2022 CAMPUS MASTER PLAN RESTART

(2020 CAMPUS MASTER PLAN)

INSTRUCTION AND STUDENT SUCCESS

THE UNIVERSITY OF ARIZONA

AYERS SAINT GROSS

JUNE 02, 2022

Agenda

- Introductions
- Overview of 2020 Master Plan
- Restart Parameters
- Process and Topics for Next Session

Detailed Agenda Provided Separately

Introductions

Who is in the Room?

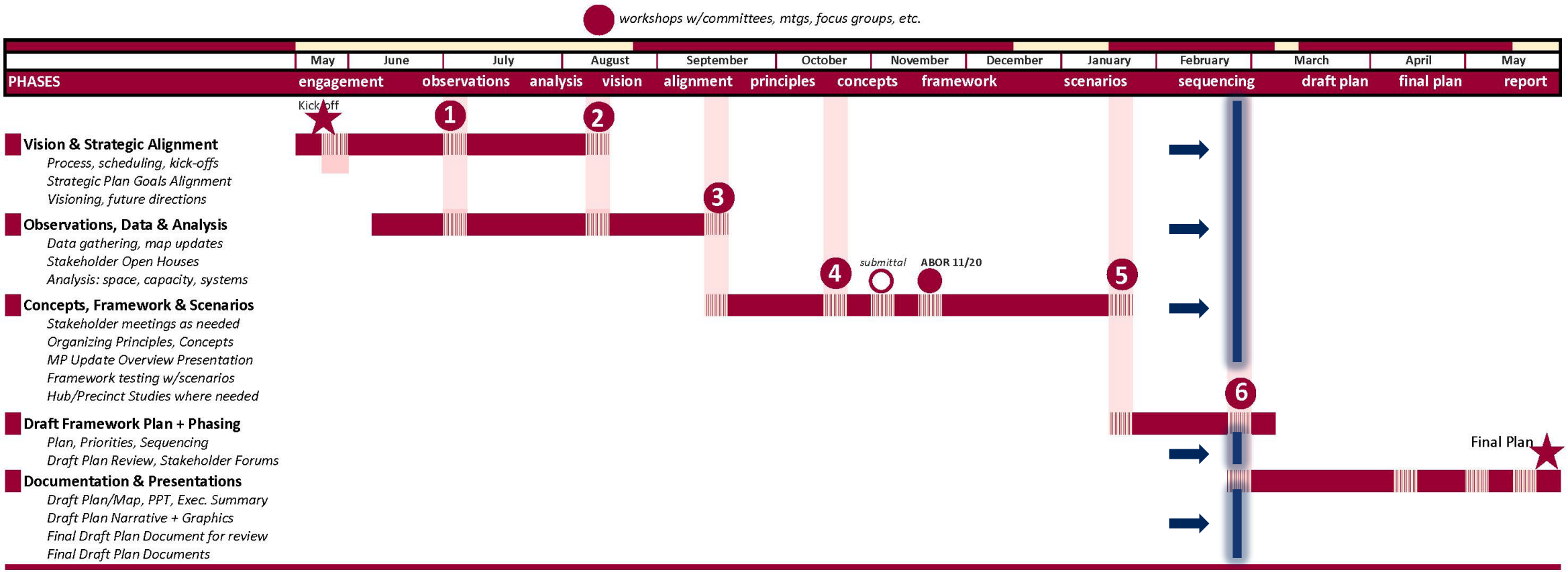
AYERS
SAINT
GROSS

THE UNIVERSITY OF ARIZONA

Overview of 2020 Campus Master Plan

(previous) 2020 Campus Master Plan Schedule

WHERE WE LEFT OFF...



Workshop Recap

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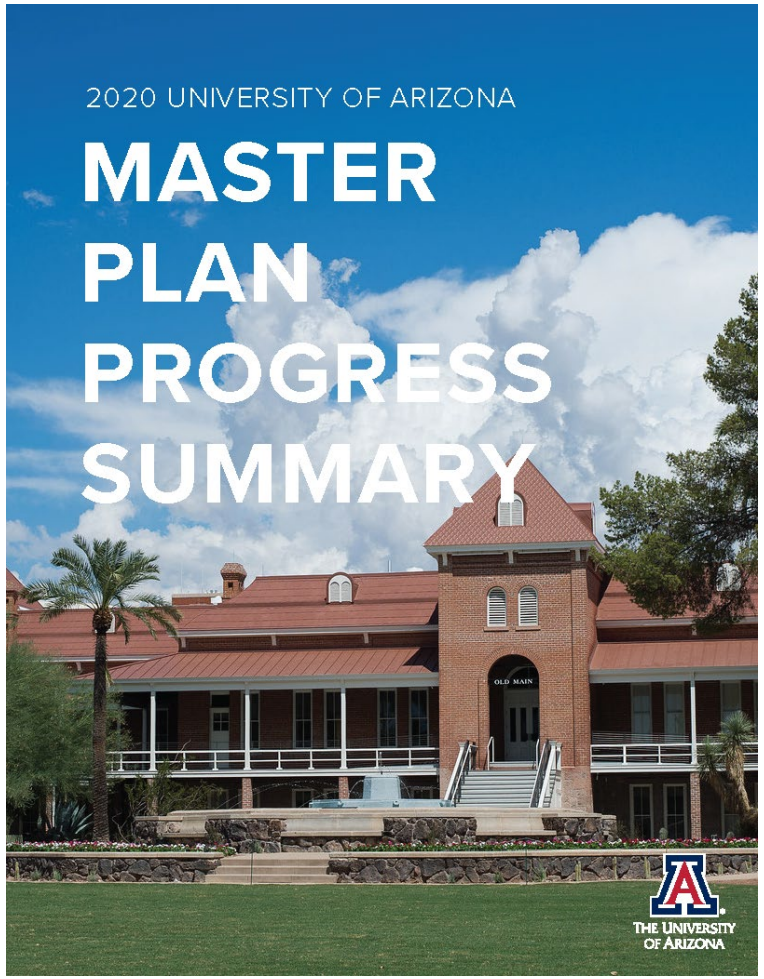
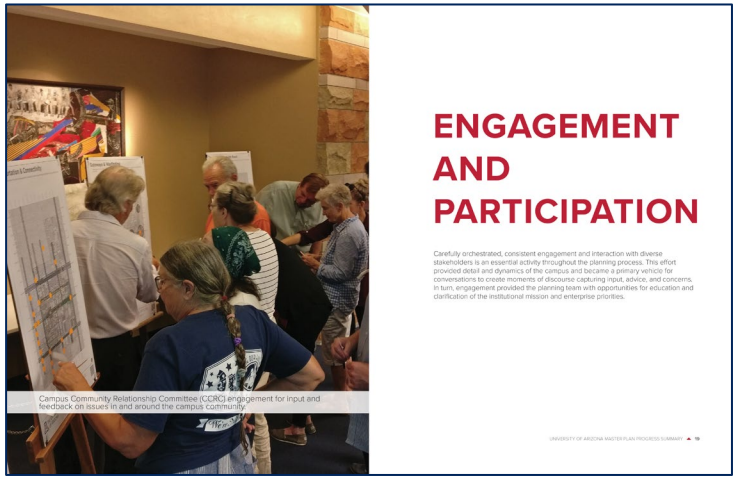
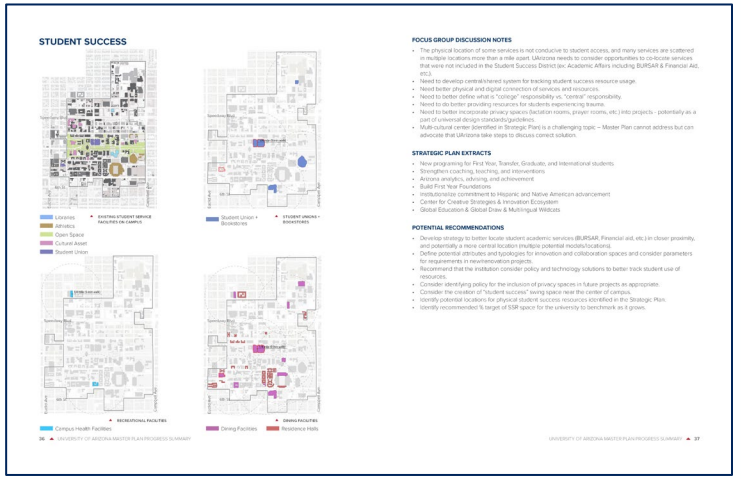
Executive Summary Draft

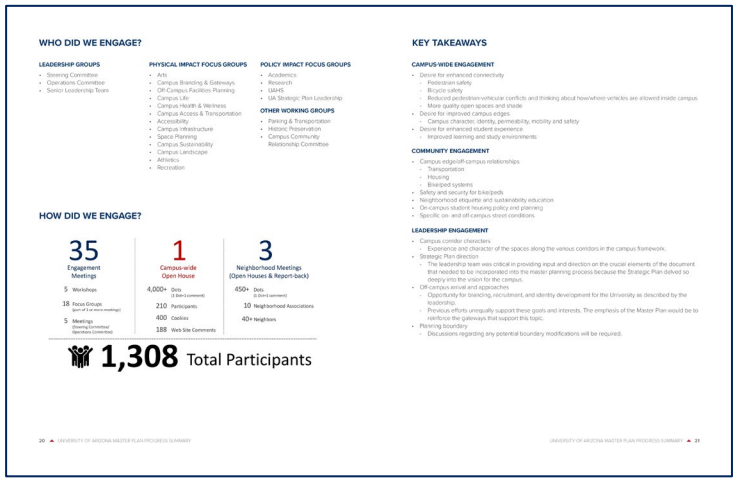


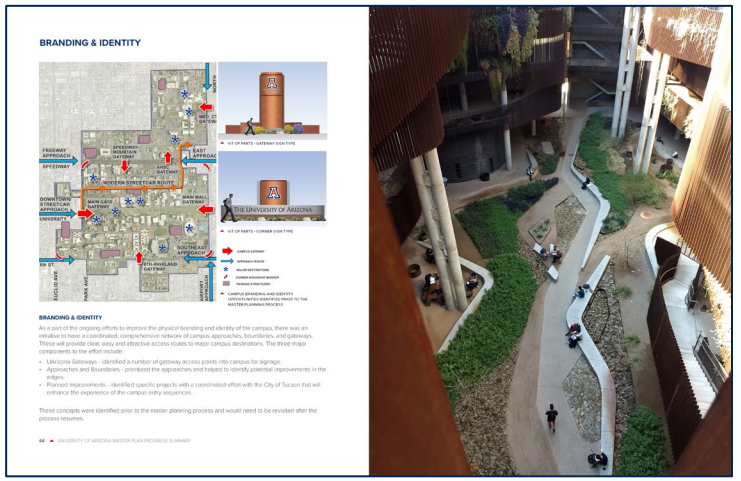

Campus Community Relationship Committee (CCRC) engagement for input and feedback on issues in and around the campus community

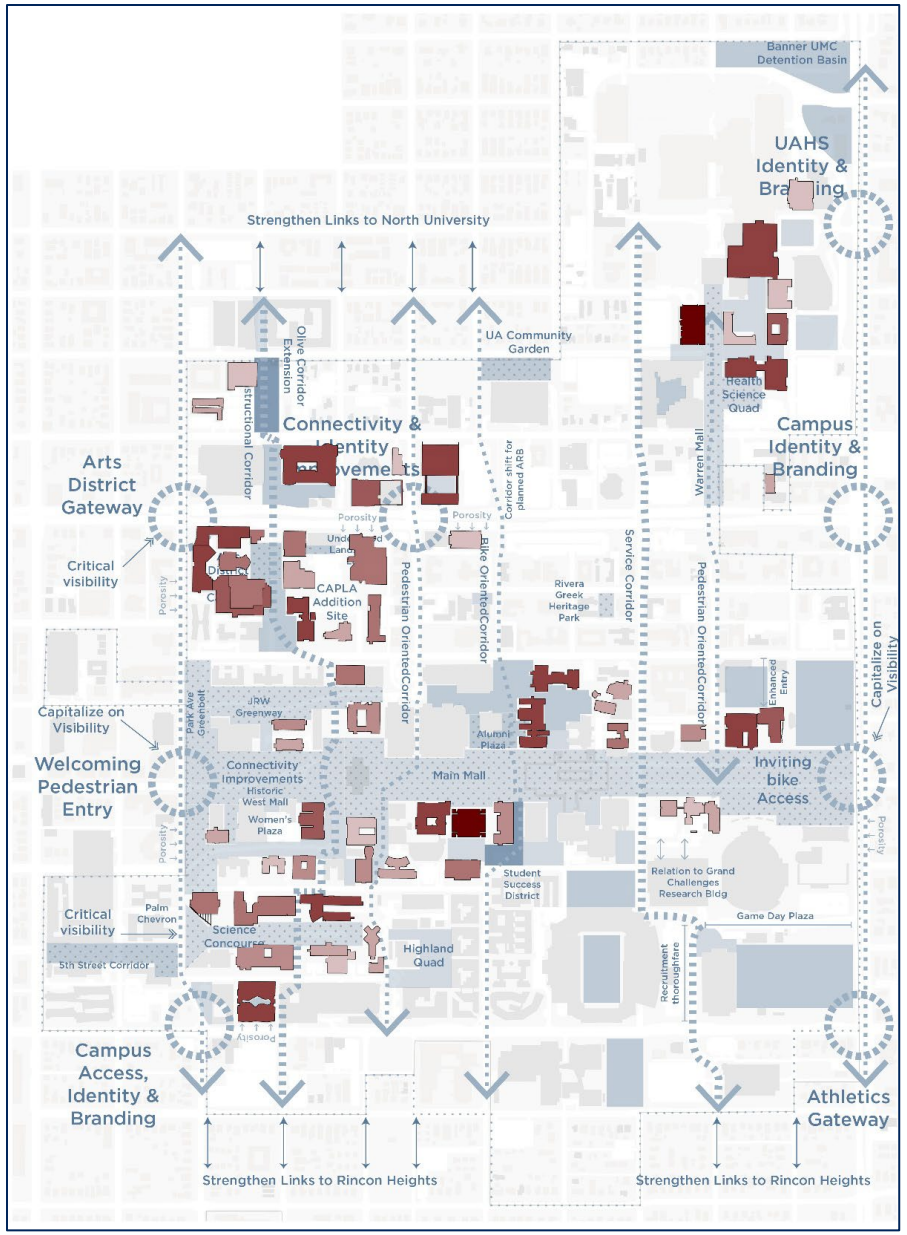
ENGAGEMENT AND PARTICIPATION

Carefully orchestrated, consistent engagement and interaction with diverse stakeholders is an essential activity throughout the planning process. This effort provided detail and dynamics of the campus and became a primary vehicle for conversations to create moments of discourse capturing input, advice, and concerns. In turn, engagement provided the planning team with opportunities for education and clarification of the institutional mission and enterprise priorities.









