Contemporary) were both admired as an architecture that communicated important values where one celebrated the past and the other presenting hope for the future.

3.2.2 Metamorphic

Also known as metamorphic styles, this is displayed in campus designs where the beginning style is acknowledged, respected and reinterpreted as architecture suitable for its own time period. Aspects of the buildings shell and materials used can be abstracted to serve as an institutional metaphor in new construction. This campus style can provide visual and symbolic continuity throughout a campus, while creating memorable placemarking. This can also come about because new functions demand new forms and sometimes, a convincing version of an earlier style may no longer be fundable or the skills needed to create an accomplished work are no longer available.

3.2.3 Mosaic

The mosaic style of campus design encompasses no singular style and each generation of new buildings constructed contributes an example of the architecture of its own time. The buildings differ in shape, form, color, size and detailing; creating a variety of visual aesthetics.

3.3 The Expanding Campus

While the initial design and planning of a university may include the necessary buildings, lecture halls and dormitories with appropriate space allocation, but as the student body rises, new buildings may be added. When constructing new spaces on campus, all three categories of campus design styles pose challenges and the eventual resolution may have a dramatic effect on the overall campus image. The typical construction undertaking may involve a building renovation or expansion, but occasionally it means siting an entirely new building. This raises the question: Should the new building or addition be subordinated to the existing design style, or should it be designed without reference to the existing context?

Based on the scale of importance, decision-making should not subject to hasty resolution. The older the campus may be, the more productive these deliberations will be in determining and placing appropriate architecture, whether it is collegiate gothic or contemporary. As the facility program guides the interior functions and space arrangements of the building, a campus design program can help guide these stylistic outcomes and discussions. Site-based analytical studies may also be helpful (i.e. identifying existing campus design features, view corridors, vistas,
landscapes, building heights and materials or other representations demonstrating a sense of place).

It is very common to realize debate regarding new construction or renovation on all design-styled campuses. Adding to buildings with traditional styles may seem easier than expanding buildings with contemporary styles because traditional-styled buildings are usually arranged in a very attractive and inviting site composition. The gradual increase in size often compliment buildings with a picturesque scale and enhances the original construction. Also, a justifiable criticism of certain contemporary architecture is its assertive, borderline intrusive siting. “The simplicity of modern construction can be somewhat deceiving, as extraordinary care must be given to construct a visually unifying addition.”\(^\text{13}\) These contemporary additions (particularly the ‘monumental’ expansions) overpower the campus aesthetics and stand freely among the landscape; contributing very little to defining a sense of place, except as a possible landmark.

Chapter 4

Existing Conditions at University of Hawai’i at Mānoa

4.1 Sense of Place

Through the guidance of the Long Range Development Plan, the “creation and definition of meaningful outdoor places of living and learning on campus to be catalysts for the creation of a sense of place at UH Mānoa.” Figure 5 shows the relationship between these outdoor spaces and major pedestrian entrances and paths. This leads towards the development and use of the first primary outdoor place of living and learning; Varney Plaza. The plaza encompasses the entire Varney Circle, a vehicular roadway, and converts into a major pedestrian gathering place for the campus and is backed by the Queen Lili‘uokalani Center for Student services and sided by Hawai‘i Hall. With great design intent, the Varney Plaza incorporates lots of trees, plants, water and a large gathering area to help reflect a sense of place.

A smaller outdoor living and learning space exists at the steps of Campus Center facing Mauka. This area has become a place of exchange between fellow students and provides interface between Campus Center and the large monkey pod tree below. With adequate space for day & night activities, this small plaza has become a vibrant hub for students to interact with commercial vendors or entertainers.

The third outdoor living and learning space takes place between upper and lower campus at the top deck of the parking structure. Developed near the Law School expansion, this small, shaded and tiled area is envisioned to act as a gateway to campus. This gateway services many people who enter and exit the campus and is also prepared to handle any potential future users of nearby mass transit.

---

4.2 Contributions to the community

4.2.1 Libraries

The library system at the University of Hawai‘i at Mānoa indefinitely supports learning, research and information needs of students, faculty, staff and the community by providing access to the tremendous amounts of knowledge within. During the development of the system, pledges hope this will help preserve the “local cultural heritage for future generations”\(^{15}\) by supporting the largest collection of information in the State of Hawai‘i. The libraries deliver accurate, comprehensive information to students, scholars, staff and members of the community and continue to innovate and look for new opportunities to improve resources and services available. The library system is a top research facility in the State of Hawai‘i and hopes to keep the library well supplied with current materials throughout its large variety of subjects and provide a reliable electronic access to a growing number of computerized databases. To do so, the library partners with individuals within the community to maintain educational excellence.

---

4.2.2 The Mānoa Experience

The Mānoa Experience is an annual event that brings thousands of prospective students and their families to the beautiful University of Hawai‘i at Mānoa campus. This preview day provides opportunities to meet engaging faculty and staff from over 180 programs at informational booths, visit the student services, participate in activities and watch performances by student groups.

4.3 Student life, Recreation, Housing & Parking

4.3.1 What is currently available on campus?

4.3.1.1 Student Life

Student life at the University of Hawai‘i at Mānoa offers many exciting opportunities to establish lifelong friendships and memories and there are hundreds of extracurricular, recreational, cultural and learning opportunities. Many of the amenities cater to the safety and overall health and wellness of the students, while the campus food and housing options allow them to stay healthy. More than 200 student clubs and organizations are dedicated to a range of themes from religious topics to social and political issues, arts, culture, community service and academics. These keep students engaged together while keeping physically fit. Along with student groups, there are sports and recreation that is also offered at the University of Hawai‘i at Mānoa. These opportunities include intramural sports, student publications, media outlets, study abroad, ethnic performances and study abroad.

Student development plays a big part in a student’s collegiate career and along with academic development; there is also time for leisure and recreational activities. Located near the newly created Warrior Recreation Center (seen in Figure 6), Campus Center is the student union of the university and it provides a wide variety of meeting, dining and entertainment options to enhance the student experience. It is located in the heart of the university and “strives to meet co-curricular needs and interest of the University by utilizing the Campus Center Complex.”16

Campus Center is often referred to as the primary venue for programs and events and continues

to provide an environment where individuals can relax, study and entertain. There are numerous
dining facilities, small shops, the campus bookstore, computer labs and a grand ballroom.

The Campus Center at UH Mānoa is an excellent location to take care of financial and
educational needs, but also presents many opportunities for students to collaborate together in
group projects or study individually. Aside from always studying, students are also able to enjoy
the amenities provided during most breaks and holidays as well. The Campus Center Ticket,
Information and ID Office is where students receive and validate ID cards, but also provide
access to discounted UH athletic tickets, movie tickets, UPASS (adult and youth bus passes),
campus maps and tours. This popular office neighbors multiple computer labs and lounges,
which many come to relax and unload in between classes and everyone is invited to read, study
and relax in an inviting, comfortable environment. Computer access and printing services are
also available to those in need.

Another very important branch of the Campus Center is its outstanding Dining Services
available to all who step onto the campus. There is a generous food court at the main Campus
Center building that constantly prepare fresh dishes daily. There are also retail-dining shops in
place for quick easy snacks such as: Starbucks, Subway, Pizza Hut, Bale and much more. For
those on the far reaches of campus, dining halls within the dormitories are available for students residing in these on-campus halls. Although these require meal plans that need to be purchased, the food is nothing less than satisfactory. The Dining Services staff is always looking for new ways to pursue a greener future. They purchase local seasonal produce whenever possible to assist local farmers and reduce the amount of inorganic waste produced. Their commitment has been formalized under the ‘Better Tomorrow Plan’ and the team is always looking to continue providing an exceptional dining experience; health, planet, community and people are the focus and priorities.

4.3.1.2 Recreation

Intramural sports at the university include basketball, flag football, indoor soccer, volleyball, co-ed basketball and softball. These are played at various facilities around campus such as Klum Gym, Gym 1, Gym 2, Ching Field, Les Murakami Baseball Stadium and the glorious Stan Sheriff Center. Along with the numerous intramural sports available to students, the University Fitness Center is fully equipped with selectorized equipment, weights and cardiovascular equipment. This is provided to students free of charge to encourage a healthy and active lifestyle and a new fitness center has been constructed near Campus Center and has recently opened with an opening commencement and blessing ceremony. However, these facilities are not available to the community and can only be used by the current students, faculty, staff and past alumni.

The Warrior Recreation Center (shown in Figure 7) is a newly designed and constructed adjacent to the Campus Center at UH Mānoa. This 67,000 square foot two-story, multi-use facility had increased student tuitions for many years prior, but officials are convinced that students will be satisfied and will greatly benefit. Physical and active lifestyles are highly encouraged for all students to partake and participate and this recreation center has definitely sparked interest in students who spend lots of time on-campus. Some amenities, shown in Figure 8, provided to the students include a basketball and volleyball court, a multitude of cardio and weightlifting equipment, locker rooms and even an indoor track. The recreation facility undertook a few delays caused through planning, construction and execution, but despite all delays, all students and faculty are greatly appreciative that it is finally open.
Lastly, informal recreation is committed to providing a spectrum of involvement opportunities and learning experiences for students through innovative recreational activities and services. This gives students another learning experience where they serve to promote teamwork, sportsmanship, leadership and a healthy and balanced lifestyle while enhancing the student’s life. The informal recreation center encompasses the services of the Fitness Centers, but also
numerous free play activities including basketball, volleyball, table tennis, tennis, badminton and free swim.

4.3.1.3 Housing

According to the 2007 Long Range Development Plan, UH Mānoa is home to over 3,000 students, however Campus housing was traditionally “prioritized for neighbor island students and those from mainland or foreign homes.”\(^\text{17}\) Despite original intentions, there are still many housing options available to prospective students, undergraduate and graduate students and these are provided in various ways. Some residence halls are assigned to freshman and these halls provide programs and activities designed to enhance the first-year college experience. By being surrounded by fellow peers, these incoming students will be able to manage any problems encountered but also share wealth’s of knowledge. Another benefit of living in campus dormitories is the Residential Learning Program. This program provides resources to that foster a greater connection between classroom learning experiences and the real-world experiences. Studies have shown that these residential learning experiences provide a much-needed positive impact on student satisfaction, connection to the university and their academic performance. This program will help students not only develop long-term connections but also boost academic focus to achieve aspirations.

Residence halls are comprised of two-thirds being on-campus accommodations and the rooms are furnished with beds, desks, chairs, lamps, closets, wired internet access and cable television. These double occupancy rooms are mostly naturally ventilated, but Hale Anuenue and Frear Hall have been renovated to accommodate air conditioner units and all residence halls are co-ed and smoke-free living environments. There are two main complexes that make up the residence halls. Mauka/Makai Complex (Frear Hall, Hale Laulima, Hale Anuenue, Hale Kahawai, Gateway House and Johnson Hall) and Hale Aloha Complex (Hale Aloha Ilima, Hale Aloha Lokelani, Hale Aloha Lehua, and Hale Aloha Mokihana). The majority of on-campus housing towers are located on Dole street in Lower Campus. Although still technically ‘on-campus’, the commute is rather far for most students. Figure 9, below, shows the updated renovations that were made to improve student life. The landscaping and hard-scaping had been

improved to accommodate the on-campus student population. Secure bike storage facilities are provided to housing students to help aid the troublesome commute.

![Figure 9 - Dormitory communities and accommodations](image)

*Source(s): Shiroma, Dorm Communities 2014*

Apartment-style facilities are available to upperclassmen and designed for those who seek independent living solutions near-by campus. One-bedroom and two-bedroom apartments are fully furnished with a complete kitchen, living room, bathroom and bedroom with utilities included within rent charges. This is a great option for students looking to take advantage of university owned residences while living an independent life with friends and fellow classmates. Parking stalls are also available to residents residing in apartments.

