

# 2020 Campus Master Plan



Instructional Space & Student Success Resources

January 21st, 2020

# I ntroductions



# Who is in the Room?



# What we hope to accomplish:

## Identify...

1. Continue discussion of Instructional space parameters appropriate for the Master Plan
2. Establish a better understanding of current Student Success Resources & hear direction about what these might look like in the future

# AGENDA

Steering Committee

1. Master Plan Status Update
2. Instructional Space & Student Resources Overview
3. Precedents & Concepts
4. UA Instructional Space (Discussion)
5. UA Student Success Resources (Discussion)
6. Wrap Up

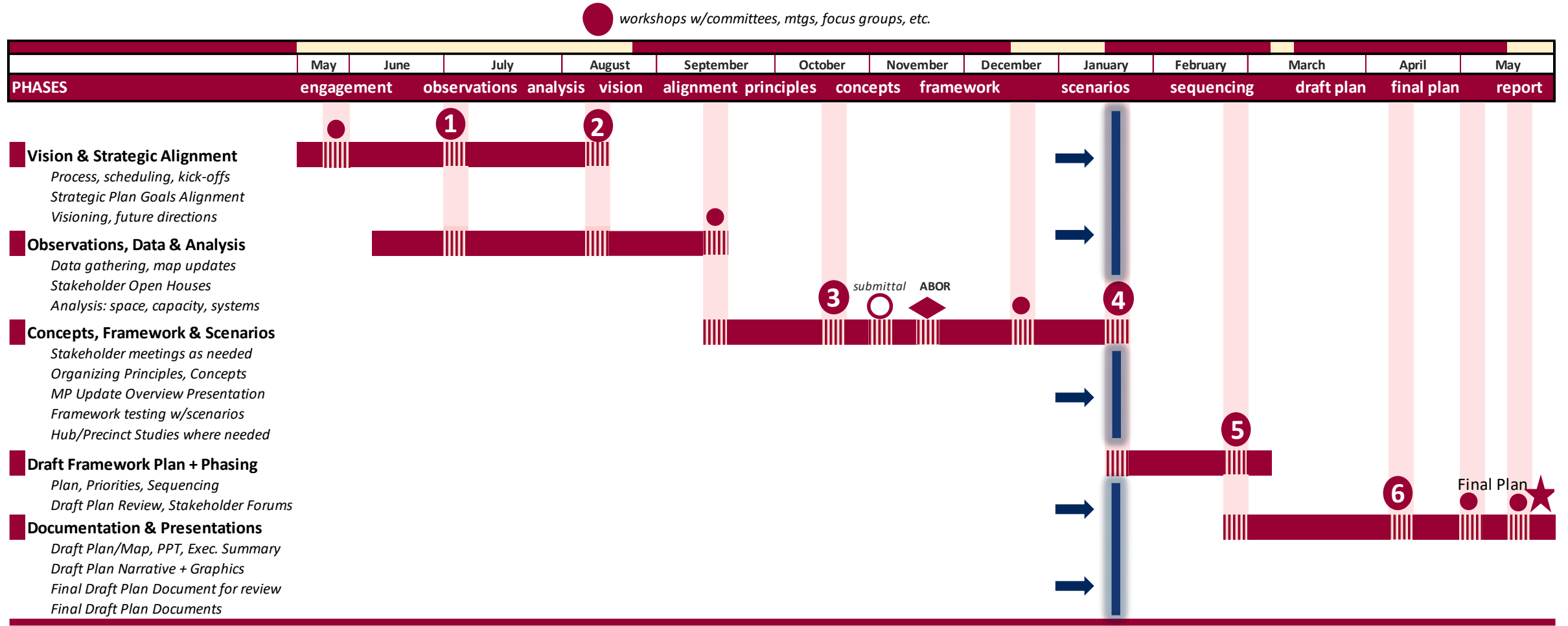


# 1. Master Plan Status Update

University of Arizona 2020 Campus Plan Update



# 2020 Campus Master Plan Schedule



# Stakeholder Engagement

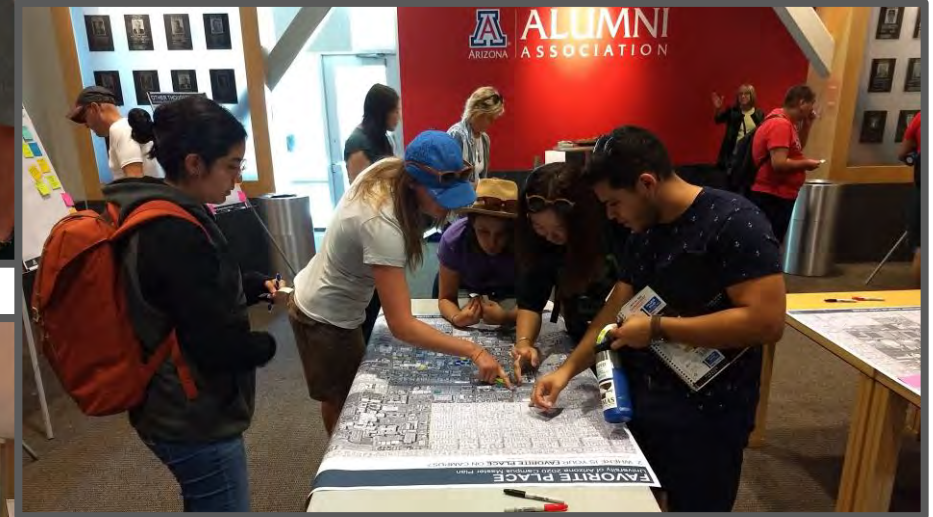
## Comprehensive Workshops

- Leadership
- Faculty
- Staff



## Focus Groups

- Topical Discussions



## Students Engagement

- Open House



## Neighborhood Engagement



# Engagement to-date

20

Engagement Meetings

3 Workshops

18 Focus Groups  
(part of 1 or more meetings)

4 Meetings  
(Steering Committee/  
Operations Committee)

1

Campus-wide Open House

4,000+ Dots  
(1 Dot=1 comment)

200+ Participants

400 Cookies

360+ Web Site Comments

3

Neighborhood Meetings  
(Open Houses & Report-back)

450+ Dots  
(1 Dot=1 comment)

10 Neighborhood Associations

40+ Neighbors



1,128

Total Participants

# Physical Campus Feedback

## STRENGTHS

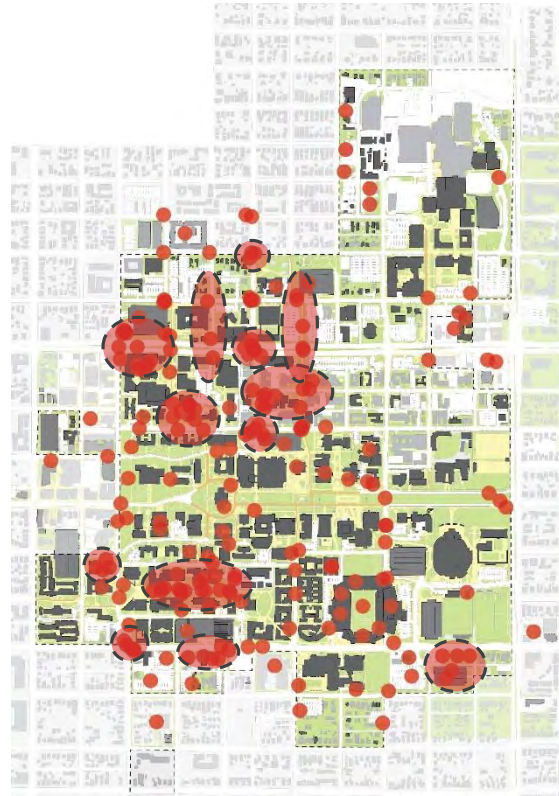


- West Gate – gateway and entry
- Old Main
- Research Facilities - ENR2/HSIB
- Main Mall
- Rec Center
- Community Garden



Successful places on campus

## WEAKNESS



- Gateway and Intersections along Speedway Blvd. & 6<sup>th</sup> St.
- North-South Connectivity
- Density & Infill along Speedway Blvd. & 6<sup>th</sup> St.
- Southwest Campus Quad



Places for improvement

## OPPORTUNITIES



- Underutilized Parking Lots
- Gateways and Housing
- Land Use Synergies along 6<sup>th</sup> St. & Speedway Blvd.
- Open Space Improvements in Southwest Campus
- Southern Edge Land Uses



Places with unrealized potential

## THREATS



- Older Buildings on Campus
- Intersections and Bike/Ped pathways
- East Speedway Gateway
- Arizona Stadium – deferred maintenance



Places that need to be addressed

# Physical Campus Feedback Summary

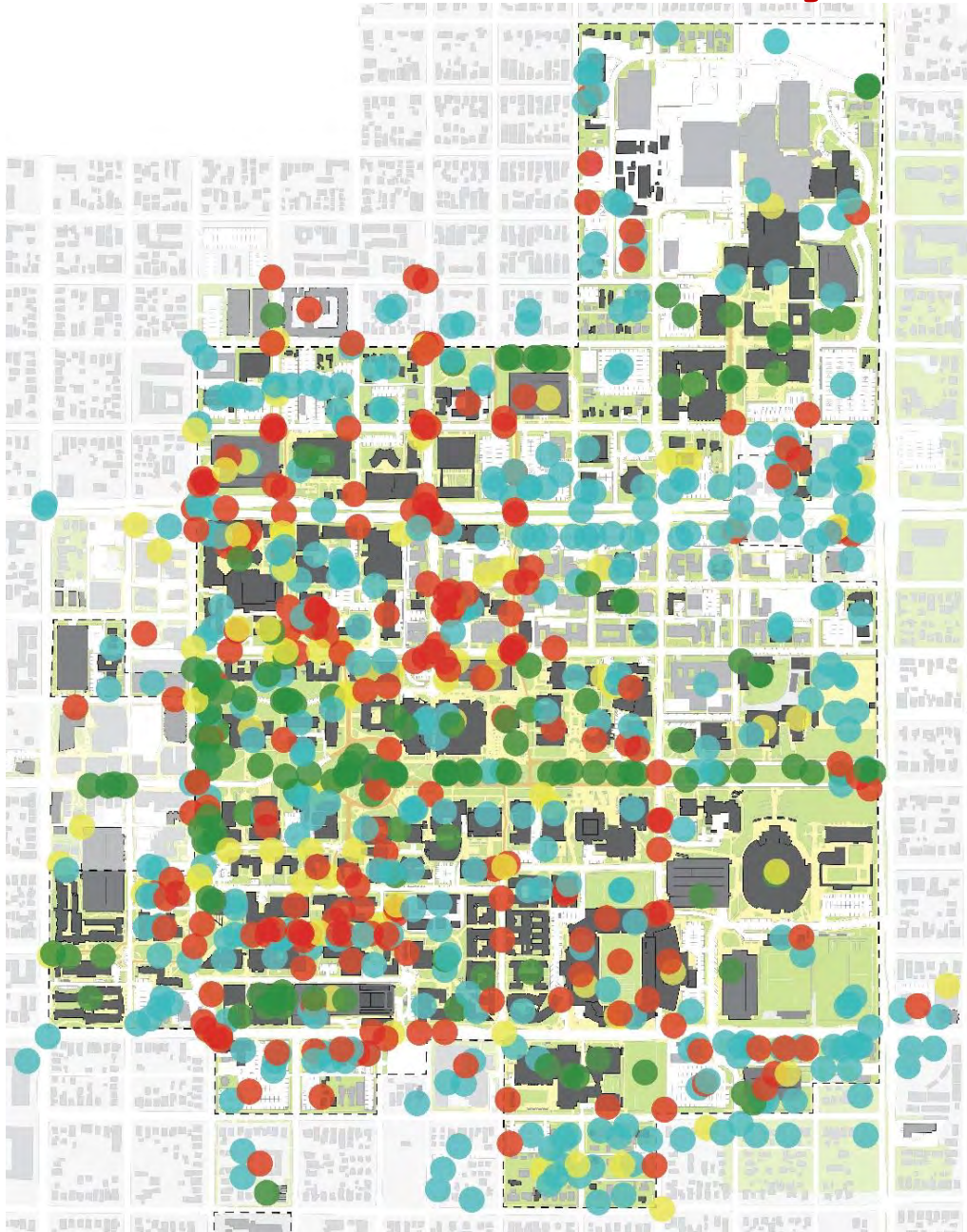
● 147

● 223

● 382

● 89

**841** TOTAL DOTS



### Overall Themes:

- Campus Connectivity and Mobility
- Campus Edges
- Student Housing
- Campus Gateways
- Space Type and Building Conditions
- Athletics & Rec Facilities
- Speedway Blvd– N/S Divide
- Student Success & Student Experience
- Campus Infrastructure
- Student Success Spaces

# Master Plan Organization - Steering Committee

## Three areas of Direction:

### 1. Framework:

Physical Campus Framework Advances to Support Capacity Opportunities

### 2. Integrated Planning Projects:

Integration of key upcoming projects and infrastructure

### 3. Strategic Asset Management:

Developing long-term views on key space resources and how their attributes affect experience and the built environment

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### A. Universal Support Topics:

Topics that support all three areas of direction including enrollment growth and profiles, program profiles and evolutions, campus carrying capacity, impact of new vs. renovation, broader PDC project, and physical infrastructure limitations

# Campus Interconnections

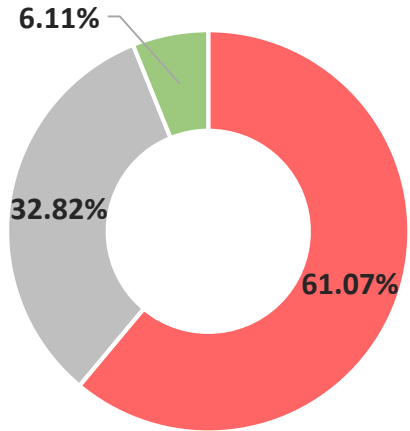
## 1 Campus Systems

- Campus Gateways
- Campus Corridors
- Campus Character & Experience

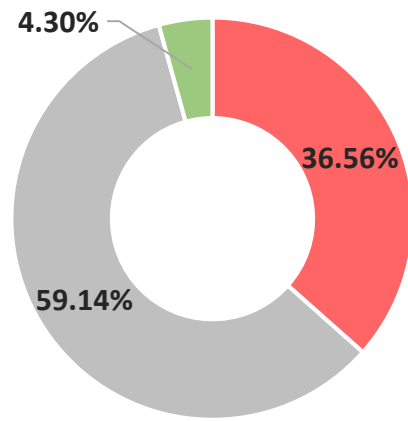
Campus Corridors ↔

Campus Gateways (○)

