

2020 Campus Master Plan



Steering Committee

February 24th , 2020

Introductions



Who is in the Room?



AGENDA

Steering Committee

1. Process & Recap Since Last Meeting
2. Master Plan Structure
3. Campus Framework Concepts
4. Planning Projects
5. Strategic Asset Management & Supporting Topics
6. Next Steps

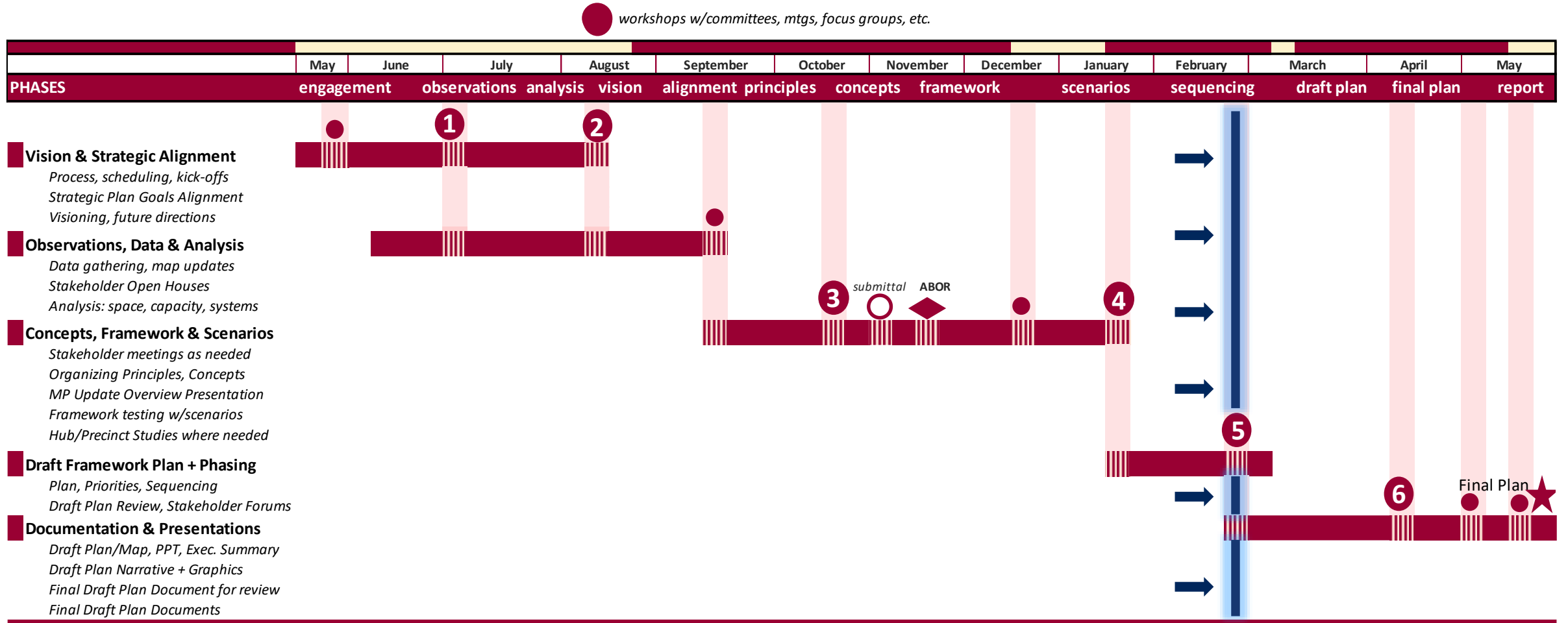


1. Process & Recap Since Last Meeting

University of Arizona 2020 Campus Plan Update



2020 Campus Master Plan Schedule



Workshop 04 Recap



Meetings & Work Sessions:

- Operations Committee Meeting
- Focus Group Meetings:
 - Instructional
 - Sustainability
 - Research
 - Student Life



Operations Committee Exercise:

- Character Aspirations for the North-South Corridors



Sustainability Focus Group Exercise

- Past Achievements
- Current Initiatives
- Future Aspirations



2. Master Plan Structure

University of Arizona 2020 Campus Plan Update



Master Plan Structure

Strategic Plan Alignment

① Framework

- Gateways
- Key Open Spaces
- North-South Connections
- Planning Boundary
- Preserving & Extending Campus Character

② Planning Projects

- Key UArizona Studies:
 - ICA Master Plan
 - Arts District Plan
 - 6th Street Dev.
 - Hotel/Conference Center
 - Greek Housing
 - Applied Research Building
 - Grand Challenges Building
 - Center for Integrative Medicine
 - Student Success District
 - Chemistry Building Renovation
 - West Stadium Renovations
 - FM Facilities Consolidation
- Composite Land Use Plan

③ Strategic Asset Management

- Instructional Space:
 - Type, Quality, Character, Location, etc.
- Research Space:
 - Type, Quality, Location, Opportunities, etc.
- Student Resources:
 - Location, Diversity, Accessibility, now v. future, program specific needs, etc.
- Res-life
- Historic Preservation
- Sustainability

Supporting Topics

- Enrollment Growth
- Campus Capacity
- Impact of new buildings, programs & policies
- Program profile/evolution
- Broader UArizona projects/plans
- Physical Infrastructure



3. Campus Framework Concepts

University of Arizona 2020 Campus Plan Update



Campus Framework

The master planning process identifies key elements of the campus framework that require long term strategic development with timely implementation to support the essential functionality, quality and growth of the campus. The framework elements that have emerged from this planning process include the public thresholds and gateways to campus, key pedestrian oriented connectors and significant exterior spaces as well as preserving and extending the campus character.

Campus Framework Elements

Gateways:

Key entries to the campus that create an impression of the campus approach and begin to define the campus character

Key Open Spaces:

Open Spaces that define the campus character and create an identity and image of the campus

N/S Connections:

Key connections which carry pedestrian & bike traffic and link the various campus assets

Planning Projects:

Ongoing and future campus projects that have an impact on the overall campus

Framework Elements - Gateways

- **6th Street**
 - 6th Street & Park Ave
 - 6th Street & Campbell Ave
- **University Blvd**
 - University Blvd & Park Ave
 - University Blvd & Campbell Ave
- **Speedway Blvd**
 - Speedway Blvd & Park Ave
 - Speedway Blvd & Mountain Ave
 - Speedway Blvd & Campbell Ave
- **Adams St & Campbell Ave**

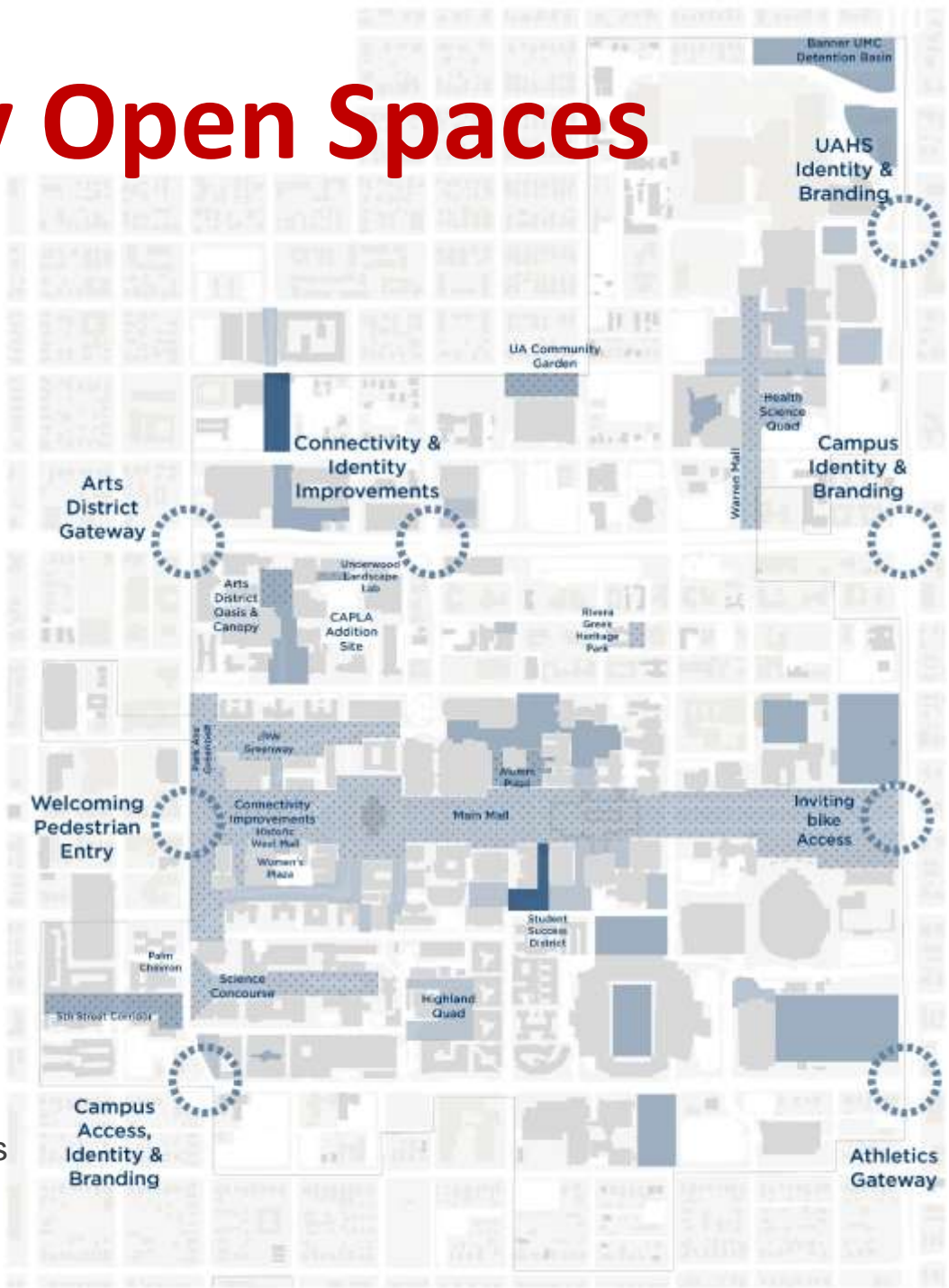


Framework Elements – Key Open Spaces

- Historic West Mall
- Science Concourse
- Arts District Quad
- Warren Mall
- Park Avenue Green Belt
- Highland Quad

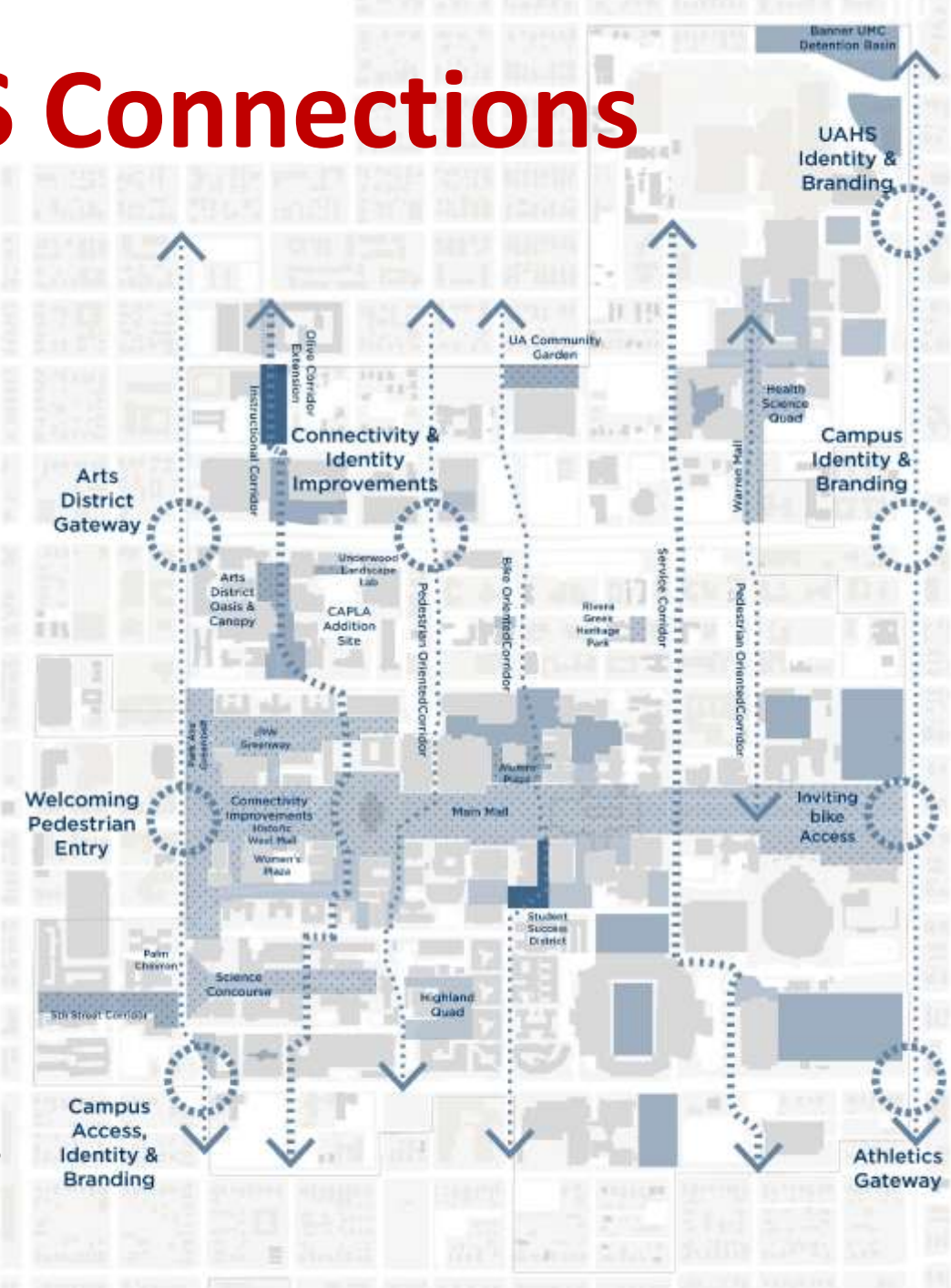
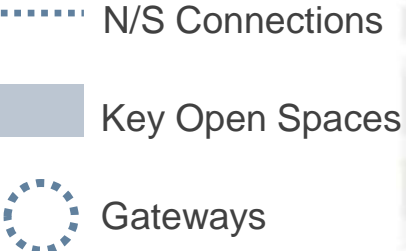
■ Key Open Spaces

○ Gateways



Framework Elements – N/S Connections

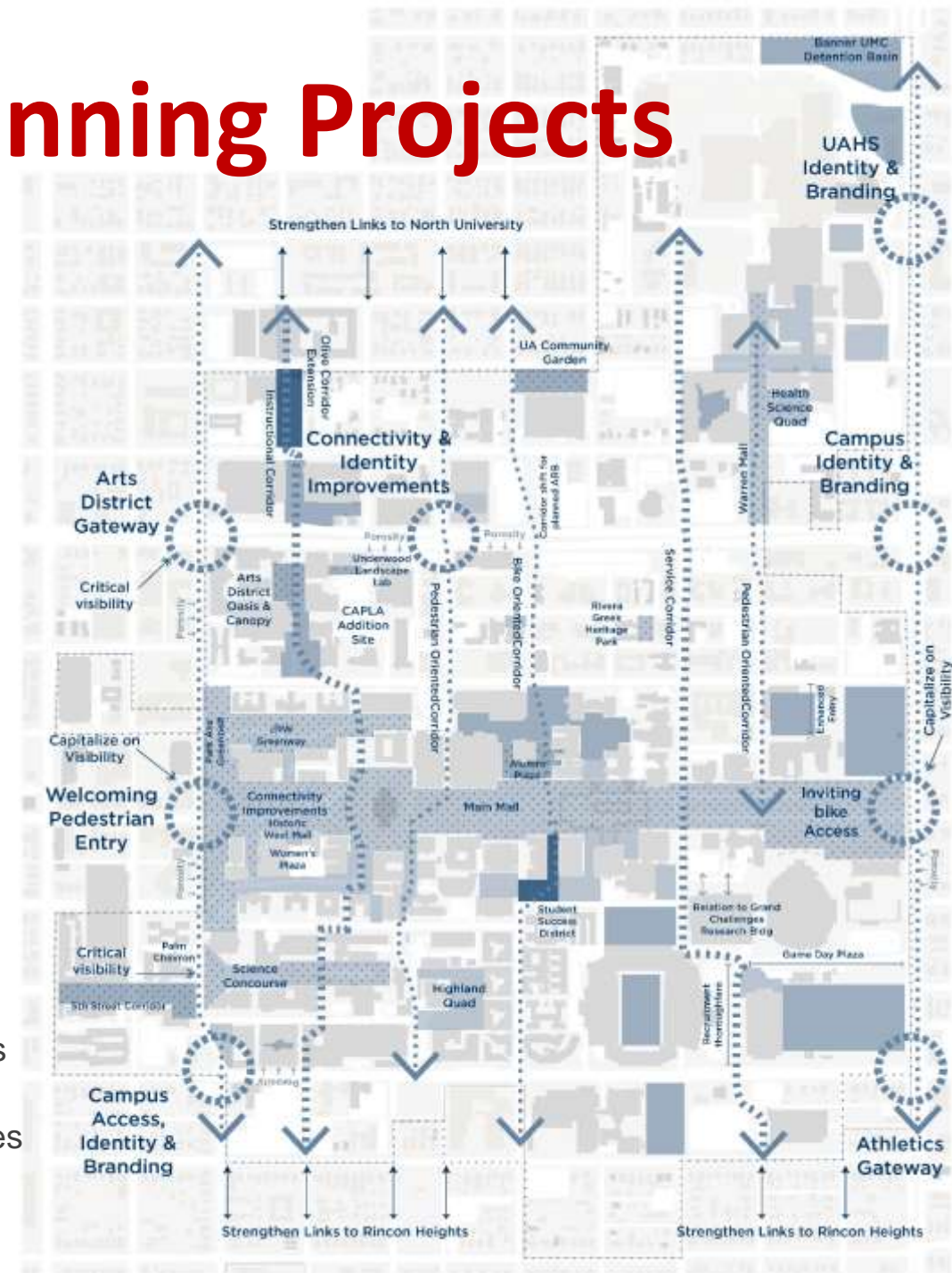
- Olive Road
- Park Ave
- Mountain Ave
- Highland Ave
- Cherry Ave
- Warren Ave
- Campbell Ave



Framework Elements – Planning Projects

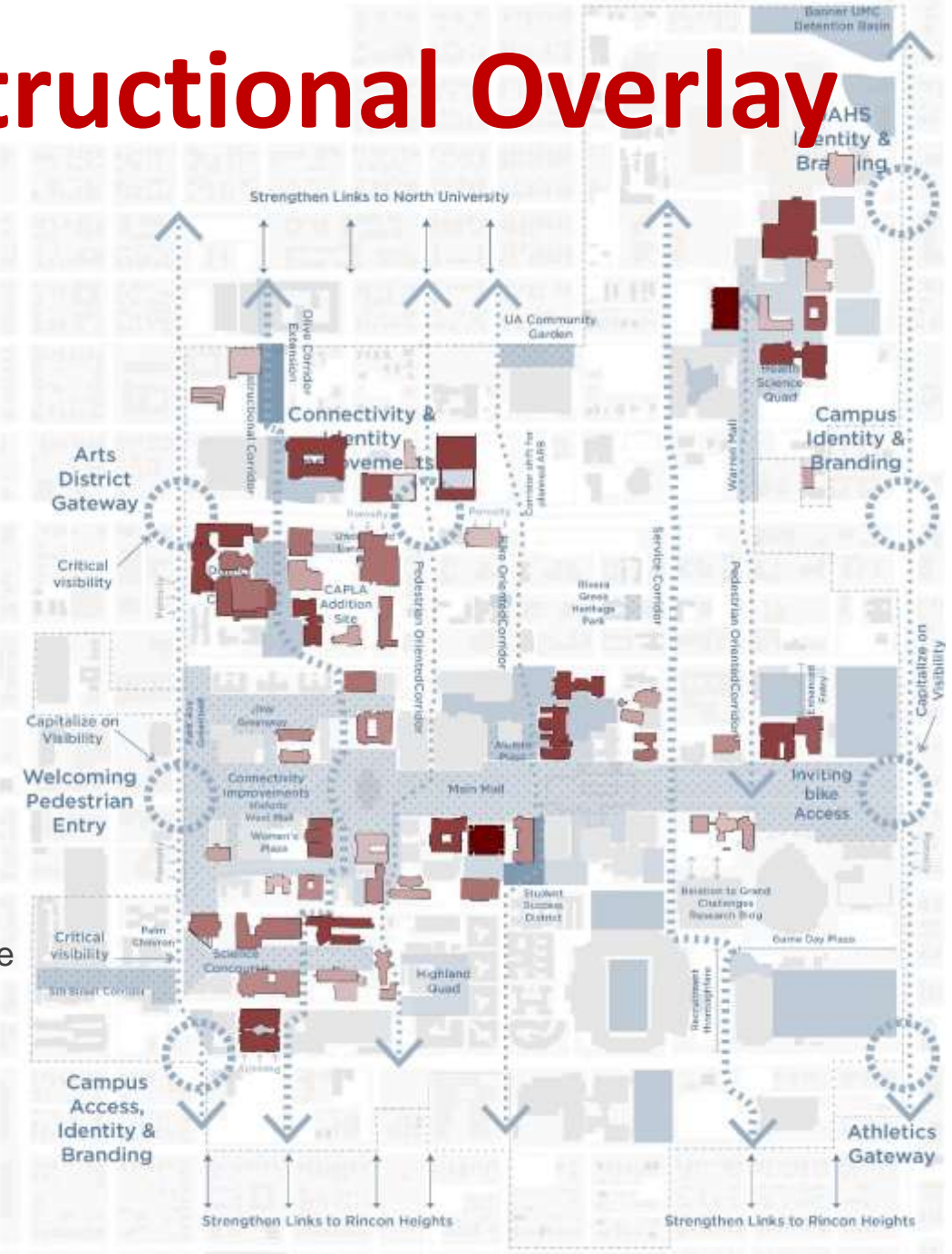
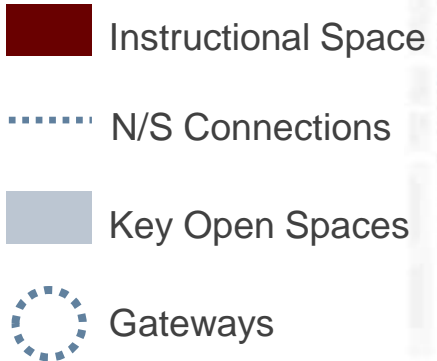
- ICA Master Plan
- Arts District Master Plan

- N/S Connections
- Key Open Spaces
- Gateways



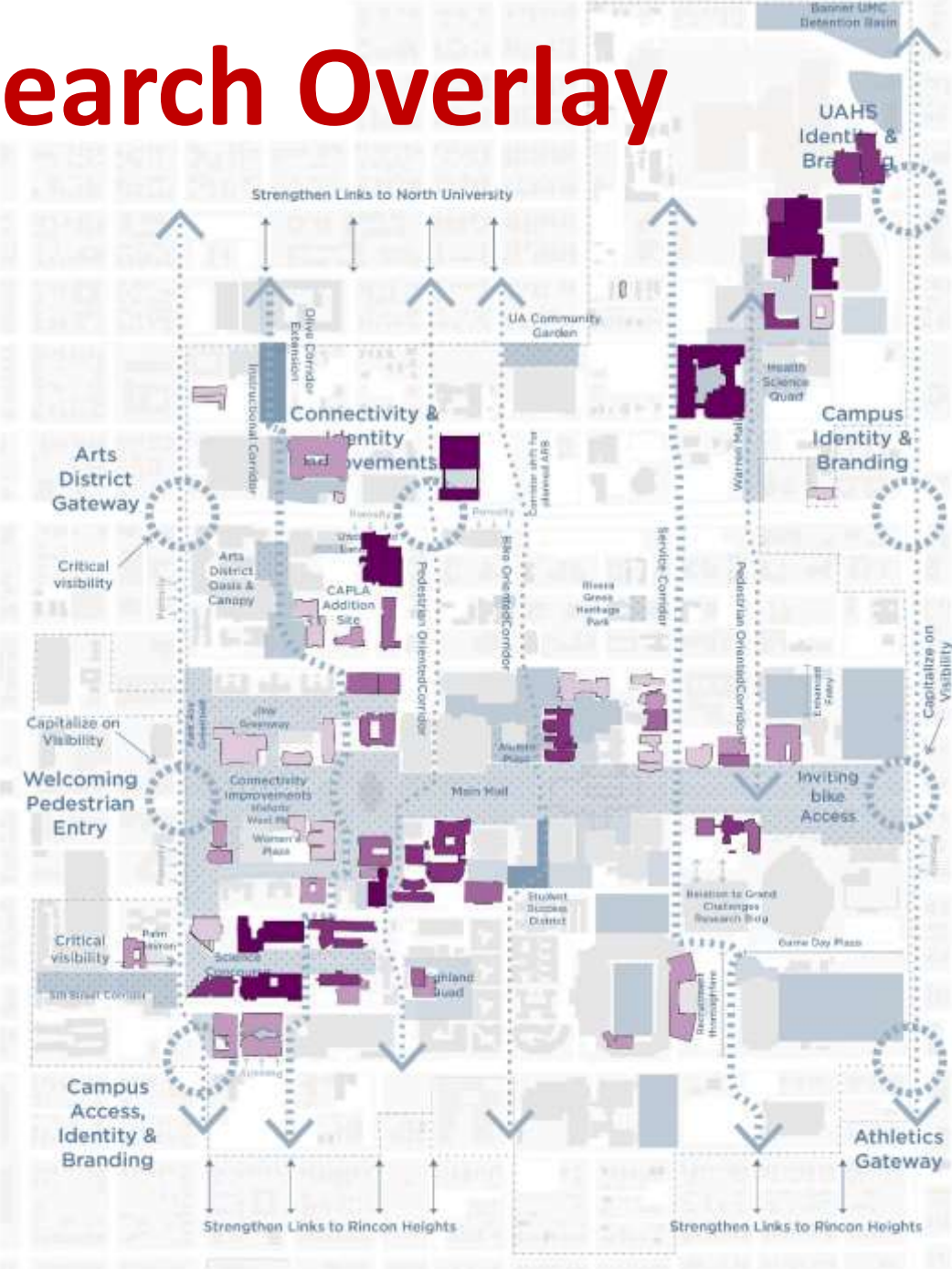
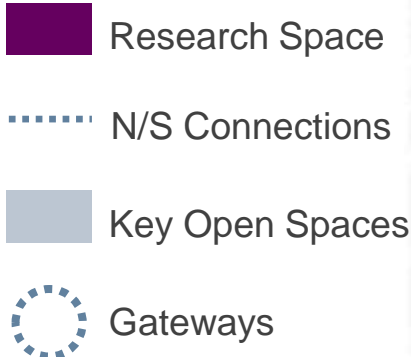
Framework Elements – Instructional Overlay

- HSIB
- Henry Koffler Building
- ENR 2
- Arts District Buildings
- Richard Harvill Building
- Old Chem Renovation



Framework Elements – Research Overlay

- UAHS Research Facilities
- BIO5
- Gould-Simpson
- Bio-Sciences West
- Marley Building
- UA Engineering Building






Gateways

Gateways

Gateways provide institutional identity and signal arrival to the campus precinct. Successful gateways should also prompt an awareness to additional campus centric activities. These activities include greater pedestrian movement, more bicyclists as well as other modes in an environment of slowed vehicular traffic.

