

THE UNIVERSITY OF ARIZONA<sup>®</sup>  
COMPREHENSIVE CAMPUS PLAN

2003

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III. SUMMARY OF  
OBSERVATIONS,  
PLANNING PRINCIPLES  
AND CONCEPT PLAN





*Historic Tucson*



*Balance of built form and open space*



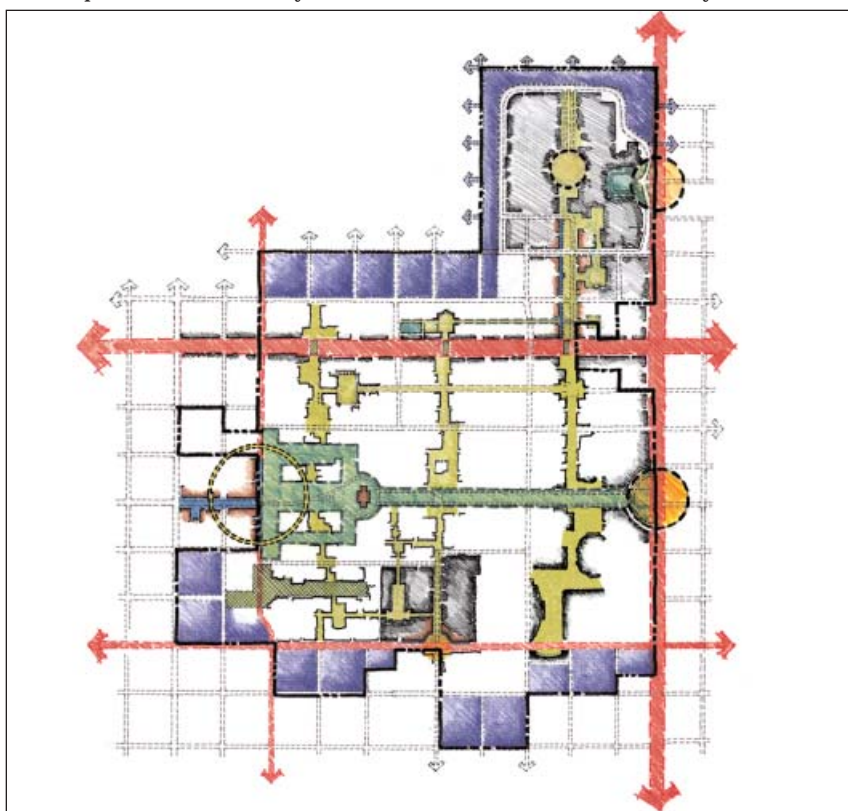
*Landscaped campus edge*

## SUMMARY OF OBSERVATIONS

The Observations phase of the planning process identified the salient features that have and will guide the physical development of the University. The planning principles are the direct result of those Observations, and are intended to act as a compass to the map that is the Final Plan. (Please refer to Appendix 1 for the complete Observations report. Appendices bound separately.)

1. Look to historic parts of the campus, city, and region for lessons in ways to mitigate the sometimes harsh climate with landscape and architecture. Look forward to new technologies for climate mitigation and harvesting (sun and water).
2. Growth has been in patterns of low density. Though the University land holdings are relatively small, there is room for growth through higher density (infill). Infill can positively influence the plan by better defining the campus. Creating a better balance of built form and outdoor space will result in a more unified feeling. An additional benefit is more built space and more usable outdoor intellectual space.
3. Improving edges, gateways, pedestrian paths, and outdoor intellectual spaces will improve connections to neighborhoods physically and psychologically. The University should fit seamlessly into its larger context. The plan should embody the service mission of the University.

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*Campus analysis diagram*

## PLANNING PRINCIPLES

Planning participants generated a set of guiding principles stating the philosophical position of the University. These principles and the information gathered during the Observations phase inform the content and composition of the Concept Plan and serve as a touchstone for the remainder of the planning process.