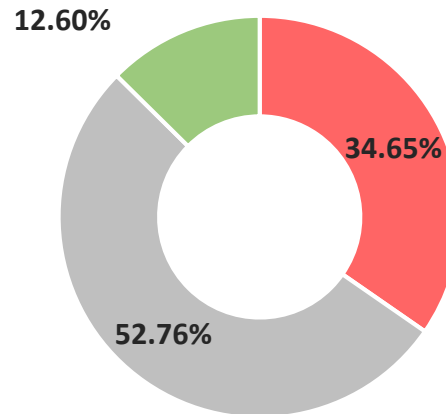
### Campus Open House Input



Pedestrian Safety –  
Campus Edge

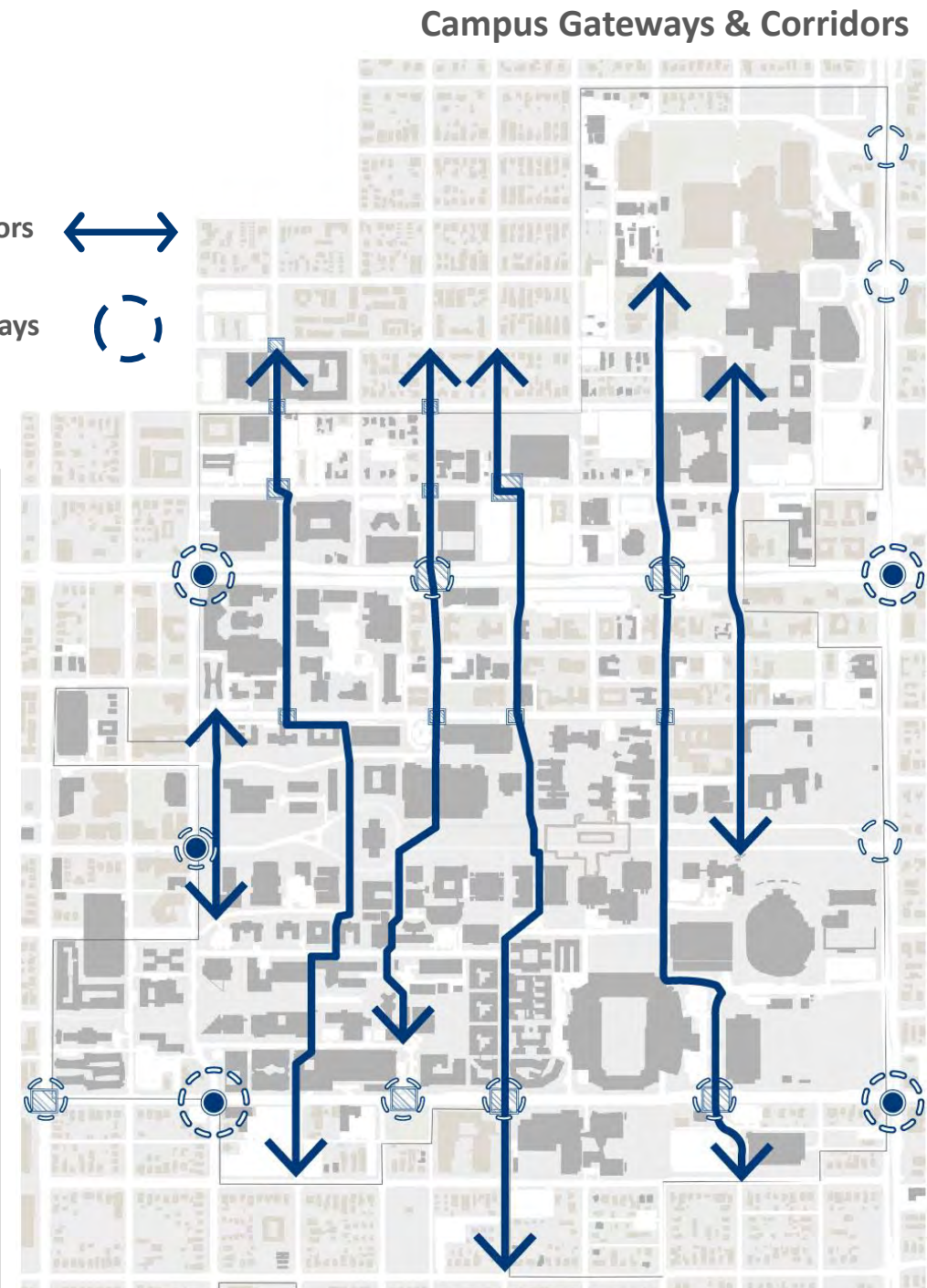


Bicycle Connectivity  
Network



Pedestrian Safety –  
Inside Campus

- Needs Improvement
- Okay
- Good/Great

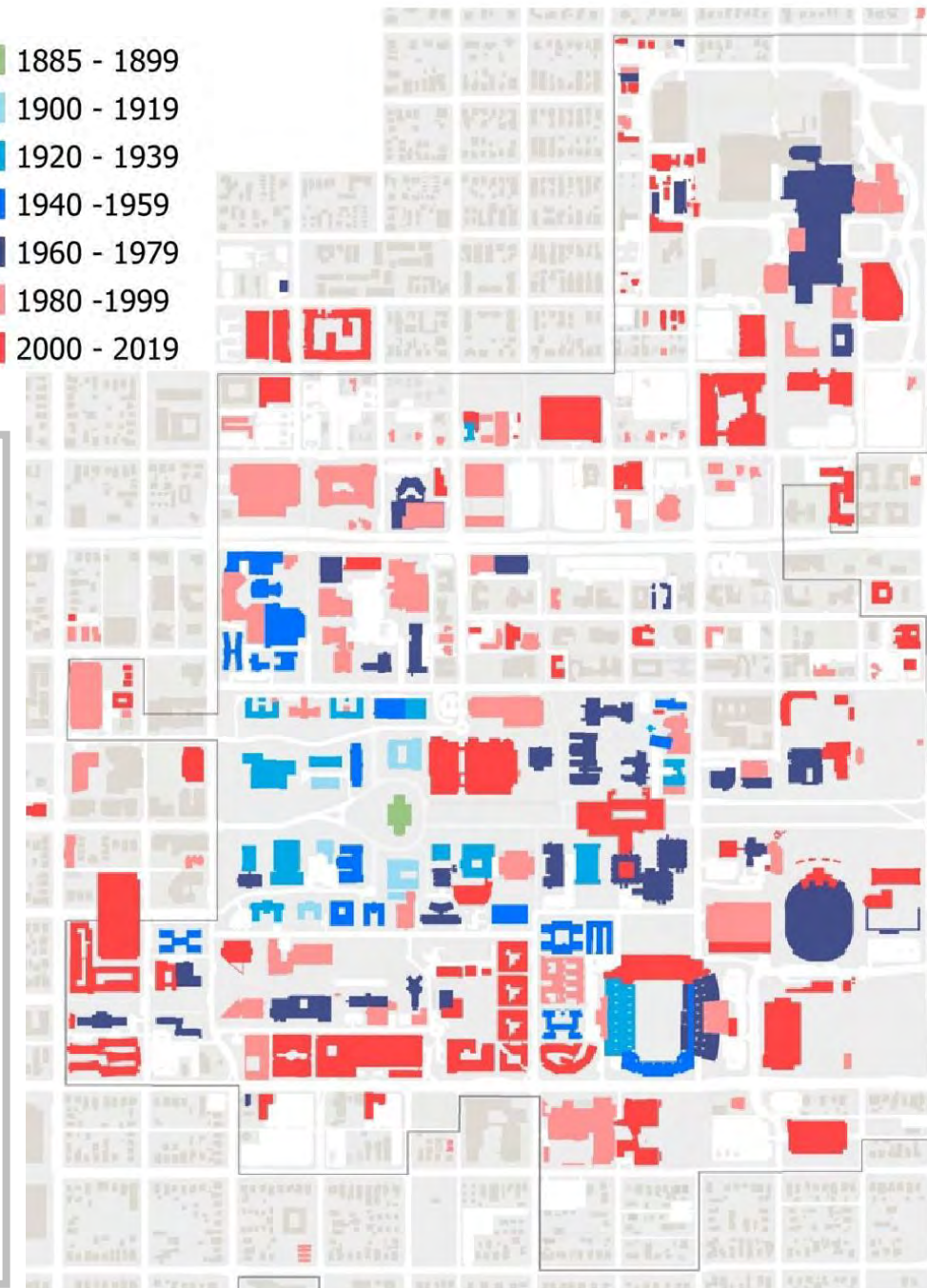
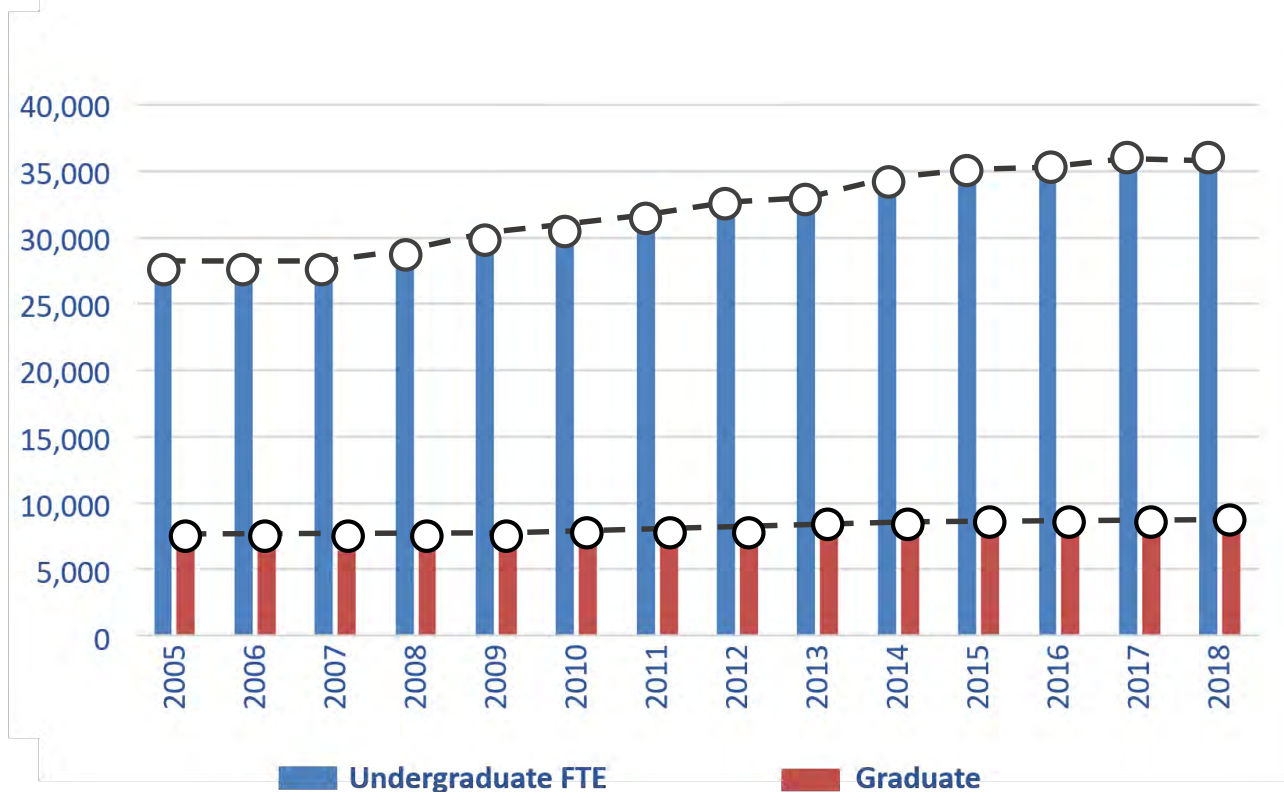


# Campus Interconnections

## 2 Managing Enrollment, Physical Assets & Programs

- Campus infrastructure and evolving trends
- Campus-wide programs alignment
- Keeping up with changing enrollment profiles

Historic Enrollment Profile



# Campus Interconnections

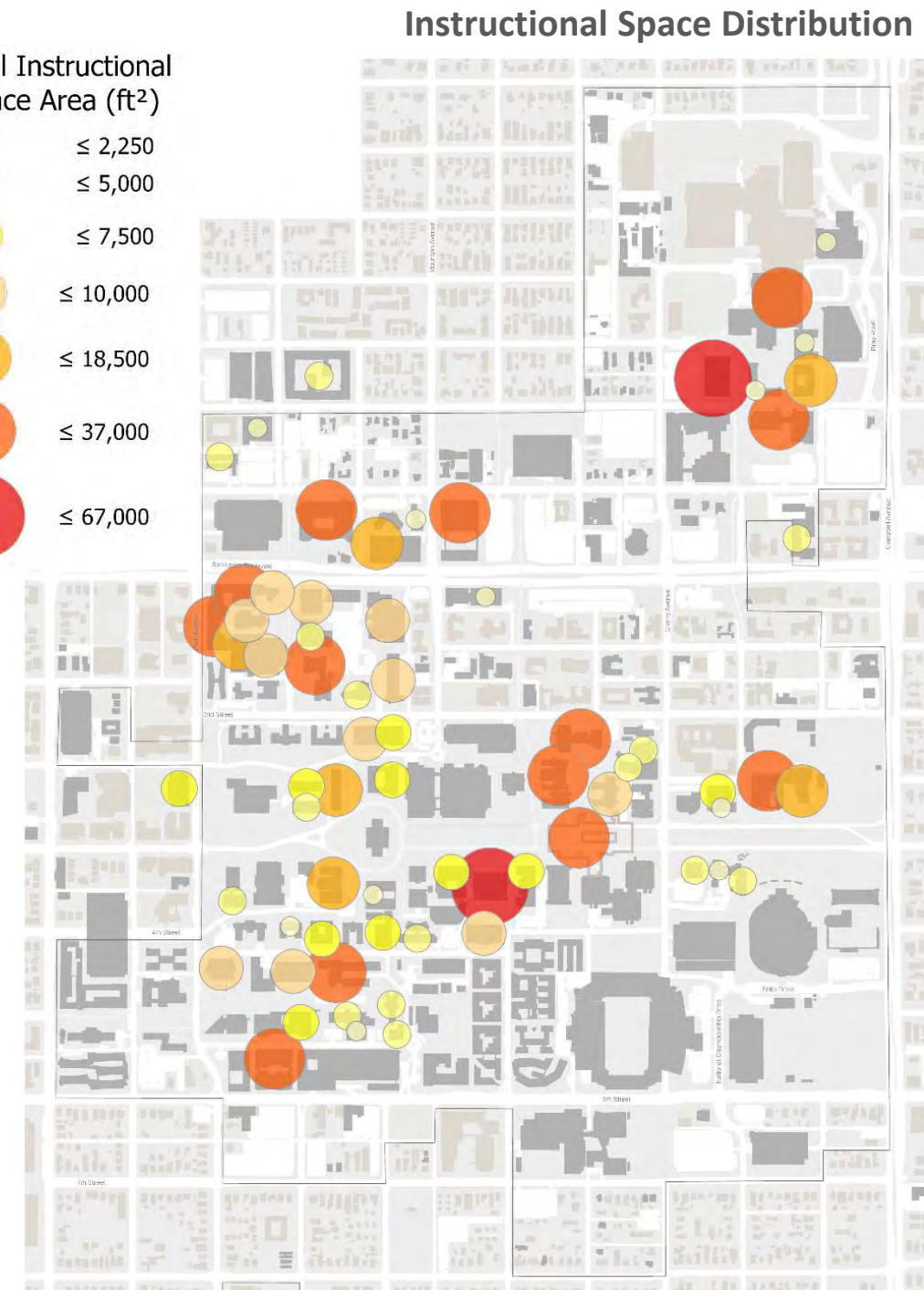
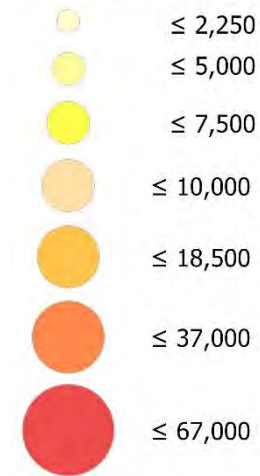
## 3 Instructional Space

- Distribution of instructional space
- Alignment of instructional space to campus movements
- Flexible and adaptable pedagogy needs



Flexible and Adaptable Instruction and Pedagogy

Total Instructional Space Area (ft<sup>2</sup>)