Campus Gateways - Primary

-  Pedestrian
-  Bike
-  Vehicular

- **Pedestrian Gateways**

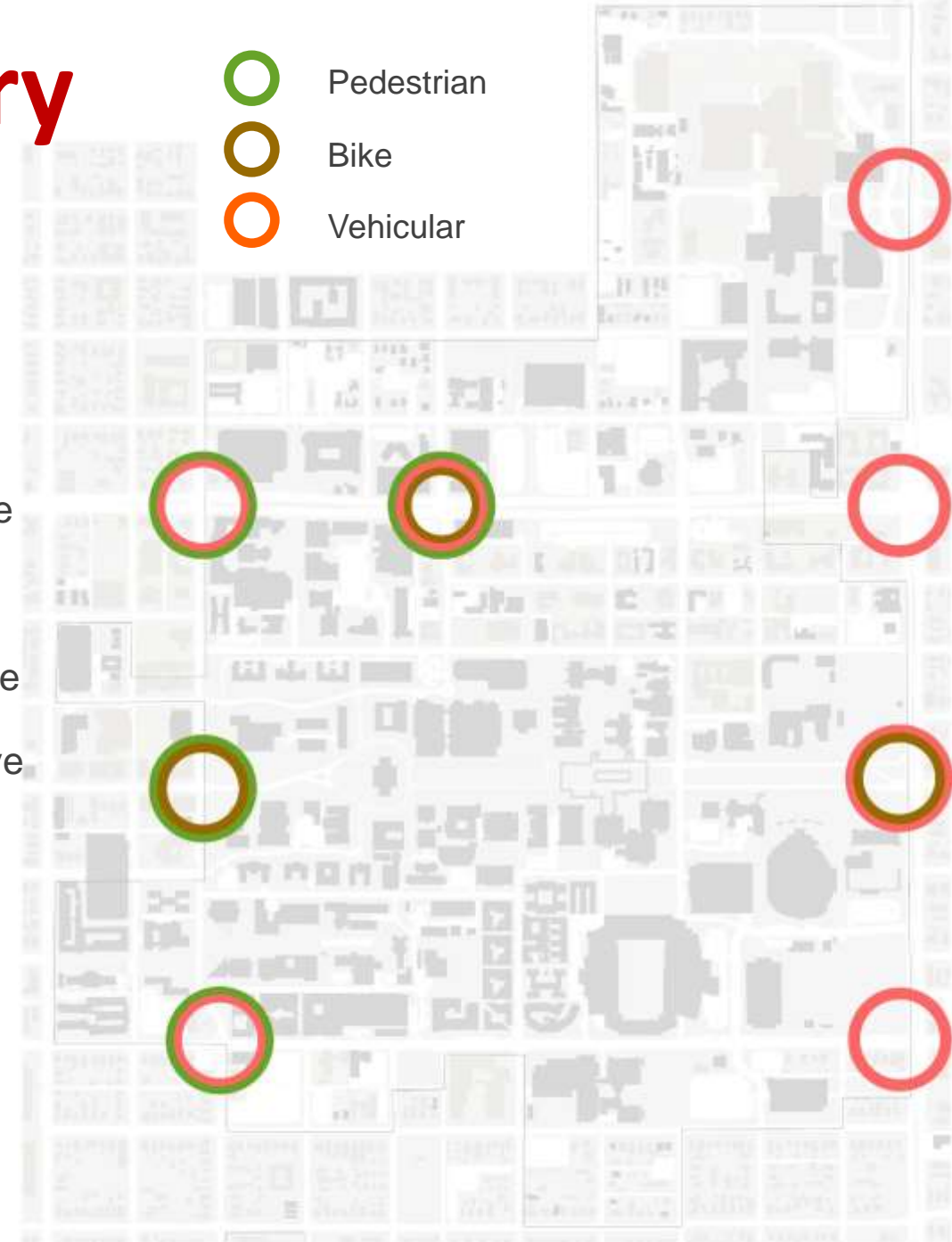
- 6th Street & Park Ave
- University Blvd & Park Ave
- Speedway Blvd & Park Ave
- Speedway Blvd & Mountain Ave

- **Bike Gateways**




- University Blvd & Park Ave
- University Blvd & Campbell Ave
- Speedway Blvd & Mountain Ave

- **Vehicular Gateways**

- 6th Street & Park Ave
- 6th Street & Campbell Ave
- University Blvd & Campbell Ave
- Speedway Blvd & Park Ave
- Speedway Blvd & Mountain Ave
- Speedway Blvd & Campbell Ave
- Adams Street & Campbell Ave



Campus Gateways - Secondary

-  Pedestrian
-  Bike
-  Vehicular

- **Pedestrian Gateways**

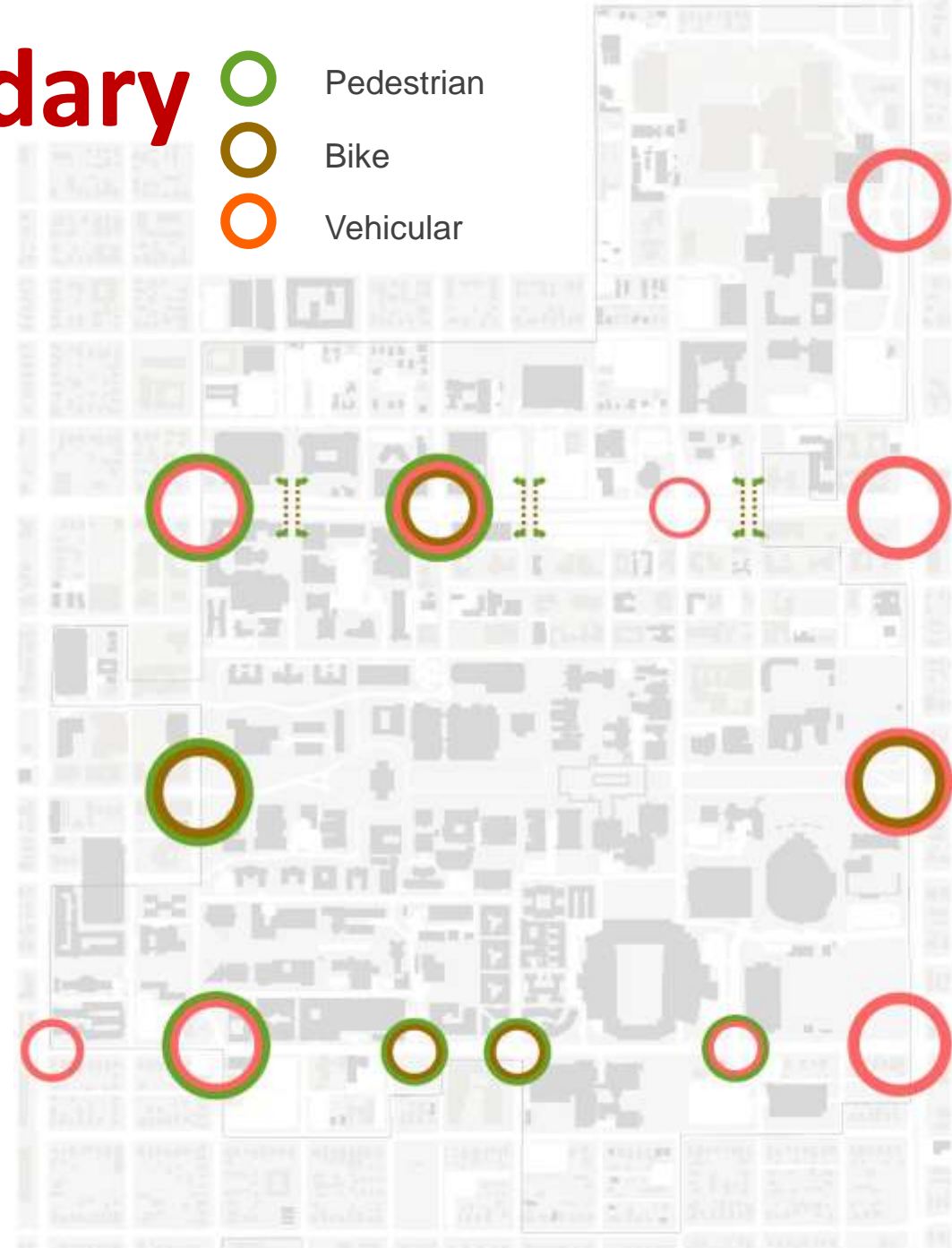
- 6th Street & Fremont Ave
- 6th Street & Highland Ave
- 6th Street & National Championship Drive
- Speedway Blvd & Olive Rd
- Speedway Blvd & Highland Ave
- Speedway Blvd & Warren Ave

- **Bike Gateways**

- 6th Street & Fremont Ave
- 6th Street & Highland Ave
- Speedway Blvd & Olive Rd
- Speedway Blvd & Highland Ave
- Speedway Blvd & Warren Ave

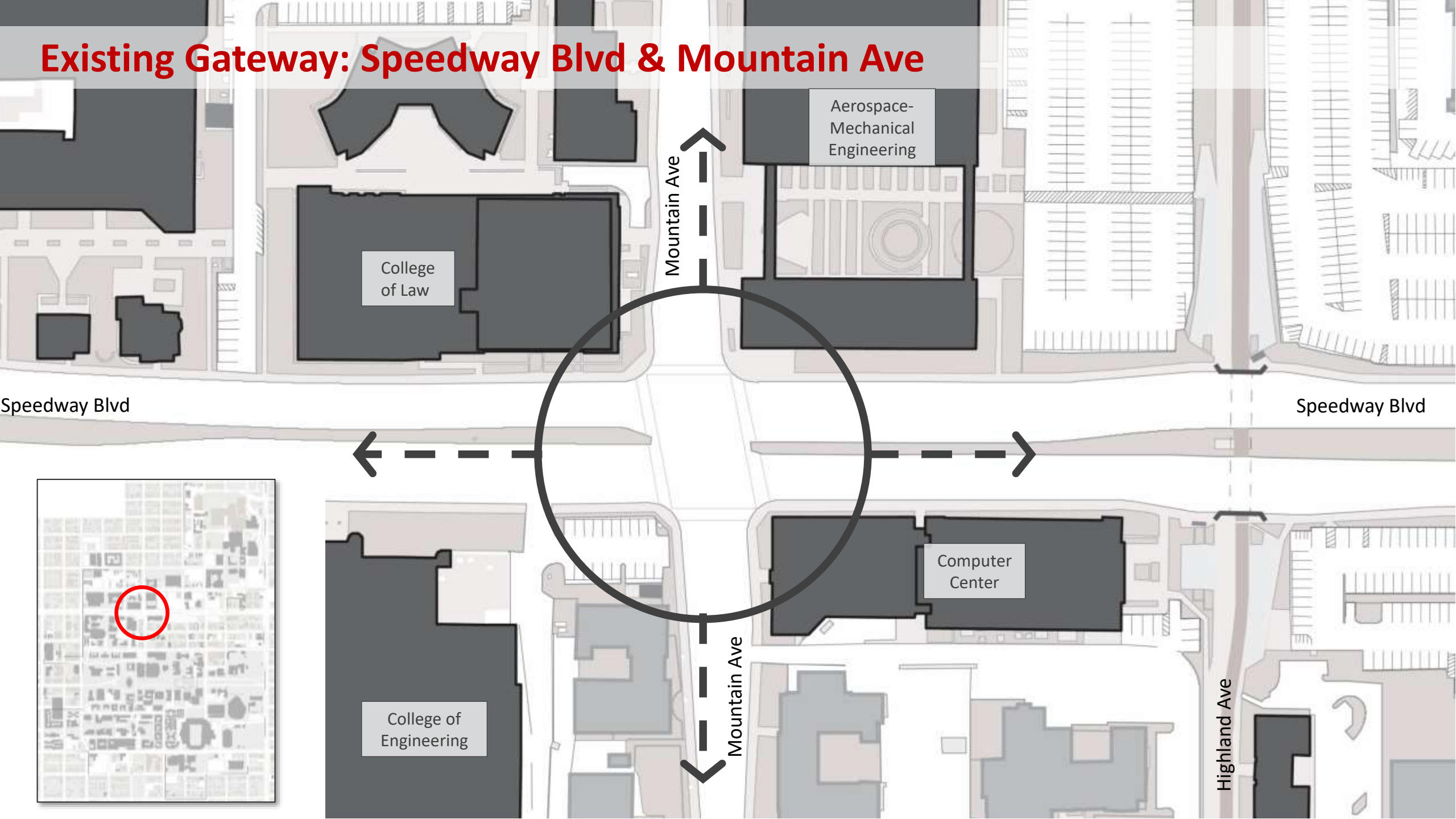
- **Vehicular Gateways**

- 6th Street & Euclid Ave
- 6th Street & National Championship Drive
- Speedway Blvd & Cherry Ave

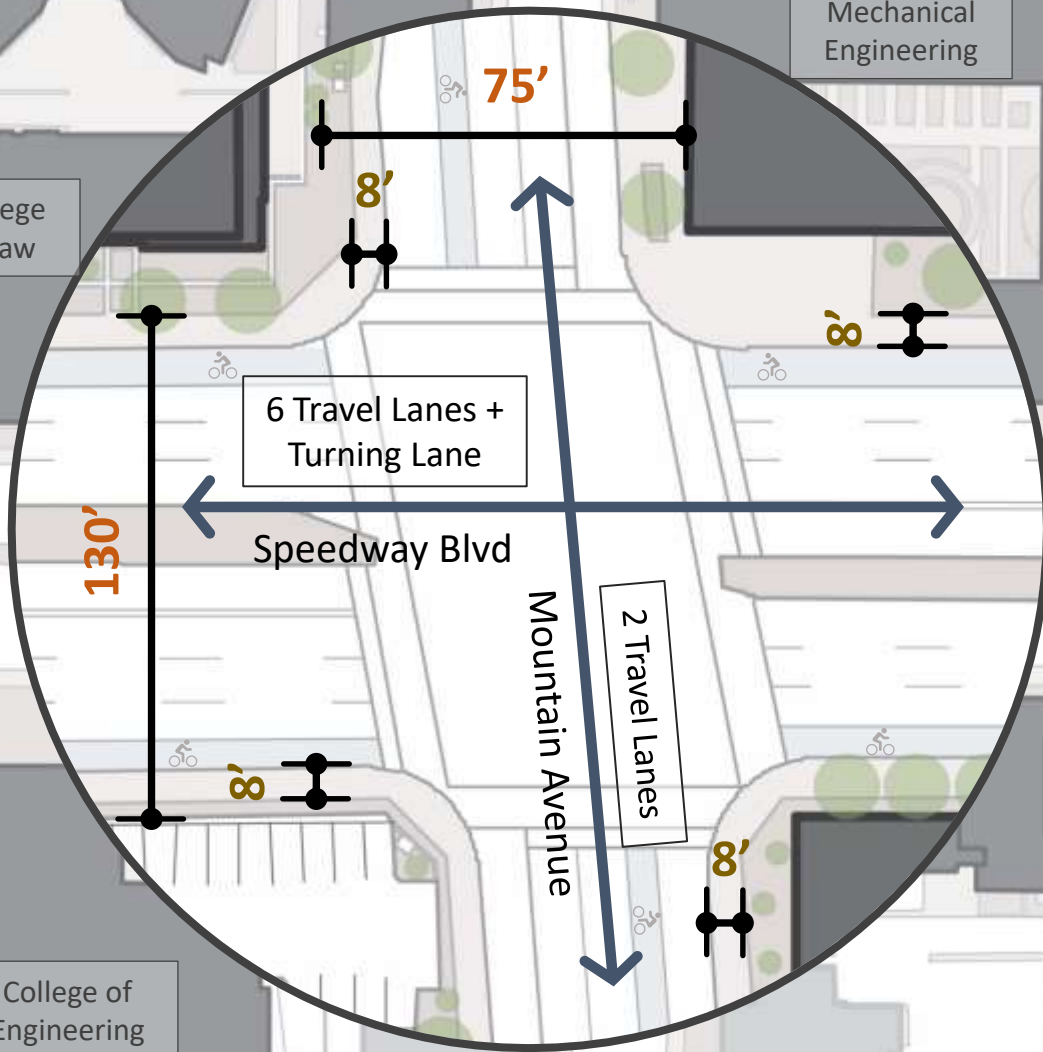


Speedway Blvd & Mountain Ave - Analysis

Existing Gateway: Speedway Blvd & Mountain Ave



Existing Gateway: Speedway Blvd & Mountain Ave



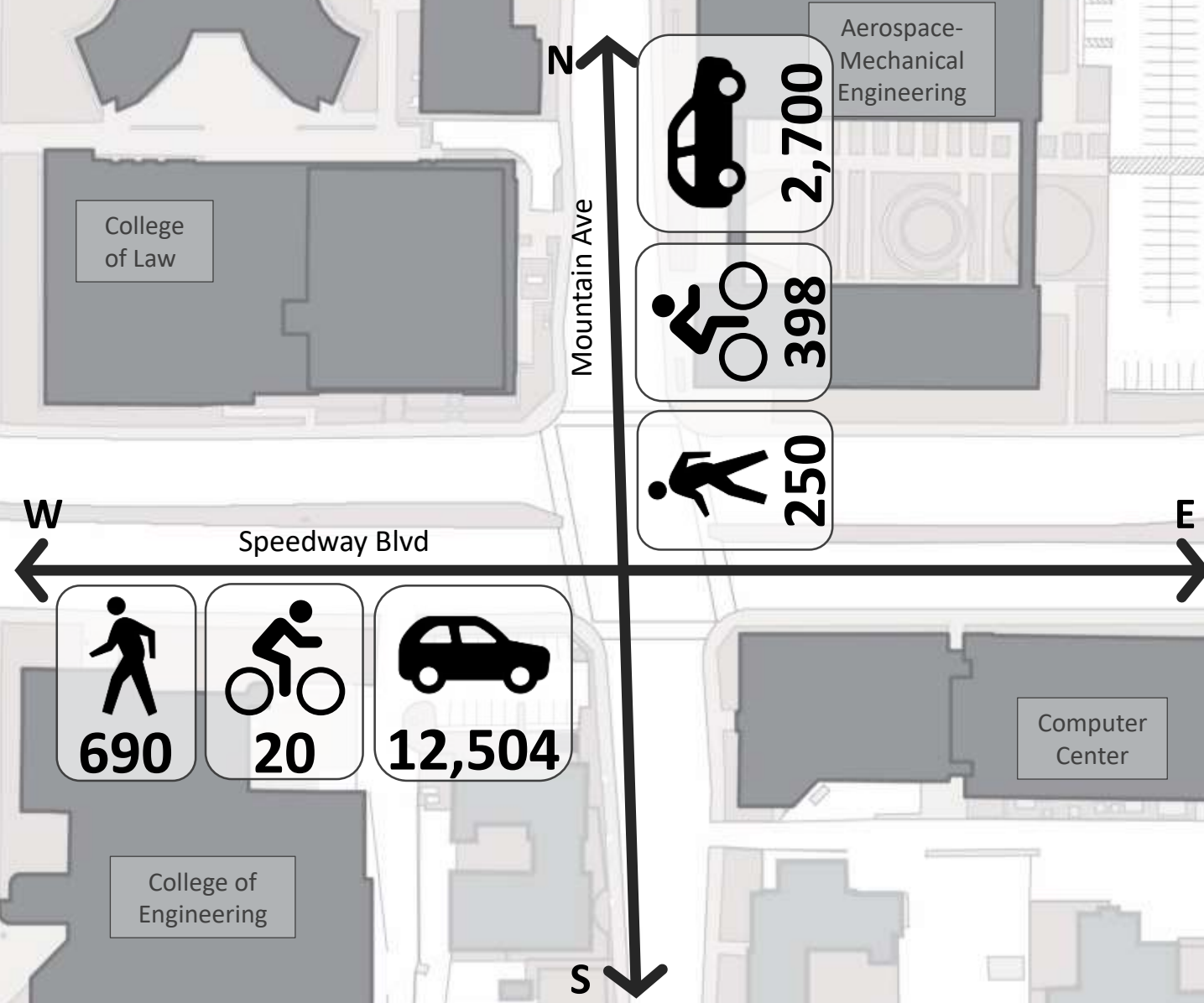
TECHNICAL ANALYSIS

	Speedway Blvd	Mountain Avenue
STREET TYPE	Principal Arterial	Major Collector
STREET WIDTH	130'	75'
SIDEWALK WIDTH	8'	8'
TOTAL LANES	6-7 +bike lanes	2-4 +bike lanes

Existing Gateway: Speedway Blvd & Mountain Ave

MOVEMENT ANALYSIS

RUSH HOUR TRAFFIC



	690	250
	20	398
	12,504	2,700

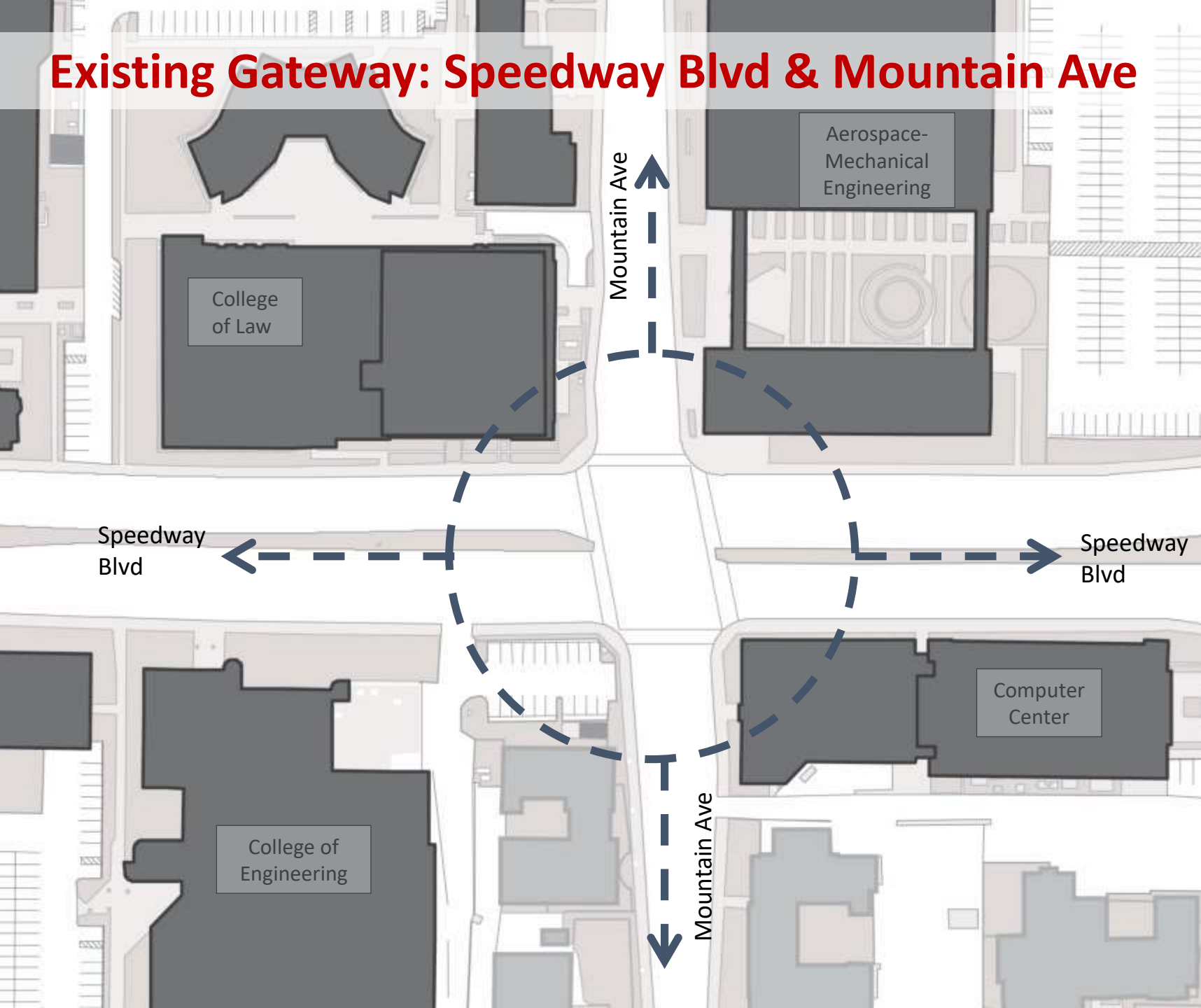
690	20	12,504

	2,700
	398
	250

Total Max. 16,168
(Morning)