### 4.3.1.4 Parking and Transportation

There are many options available to get to, from and around the UH Mānoa campus and the Office of Commuter Services is committed to assisting everyone find their best means of transportation. Whether traveling by bike, public bus transit, the University’s Rainbow Shuttle, carpooling or driving personal vehicles, all options are supported and encouraged, however each of these options provide its own benefits that may or may not affect students on an individual or scheduling basis.
Bicycling is a very popular choice among students for traversing the campus because there are lots of wide paths to each of the lecture halls, dormitories and campus dining facilities. Cycling is a convenient and healthy method of transportation because there are more than 50 bike rack locations around campus, allowing easier access to destinations than parking lots, plus, they are all free. Along all roadways around and through the campus, bike lanes are provided for cyclers to share the road with drivers. Cyclers utilizing these bike lanes are given quicker commute times but shall abide by City & County of Honolulu Bike Laws, State of Hawai’i Traffic Laws and UHM Parking Regulations. For students and faculty who live further from campus, they can combine their bike with a bus-friendly commute using their U-Pass provided each semester.

Upon registration and payment of tuition, students are given a U-Pass and can be used to access Honolulu’s award-winning public transportation system; TheBus. TheBus is a convenient and economical method of transportation and with four routes serving the campus interior and six express routes traveling to and from campus daily, many students take advantage of this comfort and reliability. Another added benefit of commuting by TheBus is that all busses are equipped with bicycle racks that can accommodate two or three bikes and GPS transmitters that allow students to track a bus’s estimated time of arrival for added convenience.

Another popular and convenient transportation option is the Rainbow Shuttle; a free service provided to UHM students, staff, faculty and visitors. These air conditioned shuttles can seat 28 passengers along its multiple routes traveling through campus, the neighboring vicinity like campus housing and even some off-campus parking locations. The shuttle operates during Spring and Fall semesters, Monday through Friday from early morning till just before midnight, however, shuttles will run along modified routes and hours on holidays and during semester breaks. Students find great convenience when combining travel methods via TheBus and Rainbow Shuttle.

Thousands of students commute to school in personal vehicles, but there is a large population that have opted in interest of carpooling and by doing so, they help protect the environment, reduce traffic and are given additional parking benefits. Students and faculty who carpool save time and money by sharing operating costs and commute time with other members by using HOV and Zipper lanes. Resources like the Hawai’i Department of Transportation Carpool Match is a great way for commuters in certain areas with the same destination to match
up and this is a great method for students to connect with others looking to save time and commuting resources and have benefited more as each semester passes.

Commuting to and from campus via single occupancy vehicles are inevitable but if commuters decide this route, there are many parking options available to them. On weekdays when the University is in session, most of the 5,700 parking spaces at UH Mānoa require a permit and are reserved for University affiliates (students, faculty and staff), but if one is a visitor to the campus, there are multiple pay-to-park lots on Upper and Lower Campus. The main parking structure is located just south of Dole Street on Lower Campus and a secondary parking structure is located near the Hawaiian Studies facilities and both require parking passes or a daily fee to park. Drivers are even reminded that the UH Campus shares a beautiful part of the island with very friendly, supportive communities of Mānoa Valley, St. Louis, Mo‘ili‘ili and Makiki. So, if parking in and traveling through these neighborhoods, drivers should do so with responsibility and consideration.

4.3.2 Why don’t students stay on campus after hours?

There are more than 20,000 students in attendance in 2012 but only a percentage of them participated in intramural sports, campus activities, and student unions. Campus Center Board Activities council spend countless hours planning and preparing movie-viewing events and other beneficial workshops, but it doesn’t seem like get too much student response. Similarly, student leaders and faculty hold school-wide events to help unify the community and students and these too are overlooked by students hurrying to classes. After much research, I have formulated a few hypothesizes why students don’t appeal to campus activities and events.

4.3.2.1 Parking

The University of Hawai‘i at Mānoa is located in beautiful Mānoa Valley and is considered a commuter university and it’s location, while naturally situated and convenient for some, is quite a commute for most; especially in rush-hour traffic. Commuter students who attend University of Hawai‘i at Mānoa have a lot of gripe with the campus location and especially parking. For many students, single occupancy vehicles are their primary means of transportation and more often than not, the parking structures are stuffed over capacity. Although many drivers hold parking passes, these parking structure reach capacity by mid-morning (seen in Figure 10), forcing said drivers to search for a stall for 30 minutes. More often than not, this
aggravates the many students. When there are athletic events or graduation, traffic diversion while exiting these parking structures are very inefficient due to the lack of planning and executing, leading to frustration.

Another deterring factor related to campus parking and students spending time on-campus is its location at lower campus and the fees associated to parking over weekend. For many students who park in the lower campus parking structure, the location is a bit inconvenient because of the long commute to Campus Center and this commute becomes even longer when factoring in the numerous construction projects taking place. The secondary parking structure located near the Hawaiian Studies complex is even further away to Campus Center and usually accommodates students who come to school after the lower campus structure has filled. Lastly, other than high parking fees that seemingly rise every semester, parking fees are still required by commuters on weekends. Students will hardly willingly come to school on weekends, but if/when they do, they are then faced with parking fees. By allowing students and faculty to freely park on-campus over the weekends, this will definitely improve student association on-campus.

![Primary parking area regardless of high parking rates and limited space](source(s): Shiroma, Parking Structure 2014)
Aside from parking in dedicated parking structures, there are green stalls available to students and the public that allow drivers to pay a parking machine to park in marked stalls. This option is usually more readily available because of its high cost deters many commuters but can sometimes be the only option available, but thankfully there are other parking options other than the horrendous parking structure and expensive parking services. There are generous amounts of street parking available near the university within walking distance that are either metered or free. This is a cheaper alternative than other parking options on campus and because of this, they are occupied very early in the day because of its great value. Street parking is sometimes the only option if students have class mid-morning or early afternoon because the parking structure does not begin to empty until early afternoon.

4.3.2.2 Lack of Interest

After distilling survey results from past and current UH Mānoa students, there is an agreement that while there are many intramural sports, activities and opportunities of recreation available on-campus, these don’t particularly spark additional interest to students (whether local, commuter or exchange). Because a majority of students commute to campus, these students come to school when they need to and leave right after because there aren’t many activities that interest local students. Survey results conclude that the types of activities, organization and promotion of these activities are not executed very well and don’t particularly interest local students. These students proposed that more ‘exotic’ activities or programs such as rock-climbing, hiking or fishing might interest local students more than the advertised ping-pong or movie nights because they can actively engage into activities that aren’t as common.

4.3.2.3 Facility Degradation

Another proposed reason why students don’t spend time on-campus is the lack of maintenance upheld throughout the campus. Some parts of campus are beautiful and well kept (i.e. Shidler College of Business and East-West Facilities), while other areas are unsightly and neglected (i.e. Gartley Hall and St. John Plant Science Laboratory building) and this greatly impedes on student education and outlook. Many university officials have looked into the countless deficiencies have determined that the situation has been “exacerbated by the
inadequate and inconstant management”\(^{18}\). Officials from the Association of Higher Education Facilities found the UH Mānoa campus to be “generally clouded by litter, debris, peeling paint, broken and heaved concrete, tripping hazards, graffiti in restrooms, burned-out light fixtures, and an observed general state of disrepair.”\(^{19}\)

### 4.3.2.4 Dormitory Location

Although many seek after Hawai‘i’s climate, students can only expose themselves to the sunlight for so long before exhausting themselves. This is fairly common with UH Mānoa students who dorm on campus because the location of dormitory communities are at the outskirts of campus and force students to walk long distances before reaching their destination. Shown below in Figure 11 are the undergraduate dormitory towers where freshman and undergraduates live on-campus. This is unfortunate because the freshman and undergraduate student population are the very ones who might take advantage of activities, events and opportunities. All residence halls are approximately 20 minutes to Campus Center and 30 minutes to Shidler College of Business and if you have time to relax between classes, walking back to the dorms can be very tiresome and inconvenient. This concept holds rather true too for extracurricular activities or events held during the afternoon or evenings after classes are out but also brings safety concerts to attention when students walk back to the dorms after dark.


\(^{19}\) Ibid.
4.3.2.5 Safety and Security

Security and safety for students at UH Mānoa is claimed to be “a top priority”\textsuperscript{20} with campus security patrolling at all hours of the day. They make their rounds in vehicles, by bike, and on foot. Safety escorts can even be requested for travel after dark, emergency call boxes are located through the campus grounds and an Alert Emergency Notification System has been setup and notifies the university community in the event of an emergency. But, even with all the previously mentioned precautions of creating and maintaining a safe and secure campus, there have been numerous reports citing robberies, break-ins and assault. In 2011, three students were “attacked and assaulted by five [unknown] individuals”\textsuperscript{21} while walking through Kanewai Park near the dormitories. Even though overall crime rates have declined slightly over the last few years due to an increase in security officers, the safety of students walking through and around campus is still a valid concern. These violations even happen multiple times a week and even


more frequent during the evening & after hours forcing those who dorm to constantly prepare themselves and heighten their situational awareness. From poorly lit walking paths, non-functioning emergency call boxes and easily accessible dorm entrances, many students suffer from safety & security issues every semester and the University’s security office is struggling to keep students and faculty safe. Aside from said safety & security violations, there are often signs of vandalism on bike racks, benches and trashcans which all add up to the university experience in its entirety.

In a Star Bulletin article in 2007, crime researcher Meda Chesney-Lind says “State Auditor Marion Higa is correct in comparing UH-Mānoa to similar-sized campuses and agreed that UH-Mānoa has the highest crime rate -- 5.45 crimes per thousand students -- among its peers.” University administrators insist that these security statistics aren’t being fairly compared to other universities of similar urban typology but Chesney-Lind says "We've got a problem here and we should look at it." Within the article, there is note that surveys conducted in November 2005 showed that 46% of students did not feel safe on campus.

Figure 12 - UH Mānoa Crime Figures

Source(s): Star Bulletin 2007

Chapter 5

Case Study

The following universities have been chosen as case studies due to the prestige of student union, outstanding recreation facilities, and respect and contribution to the community. These are important because they will help me further understand the complexity of multiple university aspects that would otherwise be difficult to individually break down and analyze. The detailed contextual analysis of the three categories (Housing, Student Life & Recreation, and Parking & Transportation) within each university will allow me to gather data and methods of success or failure that allow each university to become successful.
5.1 University of Washington

5.1.1 Housing

The University of Washington (UW) provides a variety of housing options to the students and faculty, whether they are undergraduate, graduate or professionals. There are traditional residence halls, apartment-style living and fraternity and sorority housing and each have very special traits that enhance the quality of life.

For undergraduate students, UW has award-winning residential halls that provide supportive and encouraging residential advisors for students and this is essential to meet friends and engage with the community. The Residential Life Program at UW is dedicated to the healthy lifestyle of students while creating connections within their field. There are many benefits of living on-campus that include a vibrant and dynamic community in close proximity to the classes and activities and programs to support academic and personal-development goals. They also strive to provide opportunities to take advantage of self-building activities including tutoring and academic advising that support students and propel them to the top. Also available to keep them fueled and ready for activities and classes are convenient dining facilities. These provide quick dining services serving coffee, sandwiches and late-night snacks.

