**#1 STRUCTURE AND RESEARCH**

* Consolidation of research cores
* Return of RTRF for shared research cores
* Shared services, improve admin and support and upgrade work-life of staff through revamped admin structure
* Work towards data systems, making them transparent and publicly available, must be accurate
* Control Data systems management, Big Data
* Central research support instead of every unit for itself
* Streamline HR so it does not take a year to hire a sec
* Provide greater research, Support FN, non-ORUs
* Regular Mānoa-wide, initiatives that emphasize research theme identification, while seeking collaboration.
* An initiative including Mānoa support and grant writing and involvement of graduate students
* Create, maintain, share, transfer
* Can we combine AH, LLL, SPAS?
* What would make for a more efficient structure for OVR schools to colleges and ORUʻs
* What would a provost like model look like at UHM
* Have campus wide discussions on mission, must have by inform vast majority
* Focus on translation of health science research to community need/support
* Research, improve partnerships from community based research
* More thoughtful composition of health sciences campus include pharmacy, nursing, public health
* This could make good use of the cancer center annex, bring undergrad teaching to Kakaʻako, and attract STEM
* Change structure of colleges, school, by discipline, each with academic programs
* Includes everything including school of health sciences, one arts and sciences, plus new combinations
* Reorg to enhance, efficiency, results
* Combine all collages
* Each R faculty can identify which program they want, can teach in, and then connect faculty programs requiring implementation
* Institutional cooperation structure between ORUs and colleges
* All of Mānoa is affected by any restructure so input should be sought from all Mānoa customs, not just affected groups
* Faculty are mostly willing to change if they are consulted with
* More community engagement
* Consolidate Kakaʻako campus admin support
* Make community based research a campus wide initiative
* Engage community, identify problems that UHM could inquiry

**#2 BUDGET IMPLEMENTATION**

Biennium & Revenues

* Ensure programs have resources so that classes are not canceled
* Budget approval must come in 1 year in advance not 1 week of semester
* Look at biennium RP! To determine what we should know, in 2-3 years etc.
* Bennie should be bold
* Use research focus and excellence in biannual budget legislature
* Enhance public funding with strong case for our public good and value to the [community]
* Beyond new budget model, enhance efforts to work with governor to explain moku effectively the value of UH and UHM

Data Systems

* To facilitate budget implementation, modernize the financial reporting system
* The chancellor must have resources and authority to direct development of data systems, procurement, communication, financial, etc. in order to achieve missions

Communication Transparency

* Budget
	+ Clarify what the situation is for Mānoa. Most don't know and are concerned about what will happen to their departments
	+ Consult with faculty on faculty model-which is different from the Chismar model
	+ Faculty involvement in unit budget planning
* Budget Allocation
	+ Greater transparency in all aspect s of budget
	+ More town halls to teach faculty how to understand the budget both historically and new models
* Budget transparency and clear articulation to stakeholders
	+ Students/parents
	+ State-taxpayers
	+ General public
	+ Faculty and Staff

Criteria for Allocation

* Include Campus facilities needs in developing budget/model allocation
* Just pick a rational budget model and implement it
* Stress test (or trial) allocation models (e.g., on past year data before implementation)
* Run the campus #s on the current model to assist E/M to make/move decisions
* Revise tuition allocation to follow instructor rather than units. So it is more flexible. Helps encourage ORYs to engage in tracking in departments
* Put budget together that actually meets basic needs
* Permit educational offerings and tuition returns to units outside of traditional disciplines
* Follow up with the previous work, which was stopped
* Find ways to reveal multi-disciplinary (?) in budget terms
* Tuition should follow students
* Recognition of full infrastructure costs in budget models
* Budget should follow student success. Where students succeed funding should follow
* Performance metrics better align to mission at the flagship public university
* Prioritize students provide resources to ensure permanent faculty to teach students. All students must have ability to interact with faculty.