Speedway Blvd & Mountain Ave - Opportunities

Existing Gateway: Speedway Blvd & Mountain Ave

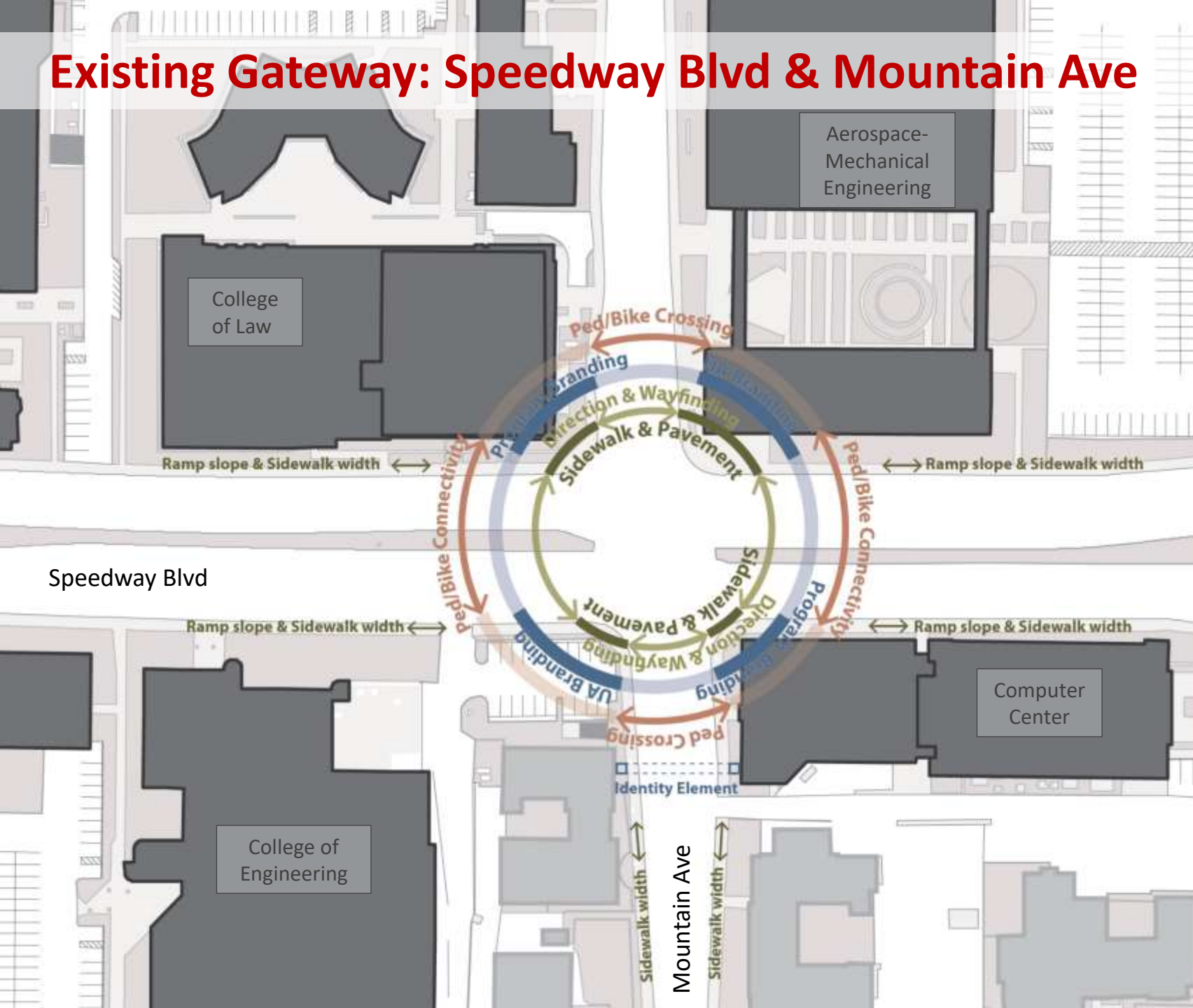


EXPERIENCE OPPORTUNITIES

Gateway Characteristics

- College of Law Gateway
- College of Engineering Gateway.
- Significant Pedestrian & Bike Traffic.
- Heavy Car Traffic (E-W).

Existing Gateway: Speedway Blvd & Mountain Ave



EXPERIENCE

OPPORTUNITIES

Sidewalk & Pavement Enhancements

- + Safe Crossings
 - Widened Sidewalk
 - Corrected Ramp Slopes
 - Pavement Markers
 - Well-Defined Crosswalks
- + Signal Improvements
 - Wayfinding

Branding & Identity

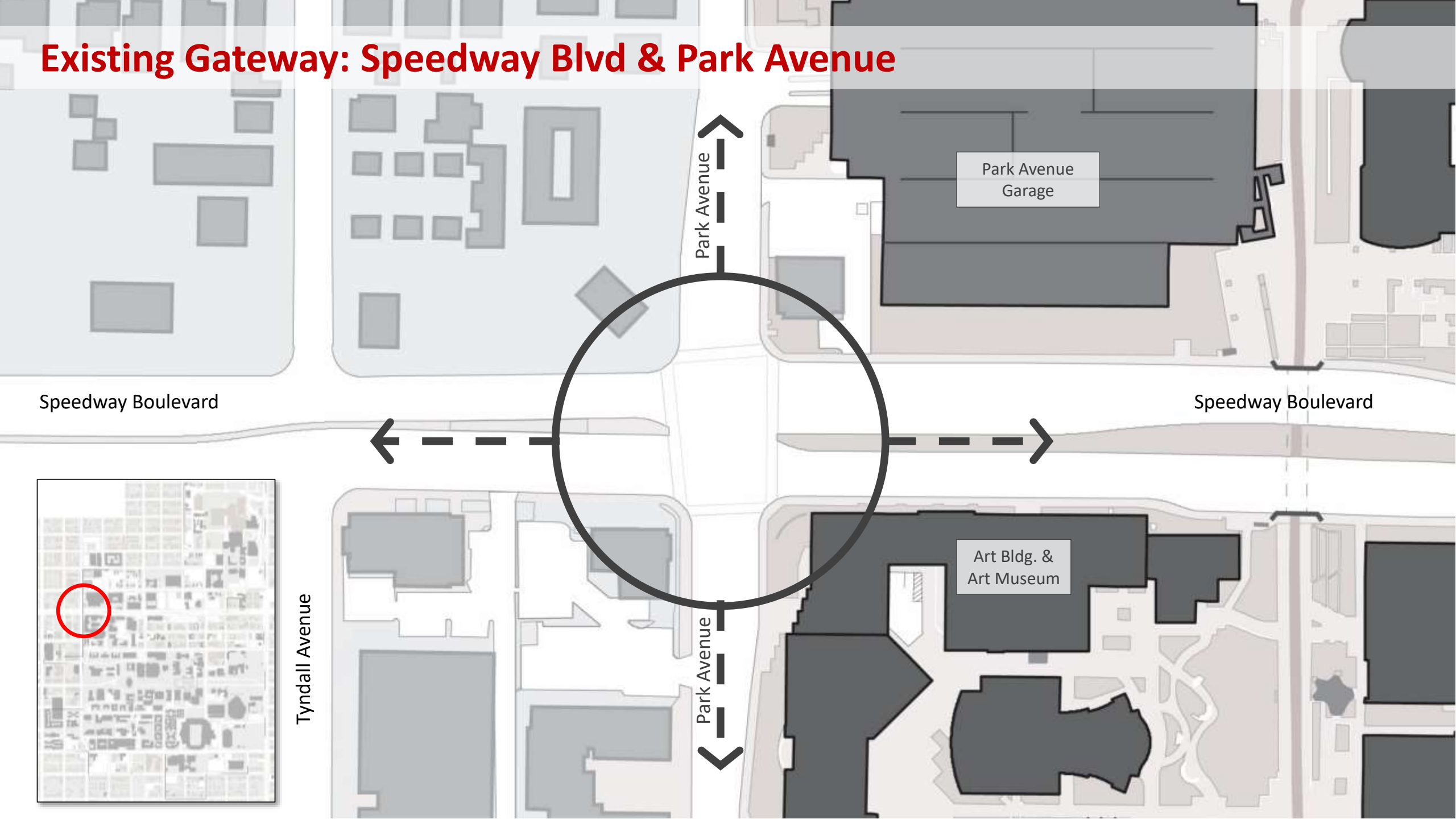
- + Branding And Signage
 - University Of Arizona
 - College/Program Specific (College Of Law, Engineering)
- + Identity Elements
 - Monument, Archways and/or other appropriate Sign types.
 - Integrated Character With Street Signs And Materiality.

Movement & Connectivity

- + Movement Flow
 - Improved Pedestrian Crossing.
 - Enhanced Bike Lanes (*bike boxes*).
 - Ped/Bike Connectivity and
 - Well-defined Crossing Points.
- + Character
 - Shade.
 - Integrated Materiality
 - Street Furniture.

Speedway Blvd & Park Avenue - Analysis

Existing Gateway: Speedway Blvd & Park Avenue



Speedway Boulevard

Speedway Boulevard

Park Avenue
Garage

Art Bldg. &
Art Museum

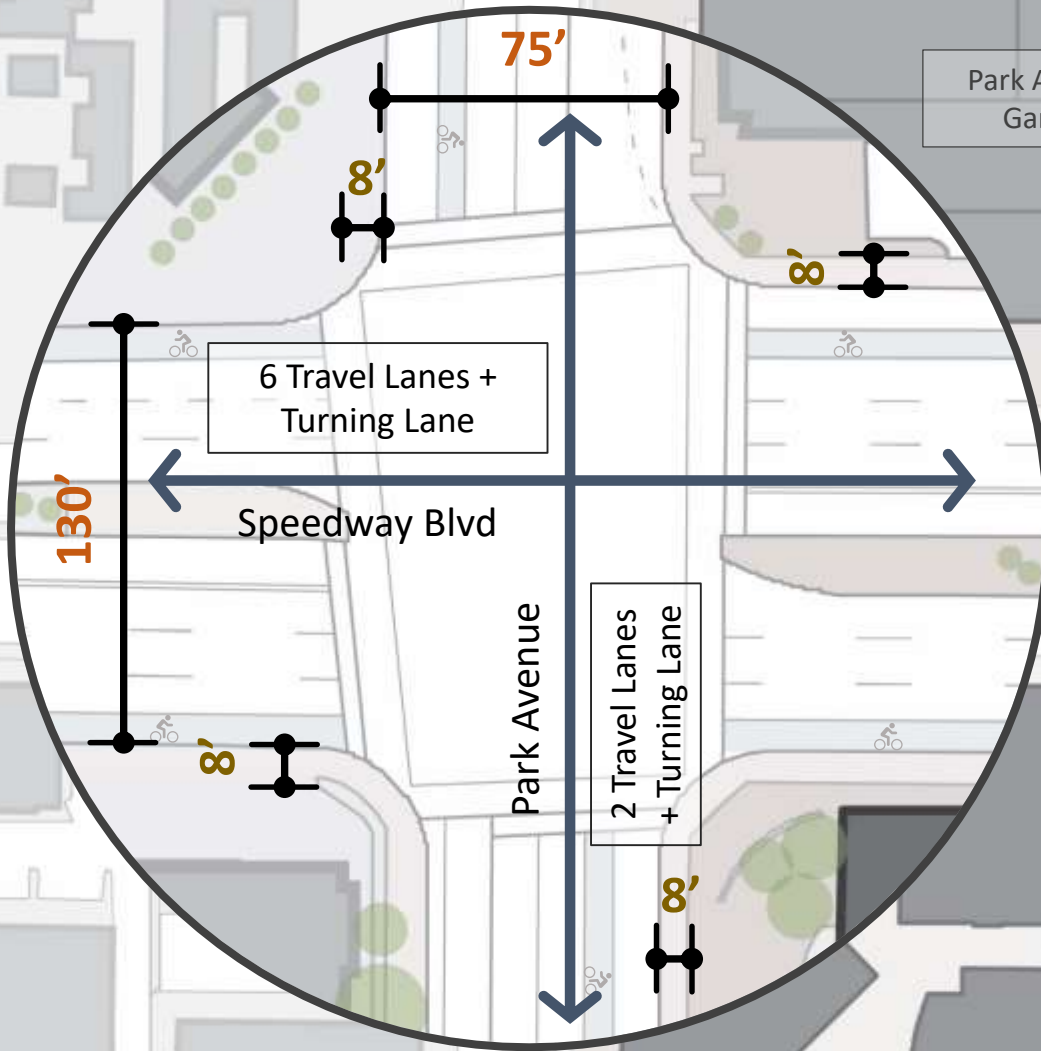
Park Avenue

Park Avenue



Tyndall Avenue



Existing Gateway: Speedway Blvd & Park Avenue



TECHNICAL ANALYSIS

	 Speedway Blvd	 Park Avenue
STREET TYPE	Principal Arterial	Major Collector
STREET WIDTH	130'	75'
SIDEWALK WIDTH	8'	8'
TOTAL LANES	6-8 +bike lanes	2-4 +bike lanes

Tyndall Avenue

Park Avenue Garage

Art Bldg. & Art Museum

6 Travel Lanes + Turning Lane

2 Travel Lanes + Turning Lane

130'

75'

8'

8'

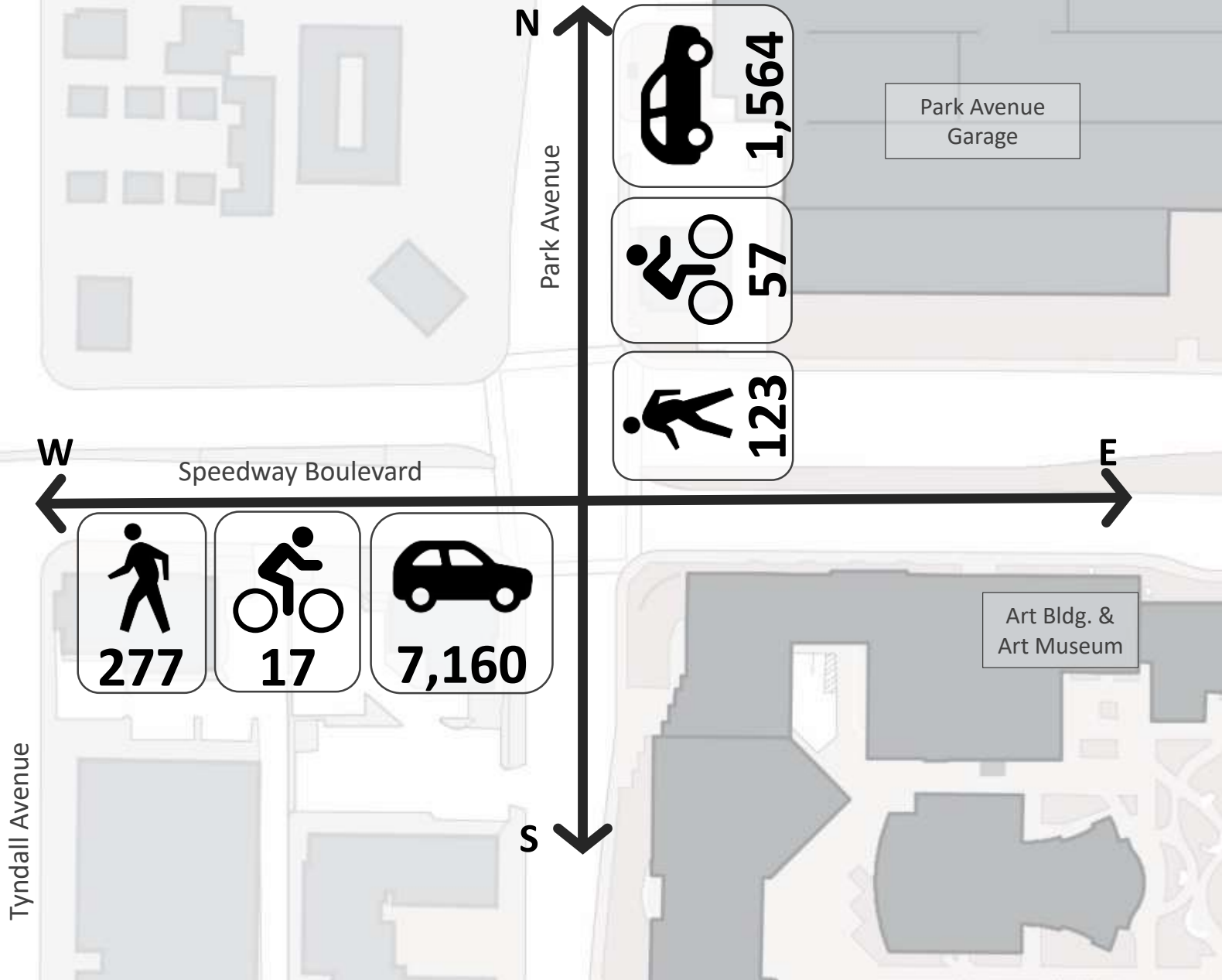
8'

8'

Speedway Blvd

Park Avenue




Existing Gateway: Speedway Blvd & Park Avenue



MOVEMENT ANALYSIS

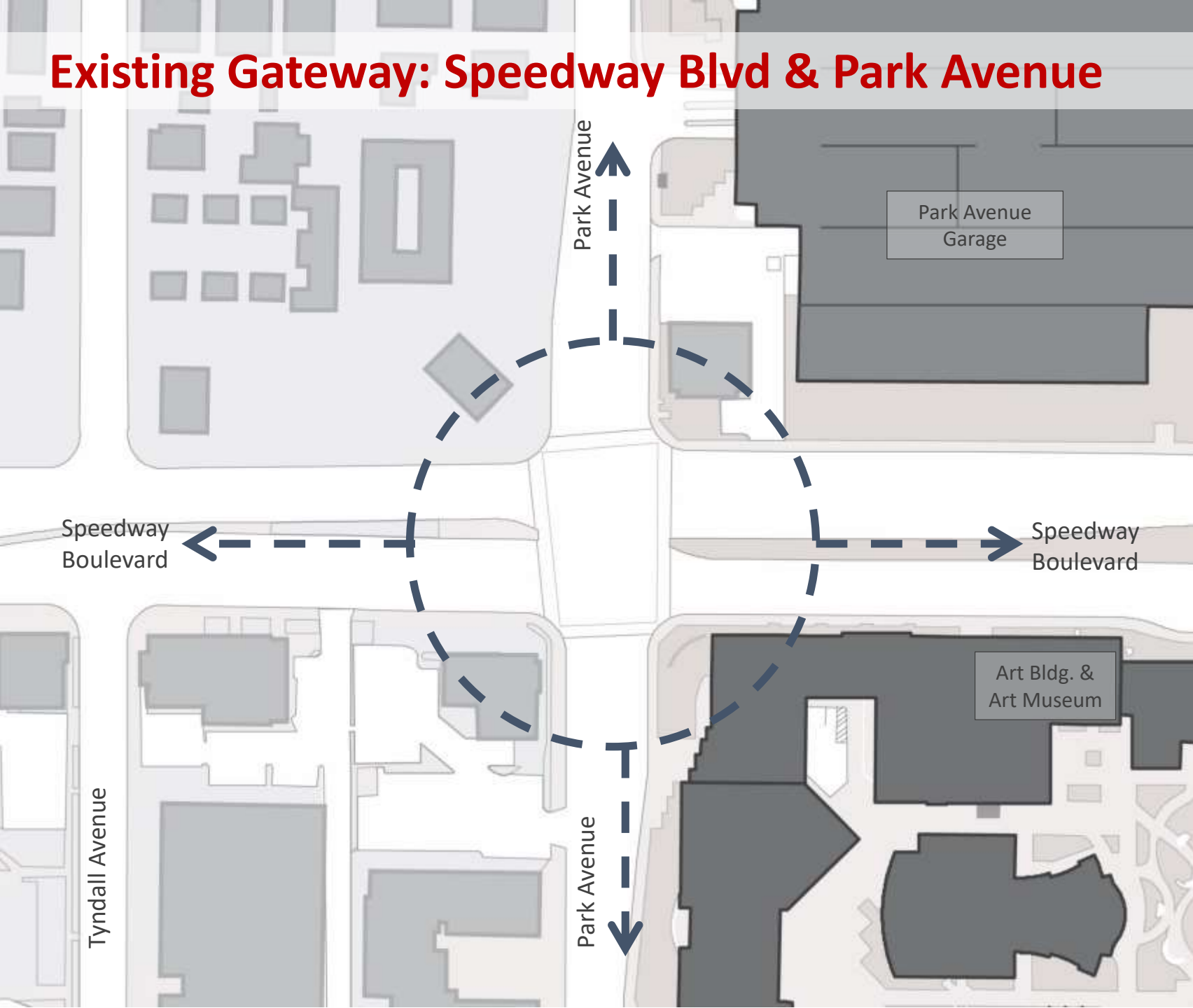
RUSH HOUR TRAFFIC



	277	123
	17	57
	7,160	1,564
Total Max.	9,124 (Afternoon)	

Speedway Blvd & Park Avenue - Opportunities

Existing Gateway: Speedway Blvd & Park Avenue

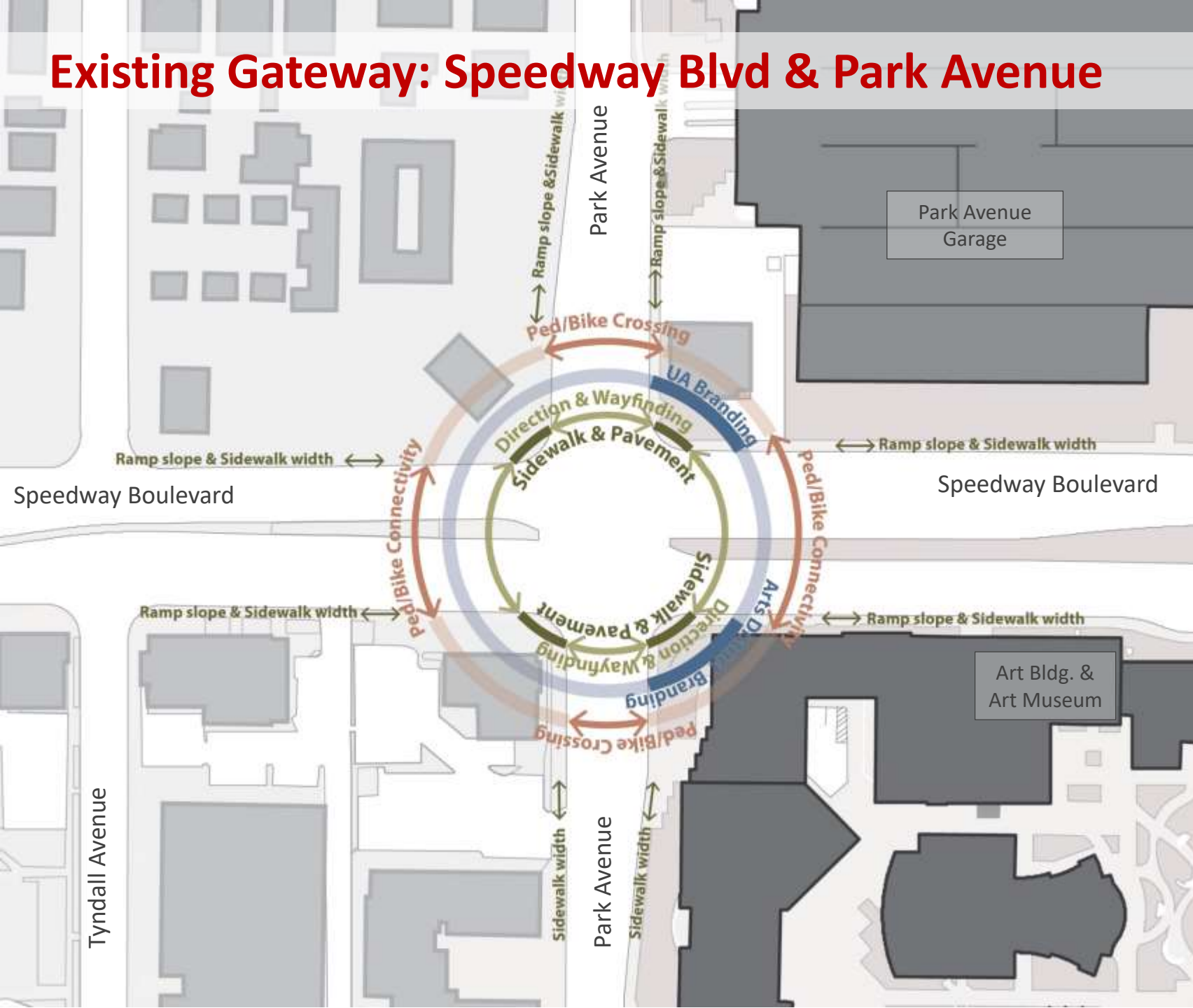


EXPERIENCE OPPORTUNITIES

Gateway Characteristics

- Arts District Gateway.
- Housing and Retail in close by proximity.
- Significant Pedestrian & Bike Traffic.
- Significant Car Traffic (E-W).