# Campus Interconnections

## 4 Research Space

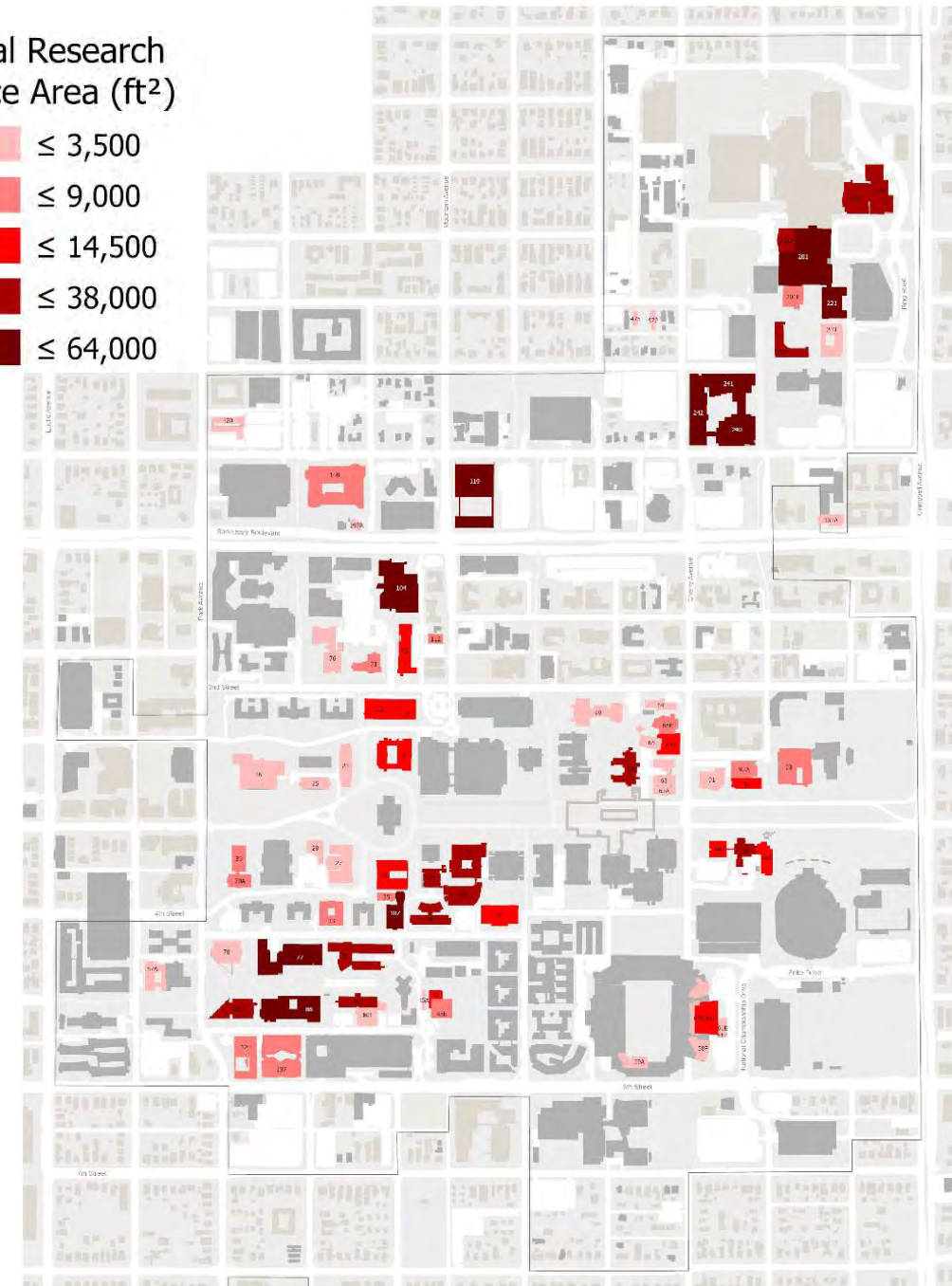
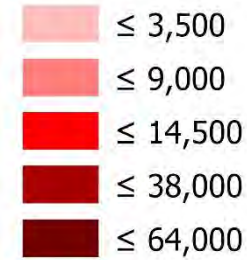
- Distribution of research space and campus movement
- Evolving research needs and flexible facilities
- Inconsistency of format, quality, and conditions of research space



Enhanced Research Facilities on Campus

## Research Space Distribution

Total Research Space Area (ft<sup>2</sup>)





# Campus Interconnections









## 5 Student Success & Resources

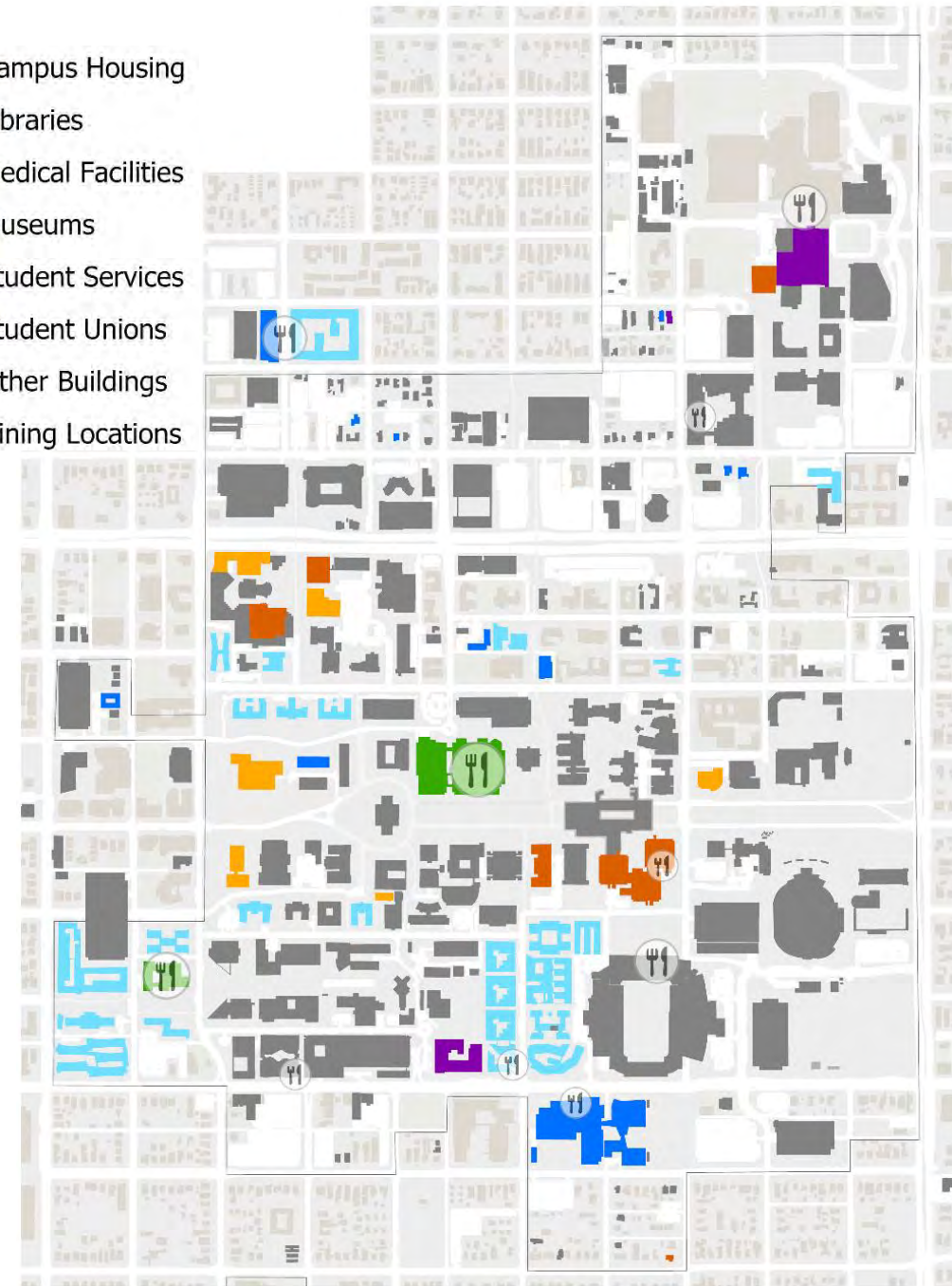
- Enhanced student experience
- Ease of access to student success and resources



Student Experience & Success by Distributed Resources

## Student Success & Resources Distribution

-  Campus Housing
-  Libraries
-  Medical Facilities
-  Museums
-  Student Services
-  Student Unions
-  Other Buildings
-  Dining Locations





# 2. Instructional Space & Student Success Resources Overview

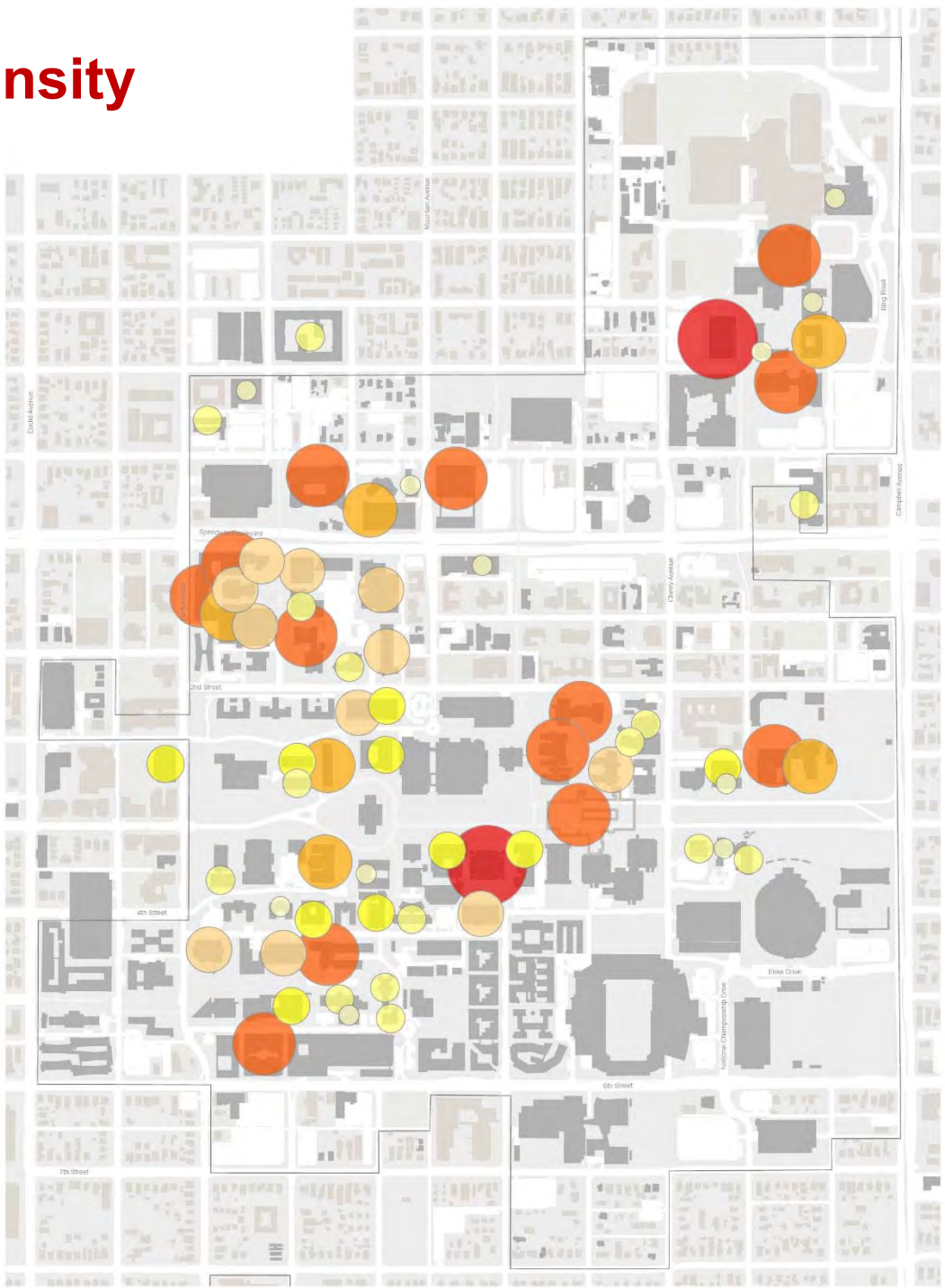
University of Arizona 2020 Campus Plan Update



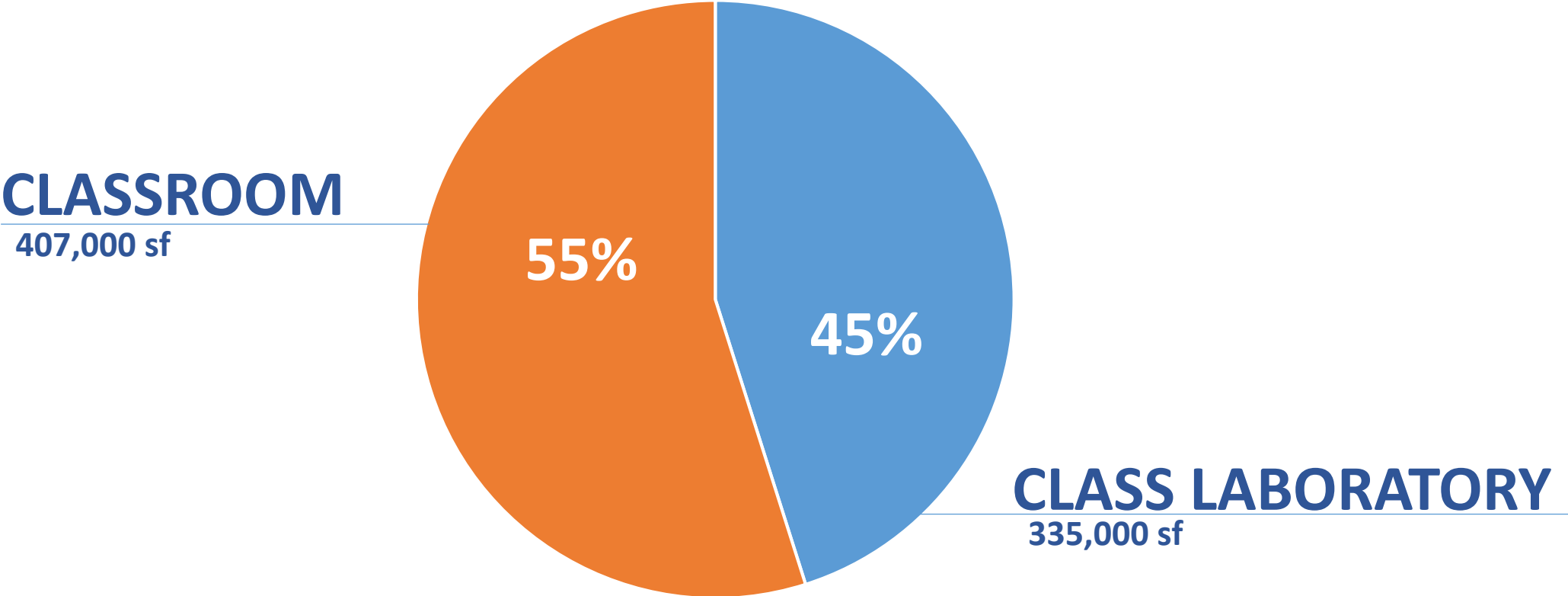
# Instructional Space

# Instructional Space Density

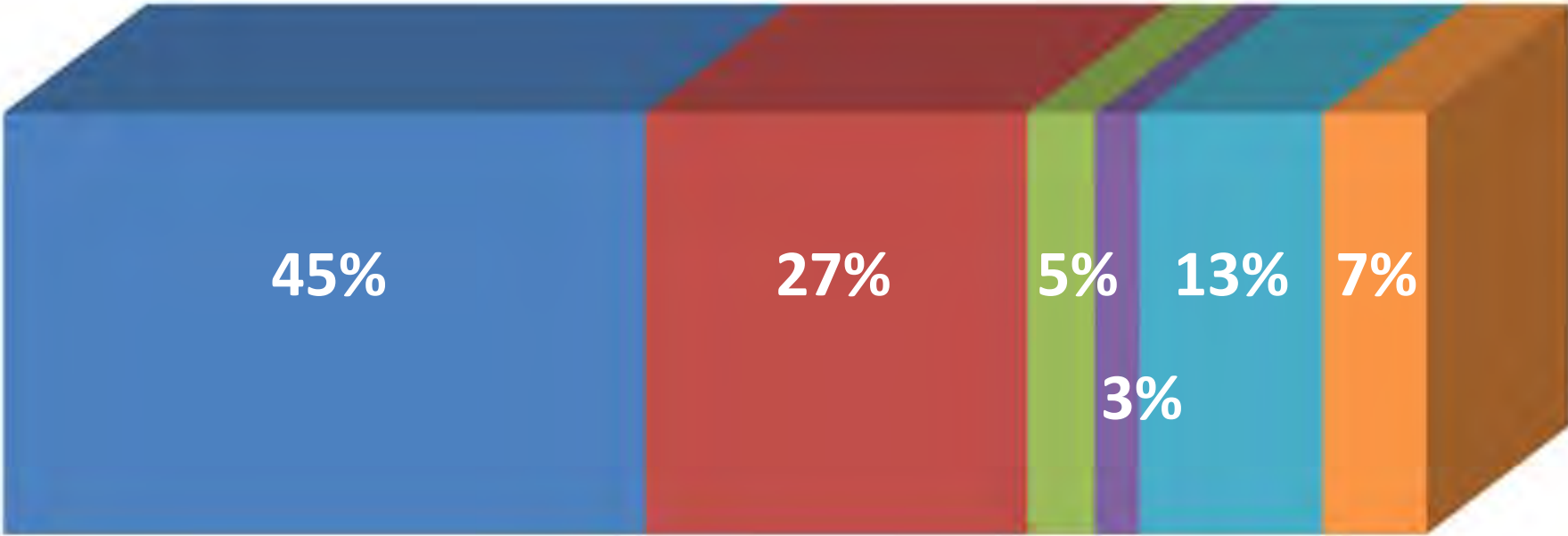
Total Instructional Space Area (ft<sup>2</sup>)