### ACADEMIC ADVANCEMENT

The physical plan promotes, reflects, and supports the core mission of the University to discover, educate, serve, and inspire. Every investment in the campus supports this mission.

### EARTH, WATER, SKY

The campus respects and is informed by the natural systems and indigenous cultures of the Sonoran Desert. Best practice standards provide for the stewardship of water, land, and the environment.

### REGIONAL SOLUTIONS

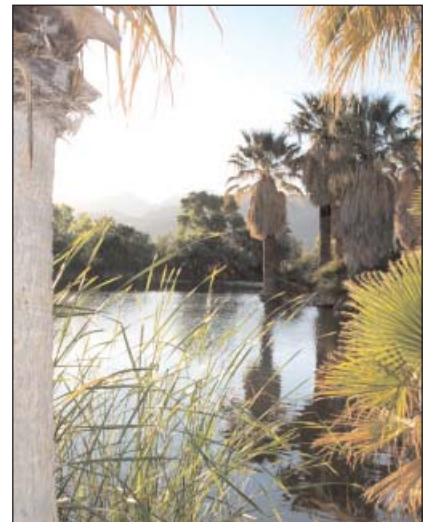
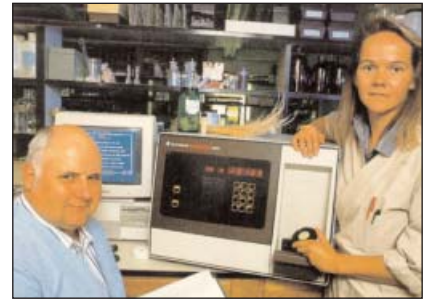
The campus plan is coordinated with regional solutions to the built environment including traffic, transit, energy, and water resource management. The campus contributes to the positive long-term development of the region and state.

### A CLIMATE FOR LEARNING

The campus takes advantage of the climate by creating and linking usable outdoor intellectual space. The campus encourages and facilitates walking and biking.

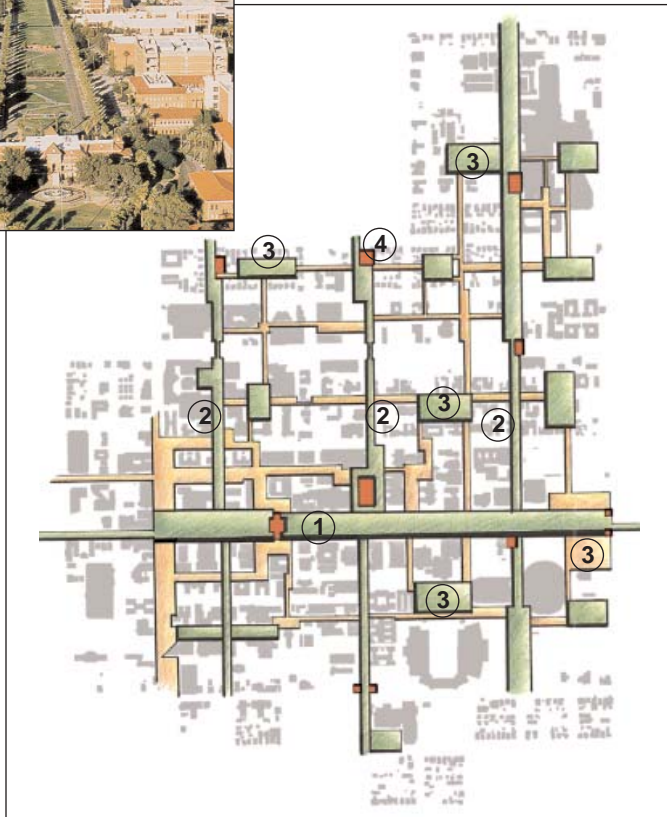
### CREATING COMMUNITY

The University, its neighbors, and the City of Tucson, benefit from the creation of community within and surrounding the campus. The University is an active, integral partner that respects and supports its neighbors.