Existing Gateway: Speedway Blvd & Park Avenue



EXPERIENCE

OPPORTUNITIES

Sidewalk & Pavement Enhancements

- + Safe Crossings
 - Widened Sidewalk
 - Corrected Ramp Slopes
 - Pavement Markers
 - Well-Defined Crosswalks
- + Signal Improvements
 - Wayfinding

Branding & Identity

- + Branding And Signage
 - University Of Arizona
 - College/Program Specific (Arts District)
- + Identity Elements
 - Monument, Archways and/or other appropriate Sign types.
 - Integrated Character With Street Signs And Materiality.

Movement & Connectivity

- + Movement Flow
 - Improved Pedestrian Crossing.
 - Enhanced Bike Lanes (*bike boxes*).
 - Ped/Bike Connectivity
 - Car Traffic Integration
 - Well-defined Crossing Points.
- + Character
 - Shade.
 - Integrated Materiality

6th Street & Campbell Ave - Analysis

Existing Gateway: 6th Street & Campbell Ave

Cole and Jeannie Davis Sports Center

Football Practice Field

Facilities Management

Campbell Avenue

Arid Lands

6th Street

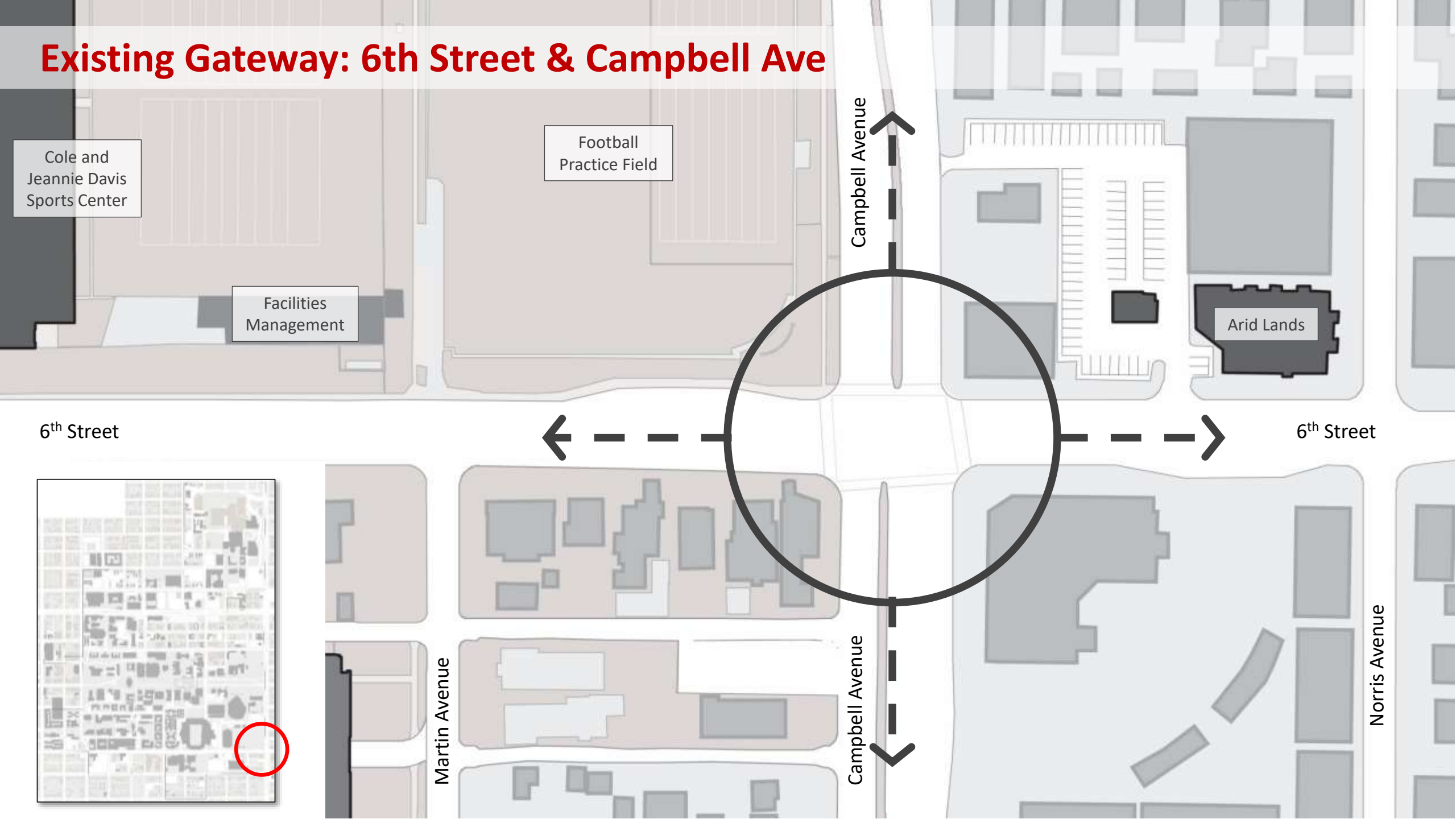
6th Street



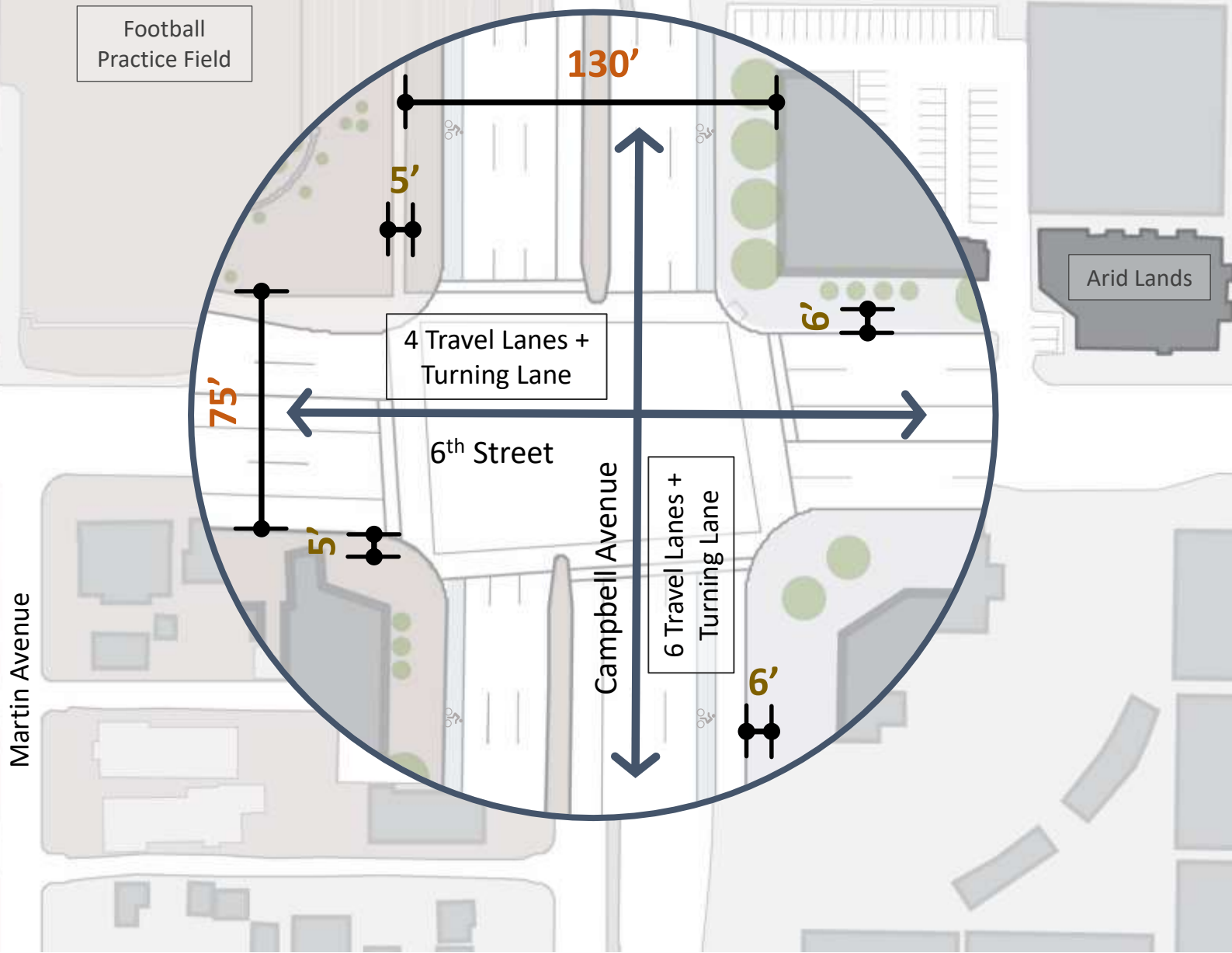
Martin Avenue

Campbell Avenue

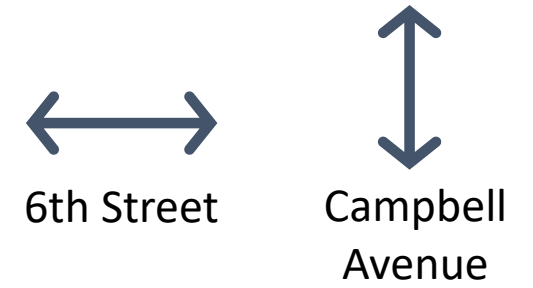
Norris Avenue



Existing Gateway: 6th Street & Campbell Ave

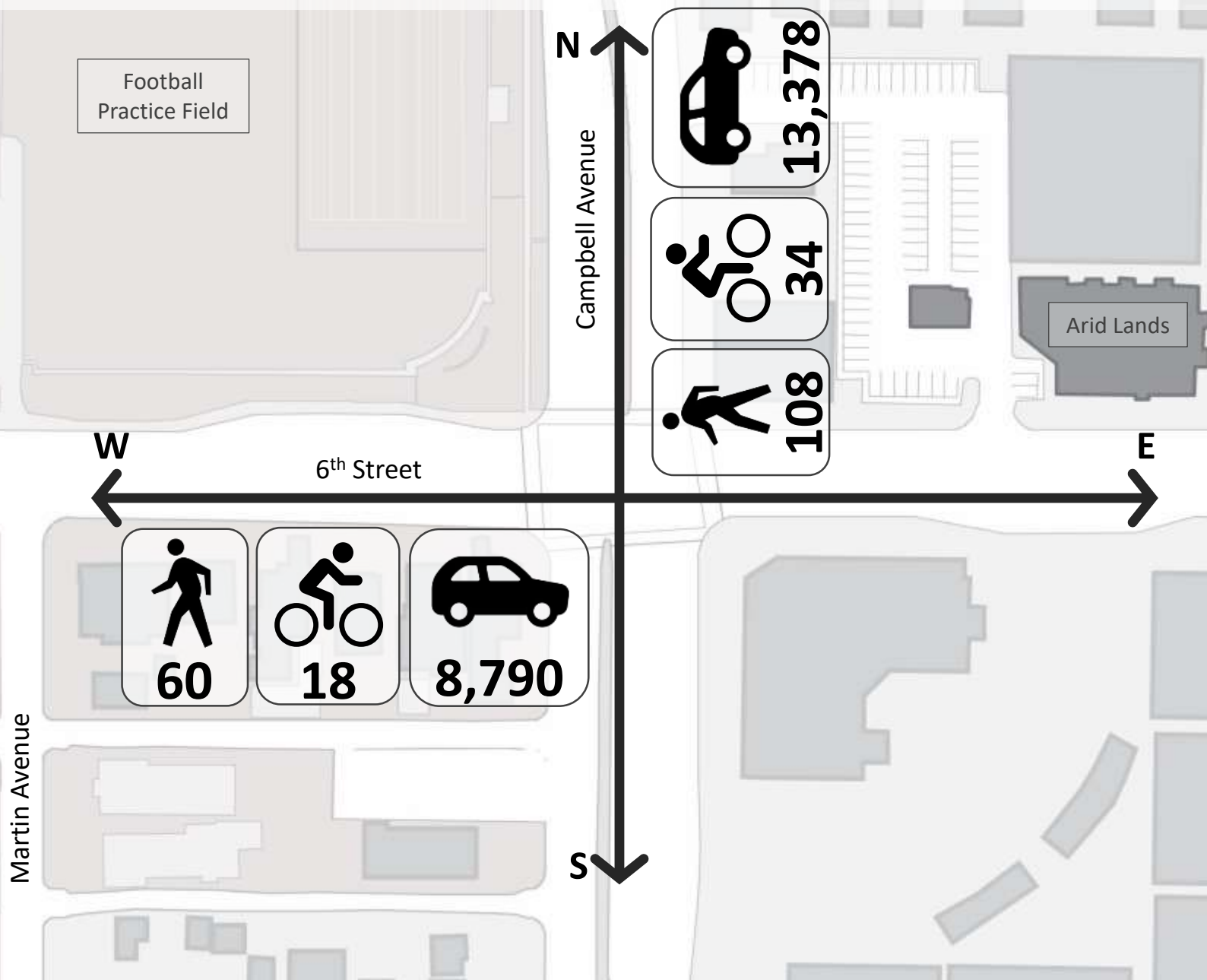


TECHNICAL ANALYSIS



STREET TYPE	Minor Arterial	Principal Arterial
STREET WIDTH	75'	130'
SIDEWALK WIDTH	5'-6'	5'-6'
TOTAL LANES	5-6 <i>0 bike lanes</i>	6-7 +bike lanes

Existing Gateway: 6th Street & Campbell Ave

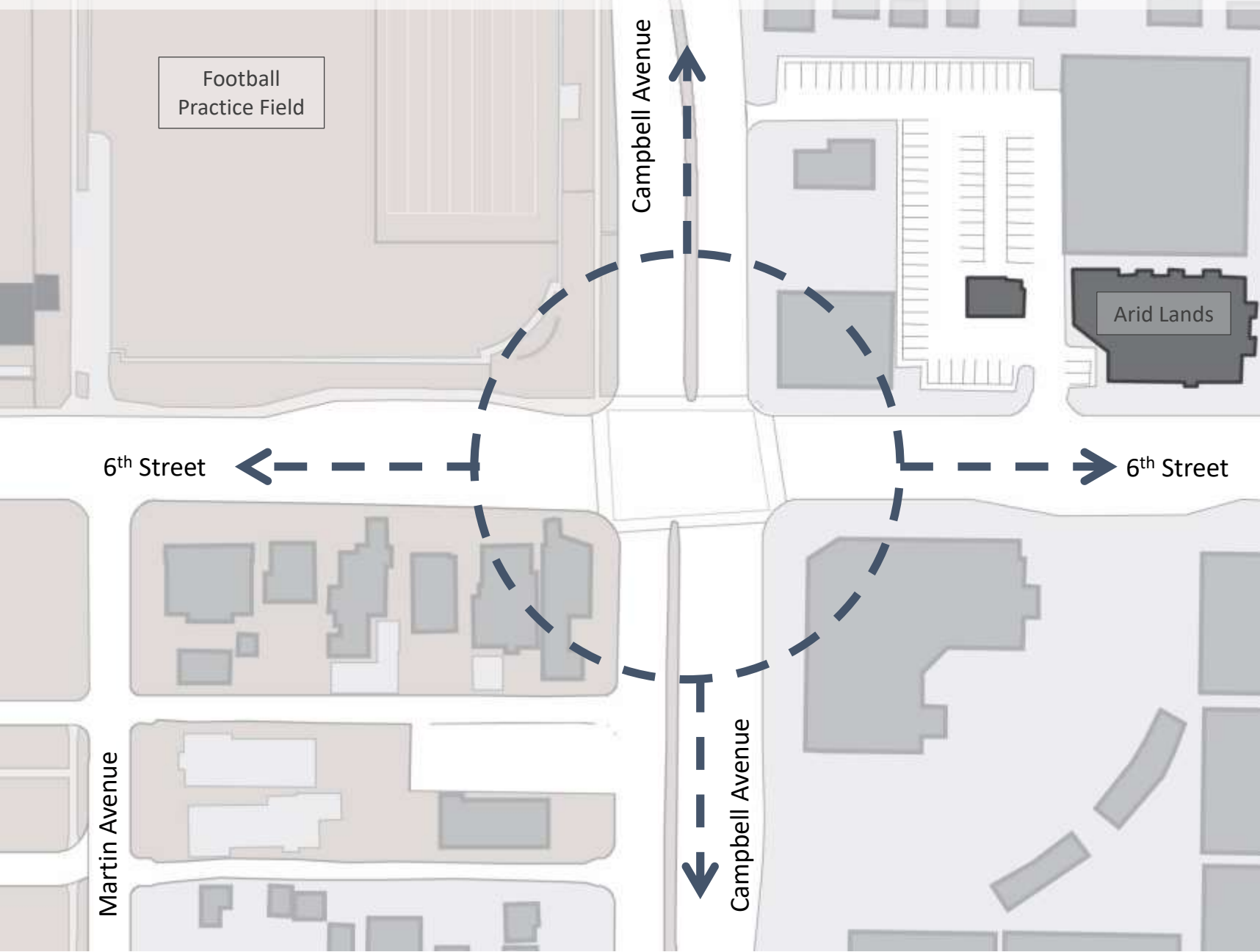


MOVEMENT ANALYSIS

RUSH HOUR TRAFFIC		W ←	→ E	N ↑	↓ S
		60		108	
		18		34	
		8,790	13,378		
Total Max.				22,368	
				(Evening)	

6th Avenue & Campbell - Opportunities

Existing Gateway: 6th Street & Campbell Ave

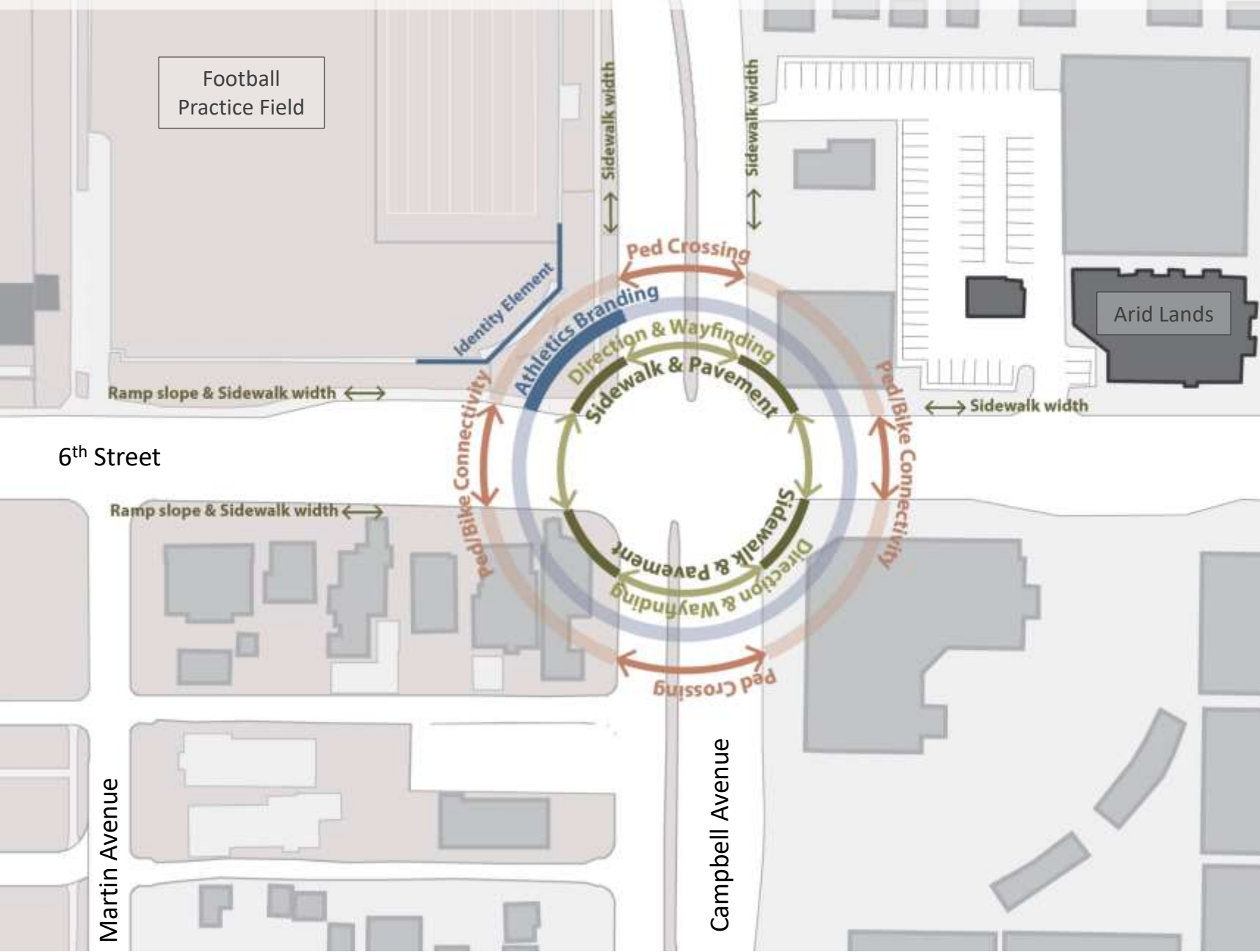


EXPERIENCE OPPORTUNITIES

Gateway Characteristics

- Athletics District Gateway.
- Heavy Pedestrian Movements During Games/Events.
- Planned Developments On Close By Proximity.
- Heavy Car Traffic both directions.
- Heavy Ped Traffic (E-W).

Existing Gateway: 6th Street & Campbell Ave



EXPERIENCE OPPORTUNITIES

Sidewalk & Pavement Enhancements

- + Safe Crossings
 - Widened Sidewalk
 - Corrected Ramp Slopes
 - Pavement Markers
 - Well-Defined Crosswalks
- + Signal Improvements
 - Wayfinding

Branding & Identity

- + Branding And Signage
 - University Of Arizona
 - College/Program Specific (Athletics)
- + Identity Elements
 - Monument, Archways and/or other appropriate Sign types.
 - Integrated Character With Street Signs And Materiality.

Movement & Connectivity

- + Movement Flow
 - Improved Pedestrian Crossing.
 - Enhanced Bike Lanes (*bike boxes*).
 - Ped/Bike Connectivity
 - Car Traffic Integration
 - Well-defined Crossing Points
- + Character
 - Shade.
 - Integrated Materiality
 - Street Furniture

Key Open Spaces

Key Open Spaces

University of Arizona's campus is an interwoven environment of buildings, shaded walks, courtyards and dramatic open spaces. The campus is envisioned as a system of these elements and each device supports and contributes to the whole. Over the development of the campus many successful open spaces and walks have been created. As the campus continues to evolve and supporting greater usage, new opportunities arise to transform exterior spaces for greater benefit to the campus and its users.