# INSTRUCTIONAL SPACE SUMMARY



# INSTRUCTIONAL SPACE BY TYPE



**Class Laboratory**  
334,628 s.f.

**Classroom**  
199,141 s.f.

**Collaborative Classroom**  
35,210 s.f.

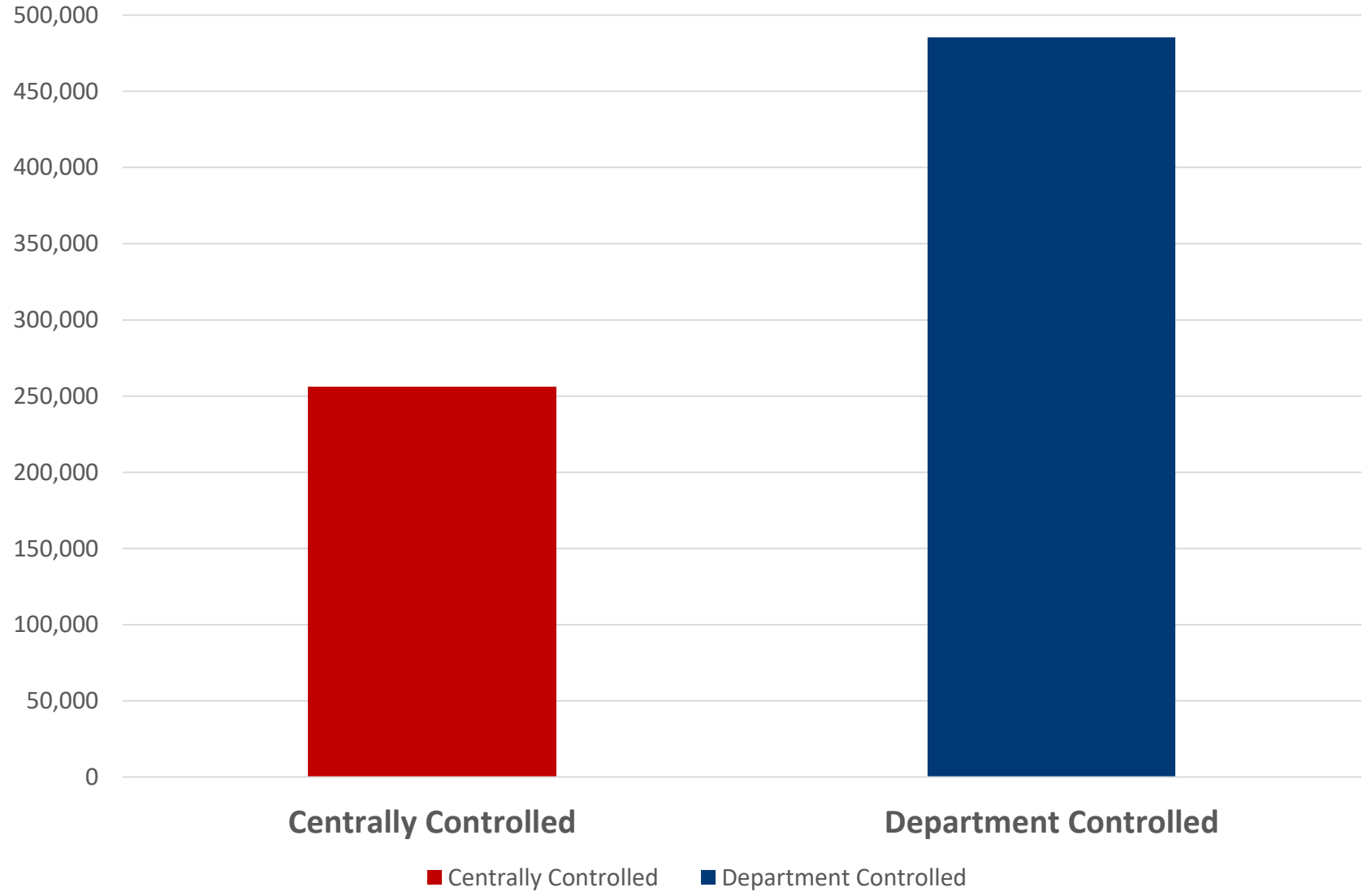
**Computer Instructional**  
23,057 s.f.

**Lecture Hall**  
95,795 s.f.

**Seminar**  
53,937 s.f.

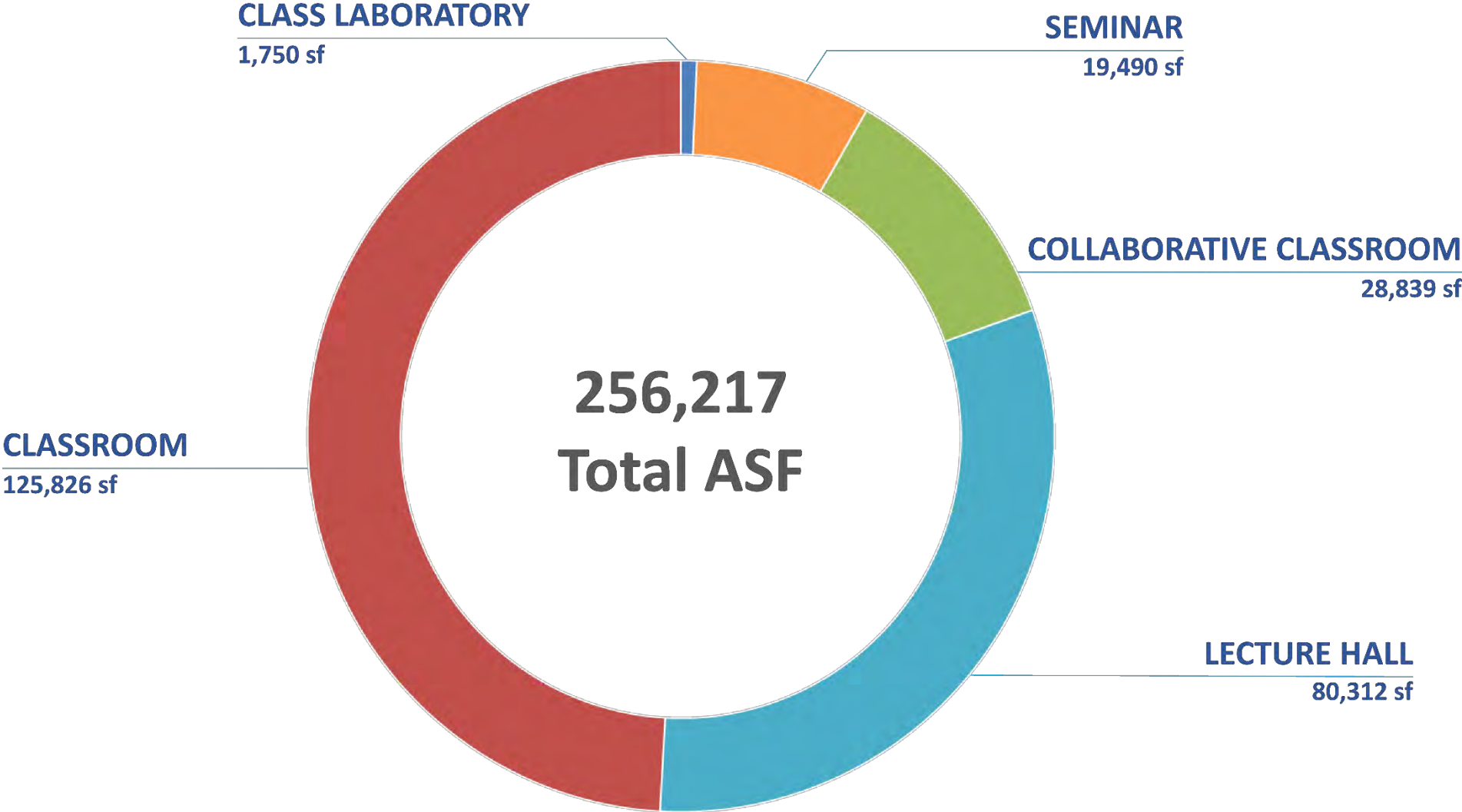
# INSTRUCTIONAL SPACE

WHO CONTROLS & SCHEDULES THE SPACE?