Here a few testimonials from students at University of Washington:

“Living on campus at UW has defined so much of my college experience. The halls are so much more than a place to live. They are a place to learn, socialize and be involved in the community where you live. I have loved living in the halls, and I know the staff and administration really care about making the community better for students.”
—Emma T., Junior, Political Science

“The residence halls gave me a place to call home. I feel safe on campus and connected to the other students. I feel like I truly experienced a college lifestyle while living on campus. I was able to get to know people and living with others has helped me get life experience. I have become more involved and feel more comfortable on campus. I am part of the campus and all the activities

that take place here. It has given me opportunities to meet others and stay active. I have a community where I feel comfortable and safe.”

—Rebecca H., Sophomore, Pre-Health Science

For graduate students, UW has done its best to simplify housing solutions so students can focus on the most important aspects of their academic journey. Housing services allow graduate students to be very selective with roommates and provide apartment communities to support academic services and success. Among the six communities available, there are spaces that allow quiet time, collaboration, cooking and fun; all of which can accommodate students whom are single, married or students with families.

Fraternities and Sororities have been accommodating UW students for more than 100 years and offer numerous services, camaraderie and academic support to interested students. Both Fraternity and Sorority housing options have been a tradition and now houses more than 3,000 students. The diversity within each house chapter is beneficial to both undergraduate and upperclassmen. The diversity among one another allows the graduate students to help underclassmen prepare for exams, collaborate on class projects and offers an immediate, close-knit group of friends to ease transition into new classes or colleges. These housing options provide many amenities including reserved parking spots, exercise and sports facilities, library and study facilities, spacious dining rooms and kitchens, meals provided by professional cooks, computer and study rooms and many other spectacular features.

5.1.2 Student Life & Recreation

At the University of Washington, along side academics, Student Life plays an important role in the success of students. There are 14 different components that comprise Student Life and they all share a common goal: to support the success of the students at UW and their future. These components include Health & Wellness, Career Center, Student Publications, Recreational Sports and many more. This helps students stay physically and mentally healthy while meeting new friends and network opportunities.

26 Ibid.
There are numerous activities in which students can participate from campus-wide events to excursions within the region. Campus tour guides suggest experiencing the innovative and unique Downtown Seattle Public Library, enjoying the Seattle Skyline with the company of friends at dusk, perhaps some shopping at Post Alley, and even some kayaking at Elliott Bay in Seattle. Aside from these exciting excursions, there are any on-campus opportunities that enhance student life as well.

The Husky Union Building (HUB) is one of the units within the Division of Student Life and is perhaps one of the most interactive and holistic in terms of team building and excitement. The HUB is committed to the success of students and provides many services to students, faculty, visitors, and the UW community; however, relying on students and professionals to enrich student engagement via event venue, service provider, and employer. Within the HUB, there are many opportunities for students to engage with Event Services and Student Activities, but HUB Games and recreation area is a popular hangout that experiences high daily traffic.

The HUB has a recreational center that includes bowling, billiards, ping-pong, gaming consoles, and party rooms and all are available to everyone daily, however, they are also available for private party reservation. The bowling alley accommodates 12 lanes of state-of-the-art bowling kiosks and screens. They also offer snacks, drinks, and light dining options. Within the HUB, there is also a Ballroom & Lyceum, meeting rooms, and the HUB Lawn, all of which can be reserved for private functions or corporate events.

The Recreational Sports Programs at UW invites students to enjoy exercise, sports, fitness opportunities, and encourage everyone adopt a healthy and physical lifestyle. Students with memberships are granted access to pristine facilities like swimming pools, fitness centers, racquetball, squash, tennis and many other courts and sports fields. These are all available to students on campus and reservations can also be made at the services desk.

5.1.3 Parking & Transportation

Students and faculty who commute regularly to UW have many reasons to choose their own, however, there are many available to all. The options of transportation include walking,
biking, bus, train, car/vanpooling and personal vehicles. Each method is constantly being used and has pros and cons depending on the participant.

Walking is a great choice for commuters because there is a great network of paths, amazing views and historic landmarks around campus; however, the Office of Commuter Services is encouraging students to walk off-campus for the multitude of included benefits. UWalk events and activities are often held throughout the year to help build and energize the community and celebrate achievements. These events help bond the citizens of campus with the embracement of the community and together this brings everyone closer together. The commuter office also provides maps showing walking routes and paths that are not heavily populated by cars and constantly pummeled by smog and this greatly increases the walking community, stories and photos.

Biking to and from campus is another alternative that has come across professors, students and faculty because of its energy saving qualities and physique enhancement. Although not entirely popular with riders due to terrain and topography, the UW Bikespace provides bicycle maintenance classes, covered parking areas and scheduled events where riders ride through rainy conditions with fellow cyclist. The Bikespace signs and decals signify bike racks, lockers, houses and this makes it very easy for students to contact Transportation Services with bike-related comments and questions. Through all its development and ridership, UW has been recognized as “one of the most bicycle-friendly universities”\(^{27}\) by bikeleague.org and the Transportation Services looks forwards to enhancing the experience to maintain excellence and raise ridership numbers.

For those looking to support their save on gas and commute time, catching the bus or train to UW is a convenient and reliable alternative. There are more than 60 different bus routes that serve the university district and many of which venture on-campus as well. For faculty, staff and students, U-Passes are given to each and this is the ticked used to ride each of the eight Central Puget Sound transit agencies. It gives you full coverage of light rail and bus use, while

you bike a partial way and catch a ride back. Also, these are a safe and convenient way to travel at night without having to worry about security and loneliness. Car/vanpooling with others heading to and from campus is another viable option that encourages the conservation of time and resources. Those who carpool has the luxury to access HOV lanes and on-ramps for a faster commute and even decide to mix up commuting as needed (utilizing public transit, bike, walk or drive alone on days you can’t share the ride).

Sometimes, schedules won’t allow for public transportation, biking or walking so driving alone is always the preferred choice for many commuters. By driving a private vehicle on-campus, commuters must obtain parking passes or park in pay-to-park lots or utilize meter parking available. There are many lots on-campus that require parking passes and these provide easy access to dorms, lecture halls and dining facilities, but visitors and others without passes can still take advantage of the close proximity of amenities. The Office of Commuter Services encourages students to minimize their ecological footprint and many students are slowly changing their lifestyle to accommodate a healthier and active change.
5.2 University of California at Los Angeles

5.2.1 Housing

The University of California at Los Angeles (UCLA) provides many housing options for freshman transfer, graduate students, as well as students with families and community housing. These different divisions are provided with housing that enhance the living and social experience throughout.

Housing for Freshman Students are highly promoted by the Office of Residential Life to create a safe, supportive and inclusive living-learning community that engages the residents and promotes personal growth, leadership development and social responsibility. A unique feature that sets the freshman housing apart from the rest is the incorporation of the First Year Experience. This program helps new students find their sense of belonging within the university, seek fulfillment opportunities and academic success. They are also exposed to the True Bruin Values that entails integrity, excellence, accountability respect, and service.

Transfer, graduate students and students with families are offered generous housing opportunities that offer independence, as well as access to a community of fellow students. With UCLA-owned university apartments, these students can have both. There are also options to have privately-owned housing and the UCLA Community Housing Office can provide the resources to help find housing in neighboring communities.

Many study areas are available to all students and these are generously dispersed across the campus. Floor/House and fireside lounges are provided in many of the individual floors and houses and may be used for studying when there are no programs being conducted. In addition, numerous study lounges located on the main floor of high-rise halls and commons are open daily. Computer labs and Learning centers are also great places to study and provide group study rooms that can be reserved for group projects and study sessions.

Also available in most residence halls are dining university dining services; an award-winning program nationally recognized for its high quality cuisine, pristine facilities and innovative services. They cater to the needs of the guests with convenience and flexibility in mind and always offer a wide variety of menu choices, dining hours and meal plans. The dining
Service program is designed to provide a fresh, healthy and tasty meal every day for students, faculty, staff and visitors.

5.2.2 Student Life & Recreation

Campus life at UCLA is perpetually in motion. Students have the opportunity to join more than 800 clubs (including campus groups, intramural sports, club sports, outdoor adventures, religious conferences), kick-start businesses, run organizations and can become deeply involved with the community. This promotes the drive for students to take initiative and become more familiar with others while remaining intact with the student vision of the future, that entails integrity, excellence and accountability.

Located in heart of the Los Angeles and bordered by iconic neighborhoods, UCLA is a junction of ideas, cultures and limitless experiences. In this global city, culture, business and industry blend into gracious opportunity and 4 million people help make this happen. There are numerous opportunities around each corner within the entertainment industry and major corporations such as Boeing, Nestle, and Dole. The diverse cultural landscape allows everyone to experience Asia, Latin America and everywhere in between, in a single afternoon and as a UCLA student, resources and opportunities are provided to take advantage of Los Angeles at large.

5.2.3 Parking & Transportation

UCLA strives to provide sustainable transportation options for students, staff and visitors, thus always working to improve local commutes. “Nearly 56,000 employees and students commute to UCLA on a regular basis.”

Many options such as discounted public transit passes, bicycle incentive programs, vanpool programs, and carpool parking discounts are available to commuters and the transportation office is encouraging everyone to embrace a car-free lifestyle. This effort plans to generate a healthy and sustainable campus.

The healthiest way to commute around campus is by walking. Students who live on-campus are already healthier by walking to and from class from dorms and dining halls while also leaving a trail of carbon neutral footprints. Throughout the campus, cobblestone and concrete paths are beautifully lined with well-manicured landscapes and blossoming flora. This exquisite beauty coupled with historic architecture and friendly company engulfs both students and faculty alike to create a bustling atmosphere that encourages productivity and innovation. The grassy quads provide lots of space to study with friends or enjoy sports and are accompanied by lush gardens and water features.

Commute to/from and throughout the university by bicycle isn’t a foreign task when accompanied by 3,000+ bicycle parking spots, three campus repair stations and more seven miles of stretched bike path. Also provided is the UCLA Bike Shop, which provides DIY repairs and fee-based services. They also have a sizable quantity of bikes that may be rented to all members of the UCLA community.

UCLA is served by multiple vessels of public transportation. The Go Metro Bus and Rail lines allow riders to commute to campus hassle-free. The Go Metro transit pass allows riders to conveniently access a Los Angeles city at-large significantly reduced fare that services museums, nightlife and restaurants from campus. When traveling around Santa Monica, Culver City and West Los Angeles, The BruinGO! Transit program gives opportunity for UCLA students and faculty to ride for half price when presenting their BruinCard (student ID). There other bus services that directly service Santa Clara and Antelope Valley as well. By encouraging the use of public transportation over personal commute, commuters “lose approximately seven pounds in the first year”29.

Similar to many other universities, carpooling, vanpooling and commuter clubs are becoming more popular. They allow fellow commuters to pool resources together and build relationships while saving time in speedy carpool lanes. Added benefits include saving money on gas, vehicle maintenance, insurance and discounted carpool parking permits. Programs like

---

UCLA Zimride is an easy way to share commutes to or from campus and through this resources, students can easily network with fellow students, classmates and coworkers. This program requires an @ucla.edu email address, however, they are expanding their connectivity to Facebook accounts as well.

Again, like other universities, the quintessential method of commuting to UCLA is single occupancy vehicles. The campus offers over 50 parking areas located within close proximity that accept several payment options, however a proper parking permit is required for most on-campus lots. Self-service pay stations are location across the campus and offer a fast and flexible method of purchasing day-long permits. Prior to start of academic semesters, students have the opportunity to purchase parking permits that allow priority on-campus parking. This offers favorable locations nearby lecture halls, study rooms, dining facilities and housing areas. However, due to popularity and convenience, these sell out very quickly.