Key Open Spaces – Open Use

- Open Use Spaces

- Main Mall
- Sciences Concourse
- Alumni Plaza
- Highland Quad
- Palm Chevron
- 5th Street Corridor
- Park Ave Greenbelt
- JRW Greenway
- Arts District Open Space
- Health Science Quad
- Banner UMC Detention Basin
- Warren Mall

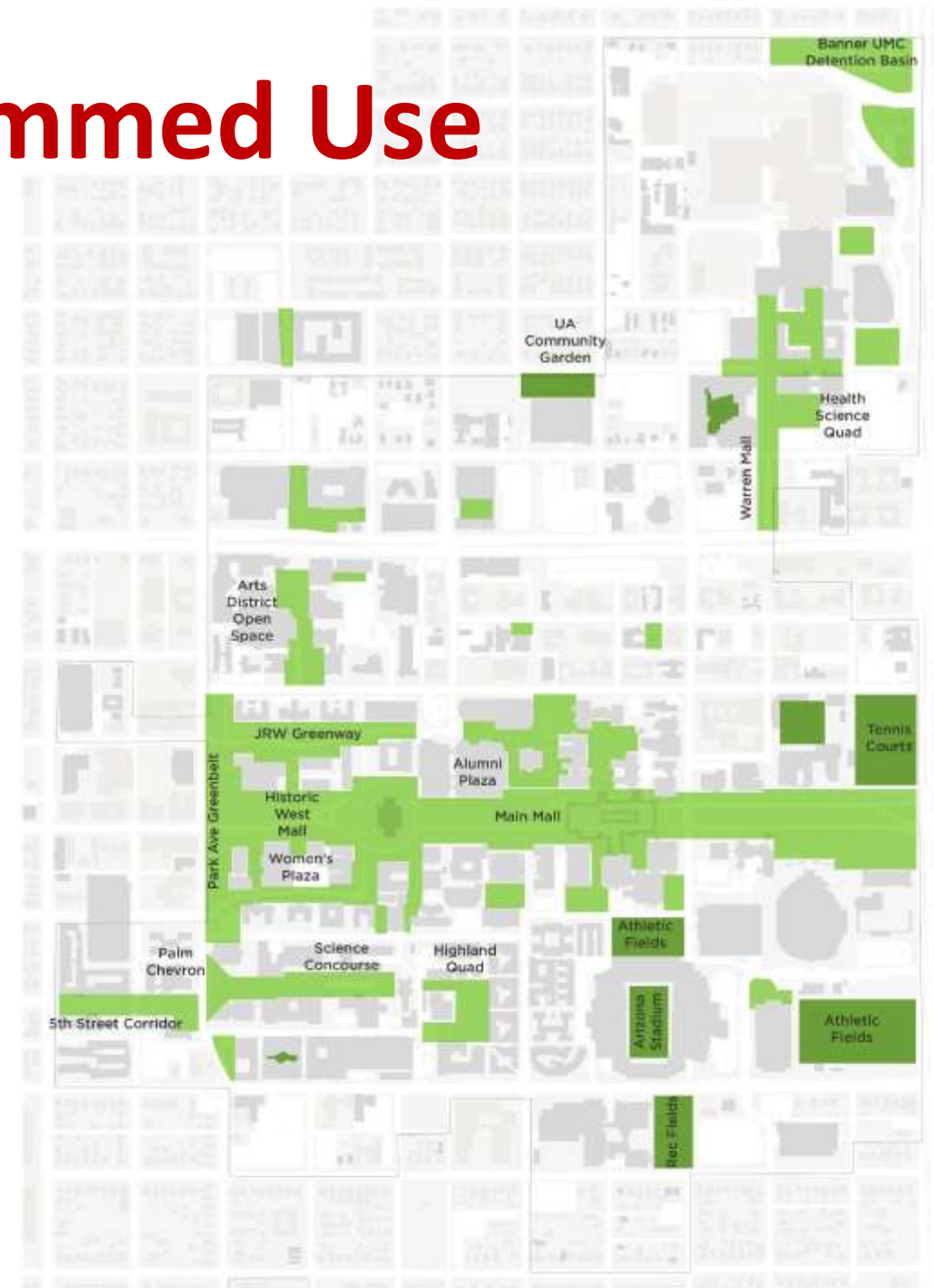
 Key Open Spaces



Key Open Spaces – Programmed Use

- Programmed Use Spaces

- UA Community Garden
- Tennis Courts
- Athletic Fields
- Rec Fields
- Arizona Stadium



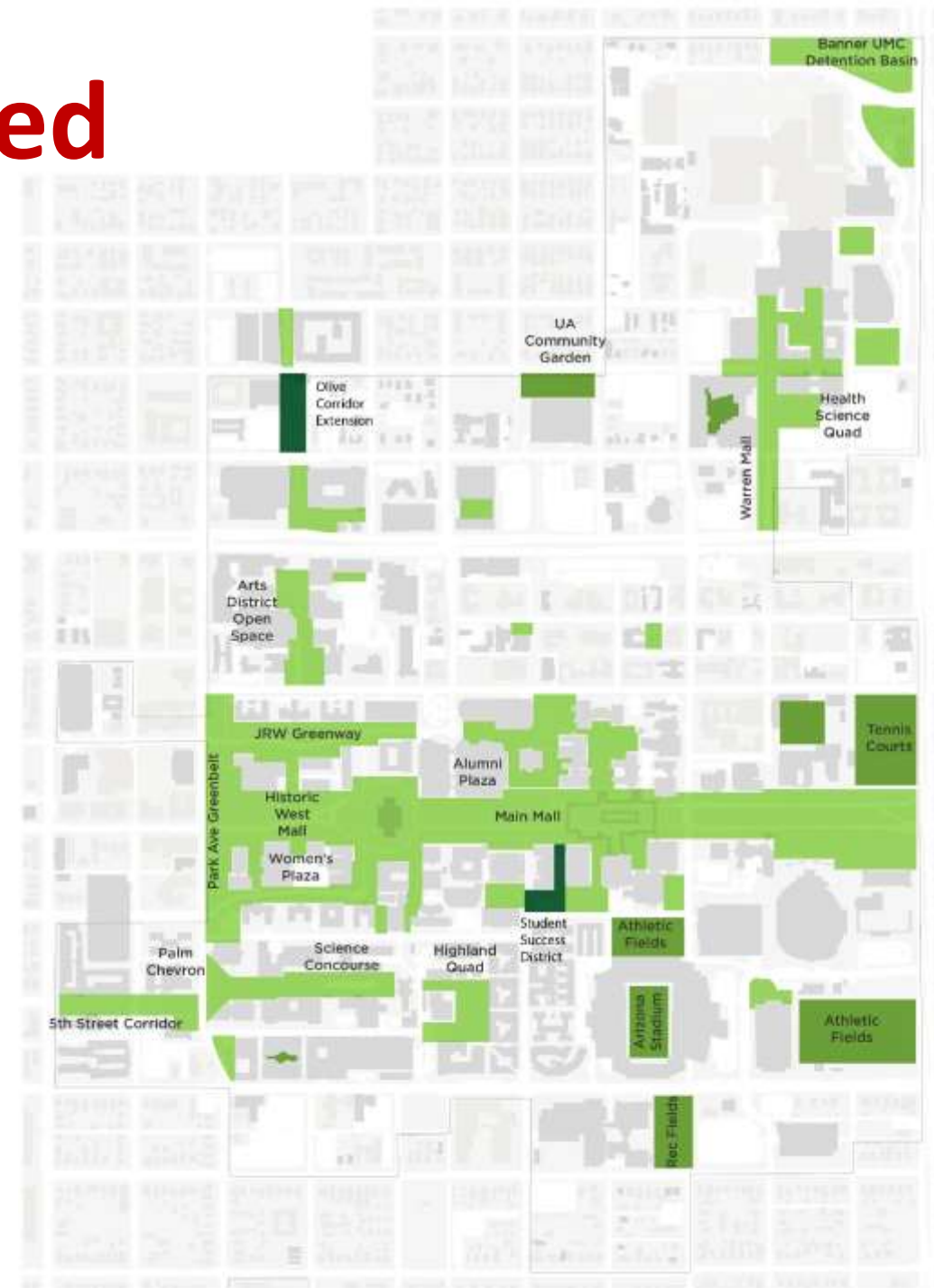
■ Programmed Open Spaces

■ Key Open Spaces

Key Open Spaces – Proposed

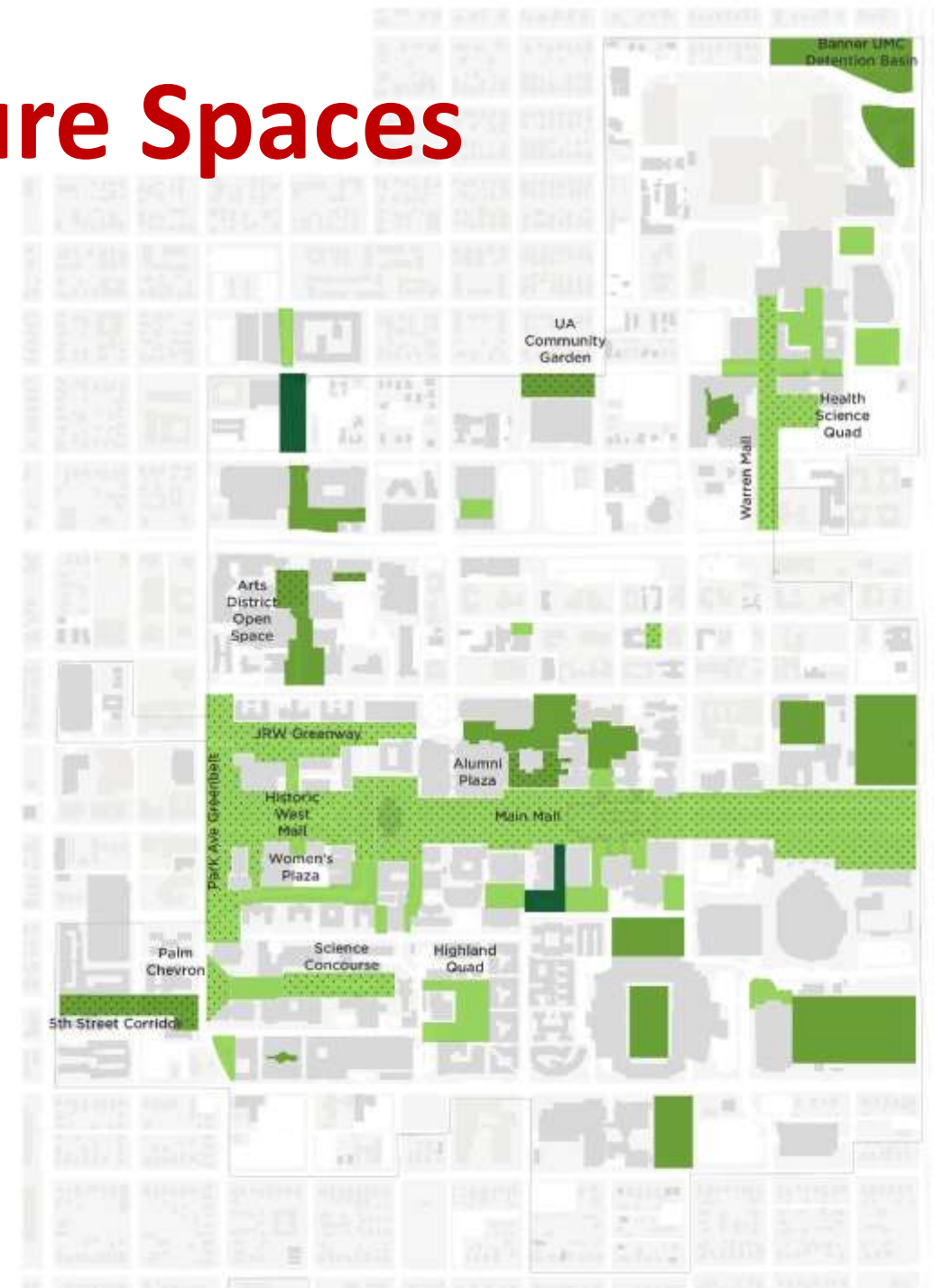
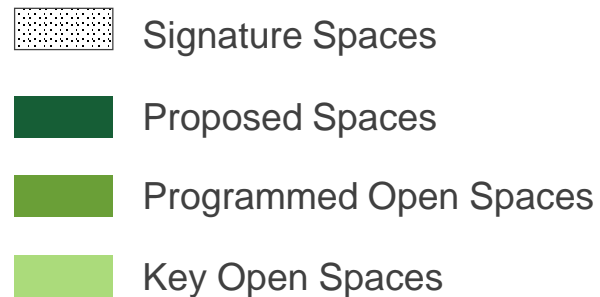
- Proposed Spaces
 - Olive Corridor Extension
 - Student Success District

- Proposed Spaces
- Programmed Open Spaces
- Key Open Spaces



Key Open Spaces – Signature Spaces

- **Signature Spaces**
 - Historic West Mall
 - Main Mall
 - Alumni Plaza
 - Women's Plaza
 - Greek Heritage Park
 - Arts District Quad
 - Sciences Concourse



Open Spaces - Recommendations

Sustainable

- Native species
- Regenerative
- Increase permeable pavement
- Lower impervious cover
- Information & signage
- Active monitoring
- Energy-efficient maintenance & operations

Flexible & Activate

- Adaptable to multiple uses
- Variable sizes, typologies, formats
- Supporting infrastructure
- Flexible seating & work spaces
- Shade
- Other activation mechanisms

N/S Connections

N/S Connections

- **Promenade**

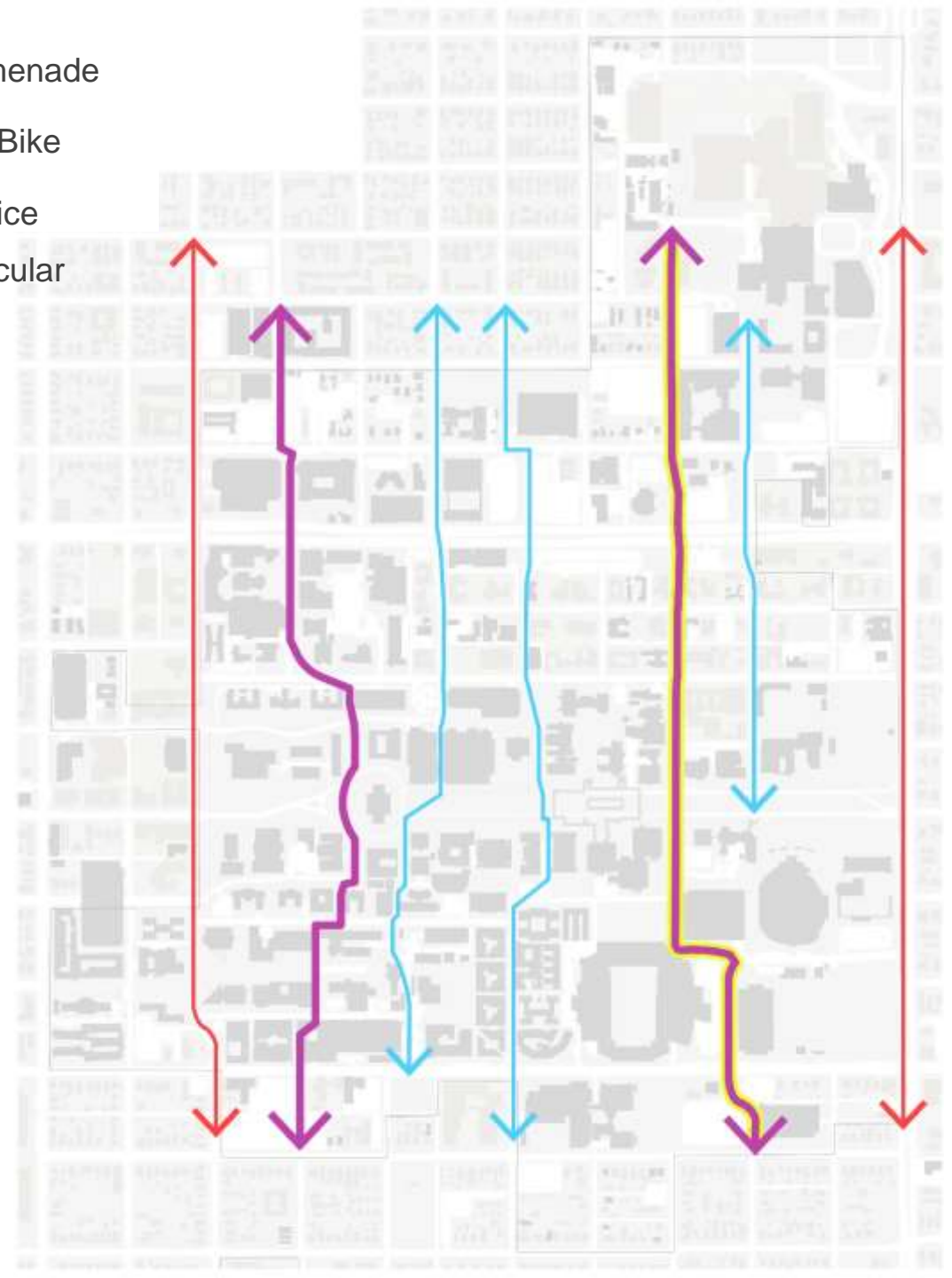
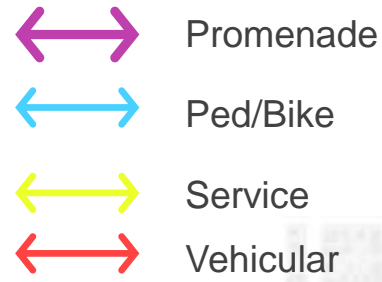
- Olive Road
- Cherry Ave

- **Ped/Bike**

- Park Ave
- Mountain Ave
- Highland Ave
- Warren Ave
- Campbell Ave

- **Service**

- Cherry Ave



N/S Connections

- **Promenade**

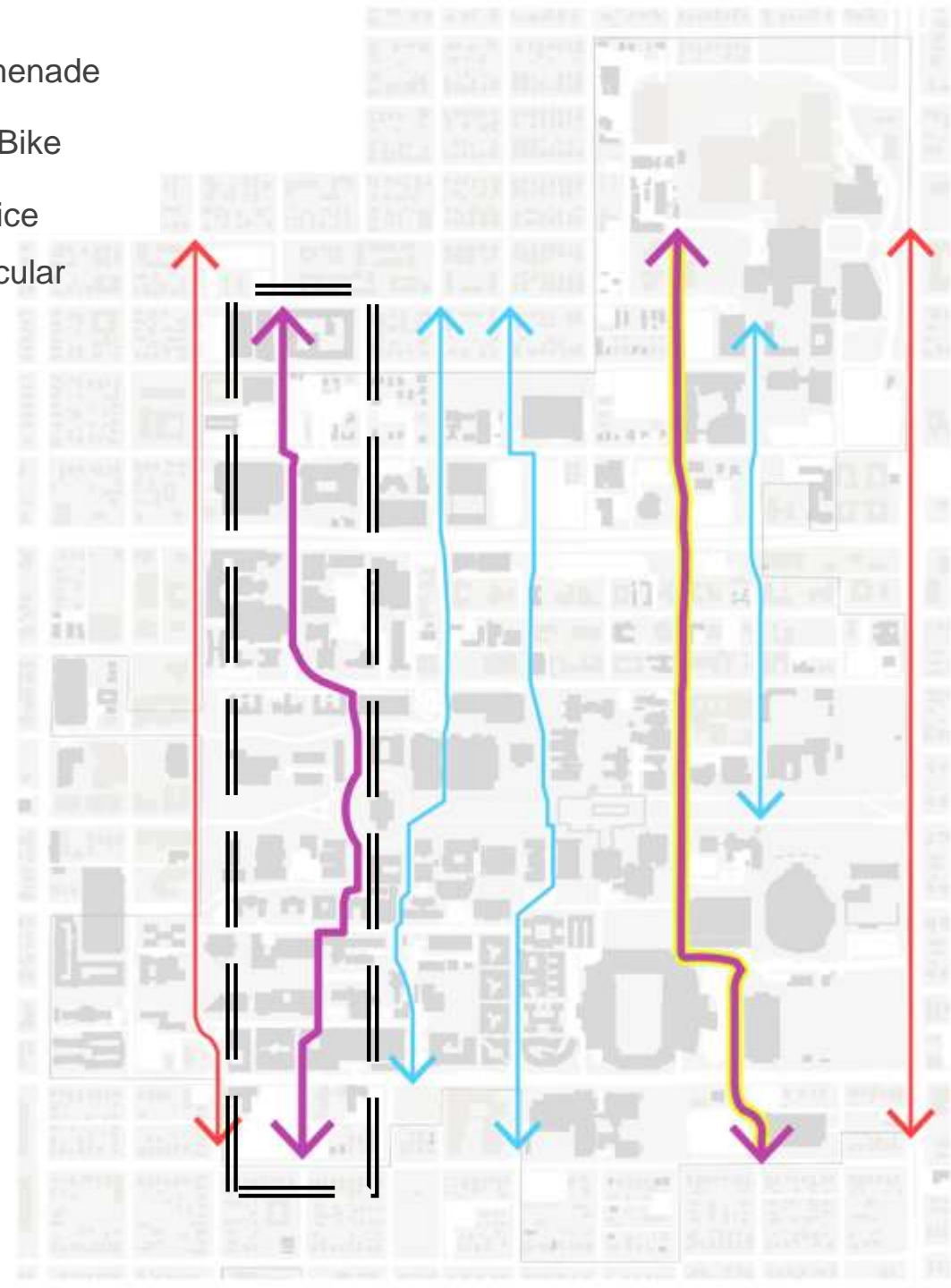
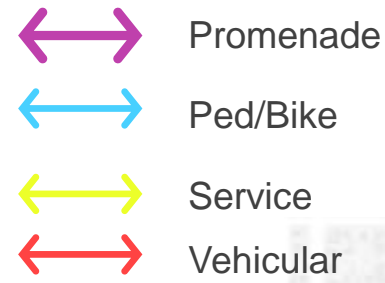
- Olive Road
- Cherry Ave

- **Ped/Bike**

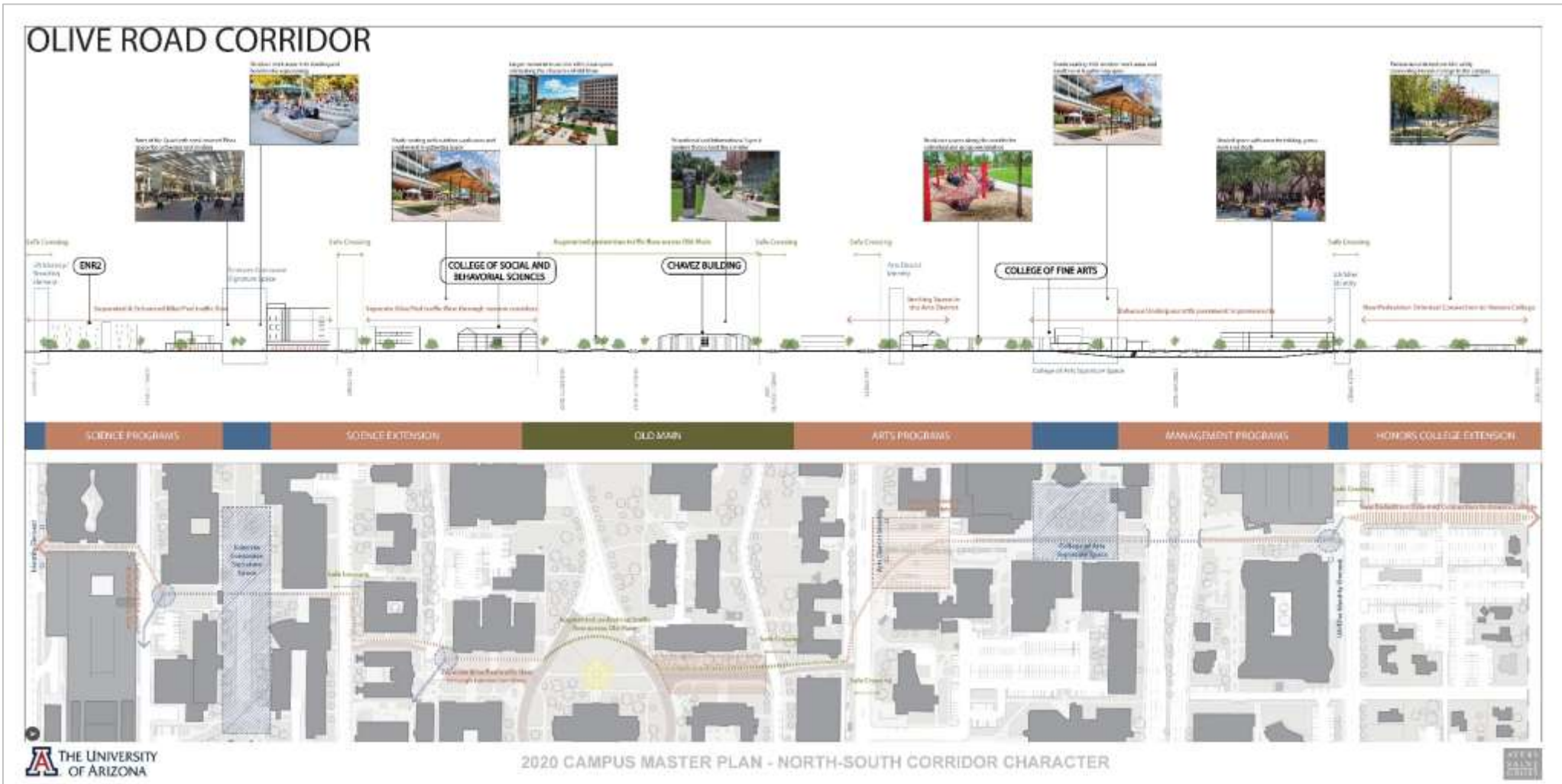
- Park Ave
- Mountain Ave
- Highland Ave
- Warren Ave
- Campbell Ave