# INSTRUCTIONAL SPACE

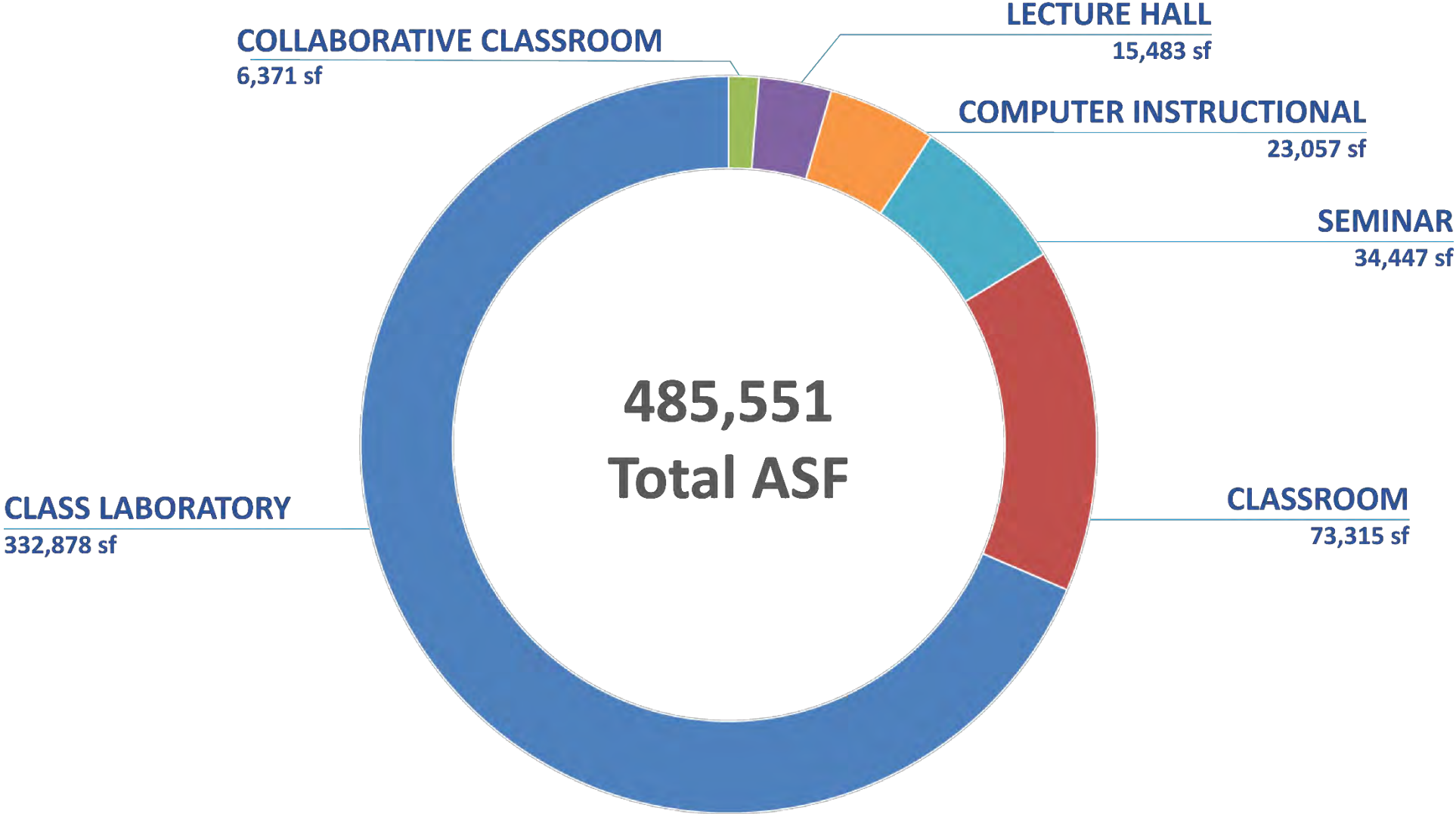
CENTRALLY-CONTROLLED SPACE





# INSTRUCTIONAL SPACE

## DEPARTMENT-CONTROLLED SPACE



# Instructional Space Locations

All Levels  
Combined



# Instructional Space Locations

Basement



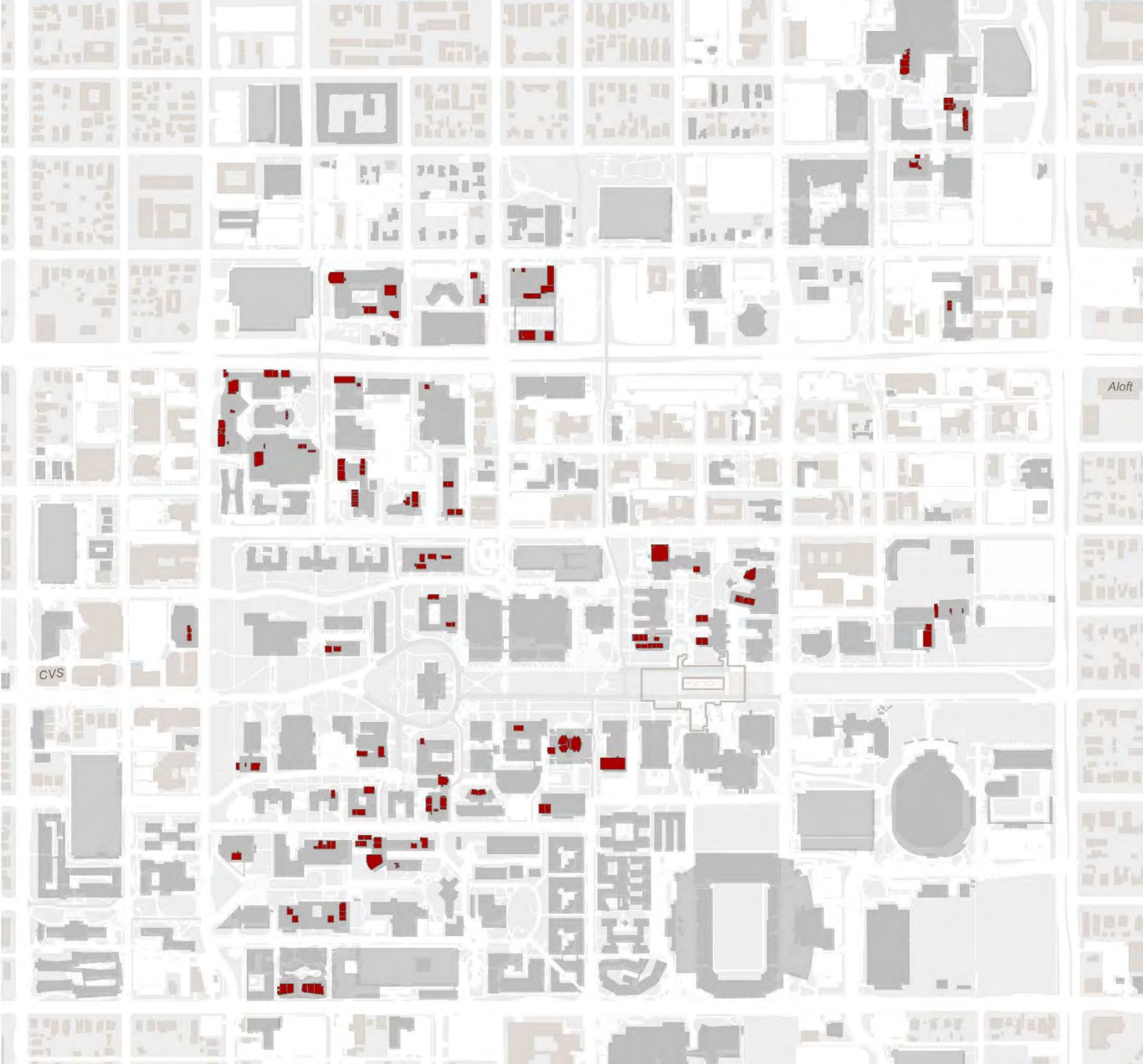
# Instructional Space Locations

Ground Level  
L1



# Instructional Space Locations

## Level 2



# Instructional Space Locations

## Level 3



# Instructional Space Locations

Level 4



# Instructional Space Locations

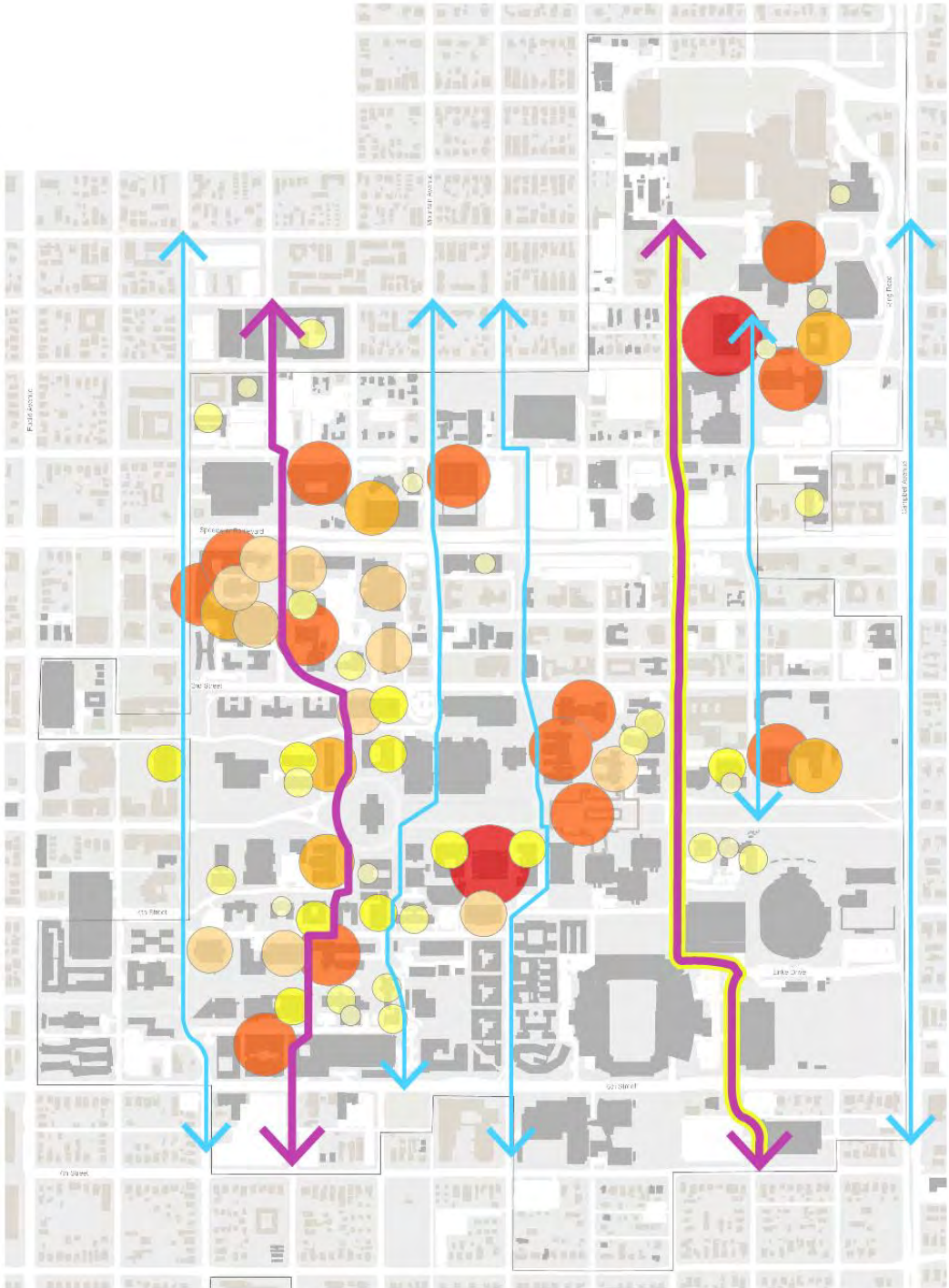
Levels 5-9  
(Generally  
Identical)





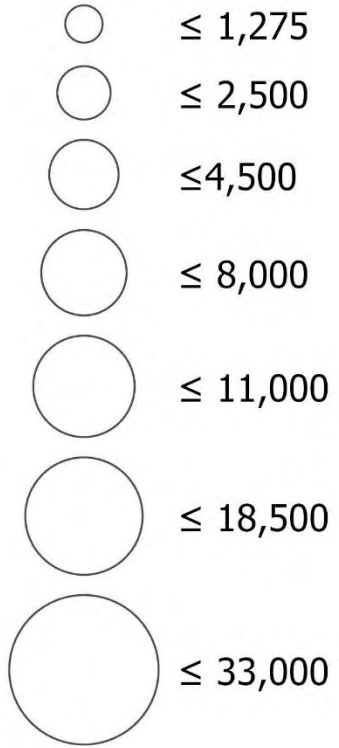
# Space Relationships

**Ground Level  
Instructional  
Space  
& Master Plan  
N/S Connections**

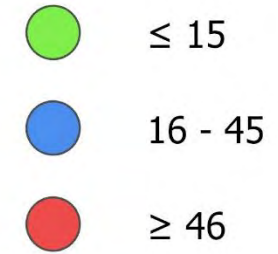


# Space Age

Total Classroom Area ft<sup>2</sup>



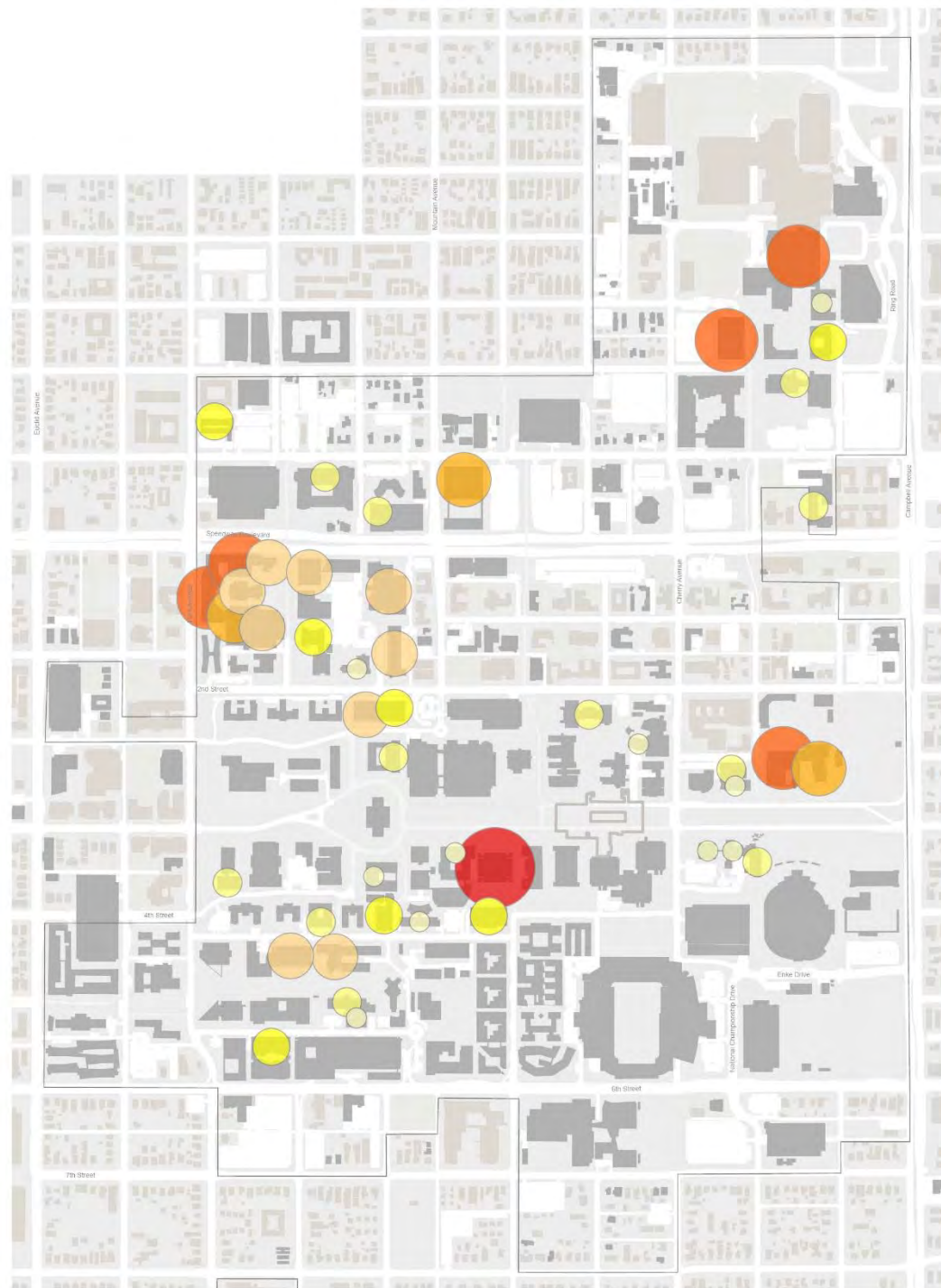
Building Age in Years



# Class Labs

# Class Lab Density

Departmentally Controlled  
Class Lab Area ft<sup>2</sup>



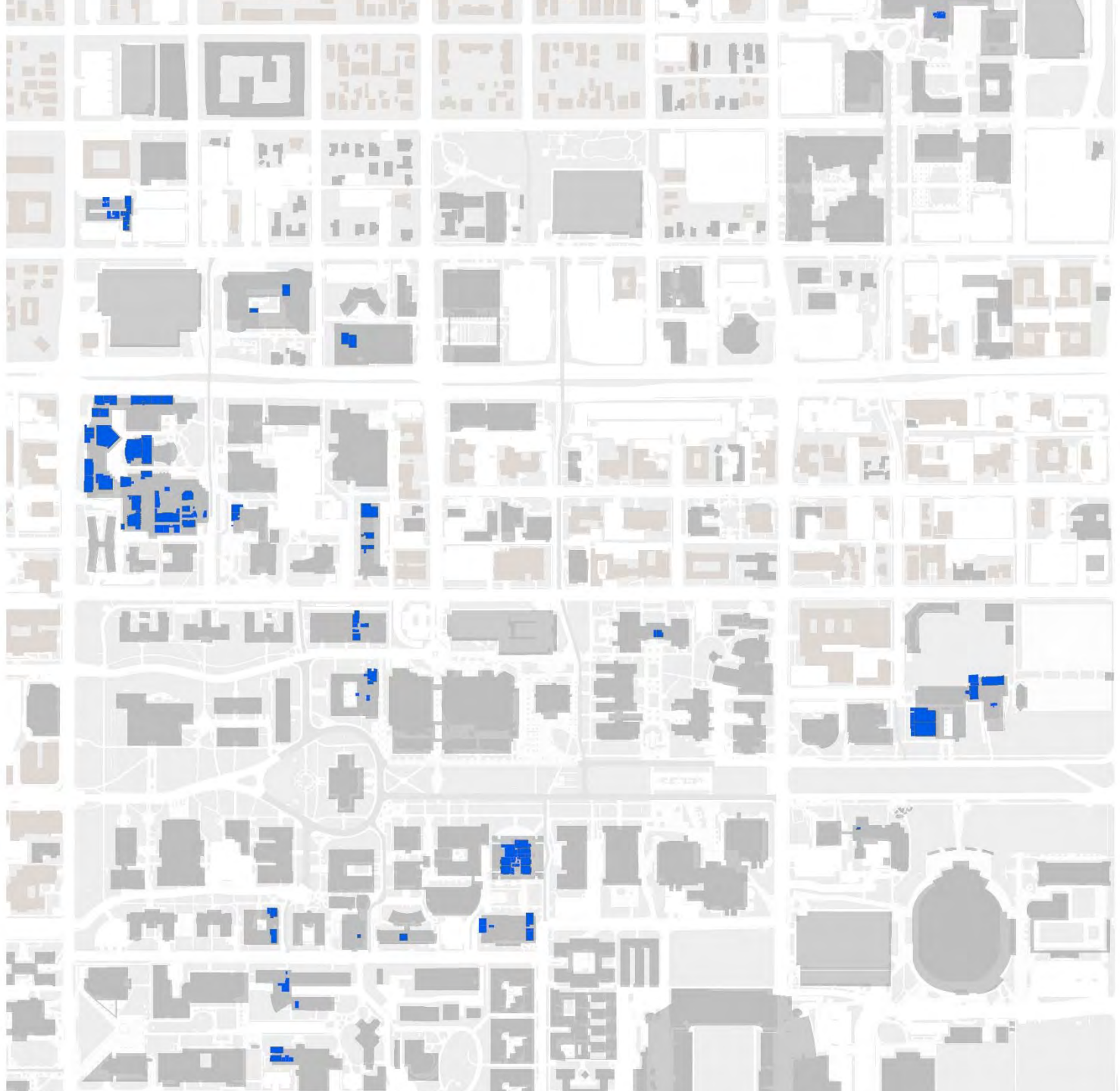
# Class Lab Density

Centrally Controlled  
Class Lab Area ft<sup>2</sup>



# Class Lab Locations

Ground Level  
L1



# **Student Success Resources**

## 21<sup>st</sup> Century Student Success Resources

“Student Success Resources” describes a broad range of physical spaces, programs, staff, and resources that help promote and support the academic and life success of students while at UA including:

- Academic Support Outside the Classroom
- Student Services
- Student Resources
- Engagement within the Wildcat Community (Belonging)
- Other items