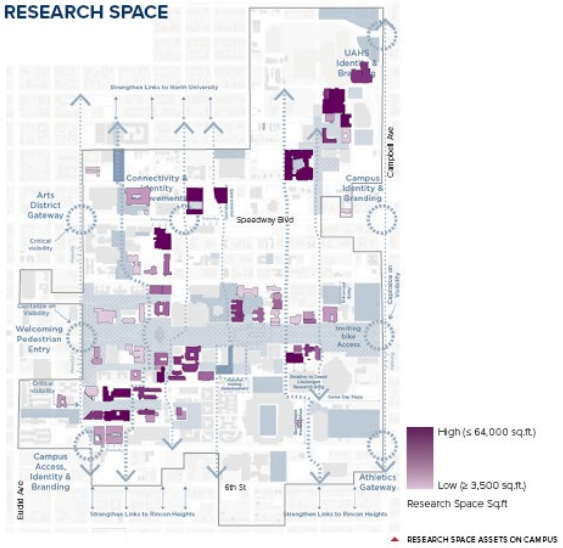
Instructional Space

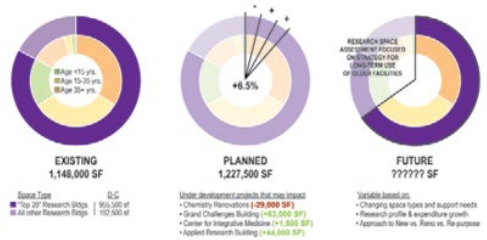
Framework

- Instructional Space
- N/S Connections
- Key Open Spaces
- Gateways

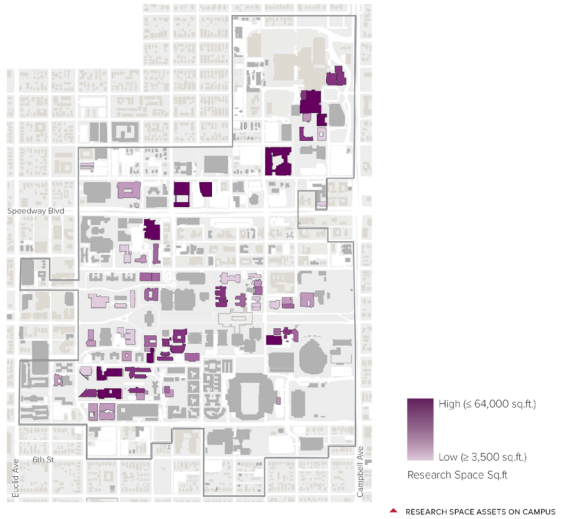
Frameworks

RESEARCH SPACE





RESEARCH SPACE ASSETS

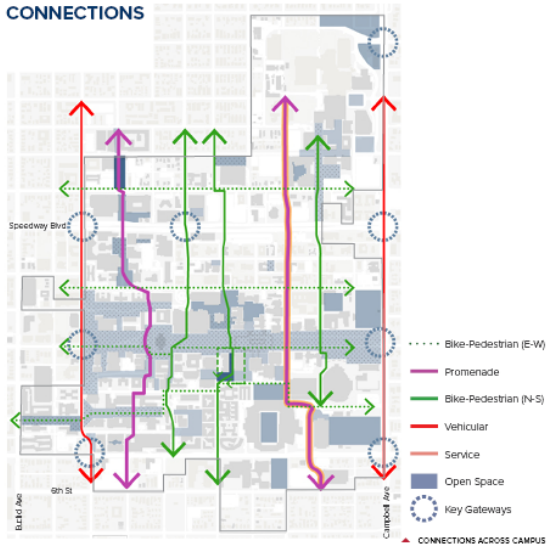


RESEARCH SPACE

- Space distribution
  - The research space has highly concentrated pockets across campus like the UAHS, Engineering, Science concourse buildings in the southwest of the campus.
- Projected needs
  - There is an anticipated growth in expenditures and faculty, but not a specific target.
  - Interdisciplinary is a good goal for all future UArizona buildings including research – Grand Challenges is seen as a potential showcase.
  - Hub locations, either new or existing buildings, or in the greenspace framework, will need to be determined.
  - A matrix of elements or functional resources that support the character of the area will need to be developed within the hub.
  - Hubs should be used to support shared core resources when possible.
  - Hubs should create places for interdisciplinary and trans-disciplinary intersections.

Frameworks

CONNECTIONS



CONNECTIONS ACROSS CAMPUS

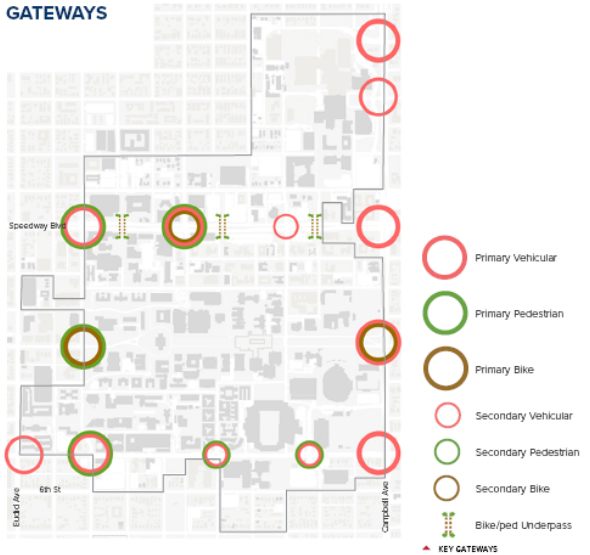
CONNECTIONS

One of the most heavily discussed topics during all the workshops were the North-South Connectors. These have evolved from distribution of instructional and research space and the patterns of movement of students, faculty, and staff across the campus. They are broadly categorized into three categories:

- Promenade - major connectors that are high capacity in volume, especially during peak hour.
  - Olive Road; Cherry Avenue
- Ped/Bike - dedicated connectors for ped/bike movement and don't allow vehicular movement.
  - Park Avenue; Mountain Avenue; Highland Avenue; Warren Avenue; Campbell Avenue
- Service - connectors used for internal servicing purposes between the north and south of campus.
  - Cherry Avenue

Diagonal Connectors: A slight modification on the discussion for the North-South Connectors mentioned above is the diagonal connectors. These are not formally defined but key discussions have been held to address the major routes traveled across campus along diagonal routes. A key example of this was the connection between the science concourse and the UAHS areas.

GATEWAYS



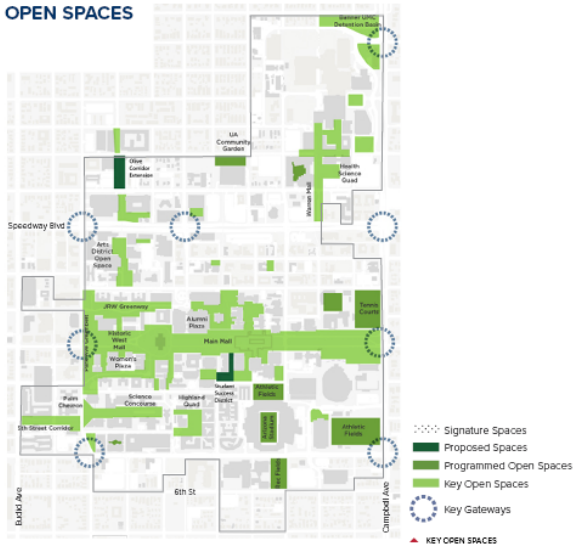
KEY GATEWAYS

GATEWAYS

Gateways are categorized in two broad categories based on their volume and modes of transportation. Based on the volume, they are classified into primary and secondary gateways, while based on the modes of transportation they are categorized into vehicular, bicycle, and pedestrian gateways. The two overlap to result in the eight most used gateways for the campus as indicated in the image above. The list of primary and secondary gateways is below:

- Primary 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
  - Park Ave & University Blvd
- Secondary Gateways
  - 6th Street & Highland Ave
  - 6th Street & National Championship Drive
  - Speedway Blvd & Olive Rd
  - Speedway Blvd & Highland Ave
  - Speedway Blvd & Warren Ave

OPEN SPACES



KEY OPEN SPACES

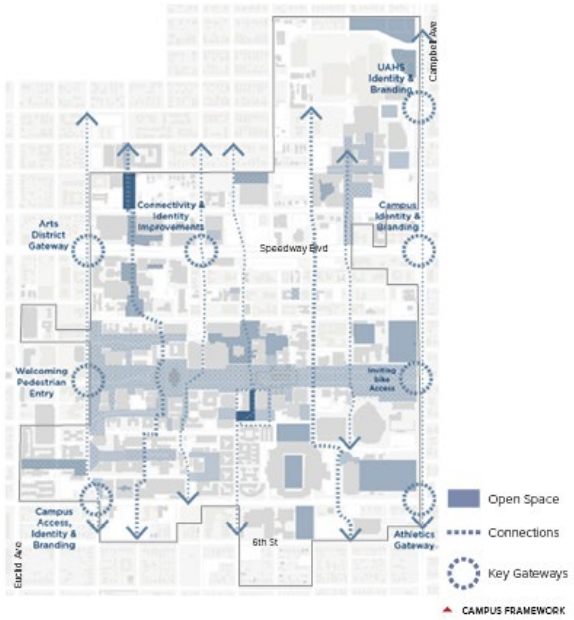
OPEN SPACES

UArizona'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 support greater usage, new opportunities arise to transform exterior spaces for the greater benefit to the campus and its users.

The open spaces are classified into two categories based on the use: Open Use and Programmed Open Spaces. Additionally, there are two categories treated as overlays: Proposed Open Space and Signature Open Spaces.

- Open Use Spaces - open spaces that do not have an assigned use or function and are used flexibly.
- Programmed Open Spaces - open spaces that have a specific assigned use.
- Proposed Spaces - Spaces that are designated as future open spaces.
- Signature Open Spaces - open spaces that are an integral part of the campus history and identity.

CAMPUS FRAMEWORK



CAMPUS FRAMEWORK

One of the key aspects of the Master Plan is the Campus Framework. Although there are a number of factors that contribute to the campus enviroment, four key aspects are identified that help define the campus framework:

- Gateways
- Open Spaces
- Connections
- Planning Projects

Frameworks

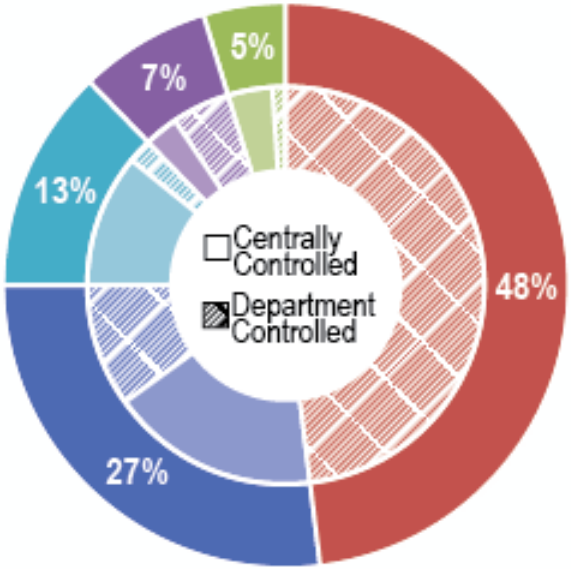
COMPOSITE CAMPUS FRAMEWORK

Multiple factors contribute to the campus environment. Four key aspects are identified that help define the campus framework:

- Gateways
- Open Spaces
- Connections / Circulation
- Planning Projects (current and proposed)
- Transit

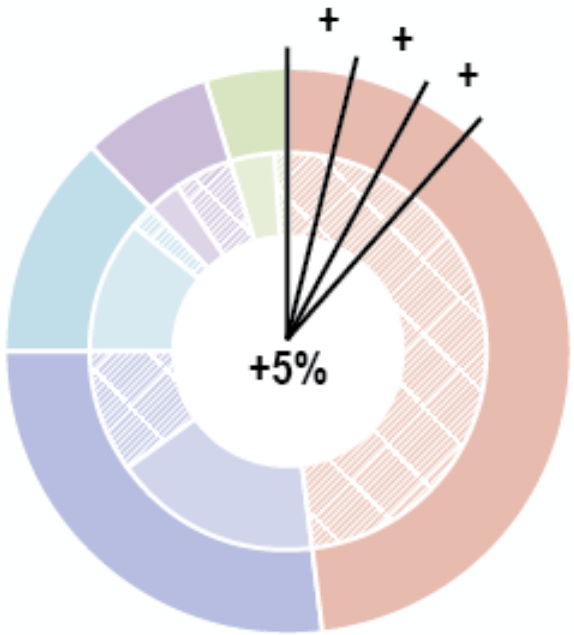
Instructional Space

WHERE WE LEFT OFF...



EXISTING
742,000 SF

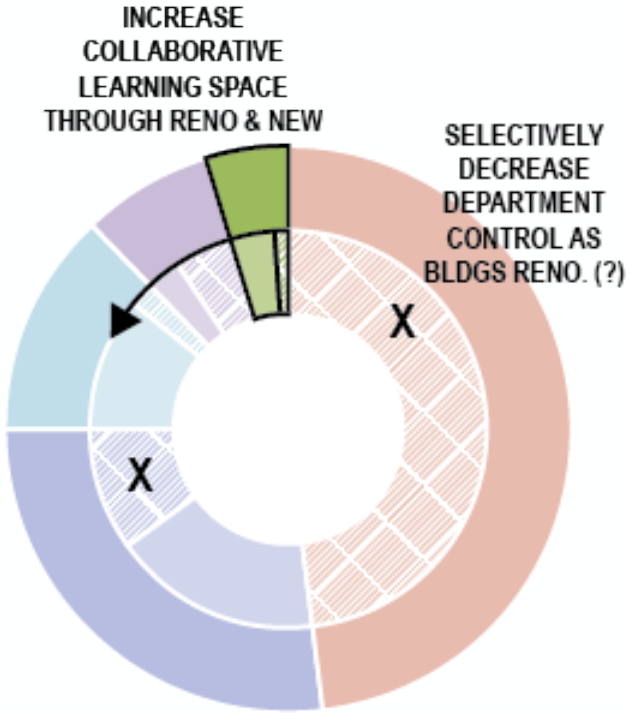
Space Type	C-C	D-C
Class Labs	1,750 sf	333,000 sf
Classrooms	125,825 sf	73,500 sf
Lecture Halls	80,300 sf	15,500 sf
Seminar	19,500 sf	34,500 sf
Collaborative	29,000 sf	6,300 sf



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)**



FUTURE
SF Tied to Enrollment Scenarios

Projections tied to enrollment scenarios

A B C

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

Instructional Space

WHERE WE LEFT OFF...

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

WHERE WE LEFT OFF...