The wide array of transportation options available has boosted UCLA into the list of “Best Workplaces for Commuter” that is nationally recognized. This membership program provides employers with the recognition and designation for offering outstanding commuter benefits such as reduced bus rates and carpool fares. This membership program is also determined to regulate eligibility for participants to ensure proper regulation standards, however, UCLA has met and exceeded these expectations while offering impressive commuter benefits.

5.3 University of Colorado at Boulder

5.3.1 Housing

The University of Colorado at Boulder (CU Boulder) provides an unrivaled student experience via residence halls; bringing the energy and excitement of a large university with the friendliness and support of a small college. Provided are 17 residence halls that range from undergraduate dorms to apartment-style living and these occurring both on-campus between lecture halls and off-campus in close proximity to supermarkets and other local amenities. A benefit for students to living in these dorms are that they are situated in active, and organized communities where team building and individualism is encouraged.

Graduate and family housing apartments and homes are also available for eligible students. After being accepted for this housing type, students can enjoy the personal comfort of a family living environment and chose to be accompanied by their close friends or family; enhancing personal connections while continuing their education.

CU Boulder provides unique residential opportunities for students seeking an exciting and active lifestyle, thus two different Residential Academic Communities were developed. These communities are defined as Residential Academic Programs (RAP) and Living & Learning Communities (LLC). Within RAP, students attend required classes taught by full-time faculty in a seminar-style orientation and participate in co-curricular activities provided to reinforce the academic theme. A benefit of participating in RAP programs is that classes and faculty office hours are conveniently located within the hall. Although uncommon, some programs require a small fee, but this is very reasonable compared to the deep immersion of academic interest. LLC provide a different approach to academic-oriented communities by structuring the program around physical activities that support the interest of students such as rock climbing and hiking. Students often enjoy these types of classes even if small fees are also required.

Here is a testimonial from a student at University of Colorado at Boulder:

“The residence halls are very conveniently located. Waking up 10 min before class was never out of the picture; especially how classrooms were literally in my backyard. Many students tend to discover their niche of friends in the halls. Living a second year in the residence halls allowed me
to make a whole new group of close friends. Tutoring services were also available which was a great advantage.”
—Yasim A. 31

Greek housing and lifestyle at CU Boulder encourages students to pursue the excellence in leadership while maintaining balance between friendship and community service. Greek Sorority housing is available to chapter members and is provided through beautiful historic homes within walking distance of campus. These homes are privately owned and maintained by local/national sorority alumnae corporations and upperclassmen-members may have an obligation to live in the home. Given the circumstances of house rules, study hours, dining facilities and workout facilities are some of the few features found within each sorority home; essentially recreating and redefining the ‘home away from home’.

5.3.2 Student Life & Recreation

There are many attractions available at CU Boulder that caters to students, faculty and visitors alike and is very fortunate to welcome these to everyone. There are many art galleries and exhibits (CU Art Museum, Visual Arts Complex, UMC Art Gallery) that showcase students’ work, in addition to visiting artist pieces. These facilities hold annual fairs and exhibit constantly build upon previous generations of artists that pass through and continue to exceed expectations. Also on-campus is the Museum of Natural History and this features rotating exhibits, and kids and family days that provide for everyone. Professors contribute research towards exhibits, which are then showcased in upcoming events. Another exciting venue on-campus is the Fiske Planetarium. Although located near the edge of campus, they offer exquisite late night laser shows, planetary exploration shows, live talks and many family-friendly talks. In the main lobby are public exhibits that are open daily, but are also available for private events such as birthday parties and corporate events.

Lastly, the biggest attraction to CU Boulder is the University Memorial Center (UMC), which serves more than 12,000 people daily who come by to eat, enjoy free entertainment, shop

at retail stores, study, check email, print, mailing, bowl, shoot pool, take care of banking or even catch some sun by the fountain. Provided within are numerous student services and a wide variety of student group offices making the UMC an exciting center for community interaction.

Within the UMC lives the Connection games room on the first floor. Designed to be THE place on-campus to have fun with friends and family, food and beverages are available while bowling in the only 10-lane alley throughout Boulder. Coupled with eight regulation-sized billiard tables, pinball machines, foosball, air hockey and video games, the Connection has quickly become a favorite hangout spot for many students. Administrators are increasing the collection of classic and new arcade games and encourage everyone to watch sports on their HDTV’s and participate in frequent poker tournaments.

When enjoying your time at the Connection, there are many options for delicious food and drinks (also select beer). Many students order from the UMC food court and Domino’s Pizza that is upstairs from the Connection. They are open relatively late and conveniently keeps everyone entertained until the party is over. Public transportation is near by and campus transportation is available for CU students, faculty and staff. Seemingly enough, the reason most students return is because the Connection is open to the general public. With the enjoyable recreational options and convenient food services nearby, it can be also be reserved as a party venue.

At CU Boulder, there are an abundant amount of clubs and organizations that cater to many particular fields of interests, whether it emphasizes ethnic or cultural heritage, political involvement, hobbies, environmental issues and other important feature’s of campus life. The Student Government office at CU Boulder will generously provide anyone with information about activities and clubs, allowing students to physically engage in any specific outreach as desired.

Athletics plays a major part of student life at Boulder due to its recent acceptance into the Pacific 12 Conference. Varsity intercollegiate sports teams compete annually with universities from the West Coast, but non-conference games are also scheduled in all sports. Exciting sports such as basketball, cross country, golf, alpine & Nordic skiing, track and field, women’s soccer, tennis and volleyball and men’s football are always available to spectators and participants.
Although students love the competitive aspect of collegiate and intramural sports, the outdoor program definitely provides for the students’ lifestyle. For a very low fee, students can participate in hiking/backpacking, white-water rafting, scuba, wilderness medicine, rock climbing and so much more. This program is an institution to offer students a gateway to the Rocky Mountains, allowing them to learn and experience new activities but also preparing them to execute such tasks in the future, whether it be alone or with friends.

As a highly-cultural university, the Center for Multicultural Affairs (CMA) is established as a resource for students; providing advising, support, mentoring and many services that assist students to persevere through the multiculturalism and social justice. Some programs offered through CMA such as First Generation Scholars Program, Diversity Awareness Trainings and White Ally Program allow students of selected diversity to become more comfortable and understanding of the educational, safe and professional environment in which they enrolled. These programs also provide opportunities to enhance cross-cultural interfaces, multicultural awareness and explore the extensive, yet diversified world.

5.3.3 Parking & Transportation

Commuting to and from the CU Boulder campus is quite convenient, considering the various methods available. When students need rides to the airport, the Super Shuttle is available for a small fee and can be scheduled per the student’s request, however, when traveling off-campus for whatever reason options are available. The bus system that services Boulder run every 10-15 minutes during peak hours and weekdays and weekends although schedules may vary. However, lines do extend past the Boulder district. There are eight major routes that service different areas from the college campus, to Denver International Airport and most cities in between. The bus system is very convenient and handy for students because all you need is your Buff OneCard (student ID) and it’s free.

Cycling is another popular method of transportation around the Boulder neighborhood and campus alike, due to its highly acclaimed bike routes and markers. Cyclers maintain a high presence within the Boulder district and it isn’t common to see bike racks filled to capacity. For a $10 registration fee, students and faculty can register their bike and ensure it is properly licensed,
however this does not prevent theft and damage entirely, as some students have unfortunately experienced. The bike program at CU Boulder ensures that riders understand the rules of safely riding on the road and how to properly maintain their bicycle. Other perks of registering your bicycle is free access to bike service stations, mechanic work and bike rentals. Transportation services also provide public transportation to those who commute short distance around campus. University owned shuttles also service the campus, off-campus dorms and Boulder-district regularly. They pick-up and drop-off students at numerous stops within close proximity to regular amenities such as super markets, banking options and shopping districts. Again, this is also free to students, faculty and staff.

Lastly, private vehicles and carpooling is by far the most popular and preferred method for students and faculty alike. Due to its freedom and mobility, this often allows students to experience the city of Denver, more so than if traveled by public transportation due to late night commutes. However, this does come with drawbacks. Vehicle owners must purchase parking passes each semester before granted access to campus parking lots. Carpooling is highly encouraged and sharing commutes with colleagues is a great way to conserve cost of fuel, maintenance and insurance.

Whether it’s students, faculty or visiting families commuting and parking on-campus, there are designated parking lots for each specification. Students who have purchased parking permits will be assigned to lots according to living arrangements. Most on-campus lots are available to professors and faculty and plentiful meter spots are available on and around campus. These meters offer generous dividends of allotted parking time for relatively little cost.
Chapter 6

Digestion of Case Studies

After thoroughly reviewing each of the categories within the universities, some notes were as expected but there were others that I found really impressive. Having noticed that each university excels in different categories, comparisons between them have proven helpful because I can now extrapolate the successes and failures, then compare to that of UH Mānoa. There are many advantages and disadvantages of dissecting case studies but I believe they are important and a useful method of collecting data.

6.1 What is successful at other universities?

Derived from the universities examined during the case studies, I noticed reoccurring aspects that contribute to a successful university; a remarkable housing program, enjoyable student life and convenient transportation. I have gathered a lot of information regarding housing and recreation opportunities and many aspects already exist at the University of Hawai‘i at Mānoa, however, some of these could use improvements or be delivered to higher standards. Nonetheless, these opportunities will be beneficial towards the project assessment and development.

In regards to residential living environment, the most important aspect was to promote a safe, supportive and inclusive living-learning community for students of all ages. Combined with providing student advisors and close proximity to classes, activities, and dining opportunities, this all contributes to creating an on-campus residence that is a part of a larger, more dynamic community. Also, providing sufficient graduate housing options that provides quiet spaces, collaborative spaces and a kitchen is essential.

As for student life and recreation, the use of a central campus building that serves as the home to the student union is a great feature that captures the interest of students and visitors. This student union building can be a popular hang-out spot for students and incorporate a recreation center with activities like bowling and billiards and small restaurants for various food options. Also, providing areas for students to hang-out or study is essential too. Having a recreation facility that is conveniently located on-campus for students is also beneficial to
maintain positive student aura. Lastly, campus-wide activities and events are beneficial to help bring students from different areas of studies together to collaborate and create friendships. This could also be used to coordinate excursions where students can explore surrounding neighborhoods, popular cities and adventurous regions.

Contributions to the community were very popular among the studied universities because they all believed that they had a duty to maintain a positive relationship with the community; basically the university and community coexist together. By working together, the surrounding neighborhood distinguishes the campus by showcasing its accomplishments and beauty; thus attracting interested individuals and prospective students and families. By contributing to the community, the universities gain respect and participation that promotes success and gains the trust of the general public.

Parking and transportation is a very sensitive topic that has been widely viewed from multiple parties, but there seems to be some similarities. Walking has been seen as the healthiest method and by providing beautiful walking paths with amazing views of the campus and surrounding community and a diverse network that strings through and around the campus, walking is further encouraged. Biking was also highly recommended because it’s an easier alternative than driving by providing physical activity and quicker than walking. Public transportation was also highly encouraged by each university due to its efficiency, ease of transferring to other methods of travel and time-saving capabilities.
Chapter 7

Problem Statement:

College and university campuses have long been centers of activity and socialization for people of all age groups. The lack of constant and continued opportunities for activity within the University of Hawai‘i Mānoa makes this campus an exception. This project seeks to identify ways to promote extended use of the University of Hawai‘i Mānoa campus by attending students and the surrounding community.

Research objectives:

7.1 Describe the types of activities that typically take place within a college or university campus.

Within a university, key elements are essential to campus life including eating, studying, entertainment, banking, gathering and recreation. Typical tasks and daily activities fall into these categories, regardless of association to campus (e.g. student, faculty, visitor) and location. For example, a review of five campus maps found on the websites of: University of California at Los Angeles, University of New Mexico, Duke University, Texas A&M, and Dartmouth College has revealed the following available activities on all campuses, and the following activities that are unique to each campus.