# University of Arizona Profile

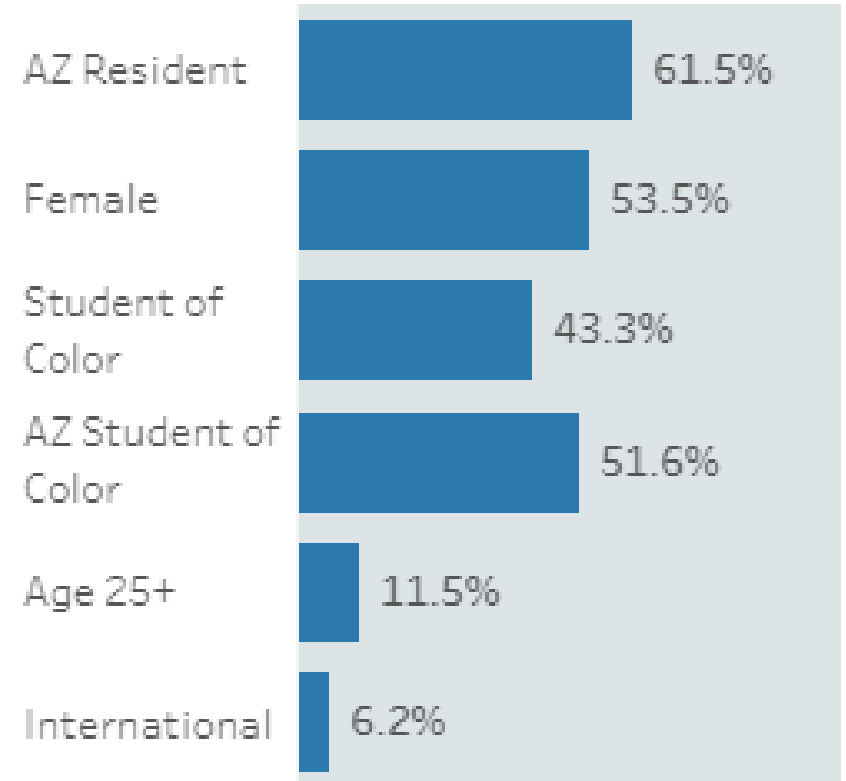
# 45,918

Fall 2019

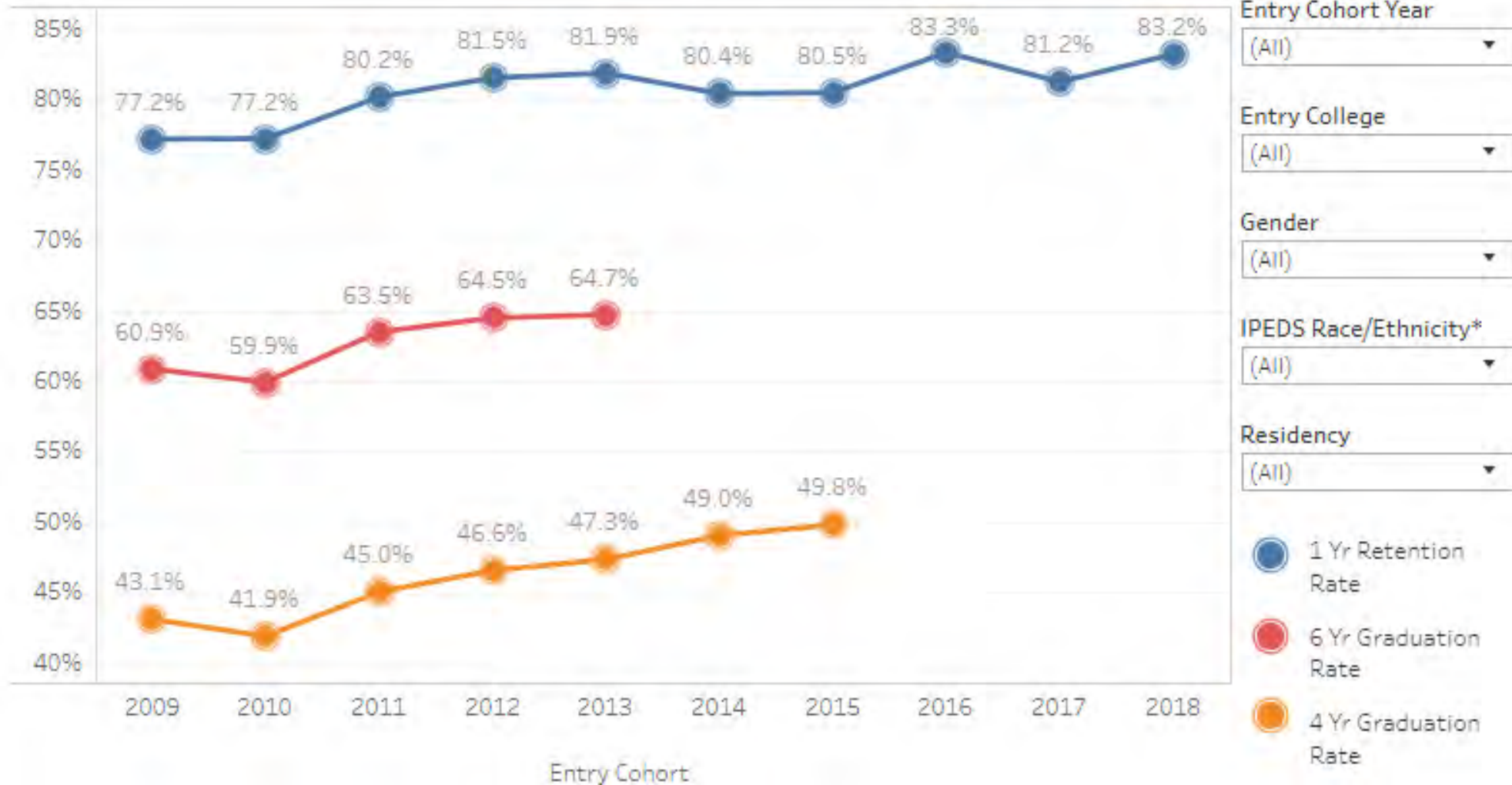
Total Student Headcount

## UNDERGRADUATE STUDENTS

35,801	35,620	13.69
Enrolled	FTE	Avg. SCH




# Undergraduate Retention & Graduation Rates



# Student Success Resources (SSRI Department)


**Advising Resource Center**



Enhancing access to advising, and providing training and resources to academic advisors across campus.

[Learn More](#)

**ASEM SCHOLARS PROGRAM**



Empowering STEM students with the tools necessary to succeed while recognizing their unique backgrounds, and assets.

[Learn More](#)

**C.A.T.S. ACADEMICS**



Providing customized services to student-athletes to support their academic success including academic counseling, skills development, and tutoring.


**SALT Center**



Delivering direct student support including tutoring, learning specialists, educational technology, workshops, and psychological services helping students with learning challenges succeed.

[Learn More](#)

**STRATEGY TEAM**




Developing campus-wide strategies including early warning tools, strategic communications, and professional development, building dynamic partnerships, piloting innovative programs, data analysis, program assessment, and research to promote student retention, and degree completion.

**STUDENT WELLNESS & RETENTION**



Increasing student access to mental health counseling and education through innovative programming and direct student support.

**THE A CENTER**



Advising students who identify as Exploratory Students, Undecided Major, Pre-Health Professions, or Pre-Law to navigate complex, academic pathways.

**THINK TANK**



Providing a positive environment for tutoring, supplemental instruction, writing, and academic skills development where students master the skills to become life-long learners.

[Learn More](#)


**Thrive Center**



Supporting all students, including marginalized, first-generation, and low-income, to navigate, excel, and graduate through peer mentoring, student programming, networking, workshops, and advocacy.

[Learn More](#)

**TRANSFER STUDENT CENTER**



Promoting transition, community building, and campus connections through faculty engagement, mentoring, and student programming.

# Student Support Spaces

- Campus Housing
- Libraries
- Medical Facilities
- Museums
- Student Services
- Student Unions
- Other Buildings
- Dining Locations



# Student Success District

- Campus Housing
- Libraries
- Medical Facilities
- Museums
- Student Services
- Student Unions
- Other Buildings
- Dining Locations



**Student Success District**

# Student Success District – Collaboration, Learning, Services

Project reinventing the student experience at the Main Library, Bear Down Gym, and Weaver.

## New Building:

- Creates central HUB dedicated to student success
- Integration of student support, academic advising, wellness, library, and innovation
- Break down service silos



# Student Success District – Collaboration, Learning, Services



# Gail's Section



# Collaborative Learning Spaces Shift the Culture Toward Improved Teaching and Learning

Gail D. Burd

January 21, 2020

University of Arizona

# Collaborative Learning Space Pilot

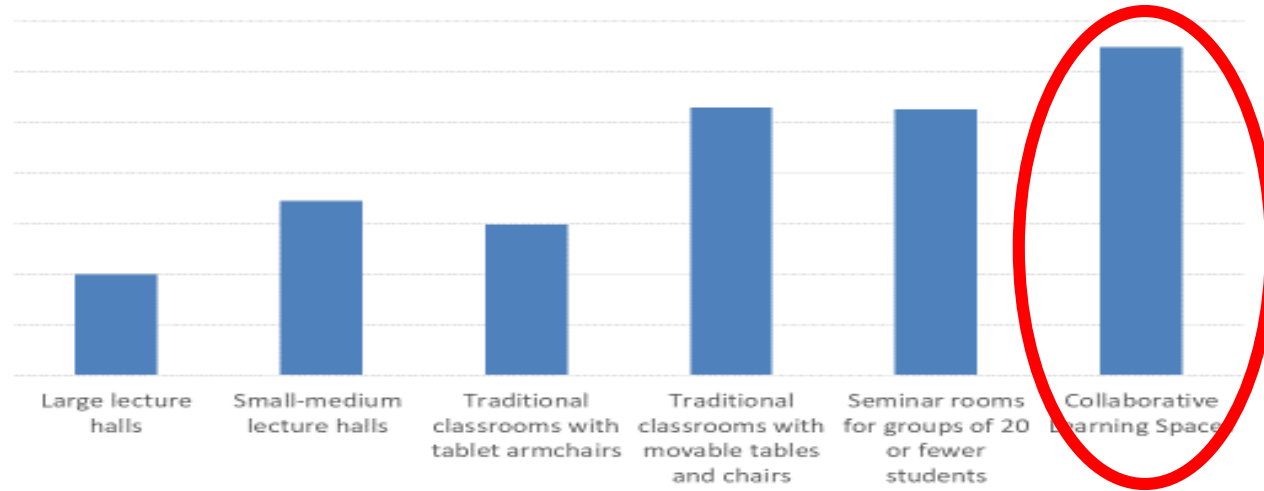
## Our surprise: Success of the Collaborative Learning Spaces Helps Drive Change

Science-Engineering Library



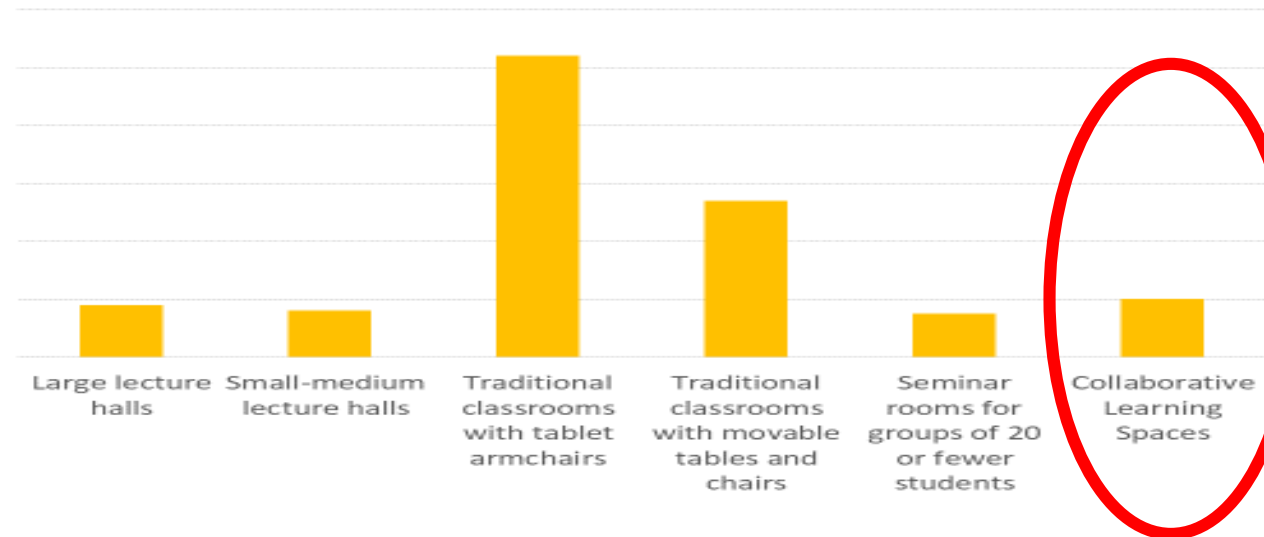
# Comparison of Instructor Preferences to Existing Classrooms

## Instructor Room Preferences\*



\*survey F2017

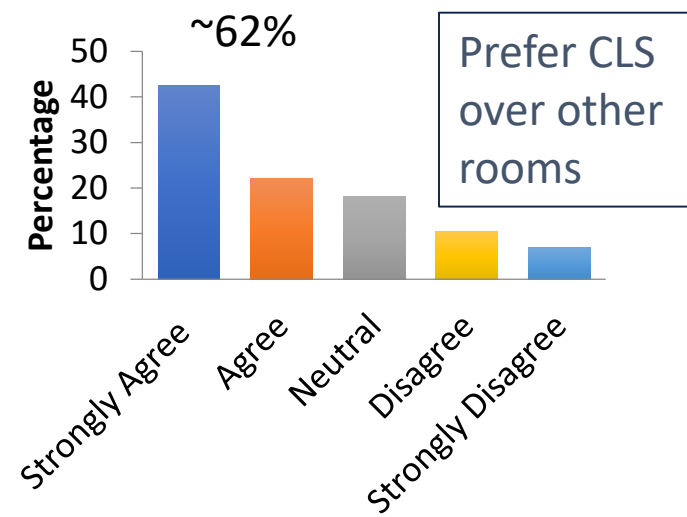
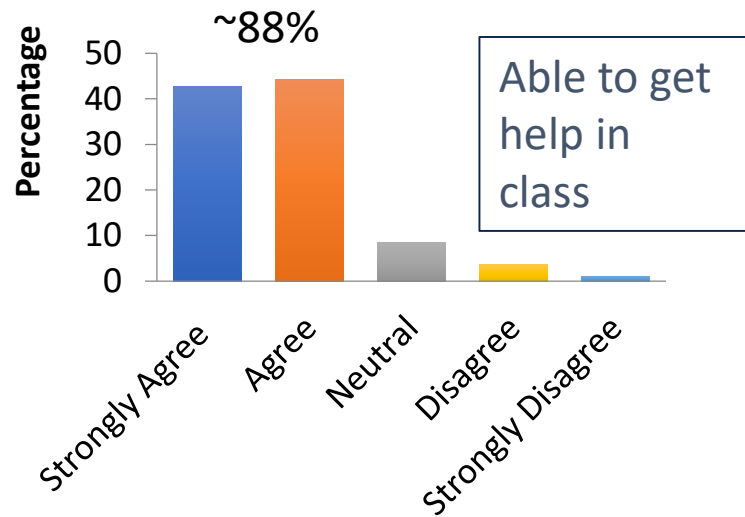
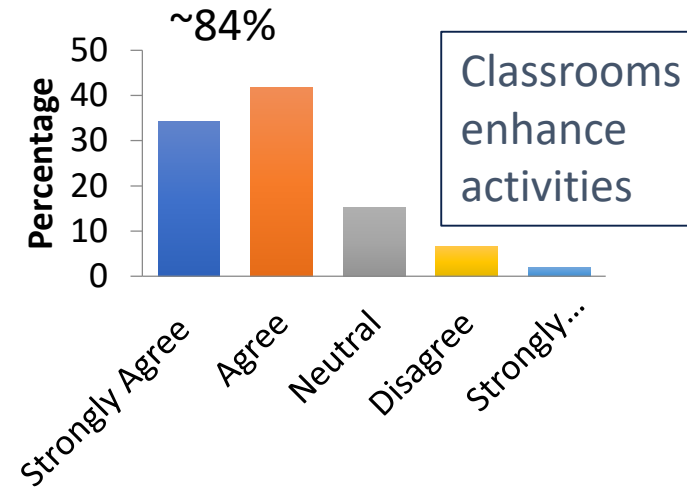
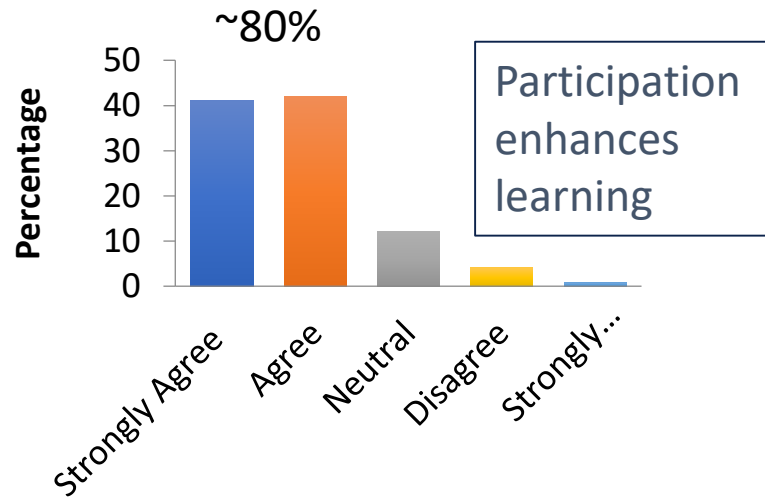
## UA Classrooms by Classification Type