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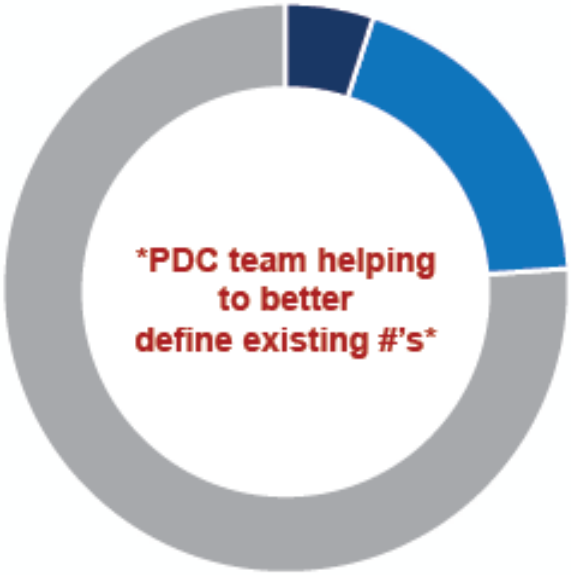
POTENTIAL RECOMMENDATIONS

- 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)

Student Success Resource Space



EXISTING
1,900,000 SF

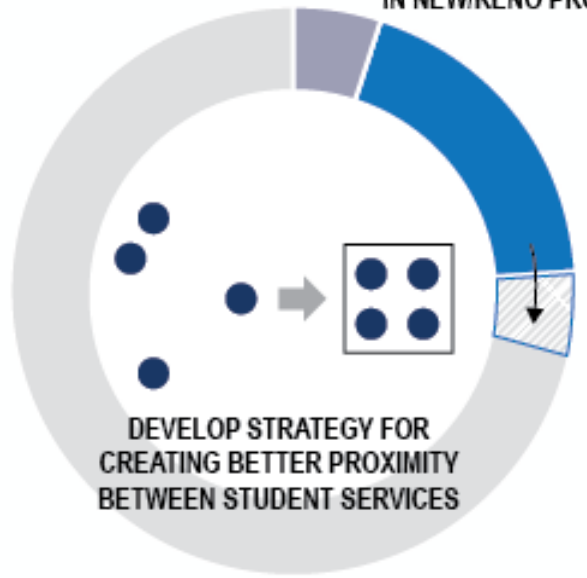
Space Type	D-C
Student Academic Services	????? sf
Student Success Resources	????? sf
All other Space on Campus	5,972,000 sf

PLANNED
?????? SF

Under development projects that may impact

- Student Success District (+)
- Ongoing Park Union Renovations (+)
- Grand Challenges & CIM (?)
- Center for Integrative Medicine (?)

STRATEGY FOR ENSURING AMPLE INNOVATION SPACE, STICKY SPACE, AND RESOURCES IN NEW/RENO PROJECTS



FUTURE
?????? SF

Projections tied to enrollment scenarios

A B C

- Need to identify rough % targets/benchmarks for each scenario through the SSR focus group

Student Success Resource Space

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 programing 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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- Center for CS & Innovation Ecosystem
- 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

Key Questions and Topics

INSTRUCTIONAL AND STUDENT SUCCESS

Space Needs

- Consider Space Utilization and Instructional Delivery in the hybrid world and the impacts
- Develop updated Space Utilization profile
- Develop long-term class-lab typologies aligning with programmatic needs
- Assess Student Success long-term needs within the context of recent completed projects

Space Needs

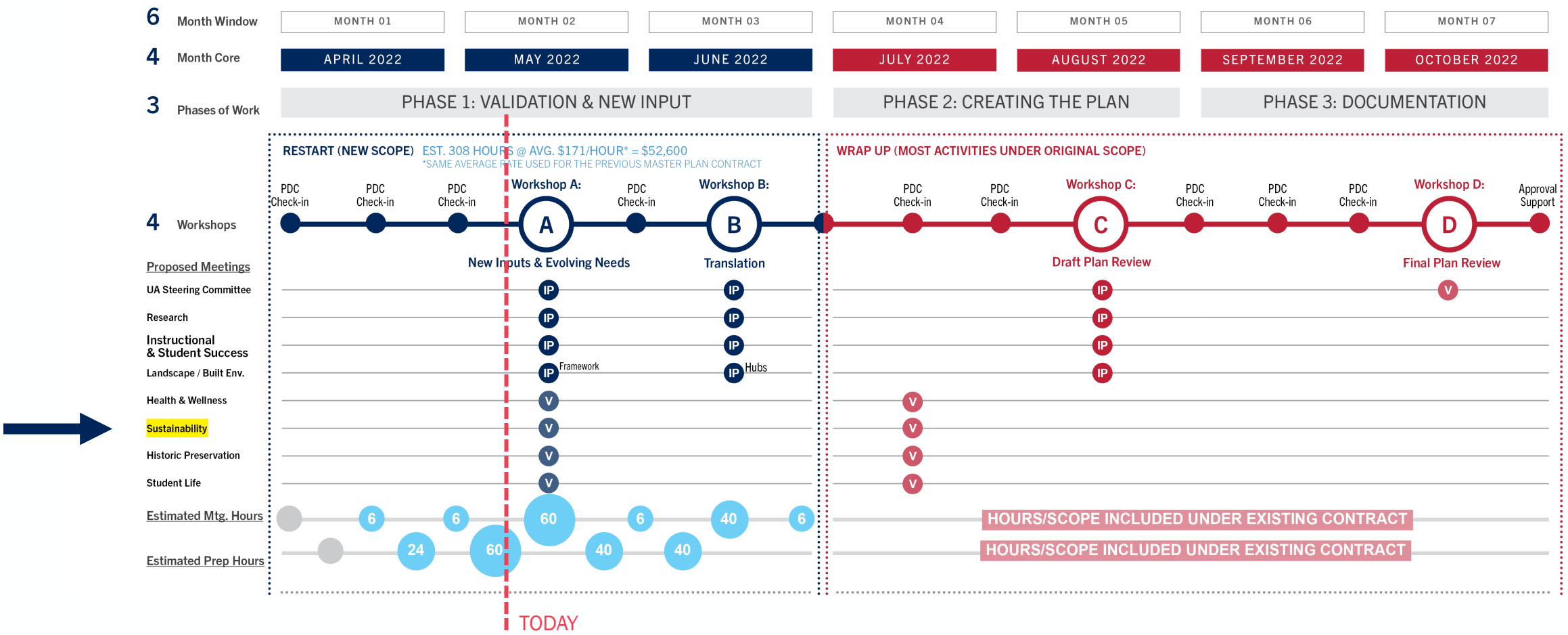
- How does enrollment impact space resources and typologies?
- Do we have unmet class lab needs? When?
- How do we connect with innovation spaces?
- Can location on Campus support improved utilization and student access?

Physical Planning

- Develop and describe characteristics, attributes for integration of instructional spaces into campus
- Identify and Improve underutilized resources
- Use campus plan to support hubs and programmatic intersections
- Align new space with capital planning and/or obsolescence of older space

Restart Parameters

(proposed) **Restart Schedule**



Restart Considerations

PDC overview

Master Plan Structure: Strategic Assets

MASTER PLAN ORGANIZATION

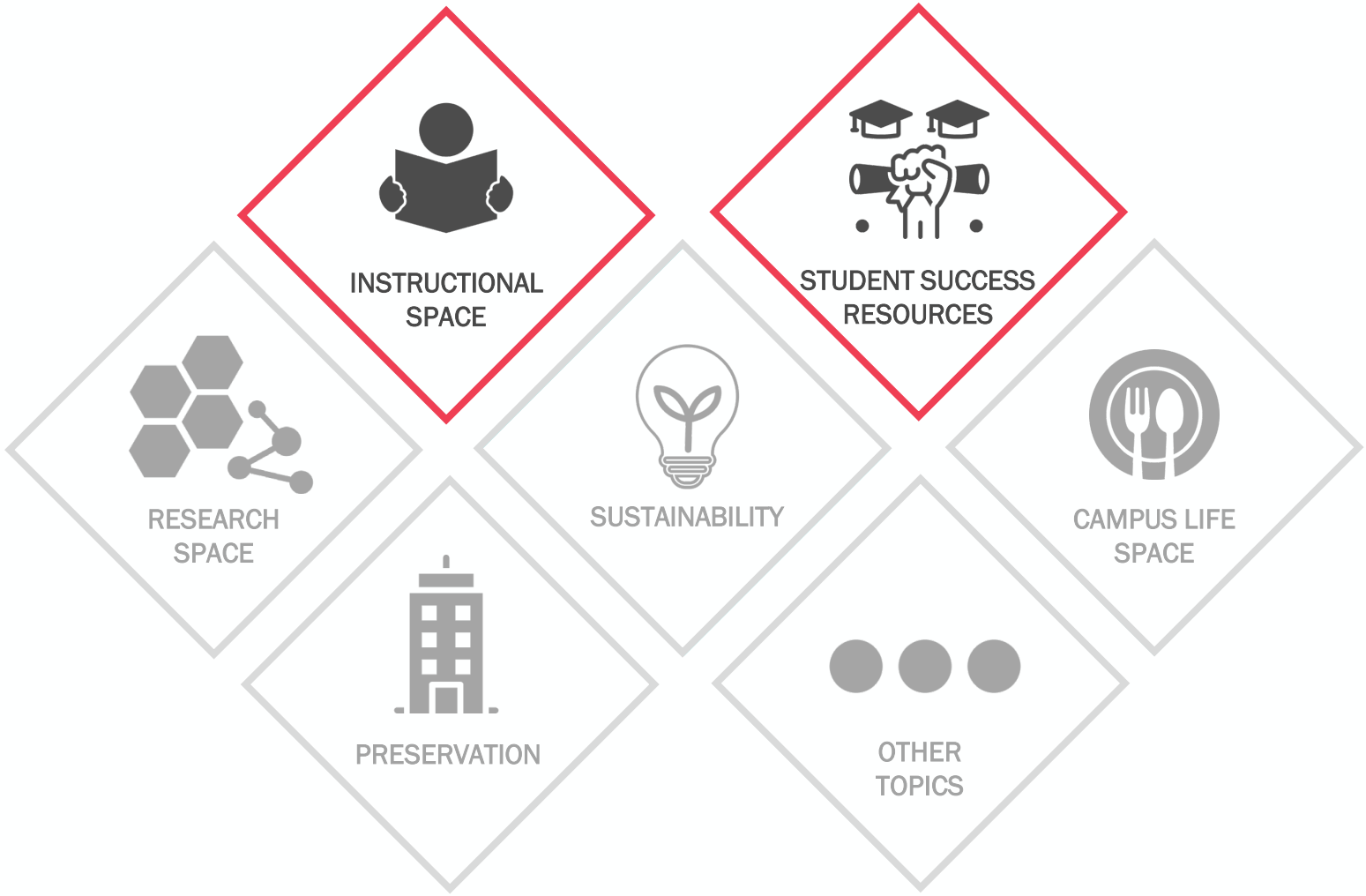
STRATEGIC PLAN
ALIGNMENT

1 FRAMEWORK

2 **STRATEGIC ASSET MANAGEMENT**

3 INTEGRATED PLANNING PROJECTS

INTEGRATED WITH ALL 3
SUPPORTING TOPICS

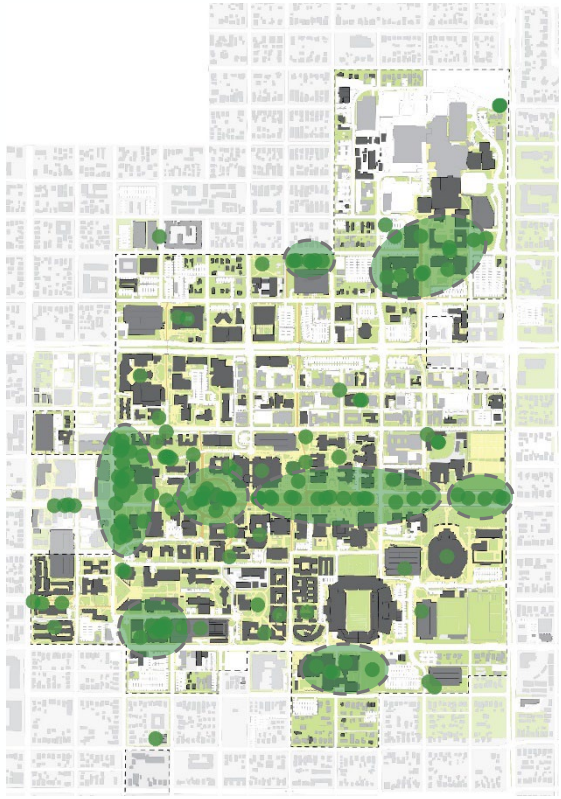


Summary of Previous Steering Committee Meeting (MAY 11, 2022)

Major Topics for Re-analysis and Confirmation within the Restart Phase:

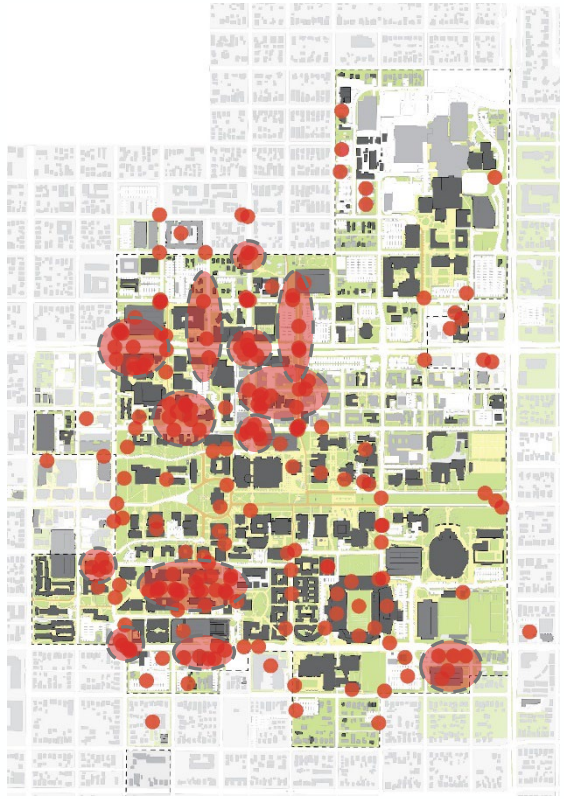
- SWOT
- Enrollment
- Boundaries
- Gateways
- Circulation
- Transit
- Innovation
- Wayfinding
- Sustainability