**#3 RECRUITMENT & RETENTION**

Instruction

* Increase collaborative and experiential learning opportunities for students → require qualified personnel
* Build undergrad premed programs that incorporate academic units (Biology, MBBE, Chemistry, etc.) with ORUs & JABSOM (e.g., Cancer Center)
* Simplify interdisciplinary degrees
* Simplify and make Gen Ed more elegant in design
* Cross-campus lectures about research highlights (rolling through units?)
* Continue to revise and simplify general e requirements
* Ensure that program offer that courses needed to graduate when students need them
* Develop General Education into a program with (?) undergraduate teaching faculty using honors as a model
* Inform students about alternative career paths for each major
* Have faculty teaching first year courses follow up over summer after first year, find way to collect data on why they are leaving
* Don't cancel classes
* Charge A/S departments with reviewing major curriculum with an eye towards two things
	+ Interdisciplinary/collaborative work that draws on already existing strengths
	+ Innovative pedagogy that would be more project based and emphasize 21st century skill: innovation, creativity, collaboration

Recruitment Infrastructure

* Step forward with specific campus enrollment goals, and get all parts of UH System on the same page
* Create a dedicated campus recruitment budget
* Engage professional (external/international) student recruitment firms(s) immediately. (e.g., IDS, Navitas)
* Diversity-focus on targeted retention for underserved
* Create a more robust 1st year experience via common book, faculty mentor for incoming students
	+ Faculty, engage ENG 100 and other instructors of typically first year courses
* Have recruiters from across colleges and schools put together a comprehensive plan-shared resources
* Identify our target market and/or an appropriate mix of a market current
* Use data to identify what this market wants out of a high end experience
* Separate offices for recruitment and retention NOT effective or efficient
* Should reorganize functions under VCAA
* Vigorous outreach to international students
	+ Consider which type tuition costs
	+ Admissions charged with this
	+ This year for BOR consideration
* High School and Early College outreach to improve quality of access for incoming freshman (esp. 1st gen)
* Set concrete enrollment targets for Mānoa
* More aggressive recruiting from WUE states -- couple program efforts with university-wide efforts
* Update Mānoa and Dept. websites (who: Chancellor’s Office central support for dept. website updates)
* Clearly articulate what a “Mānoa Experience” is to potential students

Supportive Environment

* Pathways to include community college engagement
* Enhance articulation of community colleges 4-yr with UHM
* Enhance the Mānoa experience to retain freshman
* Put all students through orientation about history of Hawaii and challenges of living on an island and understanding all cultures
* Education to APT and “s” faculty to move to a student service culture in campus and unit student services
* Ombudsman office to reduce bullying/unfair treatment students needs advocate
* Plan to engage in first six weeks and at key touch points in students time
* Our retention of students from mainland is poor-develop a hānai (adoption) system to mentor them and connect them to this place
* Provide more student centric/focused spaces that invite discussion and collaboration
* Have students develop concept of a new student success center and how to fund it
* Students complain about the lack of food on weekend-have weekend food options
* More food services and support services options after 4:30 on weekends (who: chancellor, OVCS)
* Financial Aid must be student friendlier
* Bridge academic affairs and student affairs together
* Provide support to units with student growth
* Campus-wide student information system to allow advising units to track students. STAR is good but limited

Tuition/Financial

* More GA positions
	+ GAs can be hired to perform other duties beyond teaching and research (e.g. advising) (who: Chancellor, VCAA)
* Set up a budget model that rewards highest at-risk groups for staying one semester at a time on their academic pathway
* Use scholarships strategically to recruit students
* Reduce non-resident tuition UG & Grad (who: Chancellor, BOR)
* Increase financial aid award size to provide support for 4 years (i.e. President & Chancellor Scholarships)