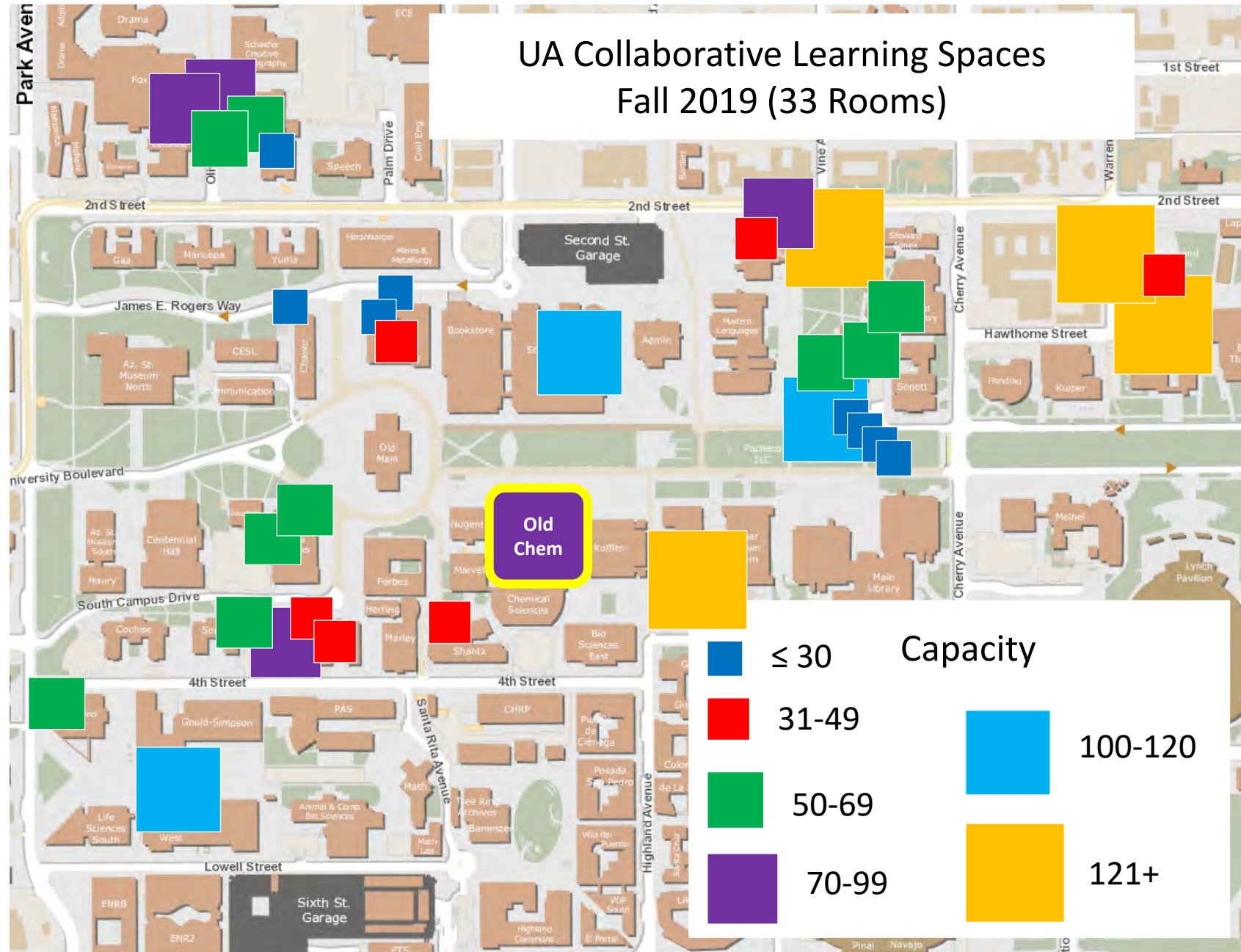
**200 seat capacity  
in great demand**

# CLS Student Survey, Spring 2016

(n= ~2,500 students)



# UA Collaborative Learning Spaces Fall 2019 (33 Rooms)





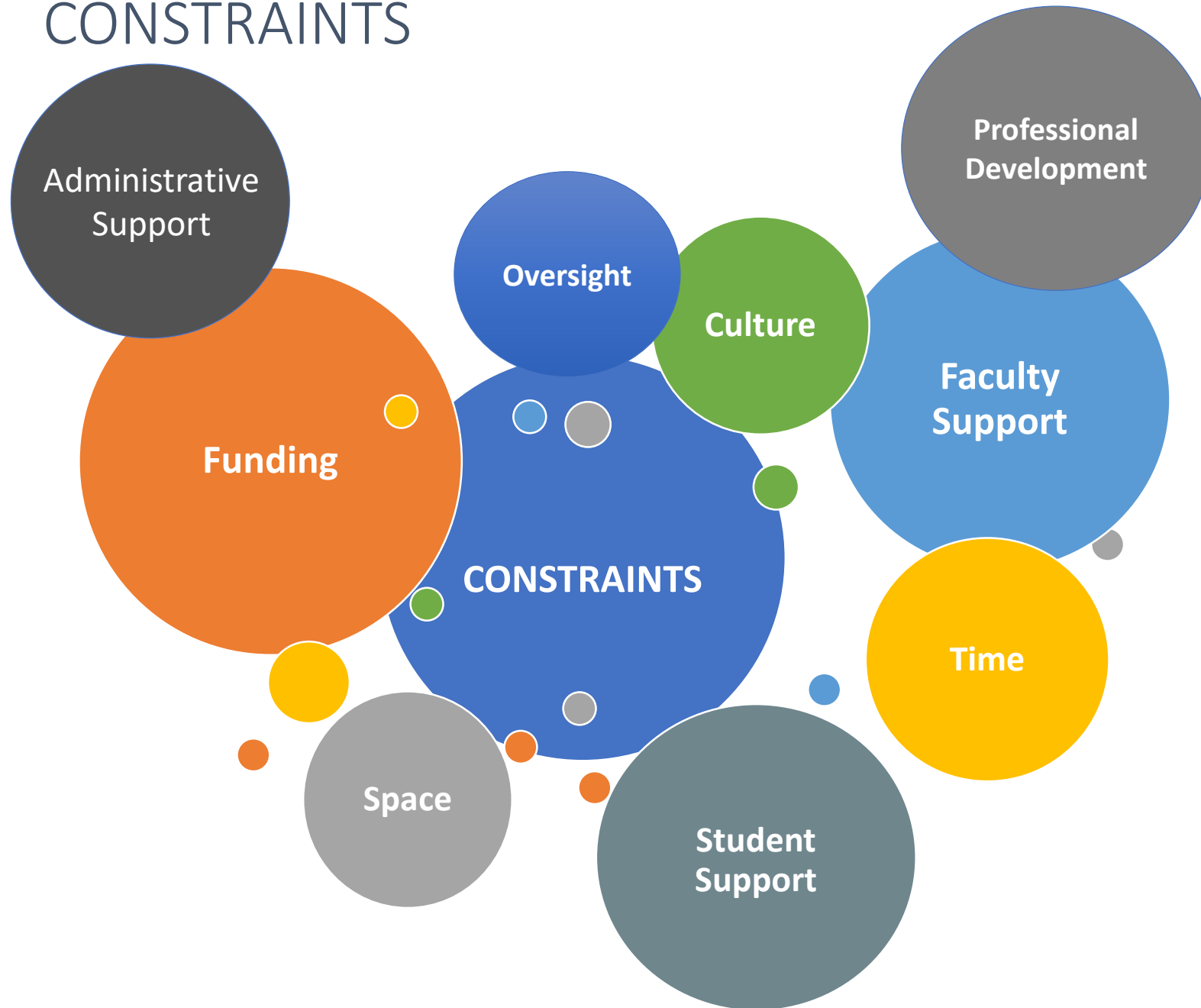
**BioSciences West  
Rm 301  
Before 160 seats  
and  
After 112 seats**



# BioSciences West Rm 301 CLS



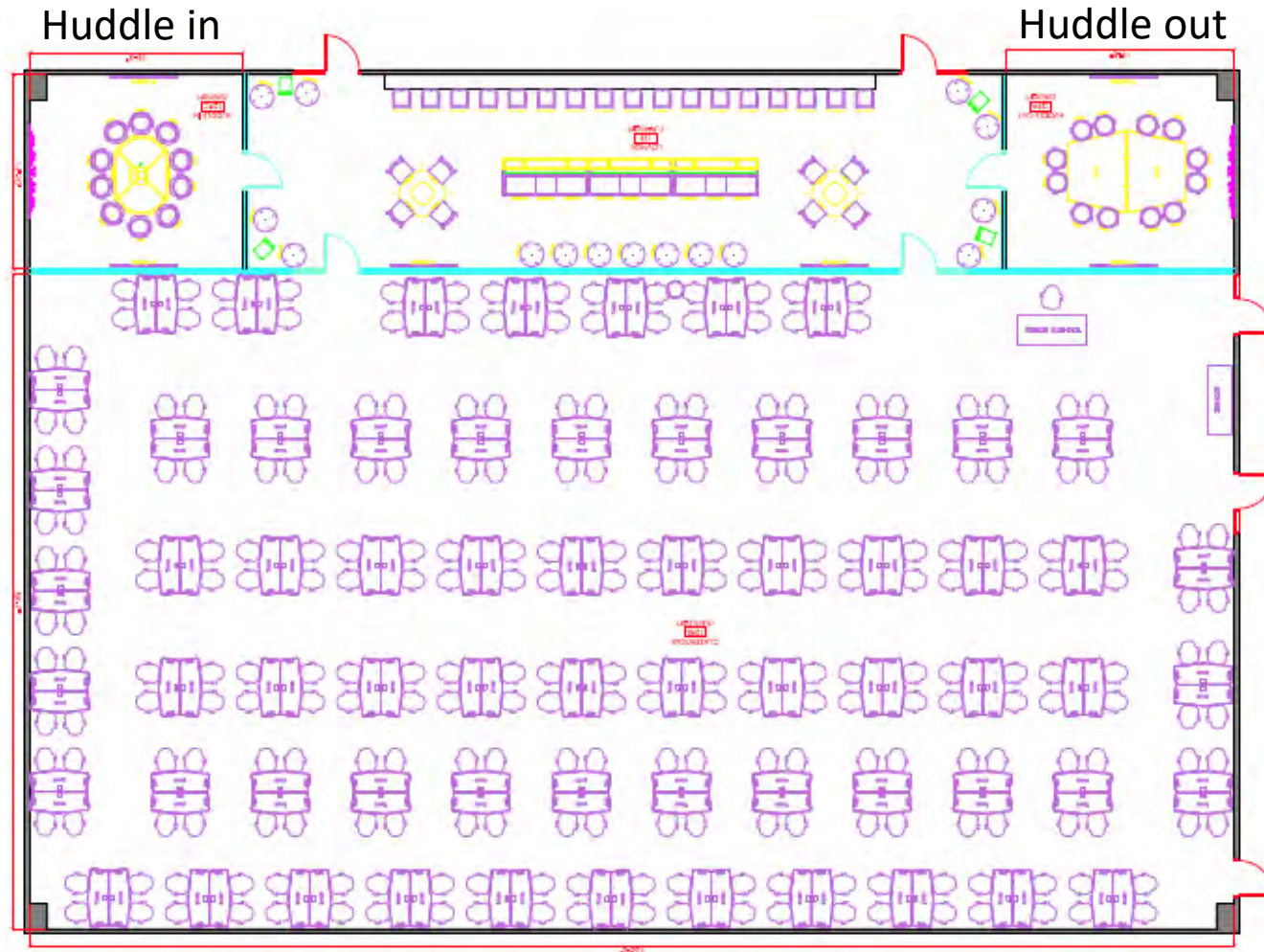
# CONSTRAINTS





**Gittings  
Gym as a  
Collaborative  
Learning Space**

**264 seats**



Estimate for transformation = \$1.2 to 1.4 million; our most expensive CLS

Gittings 129  
After  
Transformation

Loukas Lazos  
Professor  
Electrical and  
Computer  
Engineering



## How do we leverage these spaces to promote change?

- Hired Director of Academic Resources who is a project manager with significant teaching experience
- Strategically invite instructors for rooms and set expectations
- Advocate evidence-based teaching through professional development for instructors and UG learning assistants
- Encourage and support research analysis of student learning
- Bottom-Up Faculty Program with Top-Down Administrative Support

<http://academicaffairs.arizona.edu/collaborative-learning-spaces>

# Future Collaborative Learning Spaces

## **Summer 2020**

- Loss of instructional space in Old Chem due to building renewal and renovation
- 200 seat CLS in Education building
- Modification and furniture BioWest Bldg. room. 251

## **2019-2021**

- Renewal and renovation Old Chem to create several CLS rooms
- 2021 – return Sci-Eng Lib. Room CLS (264) for teaching



# 3. Precedents & Concepts

University of Arizona 2020 Campus Plan Update



# **Active & Collaborative Learning Environments**

# Precedent Image: Case Room / Parliment – Active Learning

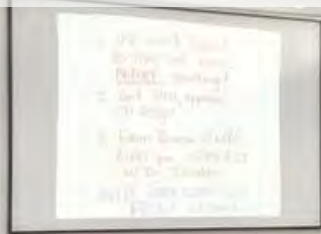


# Precedent Image: Tiered Lecture Hall – Active Learning





# Precedent Image: Tiered Lecture Hall – Active Learning



## Precedent Image: Traditional Flat Classroom - Reconfigurable



## Precedent Image: Traditional Flat Classroom - Reconfigurable



# Precedent Image: Active Learning Classroom – Table Focus



# Precedent Image: Active Learning Classroom – Media Focus



Student

### Statins: Available Agents by Potency

Potency	Agents	Notes
High	• Rosuvastatin (Crestor) • Atorvastatin (Lipitor)	Combined with other agents • Ambiguity
Moderate	• Pravastatin (Pravachol) • Simvastatin (Zocor)	
Low	• Fluvastatin (Lescol, Lescol LX) • Lovastatin (Mevacor) • Pravastatin (Pravachol)	

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## Precedent Image: Project Space – Digital Media & Fabrication