Steering Committee SWOT Suggestions



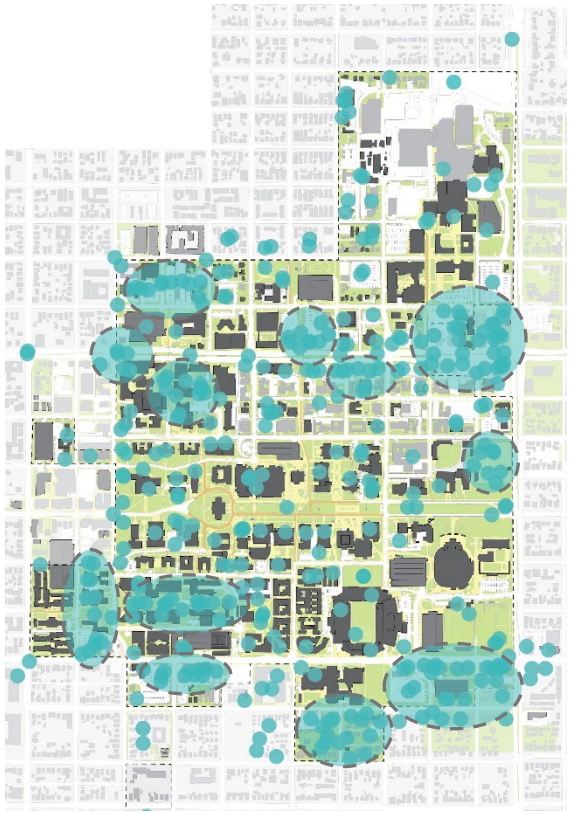
Strengths

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



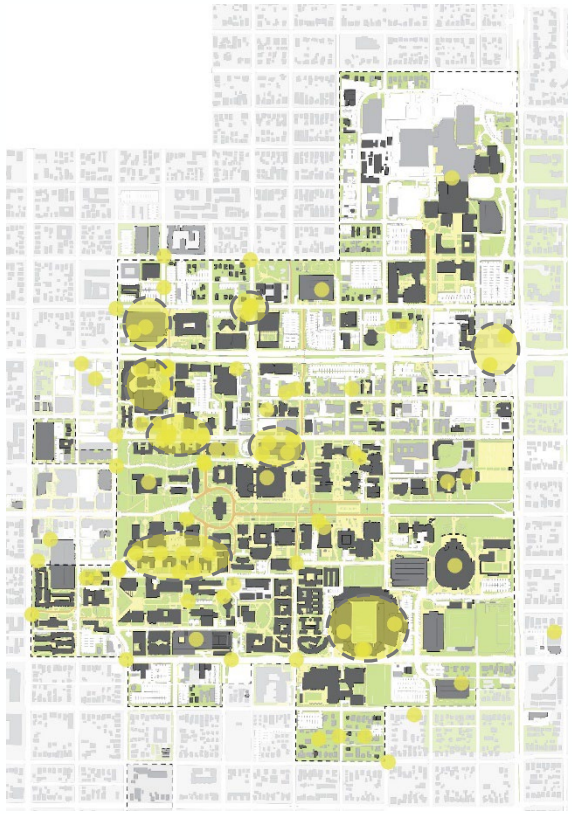
Weaknesses

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



Opportunities

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



Threats

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

Topic: Strengths, Weaknesses, Opportunities, and Threats (SWOT)

SWOT needs to be reassessed

Steering Committee

SPECIFIC COMMENTS

- Threats: there are challenges of work and sustainability
- Threats: totally unacceptable level of danger for pedestrians
- Threats: column feels “tepid” compared to other categories
- Post-pandemic the world has changed, opportunity to focus on *things mentioned by Liesl*:
  - Sustainability
  - Circulation
  - Food deserts
  - Maintenance deferrals

Topic:
Enrollment

Future enrollment profiles and impact on space and utilization

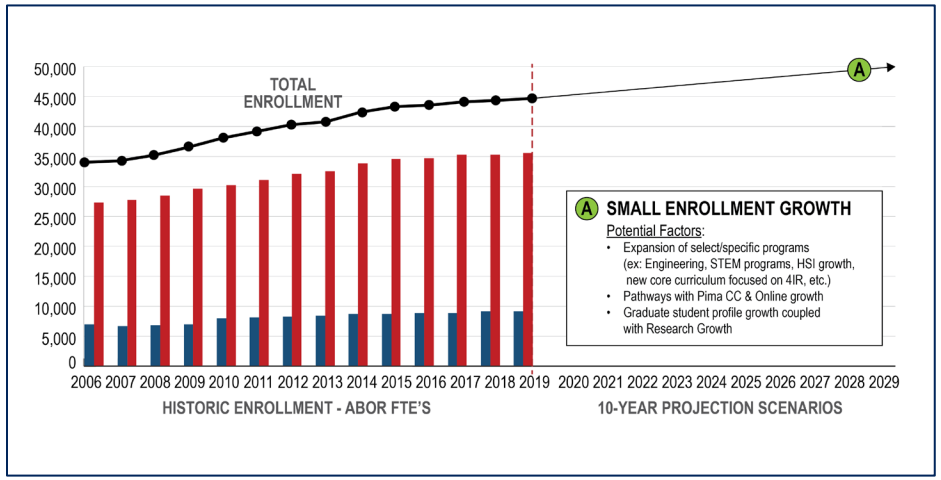
Steering Committee

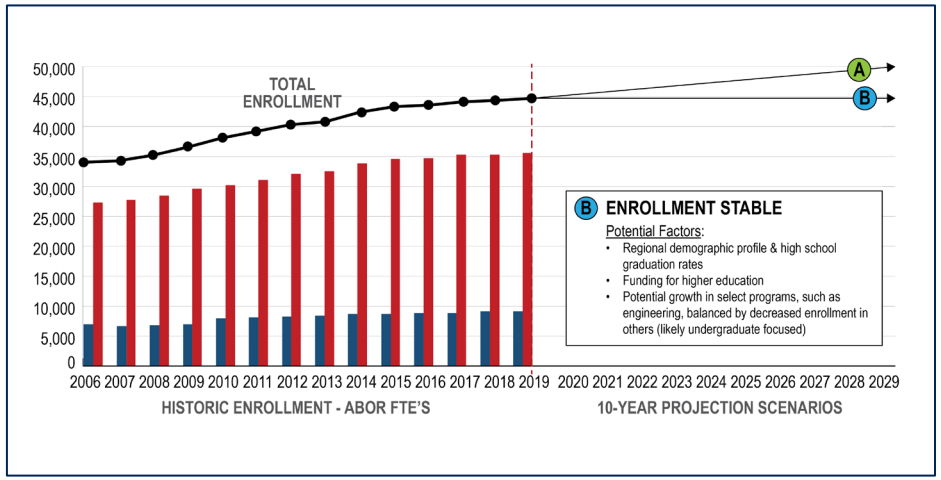
SPECIFIC COMMENTS

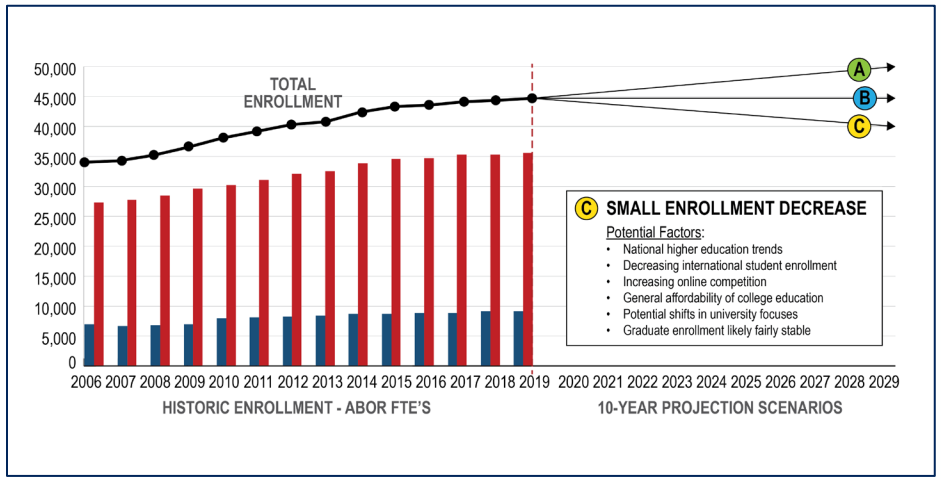
- Analytics have captured the number of students on campus for the past 2 years
  - Based on Wi-Fi connections
  - This data will be informative
  - Already know how many people are coming to campus each day
- Physical vs online demographics, subsequent use patterns
- Decouple grad and undergrad growth patterns because they will be different
- Long-term graduate profiles to support Tier 1 research goals

Steering Committee Topic: Enrollment

PREVIOUS ENROLLMENT PROJECTIONS (**2019**)



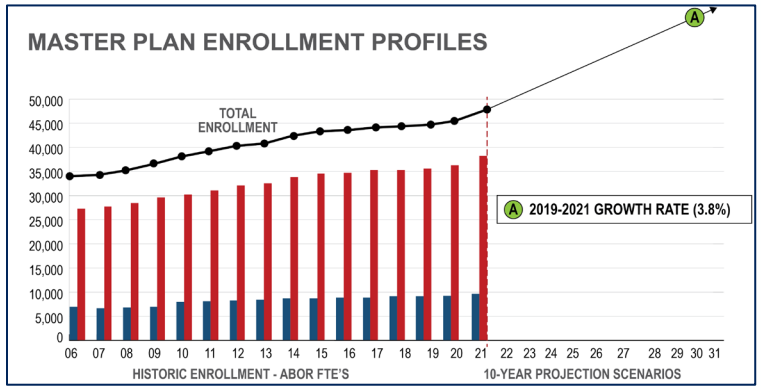


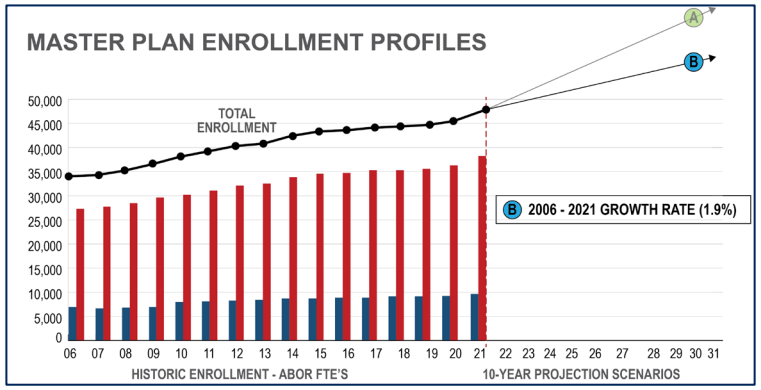


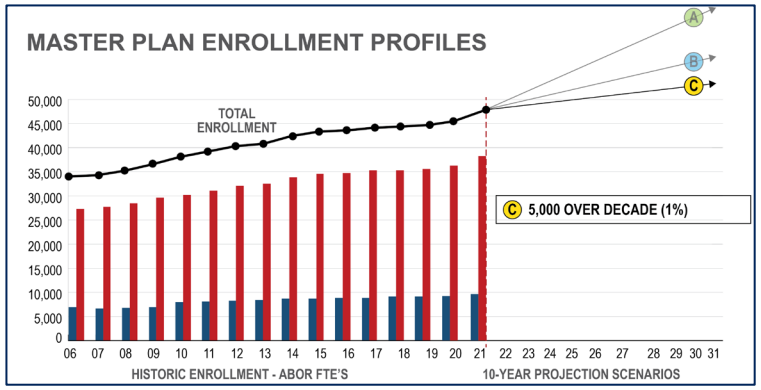
	Enrollment Profile	Graduate Enrollment	Undergraduate Enrollment	Total Enrollment	What This Means?
EXISTING (FALL 2019 ABOR FTE)	EXISTING PROFILE (FALL 2019)	9,094	35,620	44,714	
10-YEAR PROJECTION SCENARIOS (2029-2030)	A SMALL ENROLLMENT GROWTH Potential Factors: • Expansion of select/specific programs (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 Potential Factors: • 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 Potential Factors: • 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

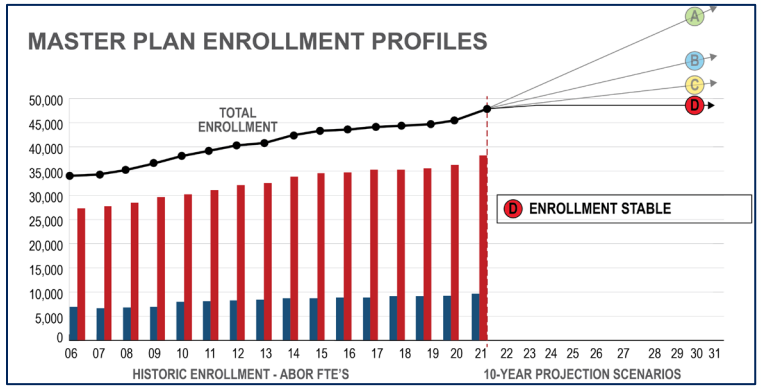
Steering Committee Topic: Enrollment

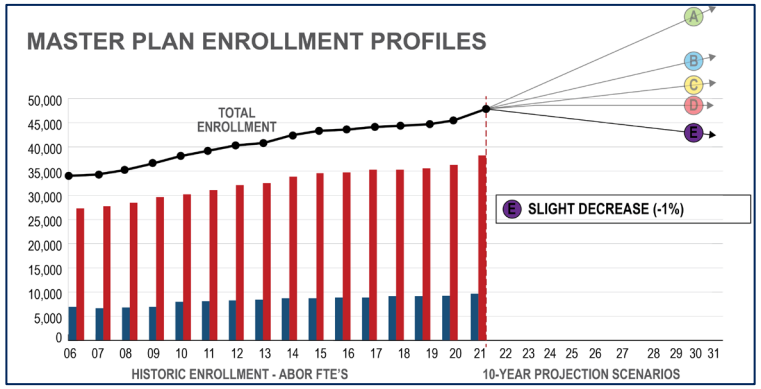
UPDATED ENROLLMENT PROJECTIONS (**2021**)