By thoroughly investigating the campus maps of each school, I was able to distill similarities and differences between each college and university. These universities were selected as a representation of their local geography, and a diverse sample of small vs. large schools and private vs. public schools was desired. When comparing the University of Hawai‘i at Mānoa to the other universities in terms of size and type, the University of New Mexico is the most comparable.

See charts provided on following page.
<table>
<thead>
<tr>
<th>Local Geography</th>
<th>UCLA</th>
<th>UNM</th>
<th>Duke University</th>
<th>Texas A&amp;M</th>
<th>Dartmouth College</th>
<th>University of Hawai‘i at Mānoa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hilly coastal plain w/ diverse climate</td>
<td>High-altitude semi-desert w/ sunny/dry + low humidity</td>
<td>Flat/some rolling hills w/ humid subtropical climate</td>
<td>Urban plain w/ subtropical and temperate climate</td>
<td>Rural region w/warm + humid summer &amp; long + snowy winters</td>
<td>Urban residential w/ subtropical + wet/ sunny climate</td>
<td></td>
</tr>
<tr>
<td>Student Population</td>
<td>Approx. 42,000</td>
<td>Approx. 34,700</td>
<td>Approx. 14,600</td>
<td>Approx. 62,200</td>
<td>Approx. 6,100</td>
<td>Approx. 20,300</td>
</tr>
<tr>
<td>Type &amp; Campus Size</td>
<td>Urban - 419 acres</td>
<td>Urban - 600 acres</td>
<td>Urban - 8,470 acres</td>
<td>College town/ Suburban - 5,500 acres</td>
<td>Rural - 269 acres</td>
<td>Urban – 320 acres</td>
</tr>
<tr>
<td>Public vs. Private</td>
<td>Public</td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
<td>Private</td>
<td>Public</td>
</tr>
</tbody>
</table>

Table 1 - Cross-comparative analysis of Universities
### Recreational Amenities

<table>
<thead>
<tr>
<th></th>
<th>UCLA</th>
<th>UNM</th>
<th>Duke University</th>
<th>Texas A&amp;M</th>
<th>Dartmouth College</th>
<th>University of Hawai’i at Mānoa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golf Course</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Bowling Alley</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Amphitheatre</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Art Museum</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

*Table 2 - Comparison of Recreational Amenities at Universities*

### Daily Amenities

<table>
<thead>
<tr>
<th></th>
<th>UCLA</th>
<th>UNM</th>
<th>Duke University</th>
<th>Texas A&amp;M</th>
<th>Dartmouth College</th>
<th>University of Hawai’i at Mānoa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Dining Space</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Market</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Banking</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Postal Room</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

*Table 3 - Comparison of Daily Amenities at Universities*
From this comparative analysis of amenities at different public/private, small/large, and university/colleges, the University of Hawai‘i at Mānoa is fairly competitive in all three categories of amenities (daily, recreational, and academic). Although amenities and services listed are only a partial selection of each campus’ full array of services, those chosen are somewhat ‘standardized’ among higher-education facilities. Hence, we can conclude that the campus offerings are not a reason as to why UHM is not a center of activity and socialization for people of all age groups.
7.2 Discuss the types of spaces that activities and socialization typically take place. (This is for all campuses).

Campus activities and socialization happen in a variety of different spaces and these are similar from campus to campus. Libraries are arguably one of the most important buildings/spaces on campus due to its wealth of knowledge and resources making it attractive for independent reading or study groups. These spaces are study centers, where student learning takes priority. Similar to libraries, the learning resource center requires a large space to accommodate flexible internal configurations, room for outward expansion and social spaces for community learning and gathering. Other space uses such as banking, entertainment and recreation often occur at similar student centers due to the existing importance of centralized student unions.

Art, design and music departments are a collective array of creative learning spaces where students and faculty express their thoughts and expressions into physical reality. Studio spaces account for much of the learning and discovery, but also serve as a social arena and entertainment/ performance space. In the case of music and theatre, practice, rehearsal and performance spaces are vital to student, performers and the audience they serve. These spaces help promote interaction, co-operation and collective creativity.

Residence halls and student housing form the background to many campuses, creating a space of comfort and solitude from the busy streets and expectations that are held against university standards. Students who live in campus housing are provided the ‘university experience’ and an unforgettable experience. These spaces promote a sense of community and responsibility, which in turn fosters study and social interaction against isolation and depression. The housing residential environment will also fully support study, as well as recreation, in addition to a safe and secure environment.

Lastly, the outdoor communal plazas serve social gathering spaces where students can meet, chat, hangout and enjoy the outdoor weather in the company of others. Typically accommodated with site furnishings such as benches, lights, trashcans and interactive landscaping, this provides an outdoor alternative to interior social spaces. A benefit of having outdoor communal plazas is that social bonds that form between users are much more meaningful, thus further enhancing the
quality of space. Similar to communal plazas, outdoor pathways also help facilitate user interaction by directing them from one major node to another and creating smaller, less complex social bonds between each other.

University libraries tend to hold the most comprehensive collections of all libraries within their community. This statement hold true for the University of Hawai‘i at Mānoa. With a total holding of approximately 3.3 million units, this collection is much higher than any of the other 25 libraries (excluding Dept. of Education School Libraries) located on the island of Oahu.
<table>
<thead>
<tr>
<th>Location</th>
<th>Public/Edu. Facility</th>
<th># of holdings (approx.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Hawai‘i at Mānoa (Hamilton+Sinclair Libraries)</td>
<td>Public + Edu. Facility</td>
<td>3,300,000</td>
</tr>
<tr>
<td>Aiea Public Library</td>
<td>Public</td>
<td>76,795</td>
</tr>
<tr>
<td>Aina Haina Public Library</td>
<td>Public</td>
<td>67,949</td>
</tr>
<tr>
<td>Ewa Beach Public &amp; School Library</td>
<td>Public + Edu. Facility</td>
<td>75,821</td>
</tr>
<tr>
<td>Hawai‘i Kai Public Library</td>
<td>Public</td>
<td>80,045</td>
</tr>
<tr>
<td>Hawai‘i State Library</td>
<td>Public</td>
<td>572,358</td>
</tr>
<tr>
<td>Kailua Public Library</td>
<td>Public</td>
<td>89,208</td>
</tr>
<tr>
<td>Kaimuki Public Library</td>
<td>Public</td>
<td>115,749</td>
</tr>
<tr>
<td>Kahuku Public &amp; School Library</td>
<td>Public + Edu. Facility</td>
<td>49,667</td>
</tr>
<tr>
<td>Kalihi-Palama Public Library</td>
<td>Public</td>
<td>62,736</td>
</tr>
<tr>
<td>Kaneohe Public Library</td>
<td>Public</td>
<td>120,311</td>
</tr>
<tr>
<td>Kapolei Public Library</td>
<td>Public</td>
<td>137,583</td>
</tr>
<tr>
<td>Library for the Blind and Physically Handicapped</td>
<td>Public</td>
<td>157,089</td>
</tr>
<tr>
<td>Liliha Public Library</td>
<td>Public</td>
<td>-</td>
</tr>
<tr>
<td>Mānoa Public Library</td>
<td>Public</td>
<td>-</td>
</tr>
<tr>
<td>Pearl City Public Library</td>
<td>Public</td>
<td>-</td>
</tr>
<tr>
<td>Punahou School Library</td>
<td>Edu. Facility</td>
<td>51,000</td>
</tr>
<tr>
<td>Punahou School Library</td>
<td>Edu. Facility</td>
<td>51,000</td>
</tr>
<tr>
<td>McCully-Moiliili Public Library</td>
<td>Public</td>
<td>-</td>
</tr>
<tr>
<td>Mililani Public Library</td>
<td>Public</td>
<td>-</td>
</tr>
<tr>
<td>Salt Lake/ Moanalua Public Library</td>
<td>Public</td>
<td>76,456</td>
</tr>
<tr>
<td>Wahiawa Public Library</td>
<td>Public</td>
<td>-</td>
</tr>
<tr>
<td>Waialua Public Library</td>
<td>Public</td>
<td>-</td>
</tr>
<tr>
<td>Waianae Public Library</td>
<td>Public</td>
<td>-</td>
</tr>
<tr>
<td>Waikiki-Kapahulu Public Library</td>
<td>Public</td>
<td>-</td>
</tr>
<tr>
<td>Waimanalo Public &amp; School Library</td>
<td>Public + Edu. Facility</td>
<td>-</td>
</tr>
<tr>
<td>Waipahu Public Library</td>
<td>Public</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 5 - Comparison of Public Libraries to UH Mānoa Libraries
After listing libraries and comparing the holdings against the University of Hawai‘i at Mānoa Libraries, the comparison tells me that a bigger and better library will not help reach my goal of promoting extended use of activity and interaction. The University of Hawai‘i at Mānoa libraries are clearly more capable of holding a wealth of knowledge, however, even with its size advantage, study rooms and reading rooms, sustained activity and extended use is not present. Through comparison of other libraries, I think it’s plausible to say that the ‘wealth of knowledge’ does not directly relate to the amount or duration of activity that takes place.
7.3 Generational Studies: A trending shift by Millennials

The concept of generation has a long history, dating back to the early 1900s and the development of psychological and sociological attachment has further grown within each. Each generation holds its own sense of identity; further reinforcing a way to differentiate particular birth cohorts according to historic and cultural circumstances. So far, throughout the 20th century development of the United States of America, there have been nearly seven diversified generations; The Lost Generation, The G.I. Generation, The Silent Generation, The Baby Boomers, Generation X, Millennials, and Generation Z.

For my project, I will be analyzing the social and communal aspects of the following generations: Baby Boomers, Generation X, Millennials and Generation Z.

So who are these Generations?

7.3.1 Baby Boomers

Those born between 1943 and 1964. Born just after World War II, this generation spread across the United States, Canada, Australia and New Zealand experienced a 14-year increase in birthrate worldwide. Emerging during an economic boom, they also phased through the Hippie subculture, which was a youth movement where people created their own communities, listened to psychedelic rock, embraced the sexual revolution and used drugs such as cannabis and LSD to explore alternative states of consciousness. Another notable act that defies the generation was the protest against the Vietnam War and participation in civil rights movements.

7.3.2 Generation X

Those born between 1965 and 1979; they were originally called The Baby Busters due to declining birth rates after the previous generation, The Baby Boomers. As teenagers, they experienced the AIDS epidemic and the fall of the Berlin Wall. As noted by Jean Twenge, a Psychology professor at San Diego State University, “labels that derive from previous generation don’t tend to stick”, the label of “Generation X” first appeared in a photo essay on young adults.
whom where coming of age after World War II. The label then resurfaced again in 1964; later becoming the title of a book called Generation X and the name of a band in the mid-1970s. Through all the hardship of acceptance, Generation X wasn’t the preferred name until 1991, when Douglas Coupland published the book *Generation X: Tales for an Accelerated Culture*. This book explained that the “X” signified the generation’s desire not to be defined.  

7.3.3 Millennials

Those born between 1980 and 2000; sometimes referred to as Generation Y. This cohort experienced the rise and rapid expansion of the Internet, the tragic events taking place on September 11th 2001 and the resulting wars that came shortly after. Originally, a 1993 editorial - *Advertising Age* used the term Generation Y, but by 2005 it was clear that the term was just a placeholder until more until the editorial found out more about them. Millennial gives the generation a sense of relation and governance that a turning point has taken place. Typically discussed as a major part of the Millennial generation was the MTV Generation; the group of young adults who were influenced by fashion trends, music and slang terms shown in music videos shown on the newly created cable channel MTV. Aside from technological and government advancements, there are substantial stereotypes against this generation; mountains of research about Millennials being technology-obsessed, self-involved, entitled and narcissistic.