# Precedent Image: Class in the Round – Active Learning



# Precedent Image: Project Space – Making & Modeling





# Precedent Image: Dynamic Mixed-use Hubs



## Precedent Image: Dynamic Mixed-use Hubs



# Precedent Image: Specialty Learning Environments (Design)



## Precedent Image: Specialty Learning Environments (Business)



# Precedent Image: Specialty Learning Environments (Health Sciences)



## Precedent Image: Class Lab – Computer Lab



## Precedent Image: Class Lab – Wet Lab



## Precedent Image: Class Lab – Dry Lab





# Precedent Image: Class Lab – Large Flexible Teaching Lab (multiple sections)



# **Student Success Resources**

# Precedent Image: Old School Experience



# Precedent Image: Old School Experience



## Precedent Image: New School Experience



# Precedent Image: Student Success Resources



# Precedent Image: Student Success Resources



# Precedent Image: Student Success Resources





# Student Success District – Collaboration, Learning, Services



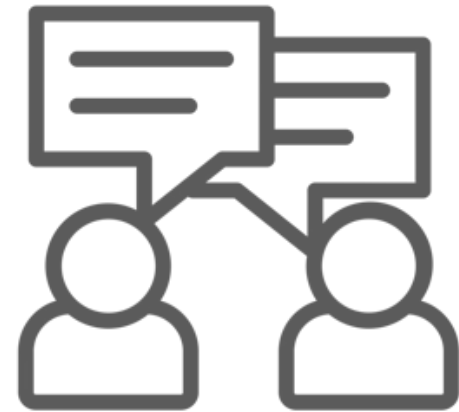


# 4. UA Instructional Spaces (Discussion)

University of Arizona 2020 Campus Plan Update

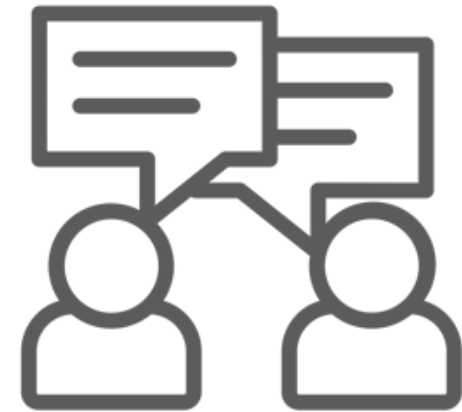


**What impact has  
changing pedagogy had  
on UA's existing  
instructional space  
portfolio?**



**Discussion Point**

**Are there any  
instructional space types  
or programs that are at a  
known deficit?**



**Discussion Point**

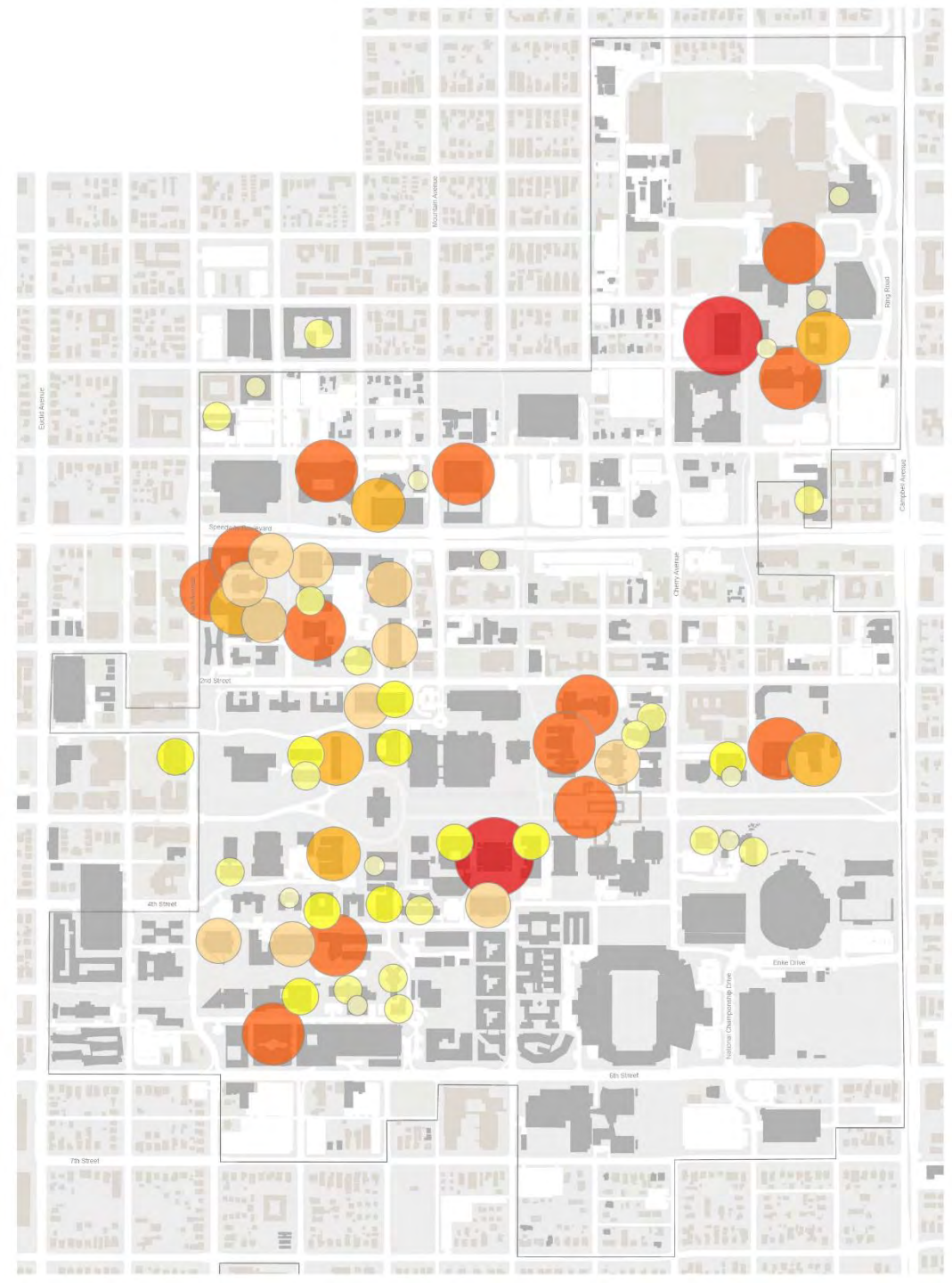
**Are there any  
instructional space types  
or programs that are at a  
known surplus?**



**Discussion Point**

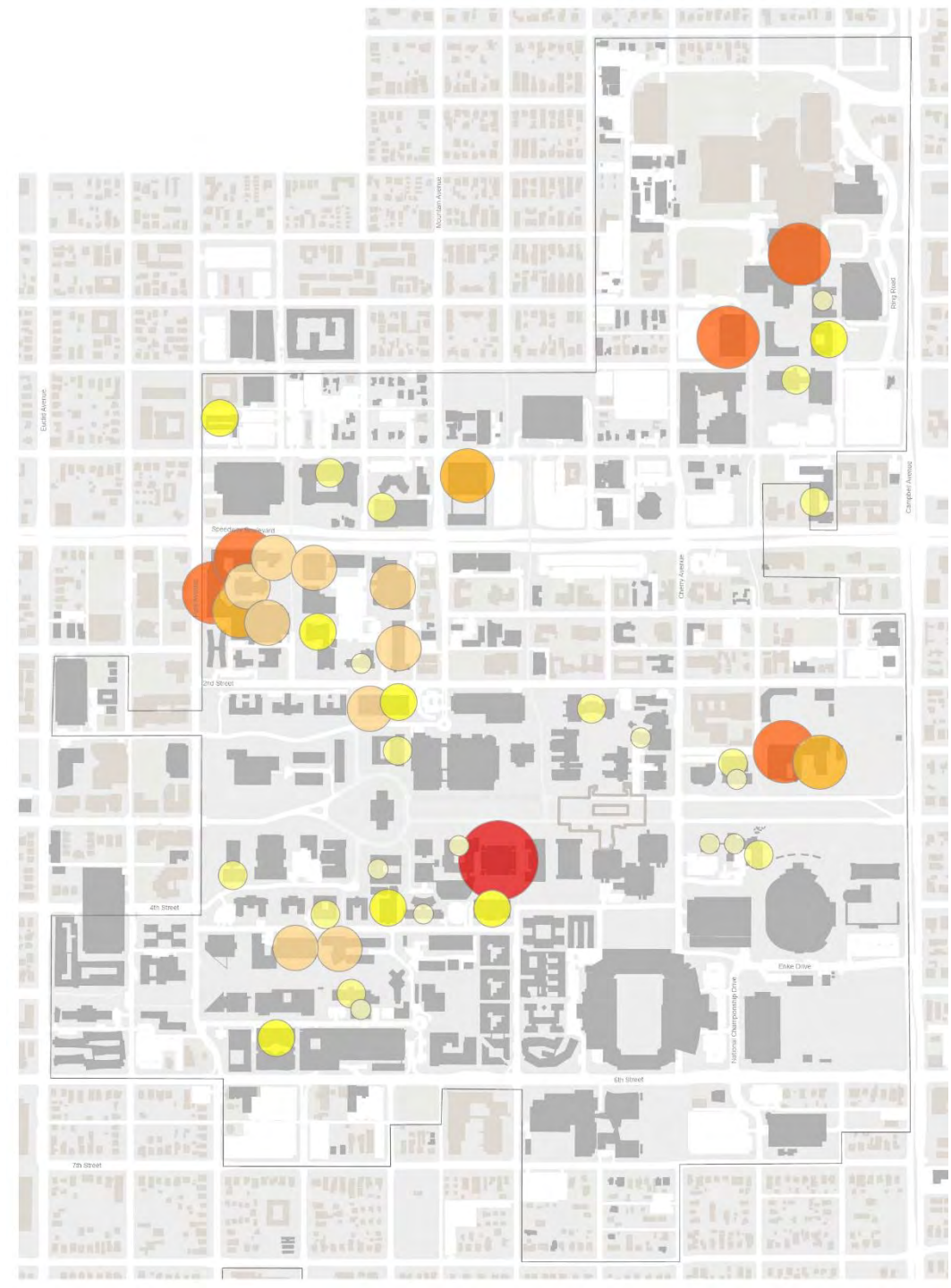
# What should the classroom portfolio look like in 5 years? 10 years? 20 years?

- Space Location
- Space Type
- Space Quality
- Space Character
- Space Sizes
- Space Management/Ownership
- Utilization Profiles

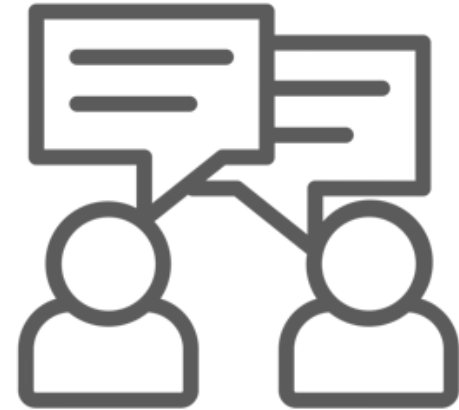


# What should the class lab portfolio look like in 5 years? 10 years? 20 years?

- Space Location
- Space Type
- Space Quality
- Space Character
- Space Sizes
- Space Management/Ownership
- Utilization Profiles



**Initial Thoughts: What  
studies or projects  
should the Master Plan  
recommend UA  
undertake in the  
next 5 years?**



**Discussion Point**

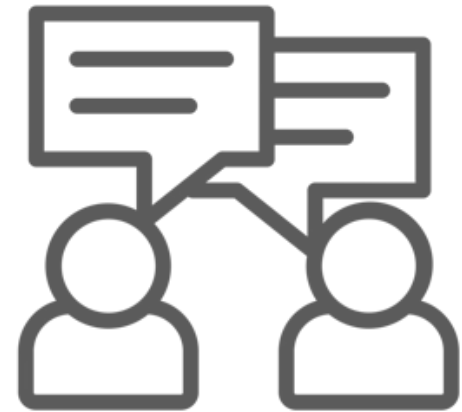


**Initial Thoughts: What studies or projects should the Master Plan recommend UA undertake in the next 10 years?**



**Discussion Point**

**What else?**



**Discussion Point**



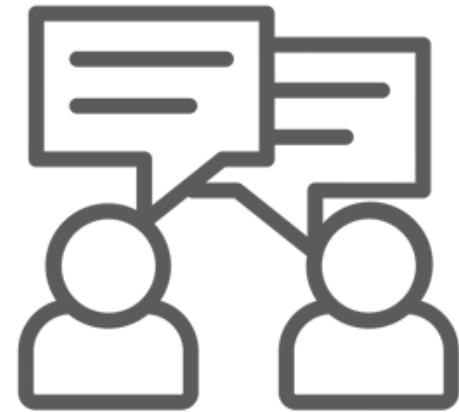
# 5. UA Student Success Resources (Discussion)

University of Arizona 2020 Campus Plan Update



# How is student access and use of resources tracked?

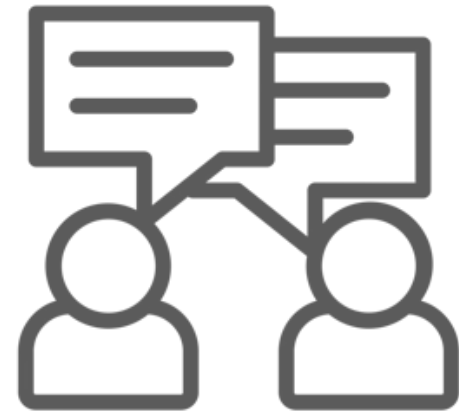
(ex: use of faculty hours, supplemental instruction, resource labs, online tutoring/coaches, etc.)



**Discussion Point**

# What does the student success resource model look like today?

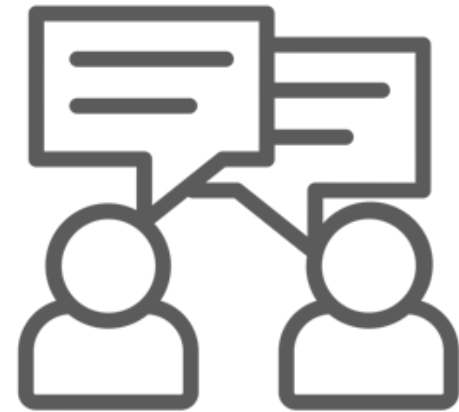
- Location: Centralized vs. Distributed
- Diversity: Type, scale, focus, accessibility
- Digital vs. Physical
- Staffing & Hours
- Campus resources vs. program resources



**Discussion Point**

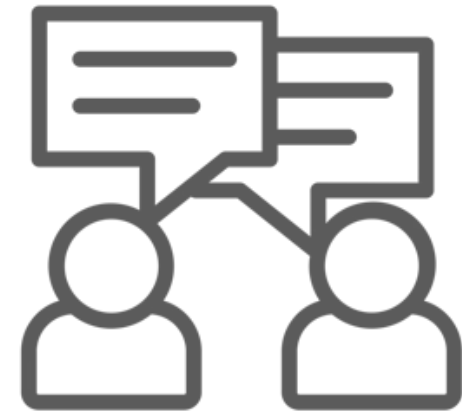
# What should the student success resource model look like in the future?

- Location: Centralized vs. Distributed
- Diversity: Type, scale, focus, accessibility
- Digital vs. Physical
- Staffing & Hours
- Campus resources vs. program resources



**Discussion Point**

**What resources or services does UA do a great job of providing?**



**Discussion Point**

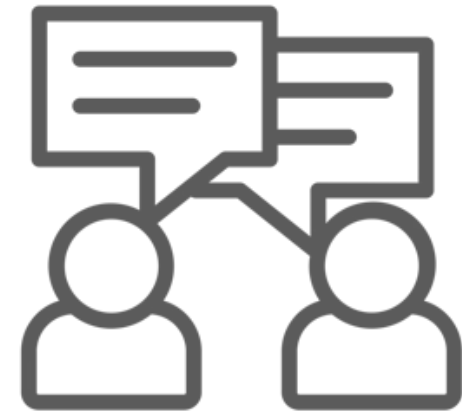
**What resources or services could UA do a better job of providing?**



**Discussion Point**

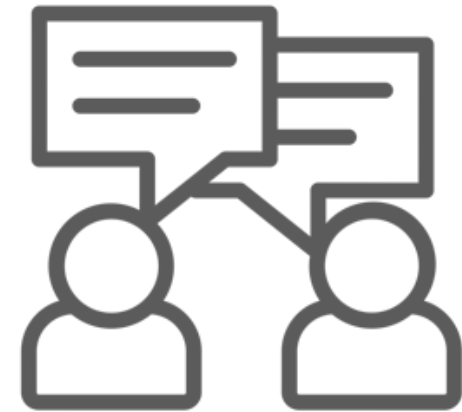


**What are some of the  
program specific student  
success resources  
today?**



**Discussion Point**

**What are some of the program specific student success resources that should be considered in the future?**



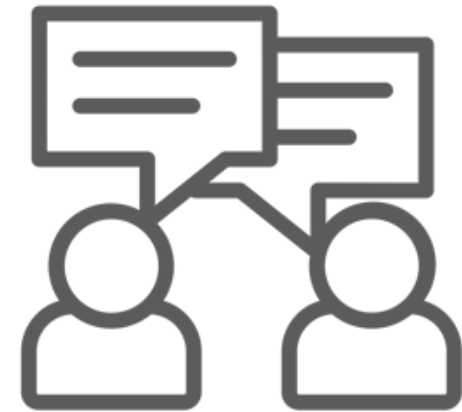
**Discussion Point**

**What topics does the  
Master Plan examine  
related to student  
success space?**



**Discussion Point**

**Are there any specific  
studies or projects  
should the Master Plan  
recommend UA  
undertake in the  
next 5 years?  
Next 10 years?**



**Discussion Point**



# 6. Next Steps

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# NEXT STEPS

1. Data Requests (Coordinated through Rodney)
2. Workshop 04: Today & Tomorrow
  - Additional Focus Group Meetings
  - Synthesis of Feedback
3. Workshop 05: February 17<sup>th</sup> & 18<sup>th</sup>
  - Integration of today's conversations into broader Master Plan content
  - Likely follow-up meetings to expand and advance conversations that look place today
4. Late Spring 2020 – Final Plan



THANK YOU!

University of Arizona 2020 Campus Plan Update