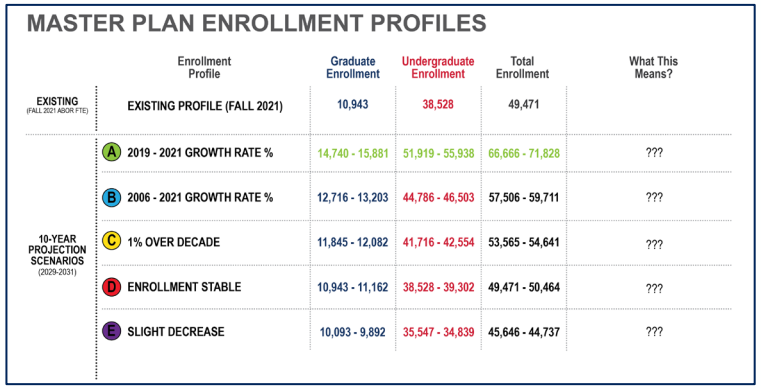








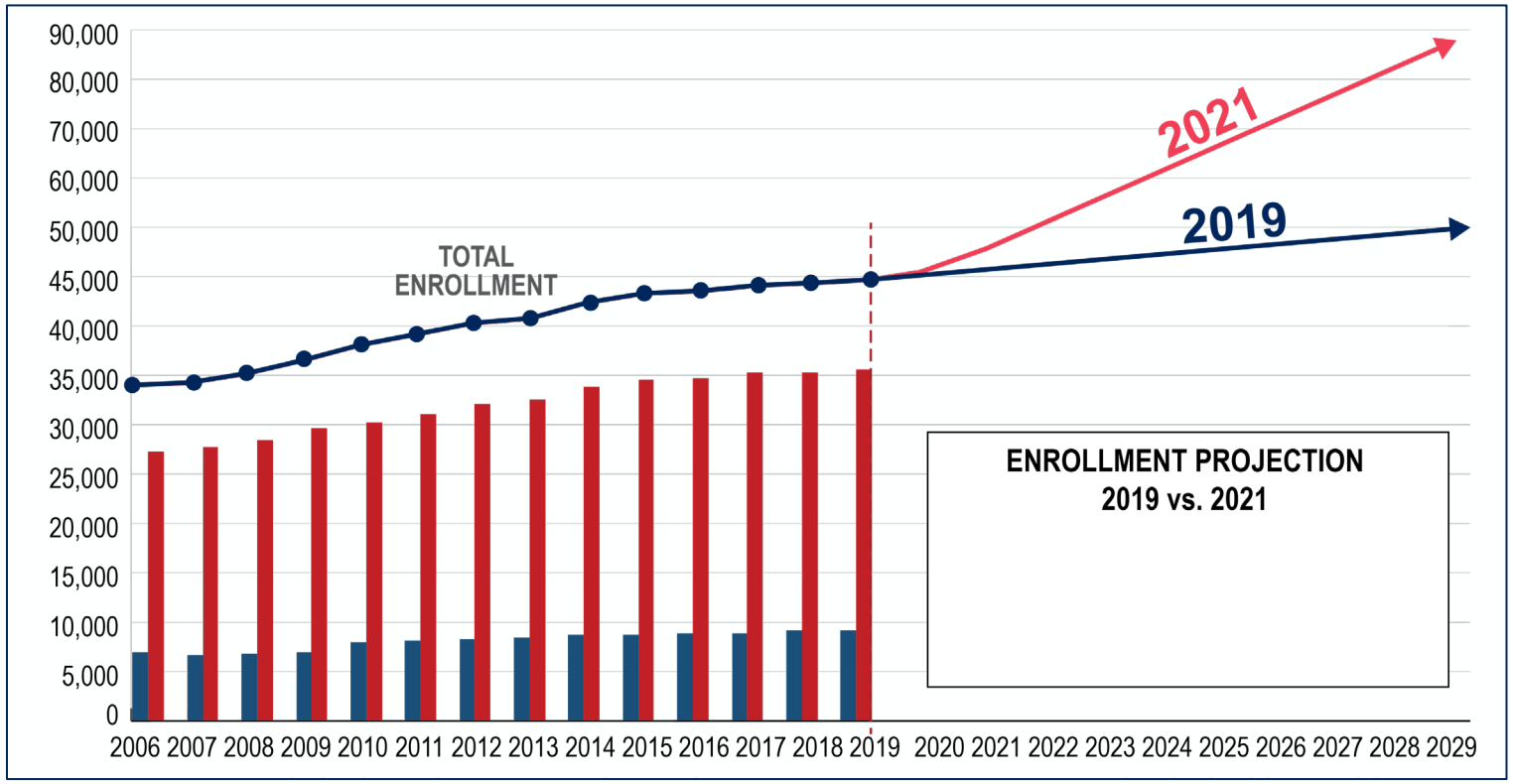




	Enrollment Profile	Graduate Enrollment	Undergraduate Enrollment	Total Enrollment	What This Means?
EXISTING (FALL 2021 ABOR FTE)	EXISTING PROFILE (FALL 2021)	10,943	38,528	49,471	
10-YEAR PROJECTION SCENARIOS (2029-2031)	A 2019 - 2021 GROWTH RATE %	14,740 - 15,881	51,919 - 55,938	66,666 - 71,828	???
	B 2006 - 2021 GROWTH RATE %	12,716 - 13,203	44,786 - 46,503	57,506 - 59,711	???
	C 1% OVER DECADE	11,845 - 12,082	41,716 - 42,554	53,565 - 54,641	???
	D ENROLLMENT STABLE	10,943 - 11,162	38,528 - 39,302	49,471 - 50,464	???
	E SLIGHT DECREASE	10,093 - 9,892	35,547 - 34,839	45,646 - 44,737	???

Steering Committee Topic: Enrollment

2019 VS. 2021 PROJECTIONS *(PROJECTION A 2019 VS. PROJECTION A 2021)*



2021

	Enrollment Profile	Graduate Enrollment	Undergraduate Enrollment	Total Enrollment
EXISTING (FALL 2021 ABOR FTE)	EXISTING PROFILE (FALL 2021)	10,943	38,528	49,471
	A 2019 - 2021 GROWTH RATE %	14,740 - 15,881	51,919 - 55,938	66,666 - 71,828

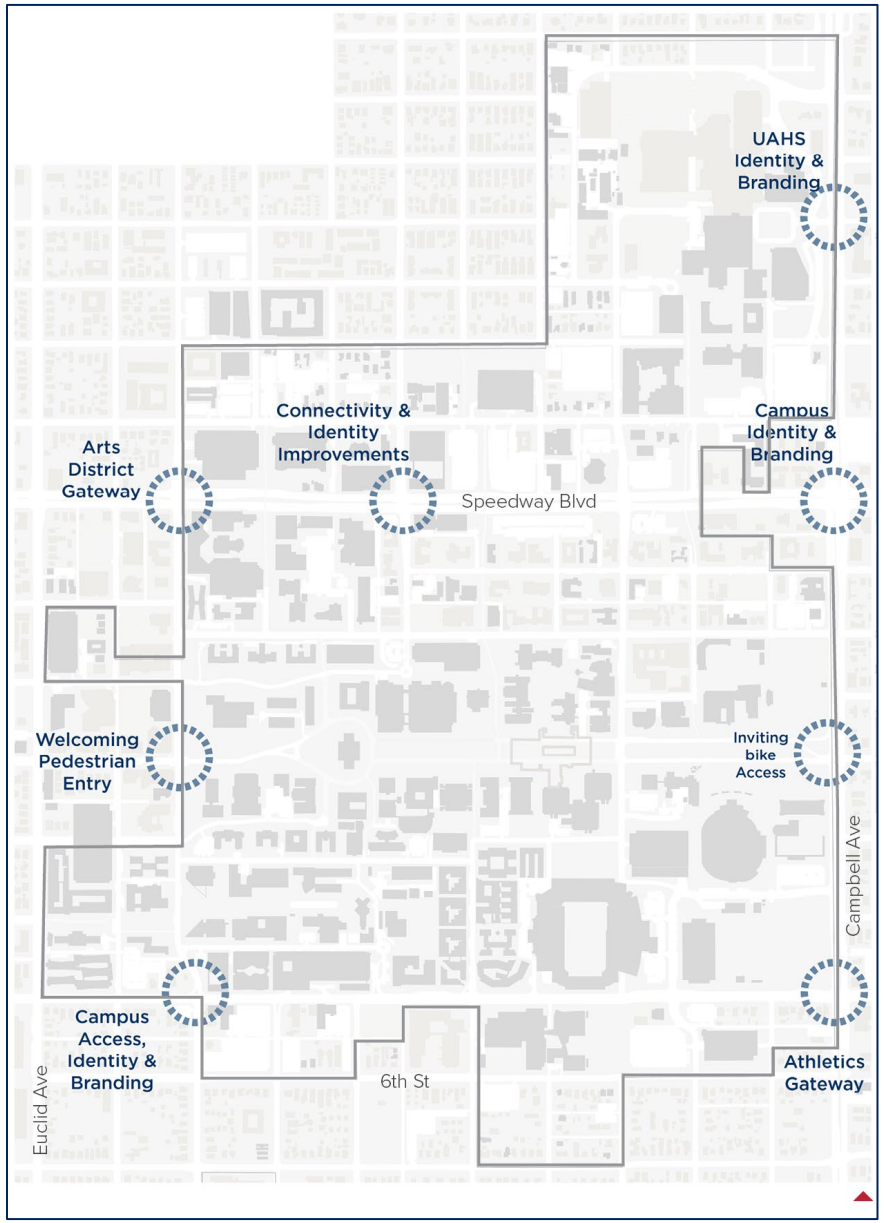
2019

	Enrollment Profile	Graduate Enrollment	Undergraduate Enrollment	Total Enrollment
EXISTING (FALL 2019 ABOR FTE)	EXISTING PROFILE (FALL 2019)	9,094	35,620	44,714
	A SMALL ENROLLMENT GROWTH Potential Factors: • 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

Topic: Gateways

Previous analysis of key gateway existing conditions focused on:

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



Topic: Circulation

Rationalization of how to handle circulation, the connectivity of the plan

Steering Committee

SPECIFIC COMMENTS

- How do we move people on bikes, on foot, on golf cart, on car, other EVs?
- Create a more comprehensive framework for different modes of transportation
- Separate meeting or workshop for transportation
- Alignment with Sustainability and Planning
- Assess parking location and capacities

Topic:
Circulation

- Bike / Pedestrian (E-W)
- Bike / Pedestrian (N-S)
- Promenade
- Vehicular
- Parking

Topic:
Transit

Master Plan framework needs to revisit transit and pedestrian interface

Steering Committee

SPECIFIC COMMENTS

- Give definition to open space and transit patterns
- We live in a desert, want to deal with heat islands – surface parking?
- We must figure out how to migrate outdoor spaces to handle increased pressure, hotter climate
- Integrate transit with public systems
- Think about scales of transit from public to transit
  - Are technical studies necessary for this?

Topic:
Transit

- Sunlink Streetcar

- On-campus Routes
  - Purple Line
  - Green Line

- Off-campus Routes
  - Red Line
  - Orange Line

- Policy and protocols?

Topic:
Innovation

Innovation spaces need to be included in one way or another in every building.

Steering Committee

SPECIFIC COMMENTS

- Need overt and continuous attention to innovation spaces
- Innovation spaces need to be included in one way or another in every building
- Space typologies, attributes, and characteristics
- Discipline-specific resources
- Discovery space

Topic:
Innovation

Innovation spaces need to be included in one way or another in every building.

Topic:
Wayfinding

Review other options including website, mobile apps, and on-campus information.

Steering Committee

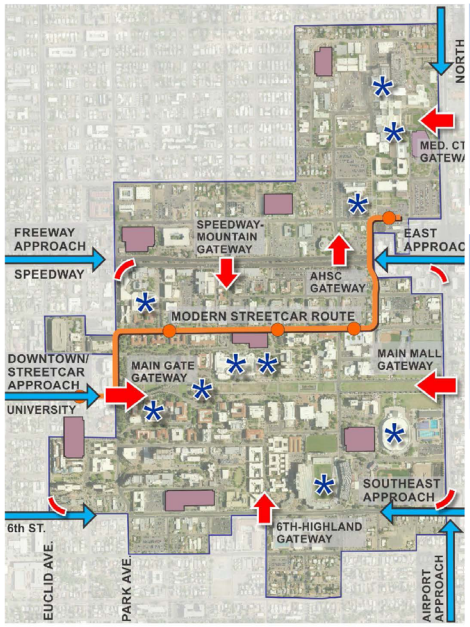
SPECIFIC COMMENTS

- How will wayfinding integrate with the master plan?
- Review branding, identity, and edge condition studies
- Review other options including website, mobile apps, and on-campus information
- Need to advance GIS models
- Showcasing sustainability and campus as a learning lab

Topic: Wayfinding

Review other options including website, mobile apps, and on-campus information.

BRANDING & IDENTITY



KIT OF PARTS - GATEWAY SIGN TYPE

KIT OF PARTS - CORNER SIGN TYPE

CAMPUS GATEWAY
APPROACH ROUTE
MAJOR DESTINATIONS
CORNER BOUNDARY MARKER
PARKING STRUCTURES

CAMPUS BRANDING AND IDENTITY OPPORTUNITIES IDENTIFIED PRIOR TO THE MASTER PLANNING PROCESS

BRANDING & IDENTITY

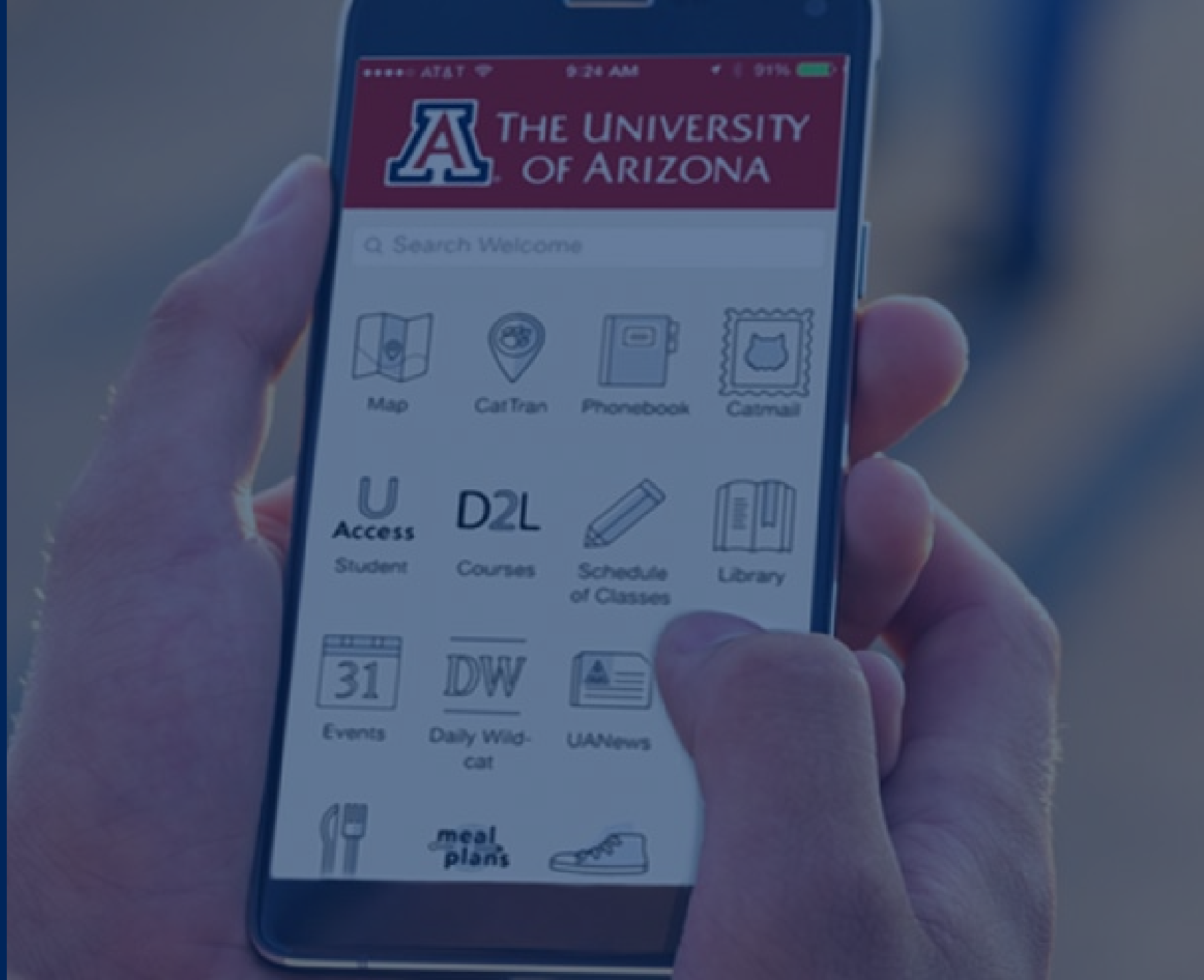
As a part of the ongoing efforts to improve the physical branding and identity of the campus, there was an initiative to have a coordinated, comprehensive network of campus approaches, boundaries, and gateways. These will provide clear, easy and attractive access routes to major campus destinations. The three major components to the effort include:

- UArizona Gateways - identified a number of gateway access points into campus for signage.
- Approaches and Boundaries - prioritized the approaches and helped to identify potential improvements in the edges.
- Planned Improvements - identified specific projects with a coordinated effort with the City of Tucson that will enhance the experience of the campus entry sequences.