- **Service**

- Cherry Ave



Example: N/S Connections



N/S Connections - Diagonals

- **Promenade**

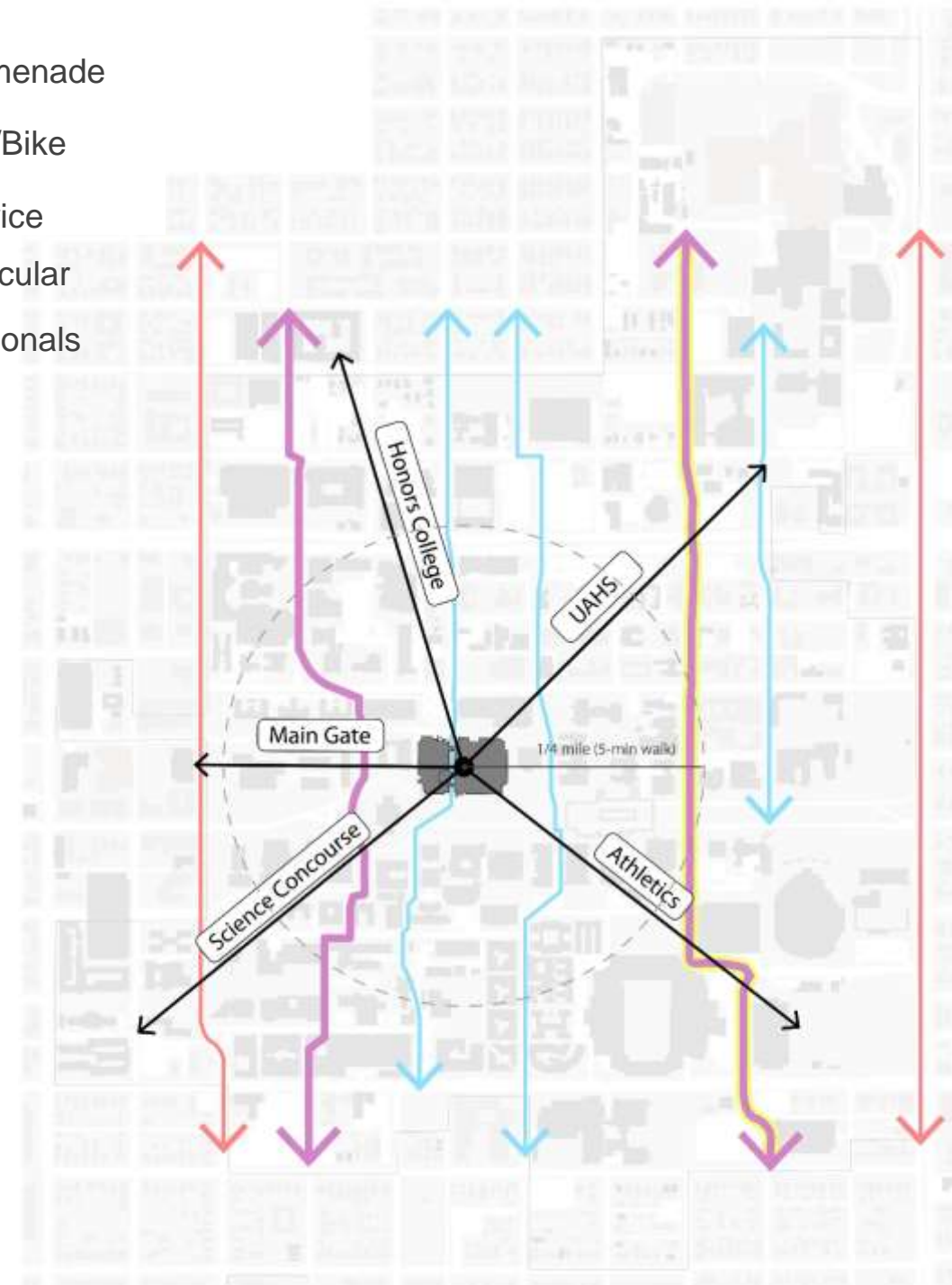
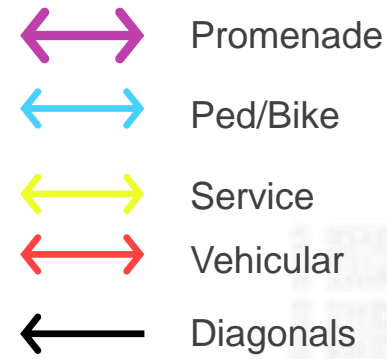
- Olive Road
- Cherry Ave

- **Ped/Bike**

- Park Ave
- Mountain Ave
- Highland Ave
- Warren Ave
- Campbell Ave

- **Service**

- Cherry Ave





5. Strategic Asset Management & Supporting Topics

University of Arizona 2020 Campus Plan Update



Strategic Asset Management

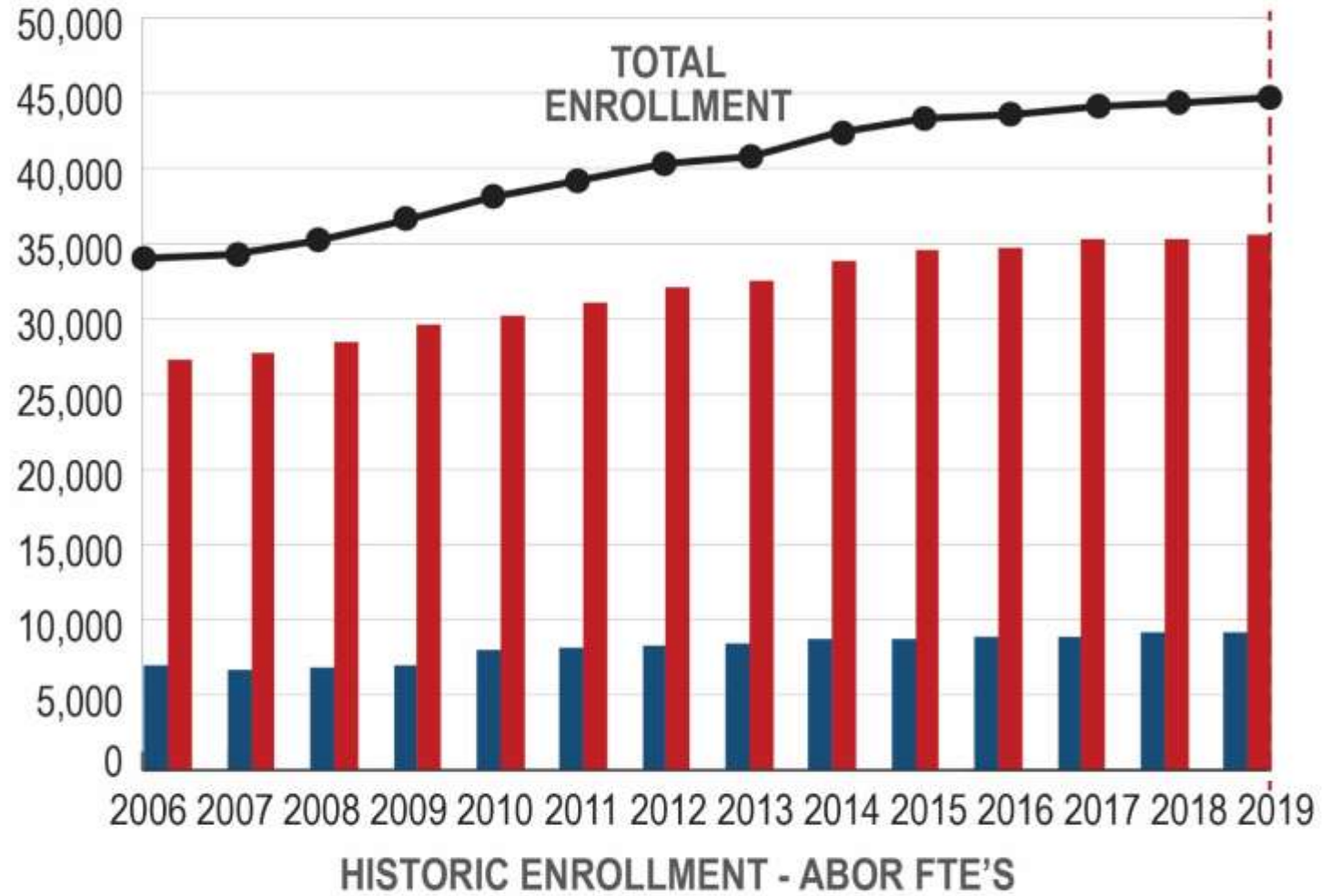
This planning process has the unique perspective of looking across the University's space assets in typology classification as well as in the traditional campus context. The character, location and quantity of key strategic space types has emerged as a prime consideration for the Master Plan's analysis and is a long term subject of management for UArizona. The prime space types have been identified as Instructional, Research and Student Success.

Each typology requires current benchmarking, a projection of need into the future and a set of interim tactics for its respective management and development. Additionally, other factors effect the context and efficacy of these space types including enrollment profiles, building age, changes in program or curriculum delivery and market context.

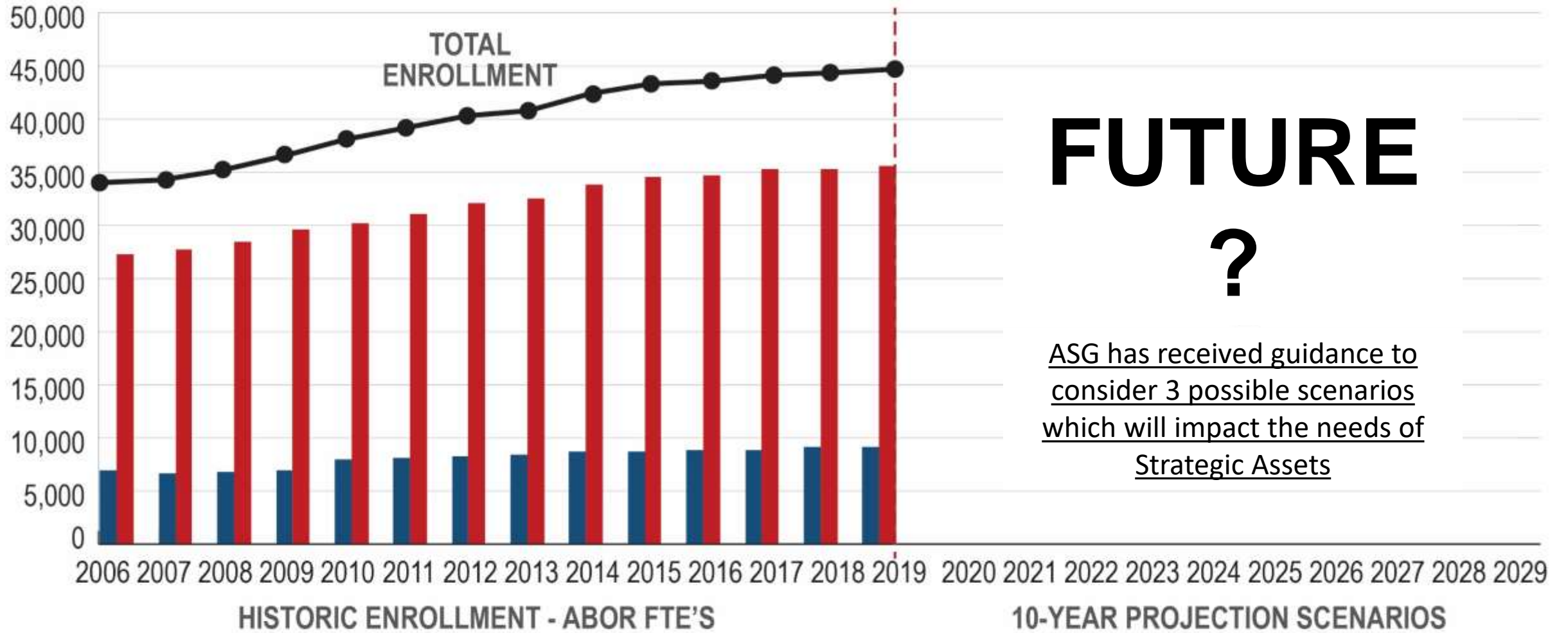
Our process aligns these resources with input from the Strategic Planning group as well the broader input of the Master Plan participants.

Enrollment Profiles & Scenarios

HISTORIC ENROLLMENT PROFILE



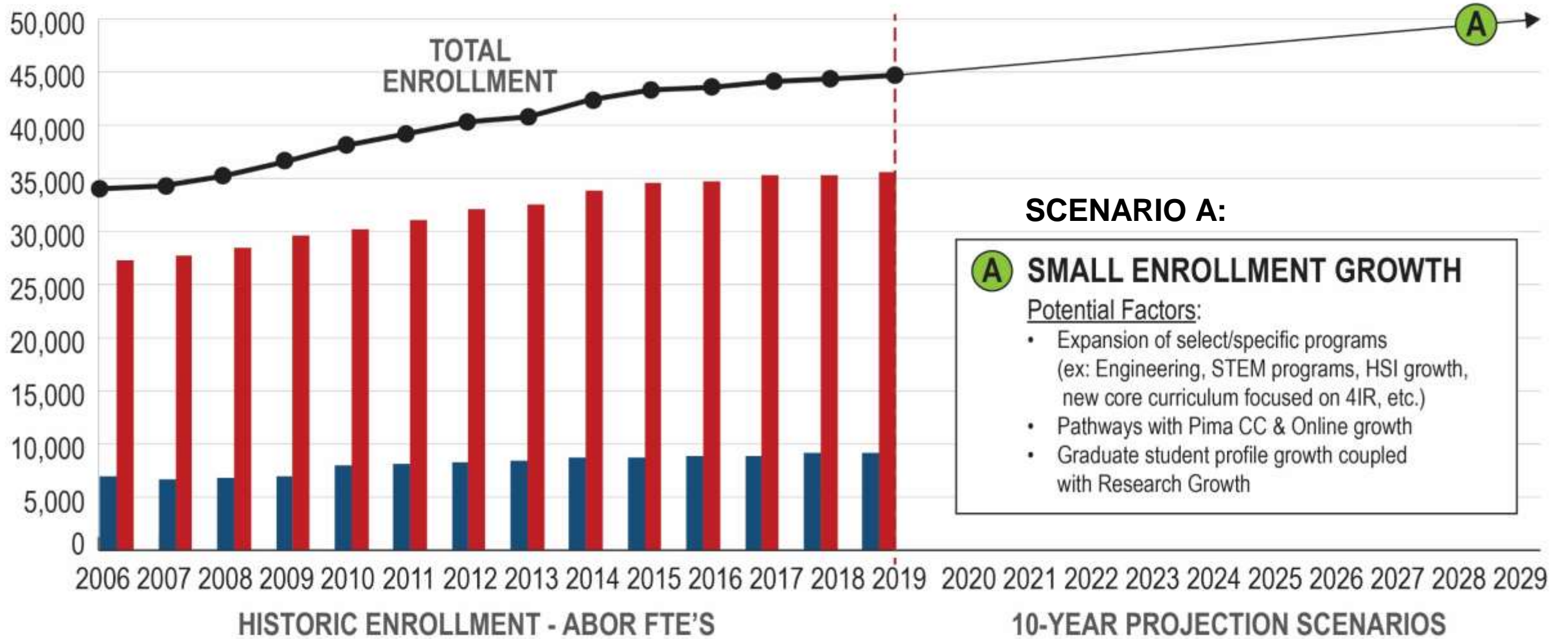
MASTER PLAN ENROLLMENT PROFILES



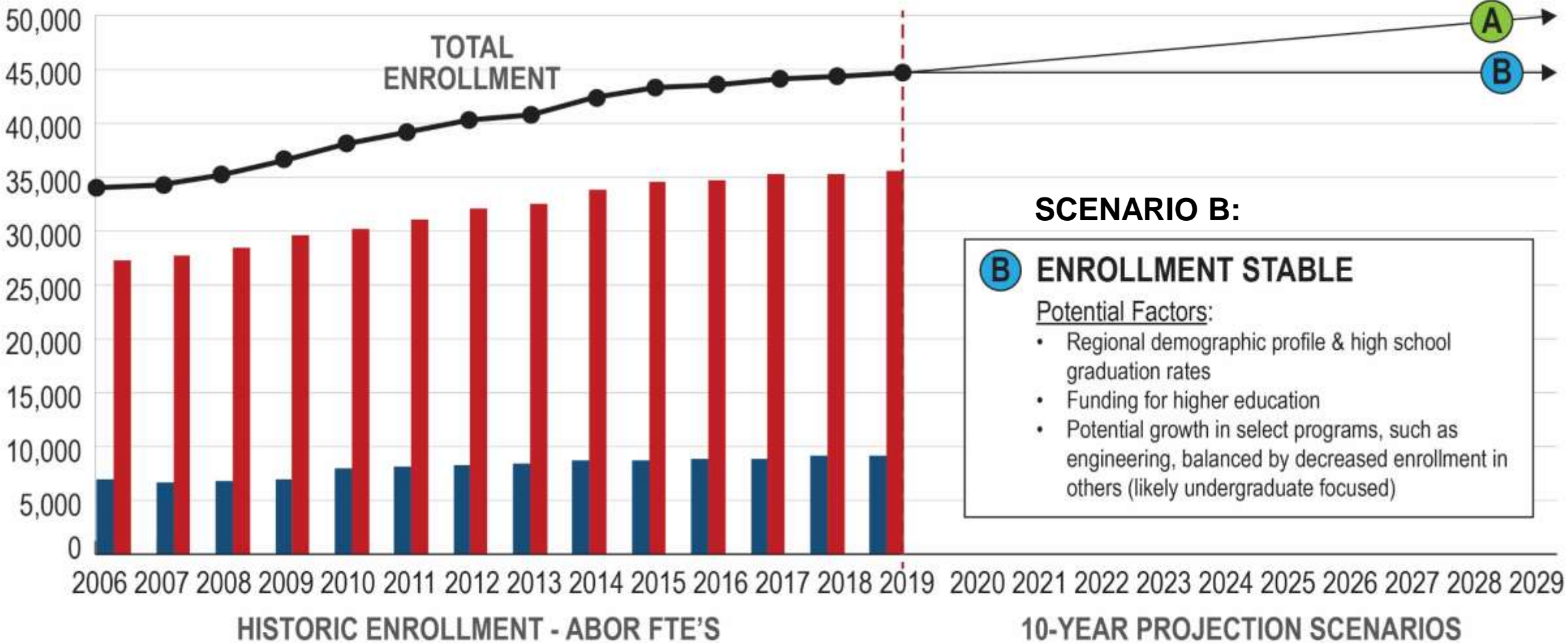
FUTURE ?

ASG has received guidance to consider 3 possible scenarios which will impact the needs of Strategic Assets

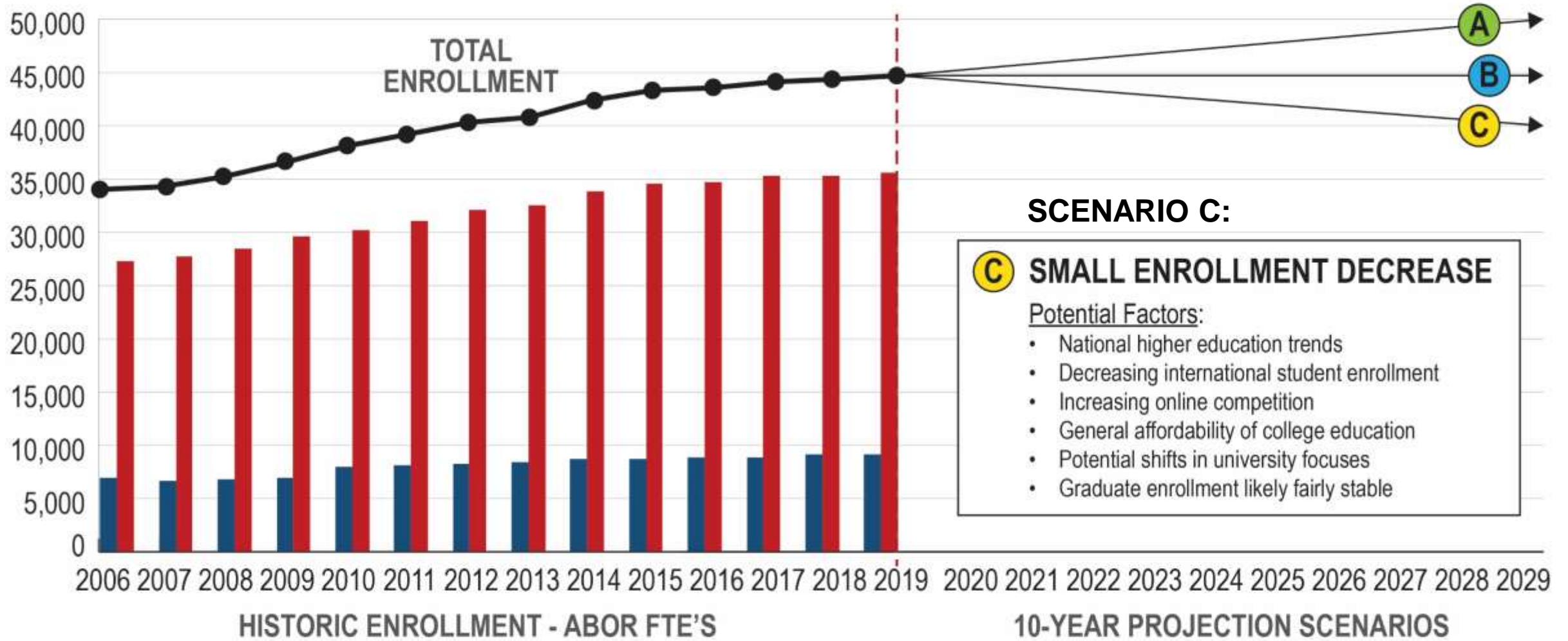
MASTER PLAN ENROLLMENT PROFILES



MASTER PLAN ENROLLMENT PROFILES



MASTER PLAN ENROLLMENT PROFILES



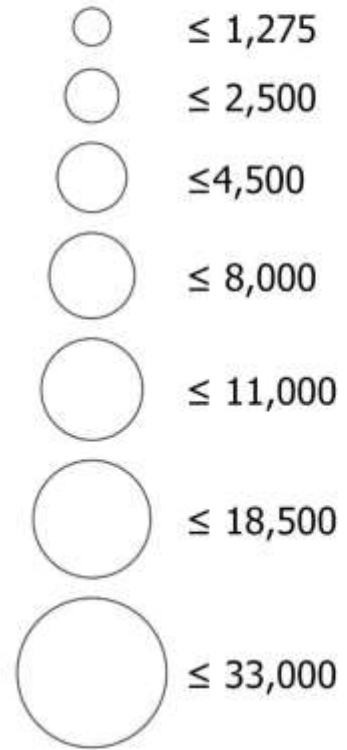
MASTER PLAN ENROLLMENT PROFILES

	Enrollment Profile	Graduate Enrollment	Undergraduate Enrollment	Total Enrollment	What This Means?
EXISTING (FALL 2019 ABOR FTE)	EXISTING PROFILE (FALL 2019)	9,094	35,620	44,714	
10-YEAR PROJECTION SCENARIOS (2029-2030)	A SMALL ENROLLMENT GROWTH <u>Potential Factors:</u> <ul style="list-style-type: none"> Expansion of select/specific programs (ex: STEM programs, HSI/border, etc.) Pathways with Pima CC & Online growth Graduate student profile growth coupled with Research Growth 	9,500 - 10,500	36,500 - 39,500	46,000 - 50,000	Strategic program growth (new & existing)
	B ENROLLMENT STABLE <u>Potential Factors:</u> <ul style="list-style-type: none"> Regional demographic profile & high school graduation rates Funding for higher education Potential growth in select programs balanced by decreased enrollment in others 	8,500 - 9,500	34,500 - 36,500	43,000 - 46,000	Enrollment shifts will take place to align with priorities, but net count will remain fairly stable
	C SMALL ENROLLMENT DECREASE <u>Potential Factors:</u> <ul style="list-style-type: none"> National higher education trends Decreasing international student enrollment Increasing online competition General affordability of college education Potential shifts in university focuses 	8,000 - 9,000	31,500 - 34,500	39,000 - 43,000	Overall enrollment figures return to ~2010 levels, but graduate FTE grows as a % of total