7.3.4 Generation Z

Those born between 2001 and 2013; sometimes referred to as the iGeneration. The population that makes up Generation Z was born into a world with the Internet at their fingertips, allowing access to unfathomable amounts of information. They are suspected to be the most individualistic and technology-dependent generation. However, there are disputes regarding the

naming of this generation. Erica Williams Simon, a social impact and communications strategist, says “If we identify the next generation solely by technology we’re forgetting about the low-income young people who don’t access to technology that higher-income young people have… It’s very hard to label something in a way that reflects everyone’s experience.”

<table>
<thead>
<tr>
<th>Generational characteristic</th>
<th>Millennials</th>
<th>GenXers</th>
<th>Boomers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conventional or unconventional?</td>
<td>Conventional</td>
<td>Unconventional</td>
<td>Unconventional</td>
</tr>
<tr>
<td>What they seek outside home</td>
<td>Entertainment, socializing with friends and family</td>
<td>High-intensity vacations (OHV parks, rock climbing)</td>
<td>Adventure outdoors in nature and unexplored areas</td>
</tr>
<tr>
<td>Their ethnic diversity</td>
<td>More diverse than Boomers, GenXers</td>
<td>More diverse than Boomers</td>
<td>Not very diverse</td>
</tr>
<tr>
<td>What they value</td>
<td>Fast paced lifestyle with electronic tools; achievements</td>
<td>Spending time efficiently, fast-paced lifestyle; time with people</td>
<td>Spiritual enlightenment; experiences</td>
</tr>
<tr>
<td>Where they like to live</td>
<td>Urban areas</td>
<td>Urban areas</td>
<td>Rural areas</td>
</tr>
</tbody>
</table>

Figure 13 - Generational Characteristics of Millennials, Generation X and Baby Boomers.
Source(s): Hook 2010

The Planning Division: Recreation Section of California State Parks has done studies regarding the characteristics between generations and can be seen in Figure 1 above, unfortunately this does not include Generation Z. However, Northeastern University has conducted a national survey, asking over 1,000 teenagers about their thoughts on the future, finances and technology. Based on survey results, Generation Z have very similar standings regarding what they seek outside home, what they value and where they would like to live. Not surprisingly, in terms of future value, Generation Z still believes that higher education is “very or


extremely important” to achieving their career goals, however the act of accepting online degrees has diminished from previous studies.

7.3.5 The Influence of Millennials on campus space

The Millennial generation has gone through major changes growing up and is now entering the higher education community. Despite what they realize, they have already had a subtle, sometimes not so subtle, impact on campus and university spaces. They continue to influence space planning, design and construction and will continue to transform universities if they return to campus as faculty and staff.

7.3.6 Facility and College choice

It is clear that the quantity and quality of campus facilities play a marked role in a student’s decision to attend a particular institution. In 1984, the Carnegie Foundation for the Advancement of Teaching held a study which reported “the appearance of an institution’s buildings and grounds was the primary factor influencing students to choose the college or university they ultimately attended...for 62% of survey takers”35. Another study, far more recent and comprehensive, was conducted by the Center for Facilities Research specifically identified those physical factors influencing student recruitment and retention. The leading physical factors that lead students to a particular institution is as follows (with percentages of respondents): Included facilities related to a student’s major (73%), the library (53%), academic technology (51%), classroom buildings (50%), and residence halls (43%)36. Similar to findings from the Carnegie Foundation, 64% cited the condition of facilities as playing a critical role in the decision to attend a particular institution.37


36 Ibid.

37 Ibid.
The quantity and quality of campus facilities play a marked role in a student’s decision to attend a particular institution.

7.3.7 Influencing Space

Millennials are becoming more influenced by the thought of possessive knowledge and regularly seek the attention of faculty for feedback and reassurance; requesting meetings in private or common meetings areas (also known as transitional spaces where students gather before or after class). In return, some colleges are accompanying smaller office spaces with larger meeting spaces or more shared common spaces with break out spaces. Due to their comfort level with technology and strive for team-oriented behavior, today’s students socialize, study and constantly collaborate in an environment that is no longer place-bound; suggesting the need for multipurpose spaces and small group/ seminar rooms with blended social & academic spaces.

7.3.7.1 Libraries

Knowledge can no longer be measured by what you know, but rather by what you can access… a modern version of what Samuel Johnson said back in 1998, still hold significant validation. Campus libraries and databases are certainly the ‘go-to’ source when interested in historic artifacts and other ‘dated’ material that has not been digitized, but it clear that ‘accessible information’ exists potentially anywhere these days. Libraries have been adapting to the ever-changing need of this generation. What once was a destination for students to sit alone and read quietly, is now a “quasi-student union space”. They want to work in groups, accessing multiple types of media while consuming coffee and energy drinks to sufficiently learn. An incredible example of a collaborative learning center would be the Johnson Center at George Mason University. It includes an uncommon array of amenities such as a ballroom, food court, movie theatre, office, convenience, and an outstanding library; all for which students can socialize while enjoying leisure and studies.

---

7.3.7.2 Student centers (& service spaces)

Student centers provide an opportunity for Millennials to see outlets in extracurricular and co-curricular activities. The previous generation, Generation X, demanded sports and athletic facilities, but this generation craves a centralized location that includes “technology-rich space for art, student clubs, theatre, and music.” These Student Centers have been rising in construction over the last decade and in 2003 Lewis wrote an article titled “Forget Classrooms. How Big Is the Atrium in the New Student Center?”; investigating how newly created centers now offer the same amenities that was once the sole purpose of a student center. Aside from busy Bookstores and Food Courts, Millennials also seek contemplative spaces and mailrooms where they can pick-up packages sent from their parents or friends. Given the number of packages students receive, this mailroom is quickly becoming a “comprehensive postal center”; receiving everything from textbooks to electronics and gourmet coffee. However, space is required to receive, track and temporarily store large numbers of packages and additional space is needed if the center offers shipping services as well.

7.3.8 How do Millennials spend their time?

To better understand how Millennials/ Generation Y spend their time, I referred to a study conducted by the Urban Land Institute (ULI). In 2013, a national online survey examined 1,251 ‘Gen-Yers’ to gauge their retail, dining and entertainment preferences. Their study, Generation Y: Shopping and Entertainment in the Digital Age, is based off sample of American Generation Y consumers. The ULI Foundation, partnered with ULI, provides assured funding for ULI’s core research, education and public service activities, while providing leadership in the responsible use of land enhancing environments and making this study possible.

This comprehensive study conducted by ULI is very thorough and comprehensive; providing statistics and percentages regarding the whereabouts of Gen-Y living, finances,

---

shopping center patronage, store patronage, grocery shopping, online shopping and
dining/entertainment, but more importantly, extensive data regarding free-time activities.

ULI has conjured up a list of Millennials’ favorite ways of spending free time; seen in
Figure 2 (below). For women, spending time with family ranked first, followed closely by
watching TV and reading; spending time with friends ranks fourth. For men, watching TV ranks
first, followed by listening to/ playing music and playing computer games; again, spending time
with friends ranks fourth.

![Figure 11: Most Frequent Uses of Free Time](source)

ULI discovered that 25 percent of men and 17 percent of women go to gyms/ exercise
classes/ participate in indoor sports. An interesting discovery by a focus group at Columbia
Business School found that participants thought that gyms, with their juice bars, could become
Starbucks-like gathering places. Also, the graduate students coordinate yoga classes and gym
visits with friends, then prepare for and evening out together.
Restaurants, bars, shopping centers and coffee shops are also playing a significant role in Millennials’ gatherings. When asked where they prefer to get together with friends, a private home ranks first for everyone except downtown residents, for whom restaurants are cited first. Nearly 60 percent of the sample gathers at restaurants, while men prefer bars and women prefer shopping centers. 24 percent of men also cite ‘sporting events’ as another favorite place to congregate with friends. Movie theatres were also a frequent social activity for 75 percent of survey respondents and it was not surprising to see younger Millennial responders going to movies more often than those in their 30s. Lastly, a majority of Millennials goes out to clubs (63 percent) but not often. Of those who do, 55 percent attend less than once a month. Figure 3 below shows the breakdown of gathering locations.
### Figure 12: Gen Y’s Social Activities

<table>
<thead>
<tr>
<th>Favorite places to get together with friends</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>At home—my place or theirs</td>
<td>66%</td>
</tr>
<tr>
<td>At a restaurant</td>
<td>59%</td>
</tr>
<tr>
<td>At a bar</td>
<td>30%</td>
</tr>
<tr>
<td>At a shopping center</td>
<td>28%</td>
</tr>
<tr>
<td>At a coffee shop</td>
<td>22%</td>
</tr>
<tr>
<td>At a park/the beach</td>
<td>20%</td>
</tr>
</tbody>
</table>

Sample size: 1,251.

Note: Places listed were cited by at least 20 percent of the total sample. Each respondent could select up to three places.

### Movie-going

75% go out to the movies

<table>
<thead>
<tr>
<th>MOVIE-GOERS</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance frequency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least once a week</td>
<td>12%</td>
<td>5%</td>
</tr>
<tr>
<td>Couple of times a month</td>
<td>32%</td>
<td>22%</td>
</tr>
<tr>
<td>Once a month</td>
<td>26%</td>
<td>26%</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>30%</td>
<td>47%</td>
</tr>
</tbody>
</table>

Sample size | 452 | 871 |

### Clubbing

63% go out to clubs—but not often. Of those who do:

<table>
<thead>
<tr>
<th>Attendance frequency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>At least once a week</td>
<td>9%</td>
</tr>
<tr>
<td>Couple of times a month</td>
<td>16%</td>
</tr>
<tr>
<td>Once a month</td>
<td>19%</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>55%</td>
</tr>
</tbody>
</table>

Sample size: 766.

Note: Totals may not add up to 100 percent because of rounding.
7.4 Describe the University of Hawai‘i at Mānoa: brief history of the school, identify the target population of the school, and discuss the school’s role in the community.

7.4.1 History

The University of Hawai‘i at Mānoa was founded in 1907 under the Morrill Act as a land-grant college of Agriculture and Mechanic Arts. Originating with only 10 students and 13 faculty members, its first graduating class consisted of 3 students in 1912. Also occurring in 1912, the newly named College of Hawai‘i relocated to Mānoa Valley and the first permanent building—known today as Hawai‘i hall—was erected amid pig farms and kiawe groves. In 1920, the college upgraded its colligate status and became the University of Hawai‘i and added the College of Arts and Sciences and later adding the College of Education—formerly known as the Territorial Normal and Training School—in 1931. As the University continued to expand through the 1930s, the Oriental Institute—now known as East-West Center—was founded in 1935; predominately signifying it’s importance in Asia-Pacific studies.

Not much later, World War II found its way to Hawai‘i with the attack on Pearl Harbor in December 1941; suspending classes for two months. Moments after the attack, university students of Japanese ancestry formed the Varsity Victory Volunteers to assist with civil defense, then later moved on to become a part of the famous 100th Infantry Battalion. Since the battles, the University continued to expand and in 1972, it was renamed the University of Hawai‘i at Mānoa to distinguish it from other campuses which now make up the University of Hawai‘i System. A year later from the distinguished separation of University of Hawai‘i at Mānoa, the School of Law opened (in temporary structures), followed by the Center for Hawai‘ian Studies in 1977 and the School of Architecture in 1980. This rapid expansion lead to the School of Ocean and Earth Sciences and Technology in 1988 and in 2005, the John A. Burns School of Medicine moved to its present location in the ever-developing Kaka’ako district.