These concepts were identified prior to the master planning process and would need to be revisited after the process resumes.

Topic: Wayfinding

Review other options including website, mobile apps, and on-campus information.



Topic: Sustainability

Master Plan framework needs to revisit circulation and pedestrian interface

Steering Committee

SPECIFIC COMMENTS

- Sustainability and climate action working group that will put out RFP this summer
- Give definition to open space: circulation, identify where the “oases” are
- We live in a desert, want to deal with heat islands and open space character
- Pandemic marked a pivot to more sustainable approach
- Elevate landscapes further: outside spaces more important than inside, a reflection of climate
- We must figure out how to migrate outdoor spaces to handle increased pressure, hotter climate
- Showcase sustainability and campus as a learning lab
- Other input…

Topic: Sustainability

- Bike Paths
- Sidewalks
- Landscaped Spaces
- Programmed Spaces
- Key Spaces

- Stormwater retention
- “Oases” / micro-climates
- Building performance
- Cultural connections

Discussion Point

- Do you see the campus differently over the past 2 years?
- Do we have new programs or initiatives that impact the master plan?

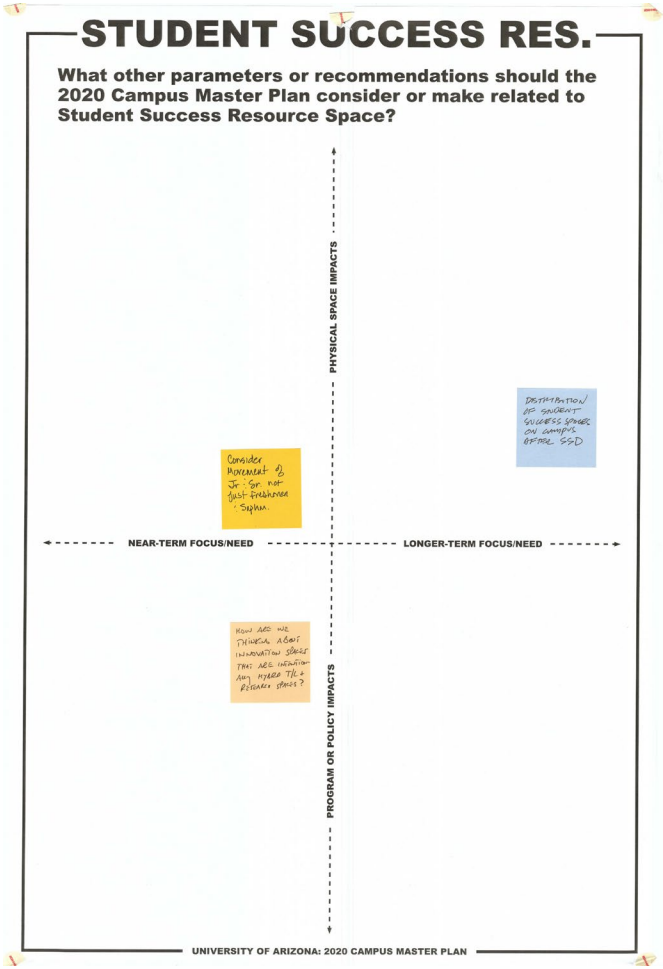
Discussion Point

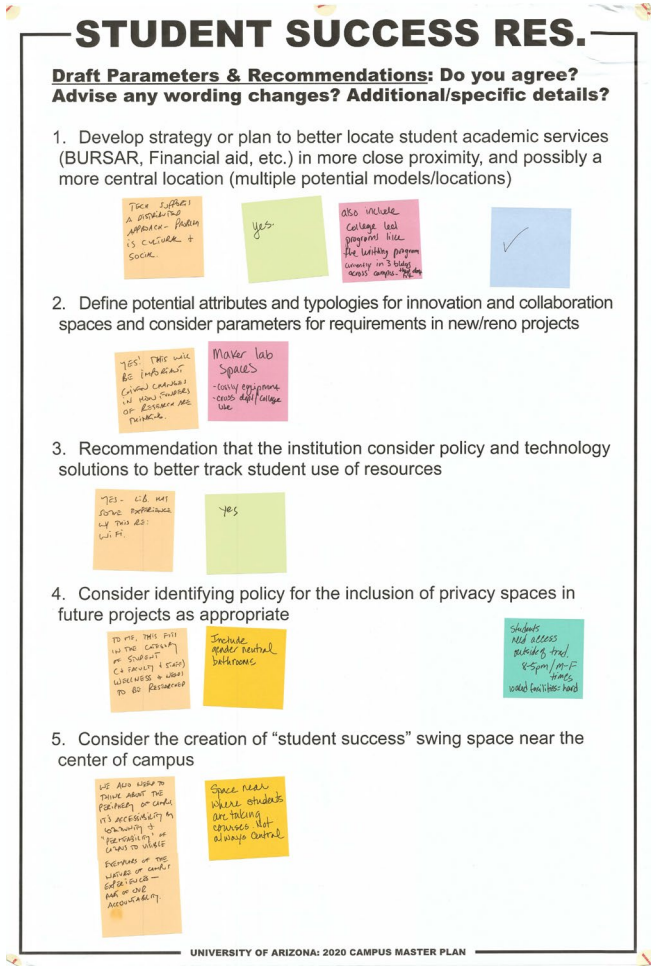
- Any general thoughts about how the campus functions today?
- What impacts and changes have occurred regarding providing work and services?