Instructional Space

INSTRUCTIONAL SPACE

Total Classroom Area ft²



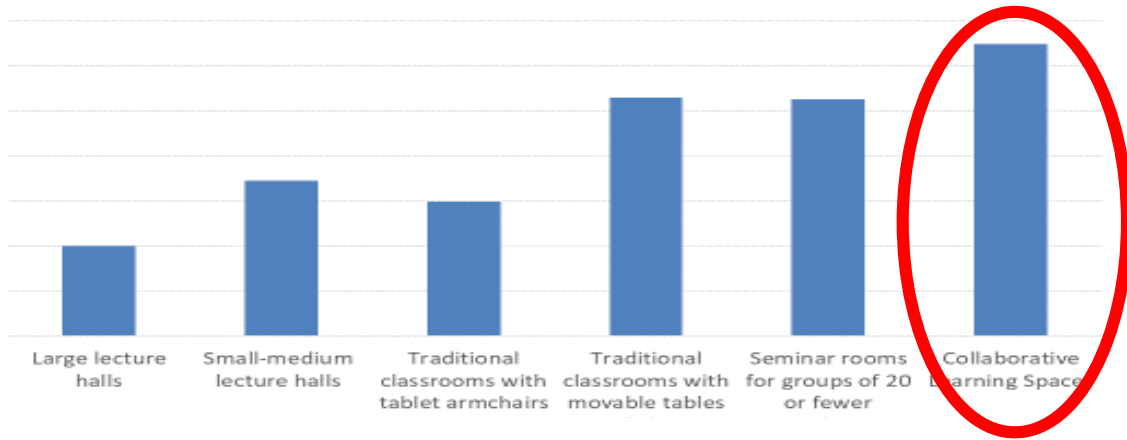
Building Age in Years



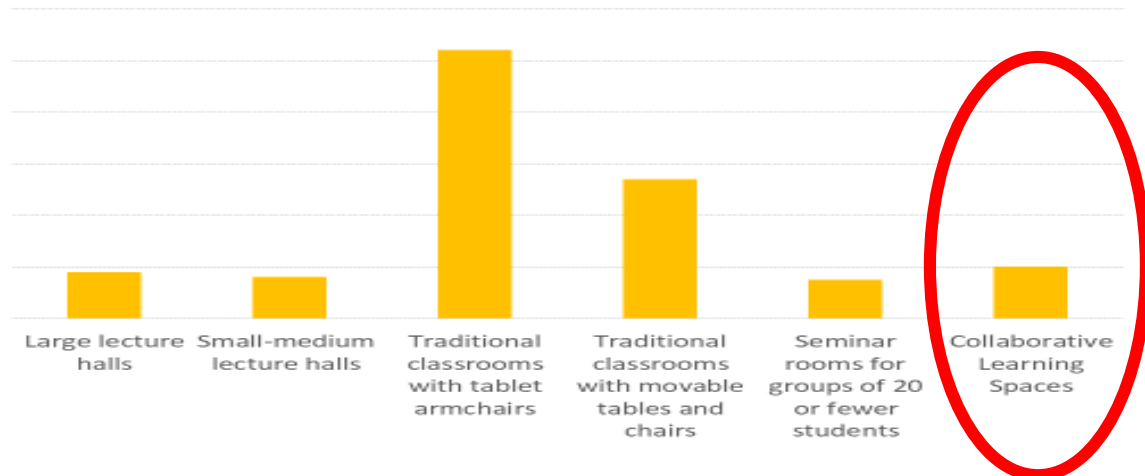
INSTRUCTIONAL SPACE

F2017 UA Instructor Preference Survey

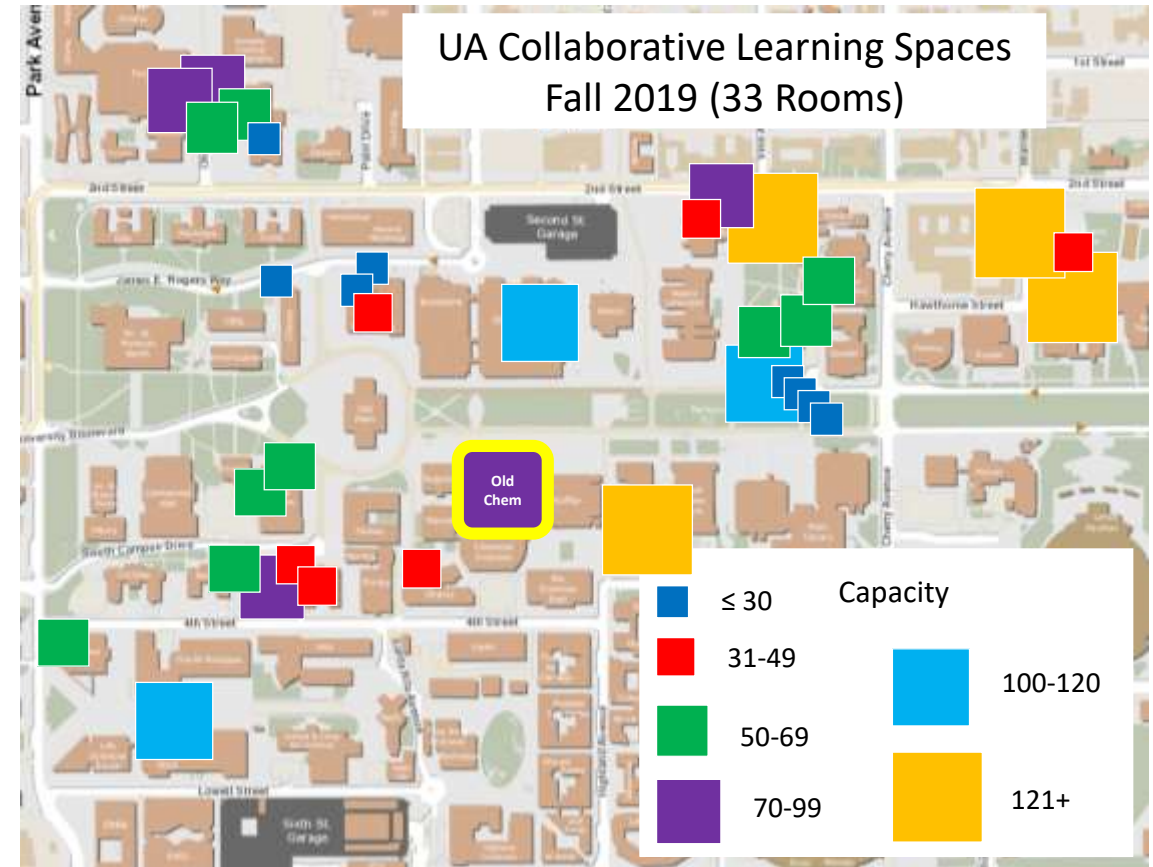
Instructor Room Preferences*



UA Classrooms by Classification Type



Collaborative Learning Space Transformations

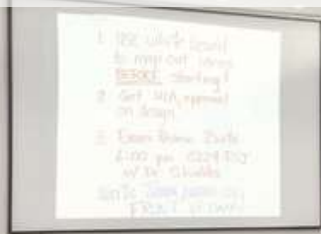
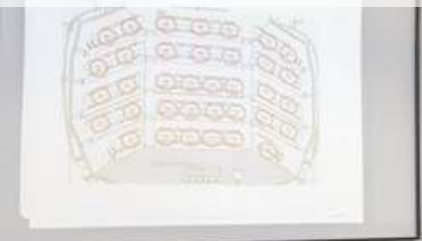


Note: known issue that there is inconsistency in coding – need to set standard definition

Precedent Image: Tiered Lecture Hall – Active Learning



Precedent Image: Tiered Lecture Hall – Active Learning



Precedent Image: Active Learning Classroom – Table Focus



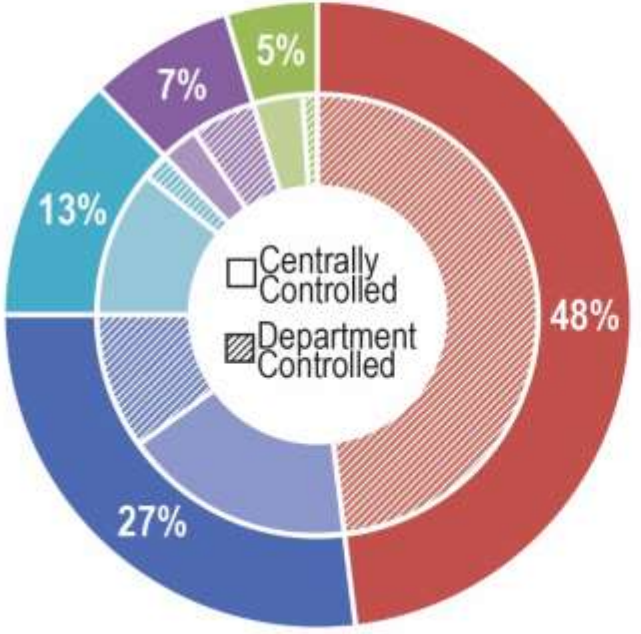
Precedent Image: Active Learning Classroom – Media Focus



Precedent Image: Flexible Class Lab



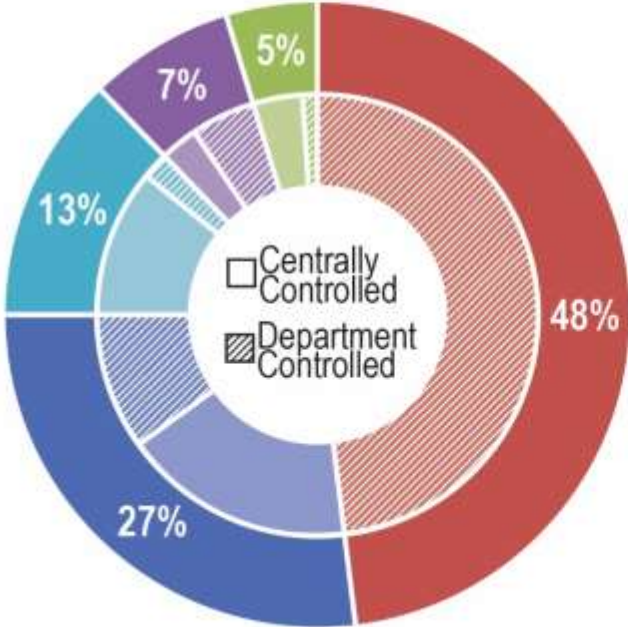
INSTRUCTIONAL SPACE



EXISTING
742,000 SF

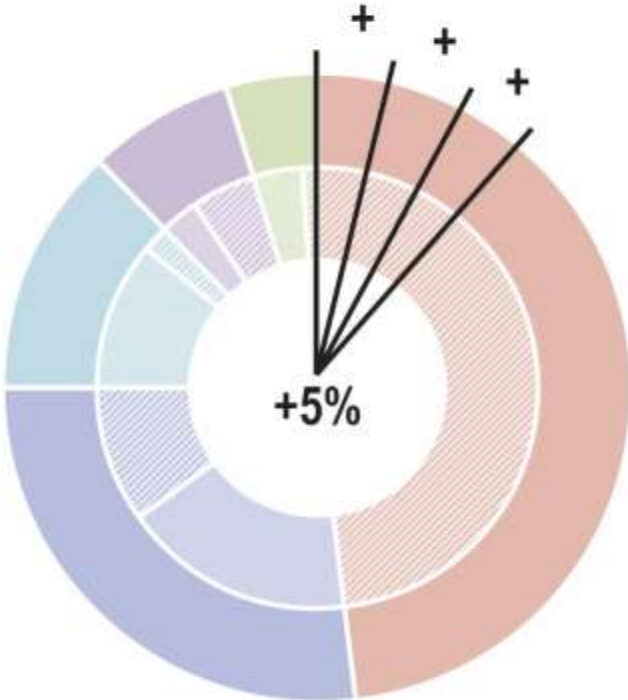
Space Type	C-C	D-C
Class Labs	1,750 sf	333,000 sf
Classrooms	125,825 sf	73,500 sf
Lecture Halls	80,300 sf	15,500 sf
Seminar	19,500 sf	34,500 sf
Collaborative	29,000 sf	6,300 sf

INSTRUCTIONAL SPACE



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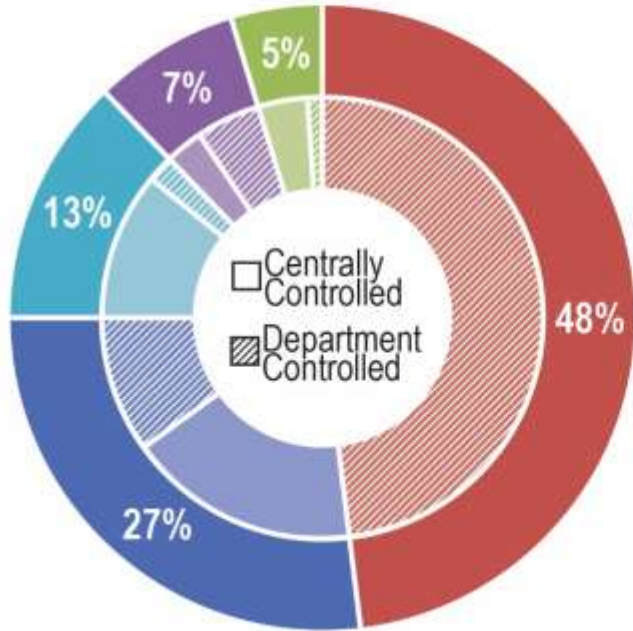
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PLANNED
780,500 SF

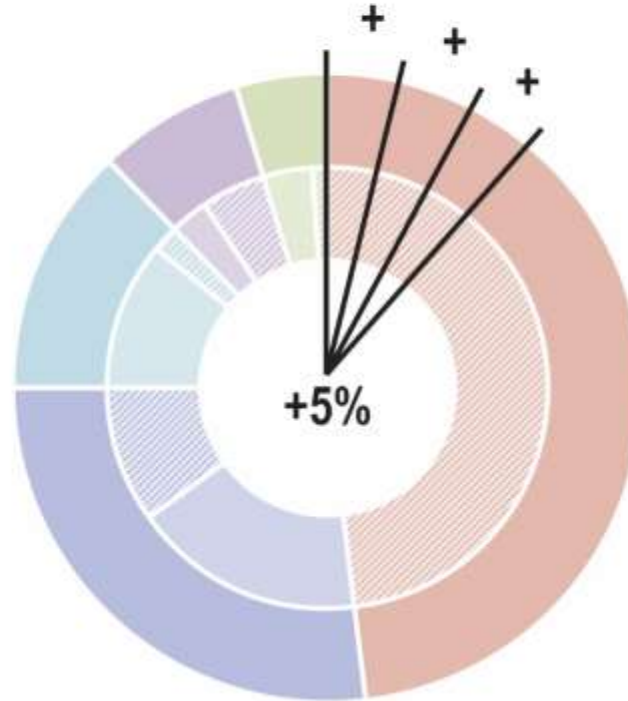
- Under development projects that may impact
- Chemistry Renovations **(+25,500 SF)**
 - Student Success District **(+7,500 SF)**
 - Center for Integrative Med. **(+5,500 SF)**

INSTRUCTIONAL SPACE



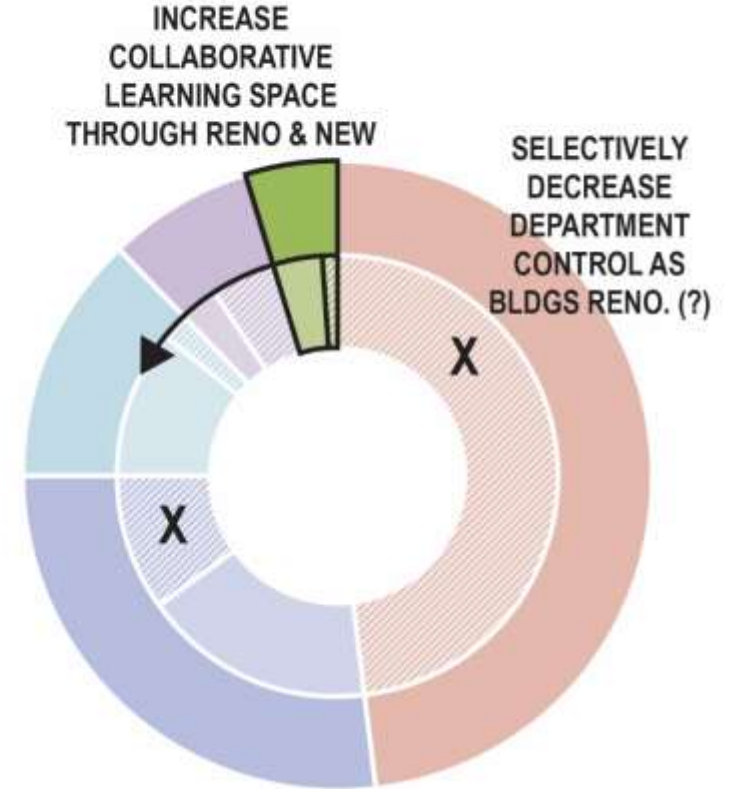
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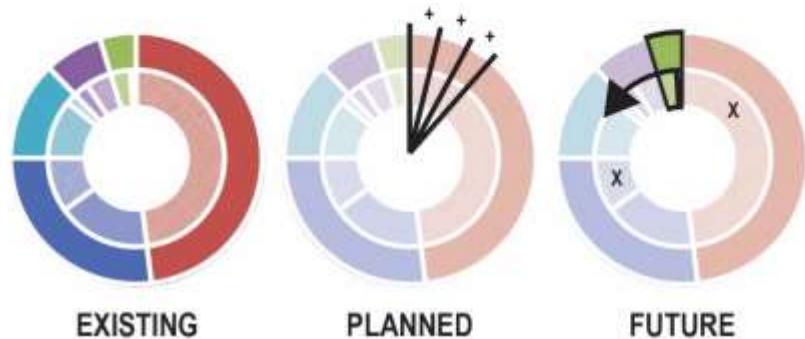
FUTURE
SF Tied to Enrollment Scenarios

Projections tied to enrollment scenarios



- Space per FTE to remain static
- Need to validate with Instructional focus group

INSTRUCTIONAL SPACE



WORKSHOP 04 - FOCUS GROUP NOTES

- (o) • UA Instructional space committee has identified that the existing space portfolio does not support how faculty want to teach
 - Deficit = active/collaborative teaching environments
 - Surplus = quality and size issues
- (o) • UA has transformed more spaces (~35) into collaborative learning environments than what is currently coded into space inventory
- (o) • Training faculty to use is critical to culture shift (400 trained to date)
- (o) • Need to create UA space standards for typologies (ie what is a collaborative classroom) so that inventory is consistent & accurate

STRATEGIC PLAN ALIGNMENT - EXTRACTS

- (+) • New core curriculum & programs that focus on the 4IR - space impact
- (o) • Create structure to ensure high-quality gen ed. programs
- (o) • Support cutting edge teaching methodologies in all types/formats
- (o) • Pair engaging pedagogies with cutting-edge technologies
- (+) • Dramatically scale active, collaborative teaching & learning spaces
- (+) • Create an Experiential Learning Design Lab (faculty/industry)
- (+) • Create a fully accessible, engaging, and empowered campus environment
- (o) • Leverage arts and culture assets to advance creativity-based education
- (o) • "Personalized, Digital U" (online integration/training for faculty and students)

LEGEND: (+) Increases space or need (o) Neutral or undetermined (-) Decreases space or need

INSTRUCTIONAL SPACE



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POTENTIAL RECOMMENDATIONS

- Continue ongoing transformation of existing assets to provide more collaborative spaces
- Explore opportunities to introduce new space types or configurations that do not currently exist on campus (examples could include: large format science labs, multi-disciplinary engineering labs, medium sized open format classrooms, etc.)
- Develop strategy for swing space
- Explore opportunities and funding mechanisms to increase rate at which existing spaces are brought up to date
- Increase visibility of learning on the ground floors and along key exterior connections
- Create new shared space standards for coding
- (continues on next slides)

INSTRUCTIONAL SPACE



WORKSHOP 04 - FOCUS GROUP NOTES

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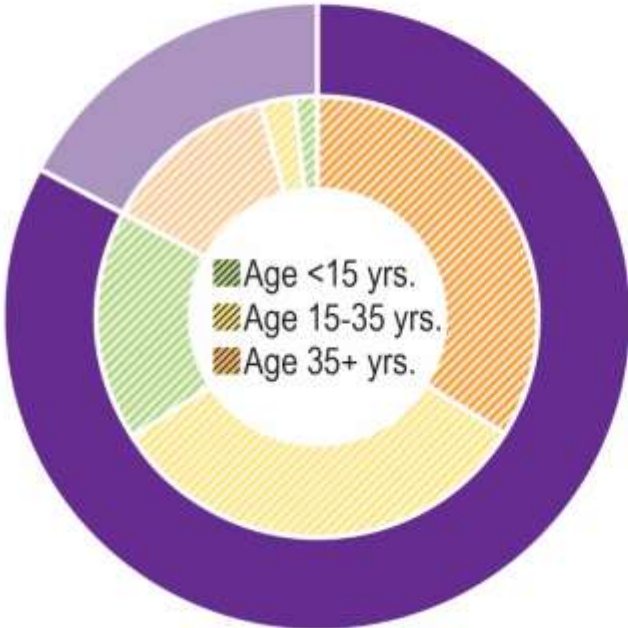
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POTENTIAL RECOMMENDATIONS

- Explore opportunities to repurpose older science/research buildings (like chemistry) into classrooms as those facilities are no longer usable for current functions
- Identify future PDC projects that are appropriate for mixed-use teaching/learning spaces
- Increase physical visibility of instructional and learning space resources to campus users and visitors
- Feature and promote active and varied pedagogies as a part of the University of Arizona experience

Research Space

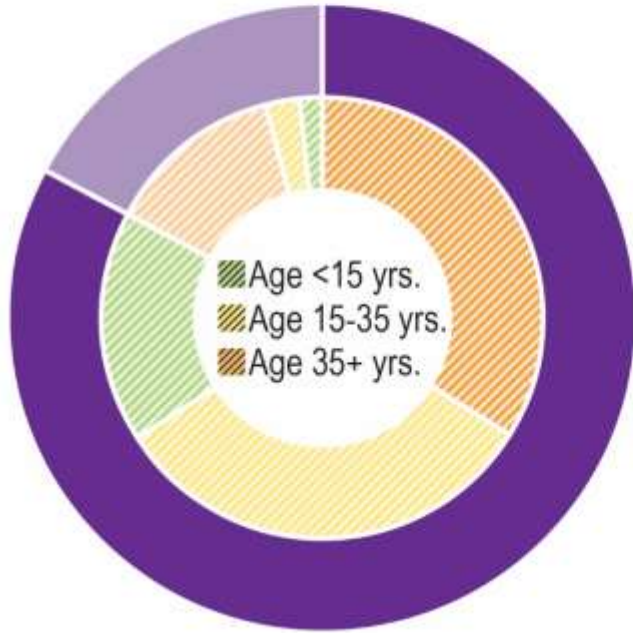
RESEARCH SPACE



EXISTING
1,148,000 SF

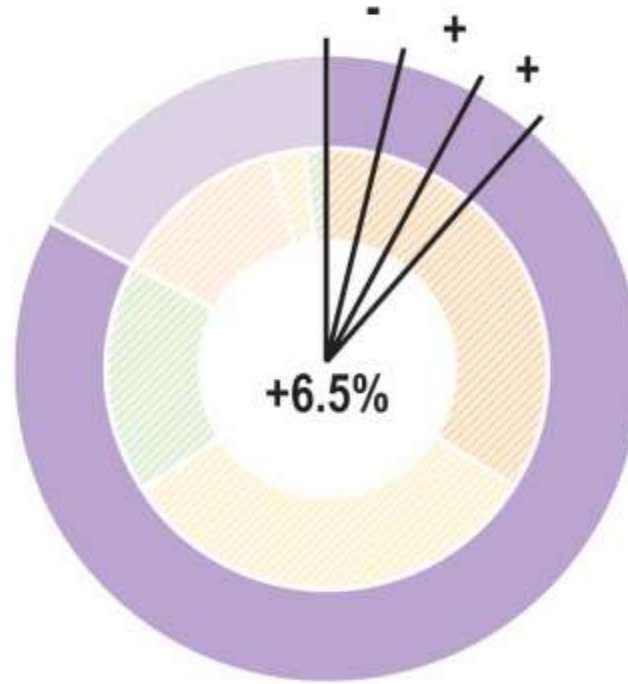
<u>Space Type</u>	<u>D-C</u>
■ "Top 28" Research Bldgs.	955,500 sf
■ All other Research Bldgs.	192,500 sf

RESEARCH SPACE



EXISTING
1,148,000 SF

Space Type	D-C
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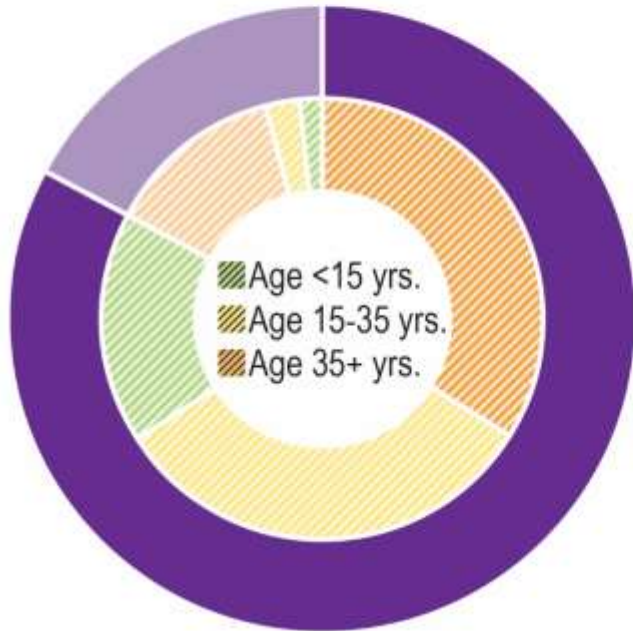


PLANNED
1,227,500 SF

Under development projects that may impact

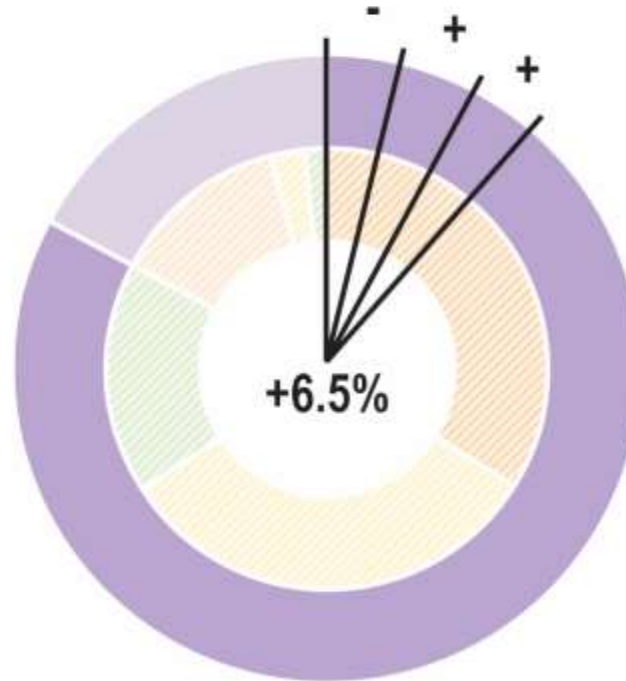
- Chemistry Renovations **(-29,000 SF)**
- Grand Challenges Building **(+63,000 SF)**
- Center for Integrative Medicine **(+1,500 SF)**
- Applied Research Building **(+44,000 SF)**