---


Aside from additional academic colleges being introduced, Mānoa also introduced an award-winning 10,000-seat special event arena named after Athletic Director Stan Sheriff and purchased Coconut Island for expanded marine biology research and study. In 2000, the position of UH Mānoa Chancellor was created by the Board of Regents, in efforts to reinforce UH Mānoa’s position as the flagship campus throughout its successful 10-campus system.

7.4.2 Target Population

With a vision to strive for excellence in teaching, research and community engagement while promoting environmental sustainability and human justice, the University of Hawai‘i at Mānoa is given the honor and dedication to bridge East and West and cultivate cultural interaction. This collaborative partnership supports the innovations in education, social development and the technological advancement from the historic Native Hawai‘ian values to the quickly advancing Chinese economy.

7.4.3 School’s Role

As a public research-extensive university, the University of Hawai‘i at Mānoa is committed to serving the citizens of Hawai‘i and this is shown in many ways including partnering with local businesses and non-profit organizations to improve the economic, social and physical well-being of Hawai‘i’s residents. Many of the state’s leaders in politics, business and education hold degrees from UH Mānoa and with active scholarship programs related to Hawai‘i’s special nature and cultural endowments, Mānoa can continue to serve as a source of new knowledge. In 2009, a study done by the University of Hawai‘i Economic Research Organization estimated that the University of Hawai‘i at Mānoa represents about 1.9 percent of Hawai‘i’s total output of more than $101 billion, and about 2.3 percent of Hawai‘i’s (estimated)

---


44 Ibid Pg.8.
GDP. “…UH Mānoa generated $1.296 billion in local business sales, $959 million in employee earnings, $105 million in state tax revenues, and 21,700 jobs in Hawai‘i in FY 2007”\(^\text{45}\)

The library system at the University of Hawai‘i at Mānoa indefinitely supports learning, research and information needs of students, faculty, staff and the community by providing access to the tremendous amounts of knowledge within. During the development of the system, pledges hope this will help preserve the “local cultural heritage for future generations”\(^\text{46}\) by supporting the largest collection of information in the State of Hawai‘i. The libraries deliver accurate, comprehensive information to students, scholars, staff and members of the community and continue to innovate and look for new opportunities to improve resources and services available. The library system is a top research facility in the State of Hawai‘i and hopes to keep the library well supplied with current materials throughout its large variety of subjects and provide a reliable electronic access to a growing number of computerized databases. To do so, the library partners with individuals within the community to maintain educational excellence.

The Mānoa Experience is an annual event that brings thousands of prospective students, current students and their families to the beautiful University of Hawai‘i at Mānoa campus for an exciting day. This preview day provides opportunities to meet engaging faculty and staff from over 180 programs at informational booths, visit the student services, participate in activities and watch performances by student groups. Here students groups can demonstrate the types of work and projects that take place within respective schools and clubs, in hopes of other students to gain interest. Academic expansion, social development and community interaction are just a few of the distinguished goals for all students and clubs holding the event and always welcome the community to attend.

\(^{45}\) Ibid, Pg.8.
7.5 Identify different spaces within the University of Hawai‘i Mānoa Campus in terms of use (primary, secondary, tertiary)

Consciously or subconsciously, every space we move through is a part of a larger group of spaces and these spaces can be categorized into different types based on hierarchy, function, importance and other attributes depending on the need. Typically, the basic types of spaces can be categorized into primary spaces, secondary spaces and tertiary spaces.

Primary spaces are those “essential in conveying the historic and architectural character of a building”\(^{47}\), concerning the primary purpose for which the space or building was created. This will often vary from space, building or project; however, this is crucial in understanding the desired character. With the primary space matching its building use, it may sometimes be a public procession, concert hall or a connection of spaces such that in buildings consisting of multiple units of similar functions. In such complicated buildings, the National Park Service recommends that all spaces be evaluated carefully to determine that the importance of all related elements in the context of the said building is assessed properly before considering space types.

Secondary spaces make primary spaces usable (i.e. the corridors and restrooms in a school)\(^{48}\) and are less critical in defining a building’s importance within its period of significance\(^{49}\). These attributes still provide form and detail to a space; helping define the building’s significance and character, however given their size, location and/or function, their impact on the experience is less significant. The secondary spaces are ‘support’ spaces that aid primary spaces and is usually a more simply detailed space with restricted access (i.e. office, hotel guestroom or bedroom) or a utilitarian space that services a support function within a building (i.e. kitchen, bathroom or garage).

---


\(^{49}\) National Park Service, Ibid.
Tertiary Space follows a similar idea in which they make secondary spaces usable (i.e. mechanical space between floors or utility conduits). These spaces are often initially overlooked due to the significance or primary (and secondary) spaces, however once discovered, can share much operational and support information.

When assessing the University of Hawai‘i at Mānoa campus, I have designated space according to their types previously discussed. This can be seen in Figure 1. The primary spaces, designated in orange, are the essential functioning spaces within the university (i.e. lecture halls, classrooms, lab spaces, administration, student services). These serve as ‘destinations’ on campus where most essential campus activities occur (i.e. eat, study, learn, socialize etc), however they are often locked after class hours limiting activity.

The secondary spaces on the campus, designated in gray, primarily serve as pedestrian and vehicular circulation spaces, including pedestrian gateways. The arterial pathways allow users to efficiently traverse the campus to their destination, supporting all the buildings and learning centers. The primary function of these secondary circulation spaces is to allow free movement from one point to another, discouraging users from socializing within these spaces.

Lastly, the tertiary space, designated in yellow, indicates all the open space including lawns, planters and vegetation. Although circulation spaces are denoted by sidewalks and pavement, users often walk across these open spaces creating a disturbance to plantings and vegetation; however these spaces are used for social gatherings or educational events due to its large, uninterrupted nature.
Figure 16 - UH Mānoa space designations
7.6 Compare and contrast elements within typical college and university campuses with what is available on the University of Hawaiʻi Mānoa campus.

<table>
<thead>
<tr>
<th>Activity</th>
<th>UCLA</th>
<th>UNM</th>
<th>Duke University</th>
<th>Texas A&amp;M</th>
<th>Dartmouth College</th>
<th>University of Hawaiʻi at Mānoa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banking</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Central Dining Space</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Concert Hall</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Planetarium</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Outdoor Study Area</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Postal Room</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Golf Course</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Bowling Alley</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Amphitheatre</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Art Museum</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Market</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

*Table 6 - Composite list of Amenities*

The chart shown above compares local amenities at UH Mānoa to that of other universities across the country. It signifies the university’s role to provide for students, while still maintaining academic excellence and standings. However, this investigation only represents the university’s accountability of resources and amenities, not it’s usage and integration.
In order to better understand the thoughts and usage of UH Mānoa amenities, a short survey was developed and administered to a small portion of the school's demographic. This survey asked users to identify key demographic information such as age, sex, ethnicity and relationship to the university. In addition to demographics, three model questions regarding each of the targeted amenities allow different methods of understanding.

For example:

*On a scale of 0-5 (0 meaning never & 5 meaning everyday), How often do you use the Central Dining Space?*

This question gives us context of use.

*On a scale of 0-5 (0 meaning lower than & 5 meaning better than), How does the Central Dining Space compare to other dining spaces you use?*

This question answers perceptual value.

*On a scale of 0-5 (0 meaning doesn't integrate at all & 5 meaning very well), How well does the Central Dining Space integrate into the overall UHM Campus?*

This question provides relative equivalency. (i.e. if the dining space is substandard but fits into the overall campus, then it suggests that the entire campus is substandard)

Survey Specifications:

- 26 questions
- Sample size: 65
- Duration: 15 days total (every Monday, Wednesday, and Friday for three weeks)
- Time: 11:00 am – 1:00 pm
- Location: Classrooms, Administration offices, Campus Center, Outdoors
- Documentation method: Hard-copy surveys -> digital input
Figure 17 - Age of participating Sample

Figure 18 - Gender of participating Sample
Figure 19 - Ethnicity of participating Sample

Demographics (Ethnicity)

- Chinese American: 27%
- European American: 18%
- Filipino American: 14%
- Japanese American: 5%
- Native American (including Hawaiian): 1%
- Pacific Islander (including Samoa and Micronesia): 6%
- Non-American Citizen: 4%
- Other (Indian): 4%
- Other (Caucasian): 1%

Figure 20 - Sample's relation to UH Mānoa

Demographics (Relation to UHM)

- Student: 68%
- Faculty: 15%
- Employee/Administration: 9%
- Visitor: 8%
Figure 21 - Bank & ATMs (Thoughts and Usage)

Figure 22 - Campus Center Dining Space (Thoughts & Usage)
Figure 23 - Orvis Auditorium/ Concert Hall (Thoughts & Usage)

- How often do you use the Orvis Auditorium/ Concert Hall? (0=Never & 5=Everyday)
- How does the Orvis Auditorium/ Concert Hall compare to other concert halls you use? (0=Lower Than & 5=Better Than)
- How well does the Orvis Auditorium/ Concert Hall integrate into the greater UHM campus? (0=Doesn't Integrate at all & 5=Very Well)

Figure 24 - Outdoor Study Areas (Thoughts & Usage)

- How often do you use Outdoor Study Areas? (0=Never & 5=Everyday)
- How does the campus Outdoor Study Areas compare to other outdoor study areas you use? (0=Lower Than & 5=Better Than)
- How well do the Outdoor Study Areas integrate into the greater UHM campus? (0=Doesn’t Integrate at all & 5=Very Well)
Postal Room

**Figure 25 - Postal Room (Thoughts & Usage)**

Andrew's Amphitheatre

**Figure 26 - Andrew's Amphitheatre (Thoughts & Usage)**
Figure 27 - John Young Museum of Art (Thoughts & Usage)

Figure 28 - Sample's residence in relation to UH Mānoa
7.6.1 Contextual Analysis

The survey regarding the thoughts and usage of amenities across University of Hawai‘i at Mānoa campus has provided valuable data that reinforces many pre-existing assumptions. The data collected regarding the university’s amenities has shown that of the seven amenities questioned, only the Campus Center Dining Space & the Outdoor Study Areas have relatively high usage percentages, being 80.31% and 64.62% respectively.

The usage-percentage was derived using a simple formula:

\[
[1.0 - (\# \text{ of people who have never used an amenity/sample size})] \times 100\%
\]

i.e. of Postal room: 

\[
= [1.0 - (56/65)] \times 100\%
= [1.0 - 0.8615] \times 100\%
= 13.85\% \text{ sample usage}
\]

Usage percentage for each amenity is as follows:

- 80.31% - Campus Center Dining Space
- 64.62% - Outdoor Study Areas
- 56.92% - Bank/ ATMs
- 26.16% - Orvis Auditorium/ Concert Hall
- 16.93% - John Young Museum of Art
- 13.85% - Postal Room
- 10.77% - Andrew’s Amphitheatre

Not surprisingly, the amenities that were publicly accessible (and for longer hours) had a higher usage percentage, while the amenities that were purposefully designed for designated tasks presented lower usage percentages. By this, we can determine that public spaces with specific functions can do not attract nearly as many users as public spaces with flexible functions.
7.6.2 Perceptual Analysis

The perceptual value of these public amenities have a direct correlation to the contextual analysis, given that amenities with lower usage percentages received a ‘low’ perceptual value although interestingly enough, amenities with higher usage percentages only received an ‘average’ perceptual value. Based on survey statistics, the sample also produced an interesting exception in regards to the Banks & ATMs on campus. Although they had an average usage percentage (56.92%), approximately half rated it to be average/above average to other banking solutions.