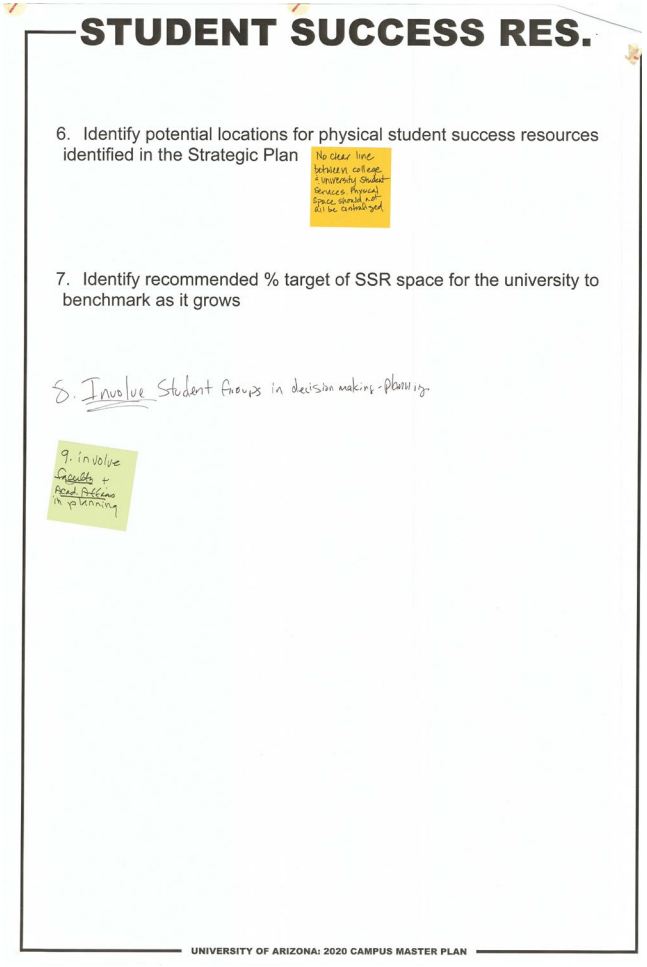
Process and Topics for Next Session

Your Last Input

January – March 2020

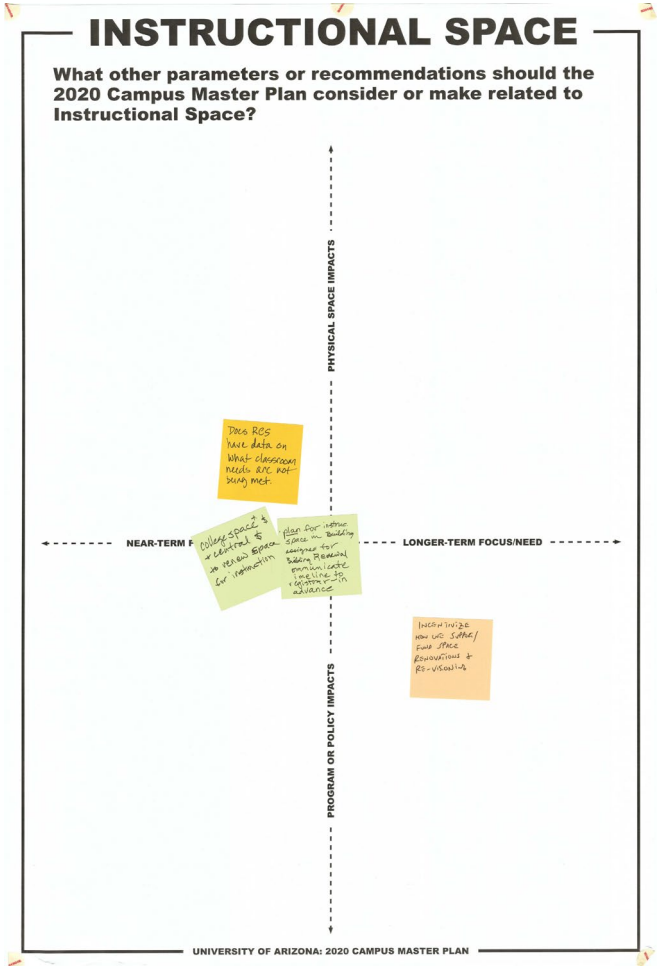


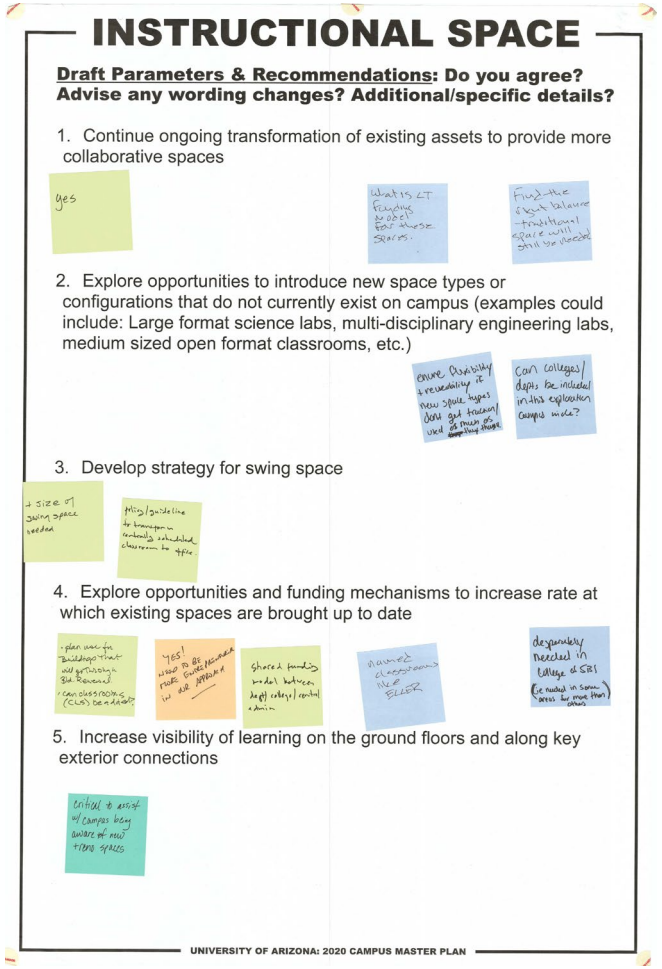


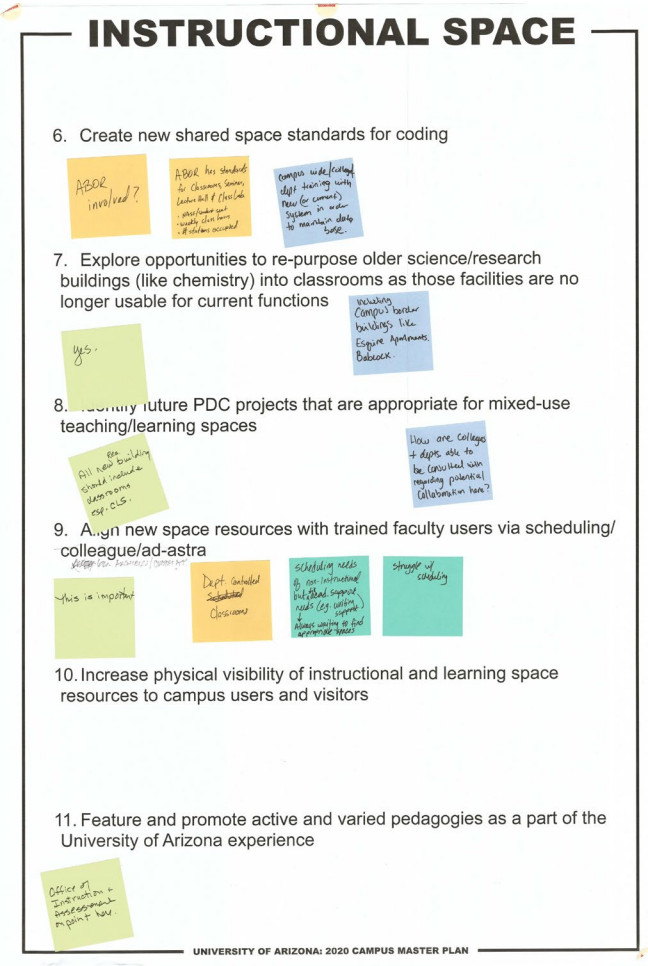


Your Last Input

January – March 2020





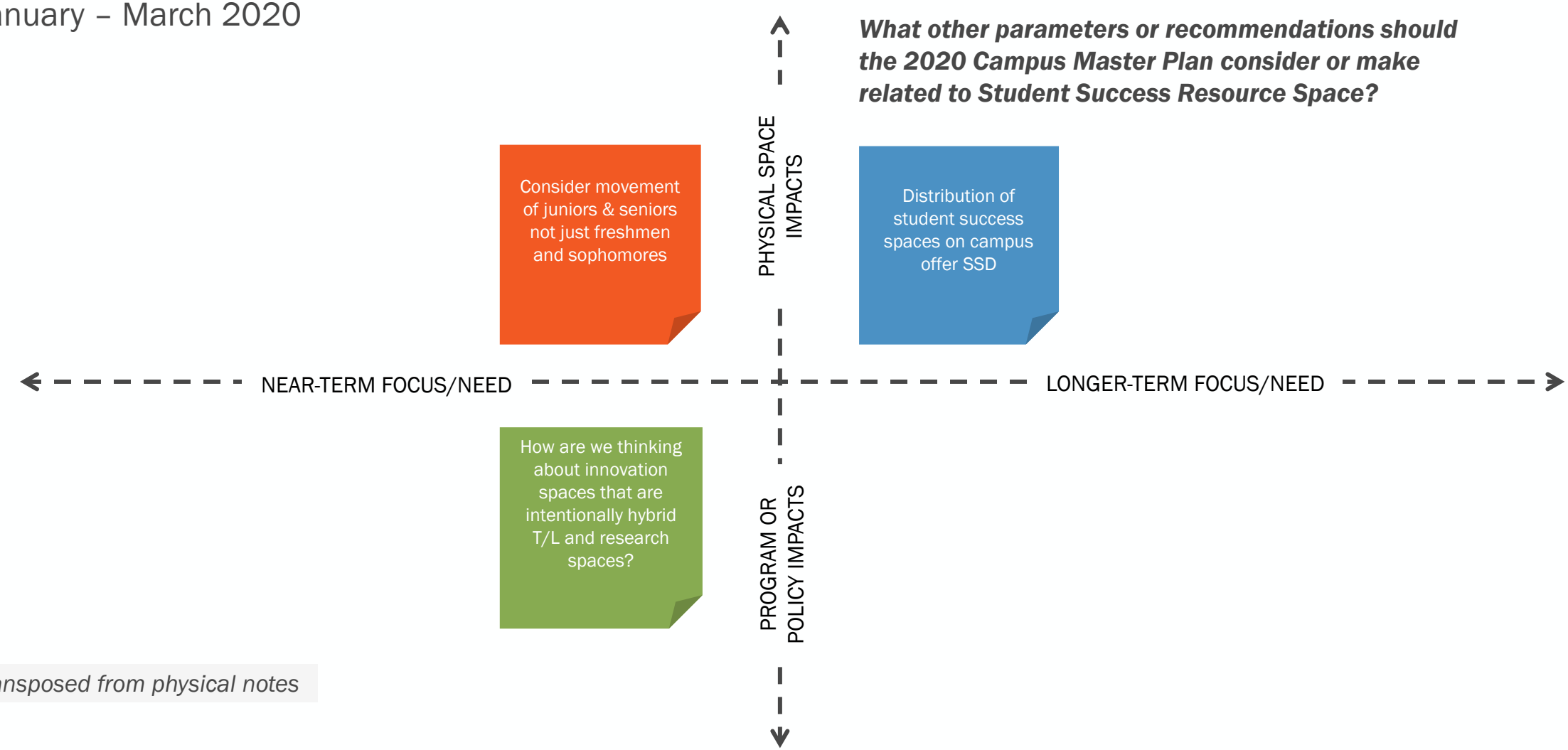


Your Last Input

STUDENT SUCCESS

January – March 2020

What other parameters or recommendations should the 2020 Campus Master Plan consider or make related to Student Success Resource Space?



Transposed from physical notes

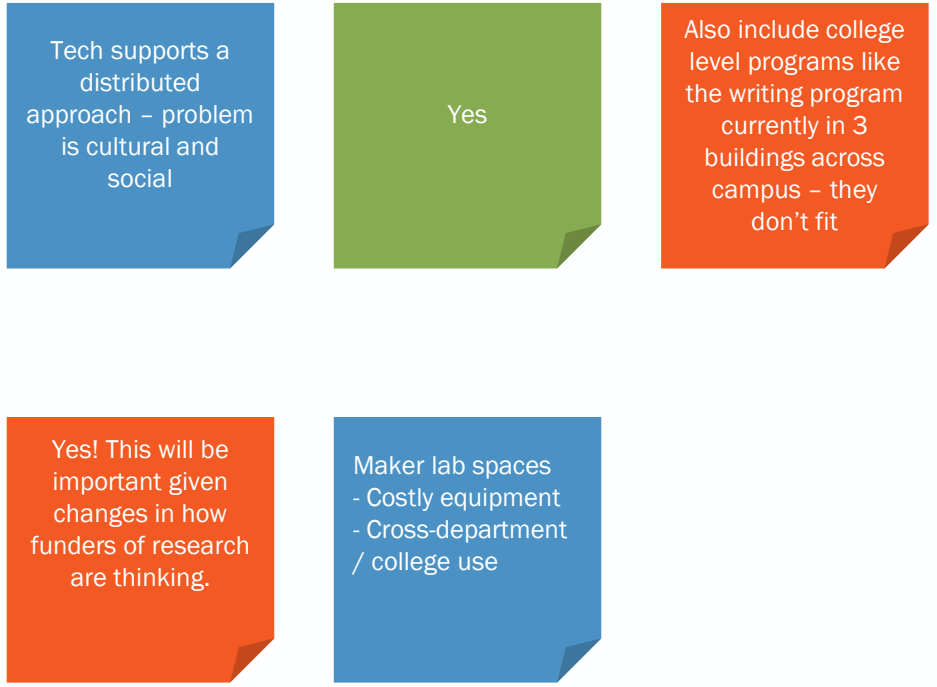
Your Last Input

STUDENT SUCCESS

January – March 2020

- Develop strategy or plan to better locate student academic services (BURSAR, Financial aid, etc.) in closer proximity, and possibly 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



Your Last Input

STUDENT SUCCESS

January – March 2020

- 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

Your Last Input

STUDENT SUCCESS

January – March 2020

- Consider the creation of “student success” swing space near the center of campus

We also need to think about the periphery of campus, its accessibility by community and “permeability” of campus to visible exemplars of the nature of campus experiences – part of our accountability

Space near where students are taking courses. Not always central

- Identify potential locations for physical student success resources identified in the Strategic Plan

No clear line between college and university student services. Physical space should not all be centralized

Your Last Input

STUDENT SUCCESS

January – March 2020

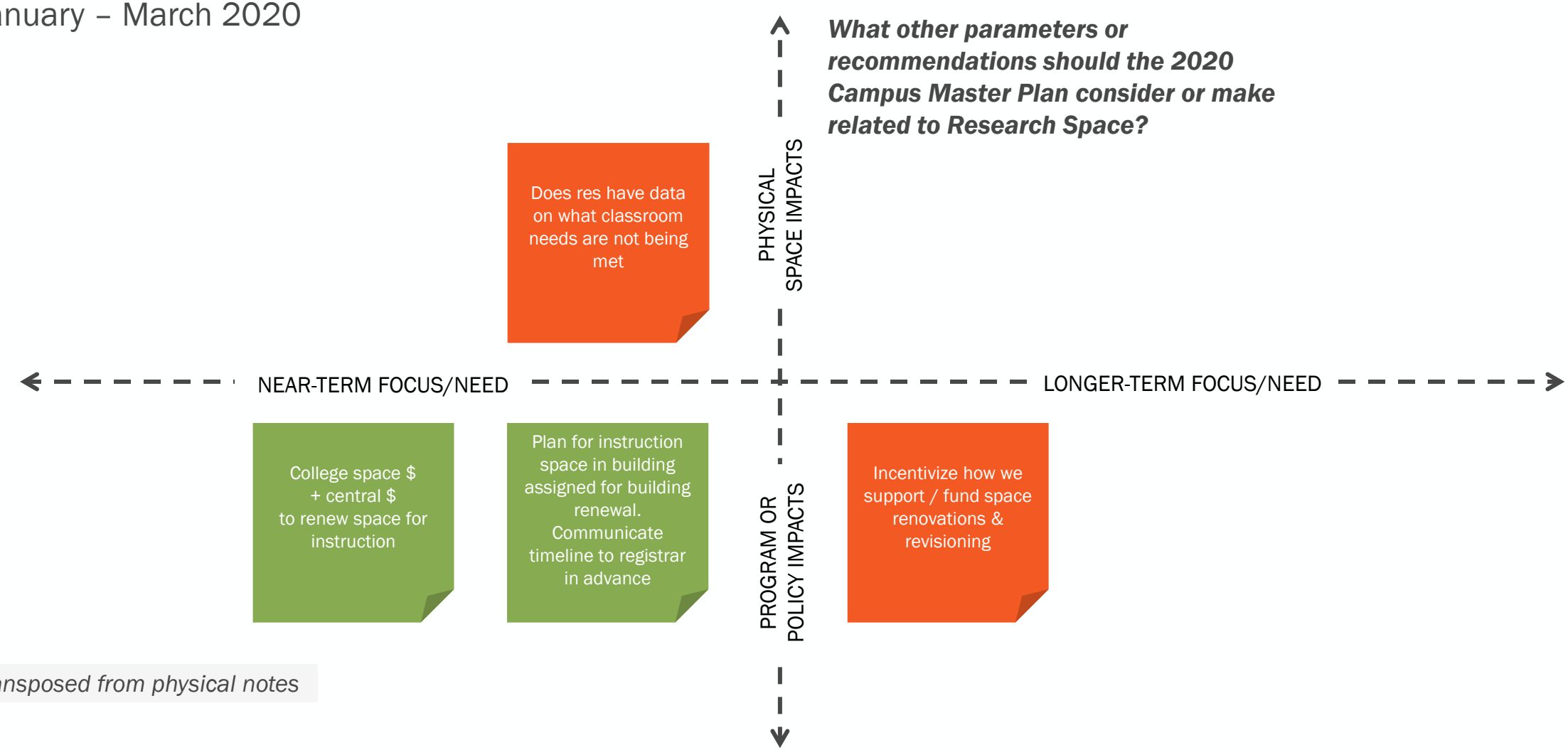
- Identify recommended % target of SSR space for the university to benchmark as it grows
- Involve student groups in decision making planning
- Involve faculty and academic affairs in planning

Your Last Input

INSTRUCTIONAL SPACE

January – March 2020

What other parameters or recommendations should the 2020 Campus Master Plan consider or make related to Research Space?



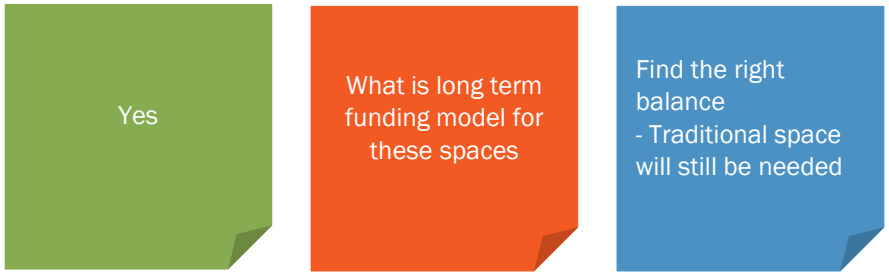
Transposed from physical notes

Your Last Input

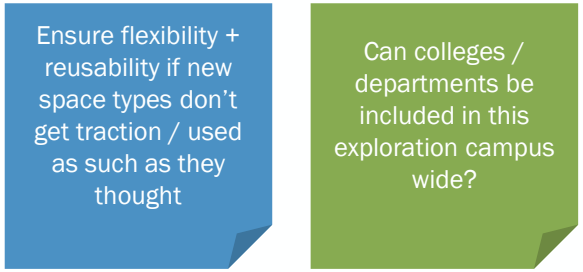
INSTRUCTIONAL SPACE

January – March 2020

- 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.)



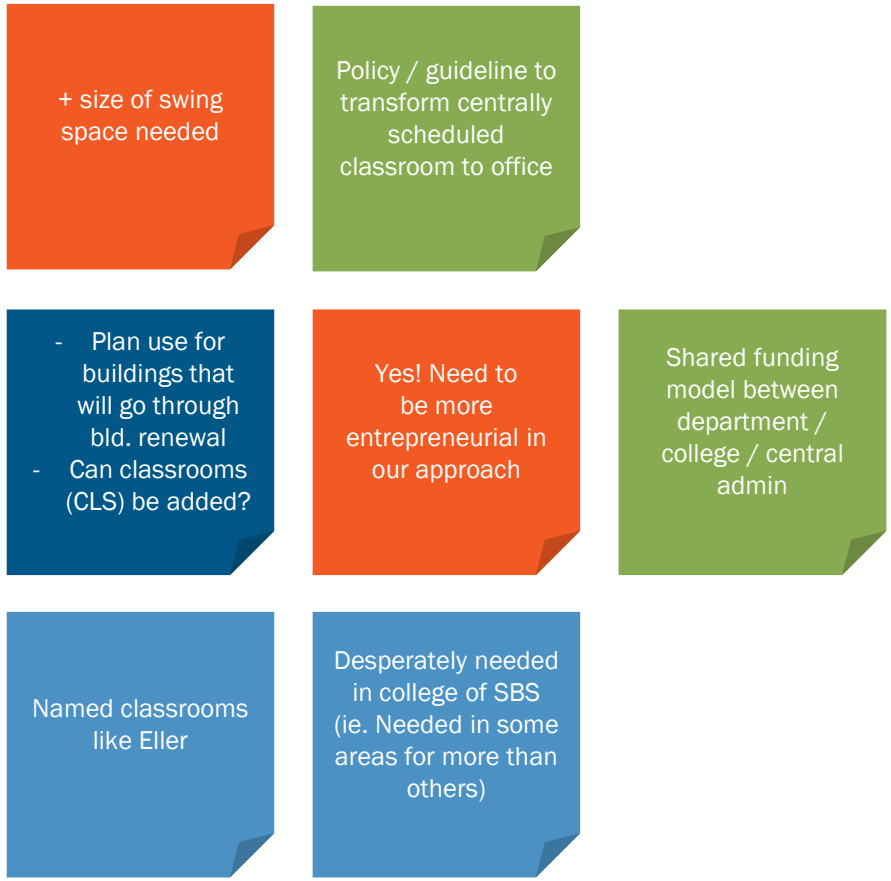
Your Last Input

INSTRUCTIONAL SPACE

January – March 2020

- Develop strategy for swing space

- Explore opportunities and funding mechanisms to increase rate at which existing spaces are brought up to date



Your Last Input

INSTRUCTIONAL SPACE

January – March 2020

- Increase visibility of learning on the ground floors and along key exterior connections

Critical to assist with campus being aware of new + renovated spaces

- Create new shared space standards for coding

ABOR involved?