RESEARCH SPACE



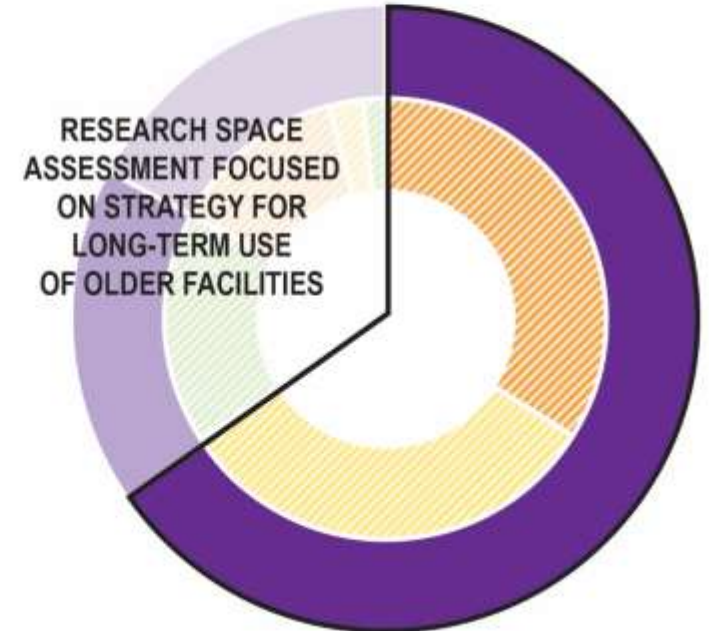
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FUTURE
?????? SF

- Variable based on:
- Changing space types and support needs
 - Research profile & expenditure growth
 - Approach to New vs. Reno vs. Re-purpose

RESEARCH SPACE

Existing Expenditure “Math”:

Space: 1,148,000 NASF
Expenditures: \$732,700,000
Exp. \$ per SF: \$638/NASF

Planned Expenditure “Math”:

Space: 1,227,500 NASF
Expenditures: \$781,500,000
Exp. \$ per SF: \$636/NASF

NOTE: assumes 6.5% increase into 2020-2021 matching prior growth between 2018-2019 and 2019-2020

Potential FUTURE Research Space Need Models:

Meeting Expenditure or Growth Targets (\$636/SF to \$638/SF)

\$860 million:	10% growth next decade	~120,000 NASF need
\$975 million:	25% growth next decade	~300,000 NASF need
\$1.15 billion:	50% growth next decade	~600,000 NASF need
\$1.3 billion:	65% growth next decade	~800,000 NASF need

Increased efficiency = increased \$/SF (\$700/NASF example shown)

Factors: Shared cores, less offices, less wet labs, etc. (10% more efficient shown)

\$860 million:	10% growth next decade	~0 <u>net</u> NASF need
\$975 million:	25% growth next decade	~170,000 NASF need
\$1.15 billion:	50% growth next decade	~450,000 NASF need
\$1.3 billion:	65% growth next decade	~615,000 NASF need

RESEARCH SPACE

Pending data

Bldg. #	Building Name	Building Age (Year Built)	Building FCI	Construction Type	Typical F-2-F Height	PI Count	GA Count	Programs	Lab Types
0088.00	Biological Sciences West	1967	Poor	Working to code	14				Coded in full spreadsheet
0240.00	Thomas W. Keating Bioresearch Building	2007	Good	Working to code	16				Coded in full spreadsheet
0241.00	Medical Research Building	2006	Good	Working to code	16				Coded in full spreadsheet
0077.00	Gould-Simpson	1985	Good	Working to code	14.8				Coded in full spreadsheet
0242.00	Bioscience Research Laboratories	2018	Good	Working to code	16				Coded in full spreadsheet
0107.00	Marley	1990	Good	Working to code	13.4				Coded in full spreadsheet
0104.00	Electrical And Computer Engineering	1986	Good	Working to code	15.4				Coded in full spreadsheet
0201.00	Arizona Health Sciences Center	1968	Poor	Working to code	Varies				Coded in full spreadsheet
0094.00	Meinel Optical Sciences	1970	Fair	Working to code	14				Coded in full spreadsheet
0119.00	Aerospace And Mechanical Engineering	1997	Good	Working to code	12				Coded in full spreadsheet
0221.00	Life Sciences North	1990	Good	Working to code	Varies by floor				Coded in full spreadsheet
0041.00	Chemistry	1936	Poor	Working to code	13.6				Coded in full spreadsheet
0044.00	Chemical Sciences Building	2006	Poor	Working to code	15.2				Coded in full spreadsheet
0106.00	Life Sciences South	1990	Good	Working to code	16				Coded in full spreadsheet
0081.00	Physics-Atmospheric Sciences	1960	Poor	Working to code	11.3				Coded in full spreadsheet
0038.00	Shantz	1962	Poor	Working to code	10.6				Coded in full spreadsheet
0222.01	Sydney E. Salmon Building	1998	Good	Working to code	15				Coded in full spreadsheet
0061.02	Richard F Caris Mirror Lab	1986	Good	Working to code	16.83				Coded in full spreadsheet
0207.00	Skaggs Pharmaceutical Sciences Center	1980	Fair	Working to code	15				Coded in full spreadsheet
0222.00	Leon Levy Cancer Center	1986	Fair	Working to code	15				Coded in full spreadsheet
0090.00	Animal and Comparative Biomedical Sciences	1966	Poor	Working to code	12.6				Coded in full spreadsheet
0201.02	Steele Children's Research Center	1991	Good	Working to code	13.6				Coded in full spreadsheet
0037.00	Carl S. Marvel Laboratories Of Chemistry	1973	Poor	Working to code	14				Coded in full spreadsheet
0068.00	Psychology	1968	Fair	Working to code	13				Coded in full spreadsheet
0064.00	Steward Observatory	1953	Poor	Working to code	8.8				Coded in full spreadsheet

Excluded but Research Space >10,000SF = Forbes, Civil Engineering, Harshbarger, Bio-Sciences East, Engineering, Tree Ring Archives, Mines and Metallurgy

“Top 28” Research Buildings by Space (table above) = 955k SF = 87% of Research Space
45 other facilities = 193k SF = 13% of Research Space

Student Success Resource Space

STUDENT SUCCESS RESOURCE SPACE

“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

STUDENT SUCCESS RESOURCE SPACE

Two big buckets under this umbrella:

We have been asked to holistically consider both as a part of student experience and student success.

Some resources or services can fall in both buckets – sorting being reviewed with focus groups

Student Success Resources

- Career Services
- Childcare
- Club & Organization Space
- Collaboration Space & Lounges
- Community Space
- Food Pantry
- Health Services
- Industry Space
- Learning Resource Centers
- Library Services
- Off-campus Student Services
- Student Legal Services
- Tutoring
- Etc.

Student Academic Services

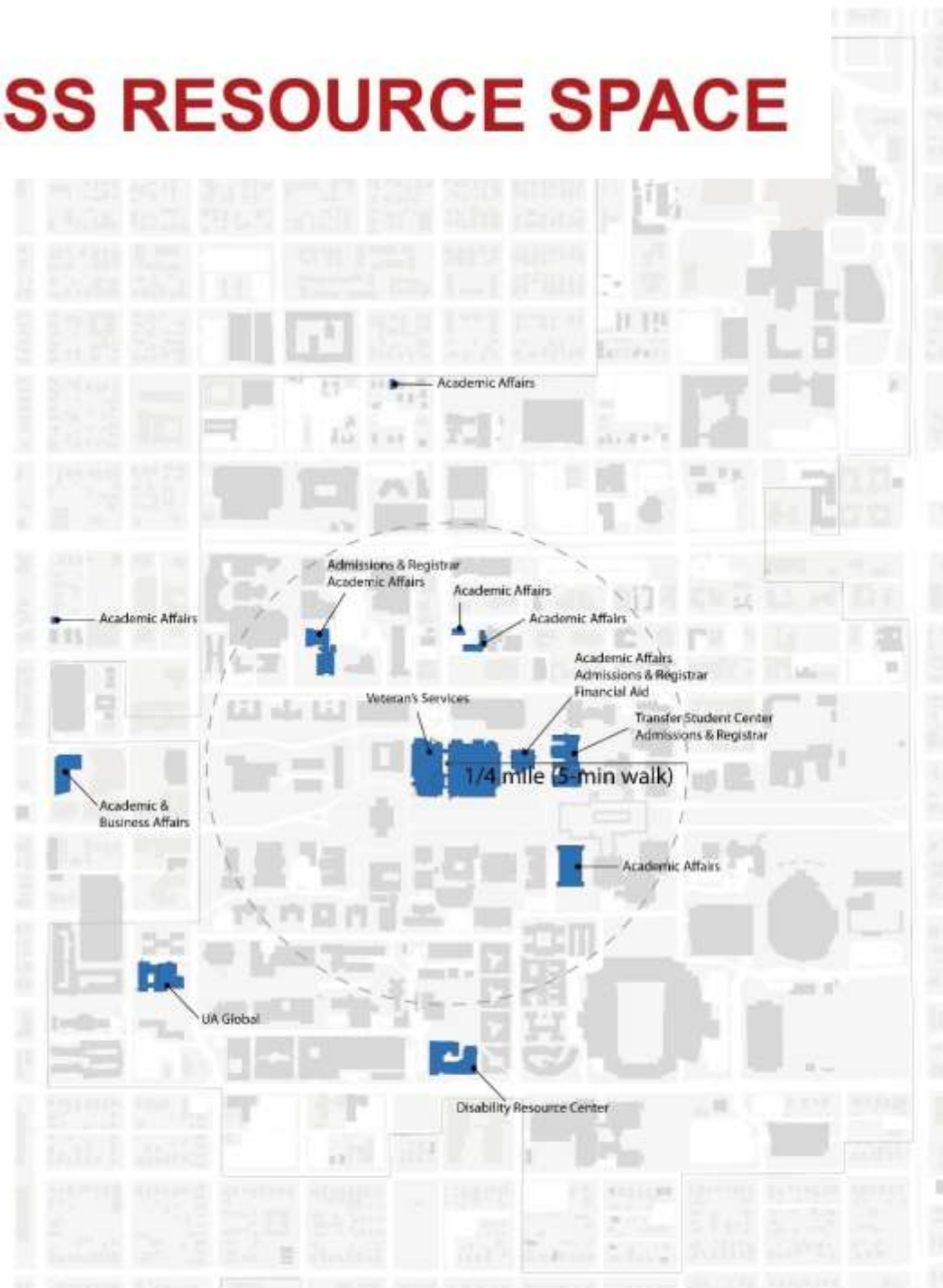
- Academic Affairs
- Academic Advising
- Admissions & Registrar
- Business Services
- Counseling Services
- Disability Resource Center
- Financial Aid
- Registrar
- Student Affairs
- Student Financial Services
- Testing
- Transfer Center
- Veteran Services
- Etc.

STUDENT SUCCESS RESOURCE SPACE

Student Academic Services:

Excludes:

- Academic Advising (College based)

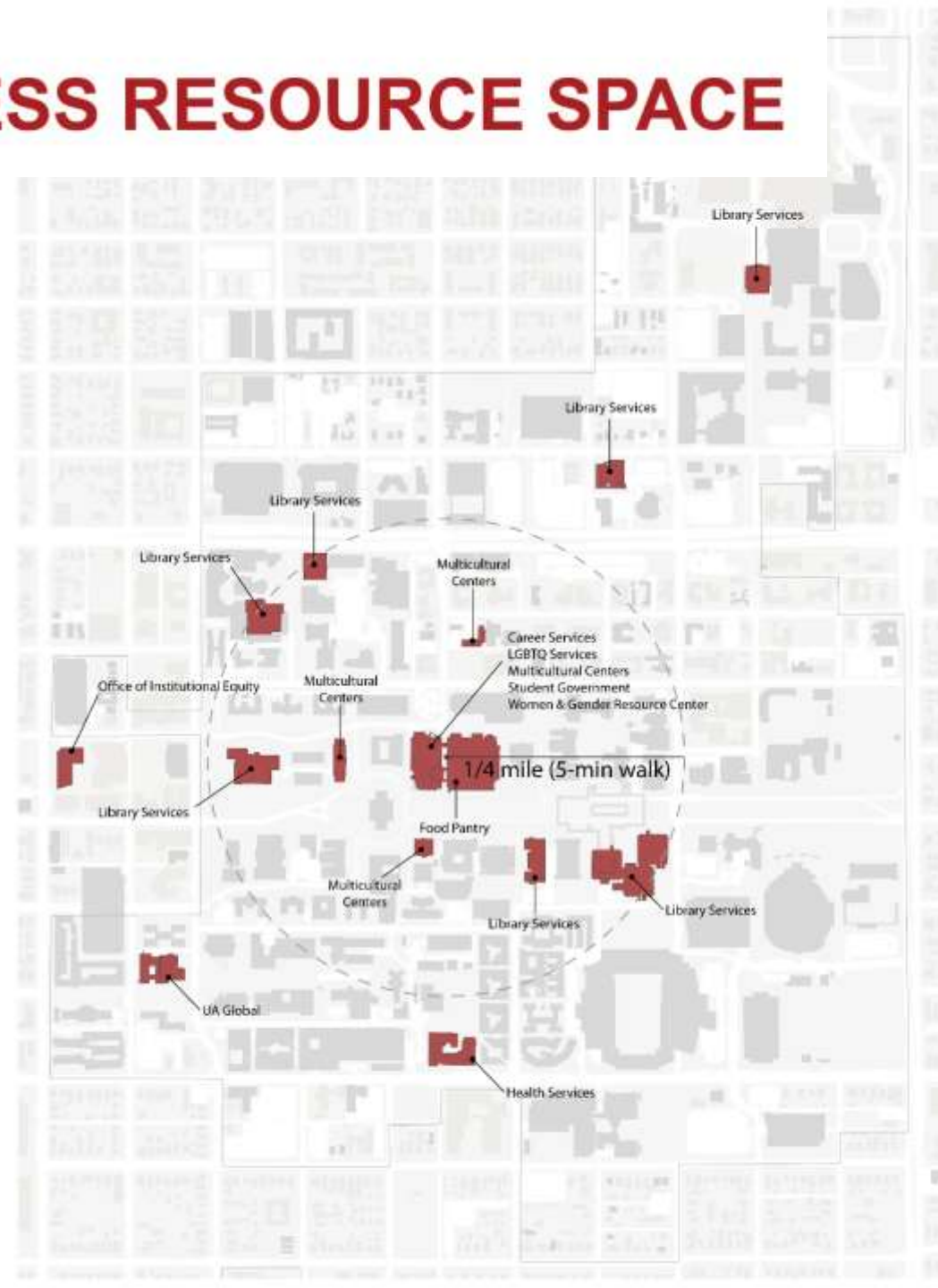


STUDENT SUCCESS RESOURCE SPACE

Student Success Resources:

Excludes:

- Learning Labs, Resource Centers, Tutoring, etc.
- Sticky spaces, collaboration spaces, lounges, etc.



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



STUDENT SUCCESS RESOURCE SPACE

Existing Space:

Student Academic Services			Student Success Resources		
Service Type	Location	Square Footage	Service Type	Location	Square Footage
Academic Affairs	Multiple	20,030	Career Services	Bookstore	8,999
Admissions & Registrar	Multiple	16,882	Club & Organization Space	SUMC	5,928
Business Services	USB	4,000	Health Services	Highland Commons	35,371
Disability Resource Center	Highland Commons	16,853	Library Services	Multiple	426,000
Financial Aid	Admin	7,000	Multicultural Centers	Multiple	7,230
Student Affairs	Multiple	10,000	Student Government	Bookstore	7,799
Testing	USA East	3,376	LGBTQ	Bookstore	1,026
Transfer Student Center	SUMC	628	Women & Gender Resource Center	Bookstore	4,926
Veterans Services	Bookstore	2,741	UA Global Services	UA Global Center	9,379
			Office of Institutional Equity (Title IX)	University Services Building	1,415
		81,510			508,073

But, existing coding does not allow easy calculations of...

Major Student Academic Service Components:

- Academic Advising (College based)
- International Advising/Admissions (UA Global)

Major Student Success Resource Components:

- Learning Labs, Resource Centers, Tutoring, etc.
- Sticky spaces, collaboration spaces, lounges, etc.

STUDENT SUCCESS RESOURCE SPACE

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WORKSHOP 04 - FOCUS GROUP NOTES

- (o) • The physical location of some services is not conducive to student access, and many services are scattered in multiple locations more than a mile apart. UA needs to consider opportunities to co-locate services that were not included in the Student Success District (ex: Academic Affairs including BURSAR & Financial Aid, etc.)
- (o) • Need to develop central/shared system for tracking student success resource usage
- (o) • Need better physical and digital connection of services and resources
- (o) • Need to better define what is “college” responsibility vs. “central” responsibility
- (o) • Need to do better providing resources for students experiencing trauma
- (+) • Need to better incorporate privacy spaces (lactation rooms, prayer rooms, etc.) into projects - potentially as a part of universal design standards/guidelines
- (+)(-) • Multi-cultural center (identified in strategic plan) is a challenging topic - Master Plan cannot address but can advocate that UA take steps to discuss correct solution

STRATEGIC PLAN ALIGNMENT - EXTRACTS

- (+) • New programming for First Year, Transfer, Graduate, and International students
- (+) • Strengthen coaching, teaching, and interventions
- (o) • Arizona analytics, advising, and achievement
- (+) • Build First Year Foundations
- (+) • Institutionalize commitment to Hispanic and Native American advancement
- (+) • Center for Creative Strategies & Innovation Ecosystem
- (o) • Global Education & Global Draw & Multilingual Wildcats

LEGEND: (+) Increases space or need (o) Neutral or undetermined (-) Decreases space or need

STUDENT SUCCESS RESOURCE SPACE

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- Global Education/Draw & Multilingual Wildcats

POTENTIAL RECOMMENDATIONS

- Develop strategy to better locate student academic services (BURSAR, Financial aid, etc.) in closer proximity, and potentially a more central location (multiple potential models/locations)
- Define potential attributes and typologies for innovation and collaboration spaces and consider parameters for requirements in new/reno projects
- Recommendation that the institution consider policy and technology solutions to better track student use of resources
- Consider identifying policy for the inclusion of privacy spaces in future projects as appropriate
- Consider the creation of "student success" swing space near the center of campus
- Identify potential locations for physical student success resources identified in the Strategic Plan
- Identify recommended % target of SSR space for the university to benchmark as it grows

Campus Life

CAMPUS LIFE SPACE

What we are examining

Residence Life

Health & Wellness

Dining

Student Recreation

Misc. smaller
components

Update:

We have met with multiple “Campus Life” groups throughout the Master Plan process.

At Workshop 04 it was identified that we should do a circle back with a few secondary components for additional meetings (taking place tomorrow) before finalizing an initial set of recommendations.

Sustainability

What does Sustainability mean to UA?

(we asked a similar question to both the Operations Committee and the Sustainability Focus Group!)

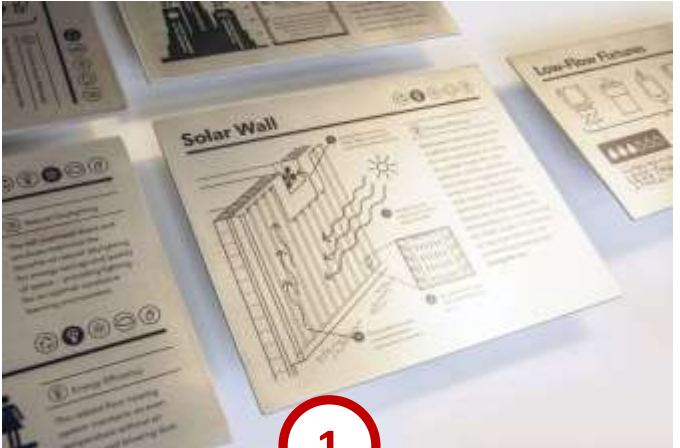
SUSTAINABILITY

**What are the
“Sustainability” messages
do you hear or see
communicated by UA?**

SUSTAINABILITY

Opportunity:

INCREASED SIGNAGE OR DIGITAL COLLATERAL CELEBRATING UA'S SUCCESSES



1

SYSTEM OF SIGNS



2

FEATURE PLAQUE



3

WALL GRAPHIC

SUSTAINABILITY

Workshop 04: Sustainability Focus Group activity

PAST ACHIEVEMENTS	CURRENT INITIATIVES	FUTURE ASPIRATIONS



SUSTAINABILITY

Workshop 04: Sustainability Focus Group activity



SUSTAINABILITY

FUTURE ASPIRATIONS EXERCISE (SUSTAINABILITY FOCUS GROUP)

PHYSICAL ENVIRONMENT

Improve campus open spaces including transitioning to away from non-native water intensive plantings and increasing campus tree canopy (25% target mentioned)

Live Green: Use the built environment to connect people, inspire, educate, and facilitate interactions

Landscape framework plan & landscape coordination committee

Increased multi-modal infrastructure/connectivity through campus and into surrounding communities

Treat stormwater as a utility

Goal: Stop burning fossil fuels

Greater integration of smart building techniques and technologies (ex: PV panels, motion-activated lighting, etc.)

MOBILITY & TRANSIT

More electric vehicle charging stations

Alternative fuel Cat-tran shuttles

Adopt green/living streets approach to campus mobility networks

Reduce the amount of traffic allowed in the interior of campus

Improve, maintain, and increase bicycle path and parking infrastructure

Policies that support increased use of campus and public transit infrastructure

SUSTAINABILITY

FUTURE ASPIRATIONS EXERCISE (SUSTAINABILITY FOCUS GROUP)



PEOPLE

Universal access and design goal for all existing and future buildings

Social Justice: Understand how we can appropriately advocate and support underrepresented voices including HSI and Native Americans

Participation in more organizations that promote sustainability, Social Justice, and resiliency (ex: University Climate Change Coalition)

Dedicated staff to bridge between academic, research, and student efforts using the campus as a living lab



OPERATIONS

Create cohesive institution-wide policies and targets around waste, water management, sustainable procurement and contracting, and paper usage reduction

Set targets and roadmaps for Carbon Neutrality and Carbon Negative (by 2040?) operations

Limit new construction and focus on existing building renovation and repurposing due to embodied carbon

Increase opportunities to work with the City of Tucson on achieving mutual goals



EDUCATION & OUTREACH

Sustainability literary Gen Ed requirement for students and orientation training for faculty and staff

“Toot our horn” - Expand communication about what we do and expand/increase visibility of existing programs/competitions

Find ways to showcase diverse cultures, background, & history

Create/expand formal applied research structures

SUSTAINABILITY



WORKSHOP 04 - FOCUS GROUP NOTES

- Master Plan needs to consider the “People” component, but this is a much larger topic that extends beyond the Master Plan - the Master Plan should encourage support of students and understanding of the unique UA context in regards to Hispanic, Native American, and other underrepresented populations
- Meaning of Sustainability to UArizona
 - Triple bottom line: People, Climate, and Economics
 - “Environmentally sound, Socially Just, Economically viable”
 - Philosophical set of values we embed into the students education and experience so that they can carry it forward
 - University of Arizona setting an example to the world
- Urgency for sustainability will increase over the next 10 years (life of Master Plan)
 - More ubiquitous and locally focused
- The Office of Sustainability (newly formed) had a very short period of time to prepare content for the Strategic Plan - if they could re-do today it would be more specific
- Find a way to capture future targets from exercise as aspirations

STRATEGIC PLAN ALIGNMENT - EXTRACTS

- Institutionalize commitment to Hispanic, Native American, and underrepresented voices
- Live our core values
- Sustainability and resiliency throughout UA Operations
- Campus culture of sustainability and community partnership

SUSTAINABILITY



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POTENTIAL RECOMMENDATIONS

- Create a value statement for MP (PDC + ASG + Office of Sustainability)
- Communication recommendations: engage marketing and communications department to communication & signage package
- Recommendation for a landscape master plan that takes a closer look at landscape standards and guidelines, and identifies opportunities to reduce turf and improve % native landscape to cut down on water costs and usage
- Advocate the continued consideration of strategies that will reduce UA's reliance on fossil fuels
- Increase tree canopy and shade through native plantings to improve campus experience
- Advocate for policies and programs that promote sustainability-related education and outreach both on and off campus (partner with community)
- Support policies that advance Social Justice
- Include Strat Plan Sustainability items in MP



6. Next Steps

University of Arizona 2020 Campus Plan Update



NEXT STEPS

1. Workshop 05: Today & Tomorrow
 - Focus Group Meetings:
 - Instructional Focus Group
 - Research Focus Group
 - Campus Health & Wellness Focus Group
 - Sustainability Focus Group
 - Synthesis of Feedback
2. Workshop 06: Early April '20
 - Draft Plan Document
3. Late Spring '20 – Final Plan



THANK YOU!

University of Arizona 2020 Campus Plan Update