7.6.3 Analysis of Relative Equivalency

Similar to the perceptual analysis, the relative equivalency seems to have a direct correlation to the contextual analysis. For example, the amenities that do not integrate into the campus received lower usage percentages, while amenities that somewhat integrate received average/above average usage percentages.

Figure 29 – Cumulative campus integration
As you can see in Figure 29, some amenities have high ‘0’ ratings (does not integrate at all), but they all have decent ‘1-5’ ratings meaning they hold some campus integration. According to the data, the Campus Center Dining Space (shown in red) displays the greatest campus integration due to its ‘3,4,5 values’ (meaning average – very well integration) and can further be backed by its central location and high usage. Banks & ATMs and Outdoor Study Areas follow closely behind showing above average integration marks.

When cross-referencing data between perceptual value and campus integration, definitive suggestions arise in regards to relative equivalency. This raises awareness about the possibility of substandard spaces fitting into the context of the UH Mānoa campus and what it suggests about the quality of campus. Looking back on results within this study, I have created a formula to help understand the success of each amenity.

To determining relative equivalency, you’ll need the following values:

- **Is an amenity sub-standard?** (Question #2: Sum of 0+1)
  
The term ‘sub-standard’ is defined using values 0 and 1 because it represents ‘below than’. 2 and 3 represents ‘average’, and 4 and 5 represents ‘above average’. Due to the negative nature of the term ‘sub-standard’, this value will be negative.

- **Does it integrate into the campus?** (Question #3: Sum of 1+2+3+4+5)
  
  Because we are focusing on campus integration, any non-zero value will be included. Due to the positive nature of the term ‘campus integration’, this value will be positive.

<table>
<thead>
<tr>
<th>Amenity</th>
<th>Sub-standard (neg. value)</th>
<th>Campus Integration (pos. value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banks &amp; ATMs</td>
<td>-36</td>
<td>43</td>
</tr>
<tr>
<td>Campus Center Dining Area</td>
<td>-17</td>
<td>56</td>
</tr>
<tr>
<td>Orvis Auditorium/ Concert Halls</td>
<td>-44</td>
<td>34</td>
</tr>
<tr>
<td>Outdoor Study Areas</td>
<td>-30</td>
<td>48</td>
</tr>
<tr>
<td>Postal Room</td>
<td>-50</td>
<td>24</td>
</tr>
<tr>
<td>Andrew’s Amphitheatre</td>
<td>-48</td>
<td>24</td>
</tr>
<tr>
<td>John Young Museum of Art</td>
<td>-50</td>
<td>30</td>
</tr>
</tbody>
</table>

*Table 7 - Determining relative equivalency*
Using the following equation:

\[ = \text{sub-standard} + \text{campus integration} \]

Banks & ATMs = (-36) + 43 = 7
Campus Center Dining Area = (-17) + 56 = 39
Orvis Auditorium/ Concert Halls = (-44) + 34 = -10
Outdoor Study Areas = (-30) + 48 = 18
Postal Room = (-50) + 24 = -26
Andrew’s Amphitheatre = (-48) + 24 = -24
John Young Museum of Art = (-50) + 30 = -20

Then dividing each by 65:

The value 65 was used because that is the number of participants in the survey. This will achieve consistent ratios between each.

Banks & ATMs = \( \frac{7}{65} = 0.10 \)
Campus Center Dining Area = \( \frac{39}{65} = 0.65 \)
Orvis Auditorium/ Concert Halls = \( \frac{-10}{65} = -0.15 \)
Outdoor Study Areas = \( \frac{18}{65} = 0.27 \)
Postal Room = \( \frac{-26}{65} = -0.40 \)
Andrew’s Amphitheatre = \( \frac{-24}{65} = -0.36 \)
John Young Museum of Art = \( \frac{-20}{65} = -0.30 \)

The success of an amenity will be determined on a scale from -1 (least successful) to +1 (most successful).
To conclude this study, the amenities that are most successful and best integrate within UH Mānoa are the Campus Center Dining Area, Outdoor Study Areas and Banks and ATMs; with values 0.65, 0.27, and 0.10 respectively. Amenities such as the Orvis Auditorium, Postal Room, Andrew’s Amphitheatre and the John Young Museum of Art are still valuable to the University of Hawai‘i at Mānoa, however, they did not score very well, suggesting poor campus integration or having substandard qualities.

Based on these findings, common features between amenities that are more successful suggest greater campus integration, balanced usage among university patrons and extended hours of operation.
7.7 Identify spaces within the University of Hawai‘i Mānoa campus that are under-utilized.

The next step in this design process/analysis is to determine under-utilized spaces within the UH Mānoa campus. To do so, I used personal observation, relative usage and foot traffic, and also hosted a short, but intensive study by gathering thoughts and opinions of current students and recent graduates. The study focused on the strengths and weaknesses of the campus, any changes in campus facilities, amenities and lifestyle, and how the student experience could be improved. Being able to gather data directly from students proved to be very informative and beneficial because subconsciously, all students share an intimate relationship with the campus. After studying the survey data, I have distilled comments to the most common and relative to campus spaces and usage. The following is a distilled list of survey comments:

**Desired community areas & qualities**

- Small retail shops
  - Cafes
  - Coffee shops
  - Mini-marts
- **Restaurants**
  - Affordable eateries
  - Bars
  - 24 hour access cafeteria
- Recreation
  - Pool & Yoga
  - Open space for hobbies
  - Relax/talk story/hang out/interact
  - 24 hour accessibility
  - Study areas with available snacks & drinks
- **Library**
  - 24 hour accessibility

“...additional cover from rain...”

“...more things open on weekends...”

“...provide a sense of place”

“...feel comfortable & hang out...”

“...a building that encourages more interaction...”

“...places where students can relax and rest during the day after long nights of projects, school work, and little sleep...”
- More single and group tables

Desired outdoor areas & qualities

- Open spaces to eat/study/relax/socialize
- Shaded & protected from weather
- 24 hour accessibility
- Improved and effective landscaping
Figure 31 - Location of under-utilized spaces for project development

1. Grass area between George Hall and Crawford Hall
2. Grass area outside Sinclair Library and Hemenway Hall
3. Grass area outside Hamilton Library

Under-utilized spaces around UH Manoa Campus
7.8 Site Locations

In Figure 31, shown on previous page, you can view three sites that have selected within the campus limits. These spaces are located outdoors and accompany nearby buildings, however they are not commonly used by faculty and students. Also noted are that they are all outdoor green spaces because reconstructed social spaces should take place outdoors in the beautiful Mānoa weather. Abundant sunshine and trade winds are unique to the island and should be taken advantage of to showcase Hawai’i’s beauty to non-local students and oversea visitors. In addition to taking advantage of Hawai’i’s beautiful weather, these spaces were specifically chosen to be outdoors in order to preserve interior building programming for additional educational spaces that needs the building enclosure.

The following pages will provide photos and additional information regarding the existing condition of each site.
7.8.1 Site #1 Details: Space between George Hall and Crawford Hall

This grassy area is tucked between George Hall and Crawford Hall; located between the Shidler College of Business and the QUAD. Although connected sidewalks between all buildings, there is an absence of paved pathways through this grass area. Thus, students often walk through to shorten their travel time. Ultimately, this leads to dying grass where high levels of foot traffic occur.

Alongside student foot traffic, university facilities and maintenance crews often use this area to park vehicles, erect construction fences and store tools and materials. This creates an eyesore and sacrifices an exquisite opportunity to enhance students’ campus lifestyle.
This quaint grassy area between Sinclair Library and Hemenway Hall is constantly surrounded by foot traffic heading to and from buildings, as well as the Campus Center/ parking structure and buildings around the QUAD. Along the face adjacent to Hemenway hall shown in the first photo, there is a small smoking station which attracts smokers often daily, however there is very little activity taking place on the grass and in the shade.

Nearby plots of open space have been populated with heritage governed plants. These plants are protected and overseen by the campus heritage center and should not be disturbed, but attached are informational tags that students can read more.

This location is somewhat centralized on campus but being sandwiched between buildings, patrons simply walk past and straight to their destination. Even with the abundant shade and vegetation, the problem with the space is the lack of amenities that accommodates casual leisure before/ in-between/ after classes.
7.8.3 Site #3 Details: Area outside Hamilton Library

A well-manicured lawn sits quietly outside the Hamilton Library and receives little/no attention from campus goers. There are bike racks and benches near the space; however students simply walk past towards their destination; whether it’s Moore Hall, Henke Hall, Hamilton Library or Paradise Palms Café.

A vast majority of students are commuter students, meaning they commute to campus for class from home and, more often than not, leave immediately after class, however the Moore Hall houses all foreign language classes and there is still a lack of space use. Again, this is caused by the lack of casual leisure amenities provided in the noted space.
7.9 Explore ways that under-utilized spaces on the University of Hawai‘i Mānoa campus can be modified to increase activities and socialization.

For each of the three sites, I explored different methods of design and site modifications that can be excerpted towards each, increasing the activity and socialization within. All designs strongly considered minimal alterations to existing trees and vegetation while accommodating the students’ needs; resulting in lower construction costs. All three sites had posed different challenges and constraints unique to the site, but also unique opportunities. I will describe each design in detail in the following pages and diagrams.
7.9.1 Site #1 (re-envisioned)

Figure 32 – Site 1: Current student path of travel across site

Figure 33 – Site 1: Current student path of travel across site
Figure 34 – Site 1: Schematic circulation design

Figure 35 – Site 1: Schematic space allocation design
Figure 36 - Site 1: Improved activity and socialization
Figure 38 – Site 1: Transverse Section A
Figure 41 - Site 1: Perspective 1

Figure 42 - Site 1: Perspective 2
Figure 43 - Site 1: Perspective 3

Figure 44 - Site 1: Perspective 4
7.9.2 Site #2 (re-envisioned)

Figure 45 – Site 2: Site selection and constraints
Figure 46 – Site 2: Schematic planning and circulation

Figure 47 – Site 2: Schematic elevation adjustments
Figure 48 – Site 2: Improved activity and socialization
Figure 49 – Site 2: Space diagrams
Figure 51 – Site 2: Transverse Section B
Figure 53 - Site 2: Perspective 1

Figure 54 - Site 2: Perspective 2
Site III
7.9.3 Site #3 (re-envisioned)

Figure 57 – Site 3: Schematic planning of pond and path

Figure 58 – Site 3: Design ideas for lower deck
Figure 60 - Site 3: Space diagrams
Conclusion

Universities are a cultural hotspot composed of talented individuals. Great ideas and relationships are formed when collaboration occurs between individuals and groups and this project has further contributed to this growth. Within this project, I have learned so much regarding the social importance of a university campus, in addition to the minute details of respecting one’s self and place.

The extensive study regarding amenities between other universities and the University of Hawaii at Manoa intrigued me due to the statistics gathered by each and it’s ‘non-official, self-governed ranking’ that was used to determine it’s relative importance. This really helped influence my design parameters because I was able to extract the key components that induce a positively or negatively accepted space.

Overall, the three design schemes presented within the project heavily populates previously-sparse areas on the University of Hawaii at Manoa campus. These space improvements have great potential in revitalizing the university as well as extending the campus’s use further into the day. I’d like to see spaces like this built someday because I strongly believe that student (and faculty) socialization in a university setting can really help build strong relationships.
Bibliography


Shiroma, Ren. "Dorm Communities." University of Hawai‘i at Mānoa: School of Architecture. *Revitalizing Student Pride within Universities through Student Life and Recreation.* Honolulu, 2014.