ABOR has standards for classrooms, seminar, lecture hall & class lab.
- NASF / student seat
- Weekly class hours
- # stations occupied

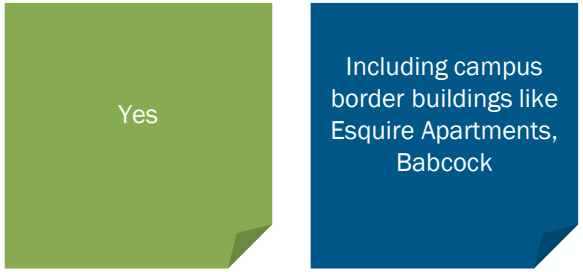
Campus wide / college / department training with new (or current) system in order to maintain data base

Your Last Input

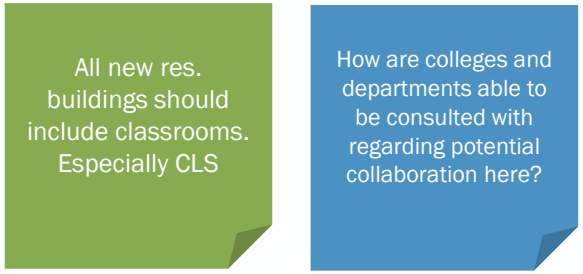
INSTRUCTIONAL SPACE

January – March 2020

- Explore opportunities to re-purpose 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

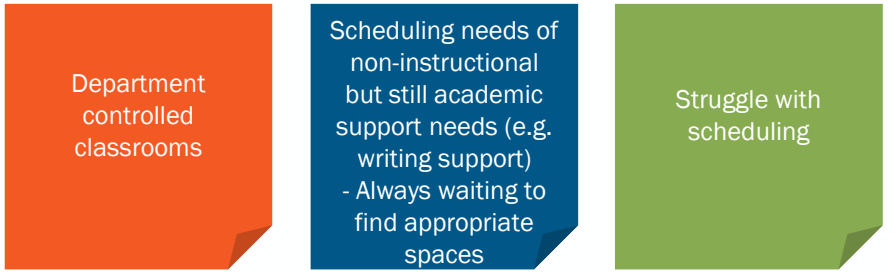


Your Last Input

INSTRUCTIONAL SPACE

January – March 2020

- Align new space resources with trained faculty users via scheduling / colleague / ad-astra

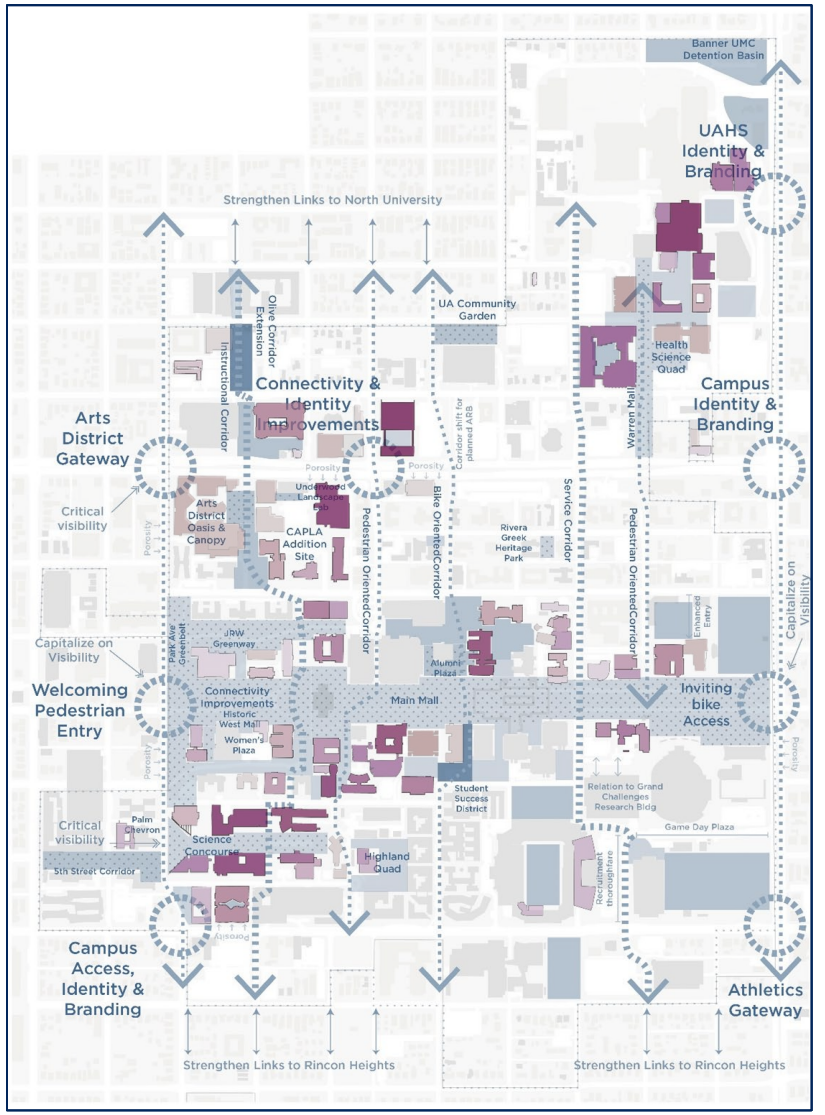


- Feature and promote active and varied pedagogies as a part of the University of Arizona experience

- Increase physical visibility of instructional and learning space resources to campus users and visitors

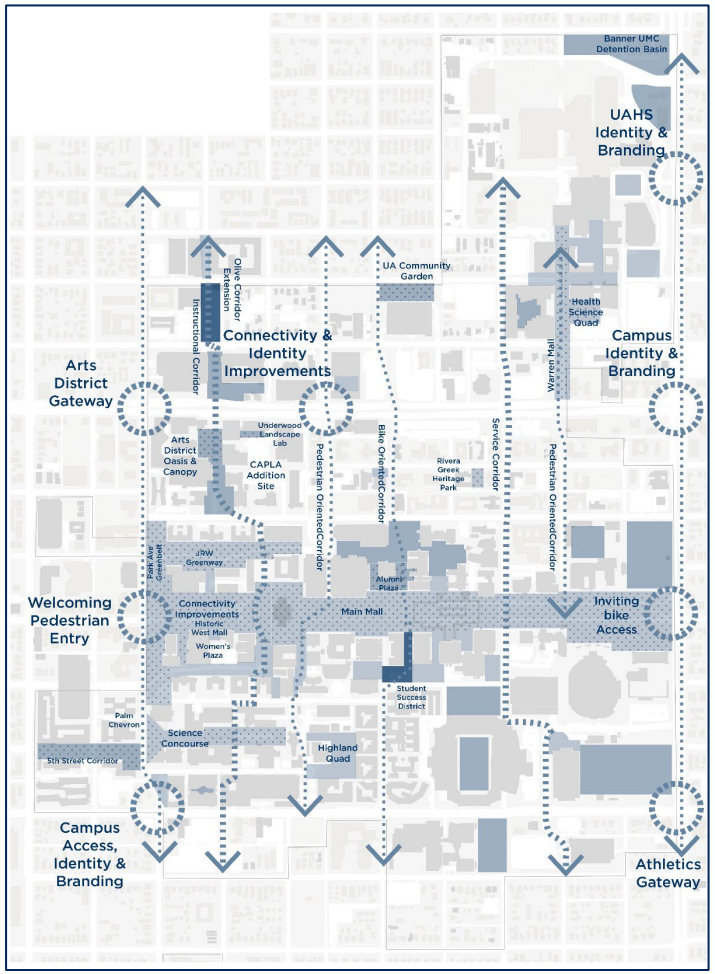
Site Plan Hubs

- *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*

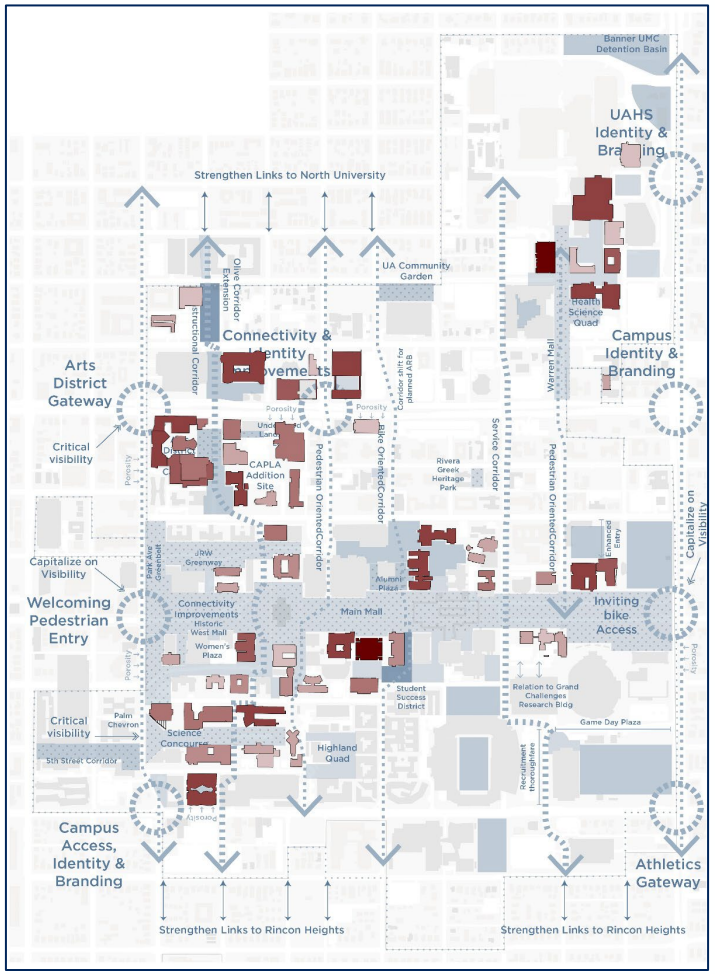


Site Plan Hubs

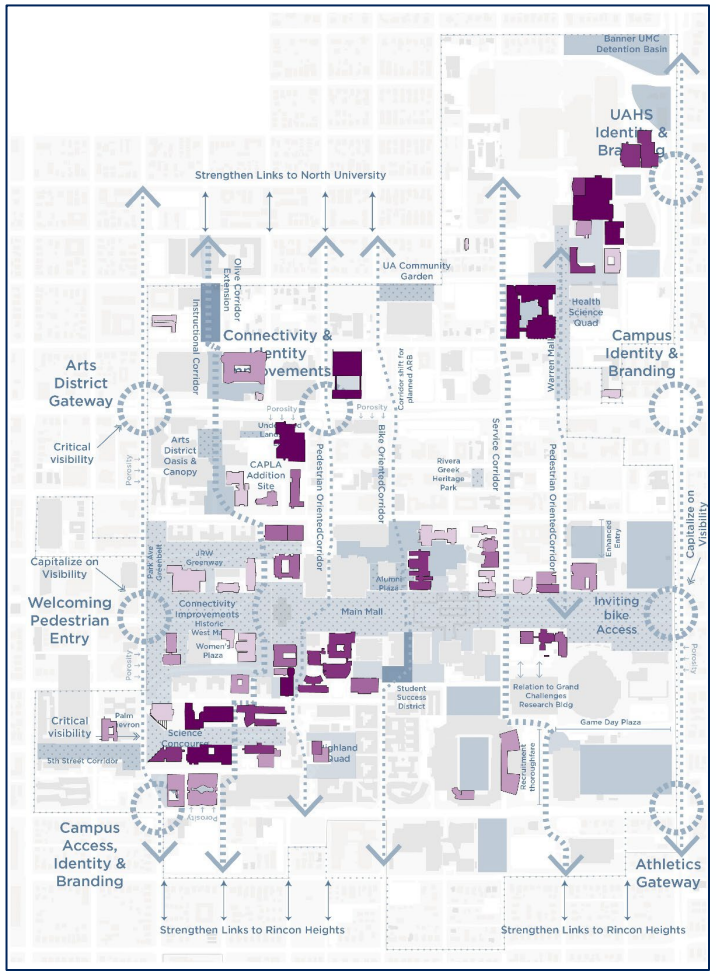
Gateways and Open Spaces



Instructional Hubs



Research Hubs



Workshop Exercise

How does Sustainability interconnect with teaching, learning, and student success?

Previously Answered...	Agree	No Opinion	Disagree
Cultural sustainability entails support for student success in all its definition while they are at UA.			
Institutional cultural sustainability means that we have policies and spaces that will support our continued success in achieving our mission.			
Universal Access & Design is an over-riding principle moving forward.			
Sustainability is seen as a value for current students; each subsequent generation values it more and more.			

Workshop Exercise

How does Sustainability interconnect with teaching, learning, and student success?

Previously Answered…	Agree	No Opinion	Disagree
Perception is that ENR2 and the Rec Center are sustainable – but opportunity to better explain/promote sustainability messages to improve awareness.			
Opportunity to use campus as a living lab to advance sustainability.			
Academic/teaching bridges to community impact.			
Older buildings present sustainability challenges, but are also opportunities.			

Workshop Exercise

Enrollment Scenarios

Previously Answered…	Agree	No Opinion	Disagree
Planning team needs to confirm/indicate relationship of online students to the figures being shown – believe numbers as shown includes 3,000-5,000 online only students.			
New VP related to online component – signifies that UA is expecting online growth in coming years.			
It is important that the master plan consider all 3 scenarios to best equip UA for the future – traditionally, master plans have only looked at growth.			
It is also important to understand the relationship of faculty/staff growth to these scenarios – especially related to research.			

Workshop Exercise

Instructional Space

Previously Answered...	Agree	No Opinion	Disagree
We need to carefully consider how planned renovations (underway and future) integrate with the master plan.			
Bob – UA is working with the state on 10 renovation projects. Each party agreed to commit funds, so those projects are moving forward.			
Consider policy around fees/use of spaces across campus (ie central vs. dept. control).			
UA Academic Affairs is currently using 2 codes to distinguish between collaborative and flexible classrooms. Upcoming meeting with Space Planning team to coordinate.			

Workshop Exercise

Instructional Space

Previously Answered…	Agree	No Opinion	Disagree
There is not a “surplus” of any instructional space, need to change wording in PPT.			
Need for GA/TA space – not a traditional office model, but some form dedicated space.			
UA should plan for 25-27 NASF/FTE in new buildings and renovations, but the campus-wide average will not get to that number in our lifetimes and that’s okay.			
Definition/use between instructional and research spaces will continue to blur in coming years.			

Workshop Exercise

Student Success Space

Previously Answered…	Agree	No Opinion	Disagree
General agreement on the two buckets (Student Academic Services vs. Student Success Resources) – but emphasis that some items are blurred/shared between both.			
Some student success spaces are intentionally distributed to serve a distributed population, not everything wants to be centralized – need to be strategic.			
Some programs (ex: writing program) serves large populations outside of its individual department, opportunities to better locate/ market it's services (ex: into library).			

What else?

Next Steps: Your Input...

- Determine the next meeting and what format it will be in
- What other information is useful to you from other groups?

Thank You!