**#4 CAMPUS DESIGN/FACILITIES**

* Need standards set and/or followed regarding two-way communication on facility projects to include the procurement process
* PBS Bldg. to become Innovation Lab for multimedia
* NEED an updated long-term development plan
* Easy and recognizable access to campus
* Restore sanity to energy management and infrastructure
* Articulate gates and boundaries
* Strengthen 1 unit axes and termini
* Strengthen engagement with adjacent neighborhoods and districts (e.g. Mōʻiliʻili)
* Reorganize and charter a new CAMPUS DESIGN REVIEW BOARD
* Prioritize impact of campus design on student perception, esp. Student recruitment and retention, e.g. sidewalks, railings, wayfinding, planes and edges, landscaping
* Prioritize contemporary principles and practices of URBAN ECOLOGICAL DESIGN…
* Acknowledge that we cannot afford to maintain the current [GSF] in satisfactory condition
* Consolidate programs under a smaller footprint, which will:
	+ Reduce overall O&M, R&M,
	+ Increase efficiency of support units (i.e. custodial, security, shops, etc.)
* Monetizing Lower Campus Footprint (University Village)
* Better use of facilities-why are they not used to the max-could ease the traffic etc.
* Implement convenient design for improved Mānoa wayfinding and signage system
* Repair, paint, clean, screen, and guide
* McCarthy Mall is continued from foundation to EWC Road. Beautiful entry to campus
* One stop shop for space allocation at Mānoa-with principles/guidelines for allocation. (e.g. for space for new grants, new programs, etc.)
* One stop shop for facilities management/repair/maintenance with transparent guidelines and procedures for prioritization and cost structure
* Dev. and implement a MIRO-driven survey of student expectations for instructional, recreational, social, and residential, environments and experience.
* Reassess methods of monitoring building systems and performance
* Work on being zero-emission campus-carbon neutral while improving cooling options
* Cosmetic Campus Renewal
	+ Signage - wayfinder
	+ Landscape
	+ Sidewalks
	+ Paint and refresh
	+ Hiding “ugly” while doing major [renovation]
* Engage Energy Services Co.
* Fundamental Criteria:
	+ NOT “beautification” rather suitability to context
	+ Full integration of academic mission and physical environment
* Signage maps around campus
* Design facilities that reflect a Hawaiian place of learning
* Hawaiian signage everywhere-all building etc.
* Landscaping that is relevant to Mānoa and Hawaiian
* Design spaces with higher priority on lounges for study, interaction, conversations, and creativity to occur
* Design and implement a space policy so faculty and programs report how they are using space to facilities
* In the plan for the present College of Ed site - include a performance space that will attract varied culture events (large) to campus
* Campus redesign to include bike paths and bike sharing-provide bikes with basket and cocks-allocate to every facility, staff, and student-merge function with parking office
* Develop a shared services funding model for facilities improvement/beautification that appropriately charges department
* Make it possible to re-print in something but 5 shades of white
* Bring facilities maintenance closer to individual buildings and/or schools
* Focus on upgrading teaching labs
* Buildings are filthy. Key student building are the worst maintained, like QLC
* Create a dedicated fund for technology in the classroom instead of relying on outreach funding
* Plan facilities around academic mission. Not where convenient. Our structures must reflect our purpose and functions
	+ Consult with all shareholders prior to decision-making. Understand the units involved requires academic leadership
* Identify which units can/should grow and evaluate their facilities with growth in mind
* Listen to space function programmatic needs from department and programs
* Make parking on campus free after 4 pm, possible with exception of our athletic events
* Parking lot and garage for Kakaʻako campus
* Parking for Kakaʻako to improve connections with main campus
* Paint buildings that are peeling on regular basis-early fix, facilities, and rotation yrs.
* Develop a comprehensive modernization plan within a reasonable budget that identifies priorities by function
* Public/private partnerships for facility development (analysis of ROI)

**#5 PARKING LOT**

* Restructure UHF to make it effective and responsive to campus/units
* Halt the revolving door of quality staff that decreases donor engagement and stewardship
* Would like to see UH System offices mission to be more clearly defined. Too much making work for system offices, when best done on campus level
* Facilitate creation of shared governance organization for staff
* Have college/school OR work together to upgrade webpage
* Develop internal communication process to keep the whole campus engaged in the transition process
* Engage with HGEA & UHPA to partner with us on the hard issues that impact campus life for students and faculty
* More agility and empowerment
* Career paths for instructors. (We have a number of excellent instructors, who do not have easy development paths)