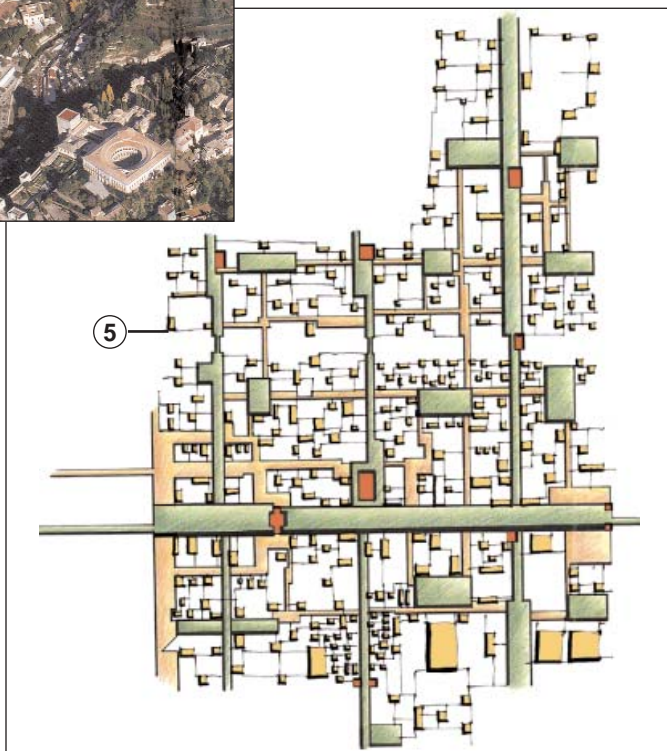
Main Mall –  
 Primary open space



Multiple scales of open space networks overlaid onto existing campus



Courtyard network,  
 Granada, Spain



Courtyard network within overall open space network

## CONCEPT PLAN

Based on the Principles and the consistent themes, a Conceptual Plan was developed.

The Concept phase used the Observations analysis to apply broad-brush strategies across the entire campus. It is a response to climatic issues, the grid and early growth patterns, and future needs.

The diagram at right shows a hierarchy of open spaces that forms the pedestrian circulation network. The existing mall (1) is the primary open space and the symbolic “Town Square” of the campus community. There are recommended primary paths connecting the campus in the north-south directions (2). Secondary open spaces form the hearts of campus districts (3). Secondary pathways connect these. Architectural markers are highlighted in red (4).

Tertiary interconnected open spaces or courtyards are formed at the block level (5). Early settlement patterns of arid climates and the city grid inform this pattern. The multiplicity of scales of open spaces will clarify campus navigation as well as make traversing the campus a much richer experience. It will create University-wide shared spaces, local meeting places, and quiet, intimate study spaces. This network is intended to continue into the surrounding community via the existing street and bicycle path network.



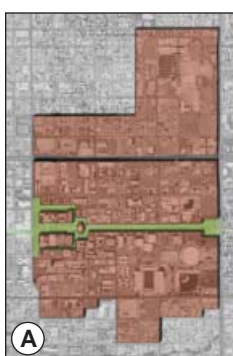
Concept Plan – Courtyard Mosaic

Diagrams A-E further illustrate the concept of establishing a hierarchical open space network that serves as the foundation of the Comprehensive Campus Plan 2003. These are conceptual in nature and may not reflect the actual placement of elements in the final plan.

Diagram (A) indicates the generalized boundaries of the current campus. The orange color represents an abstracted solid of built form. The heart of the campus, the historic core, and mall is shown, as is Speedway Boulevard, the major campus divider. These elements are carved out of the campus' built form. Diagram (B) shows the insertion of the major north-south connectors and architectural markers. These paths include the three underpasses along Speedway Boulevard. Diagram (C) carves out secondary scale district level spaces.

In the courtyard mosaic plan to the right, courtyards are shown in yellow. The courtyard model is climatically appropriate to Arizona, and is of historic importance as well. Each new building project should seek to incorporate a courtyard to frame and structure a larger space. Developing many of these interconnected spaces would create a rich and multilayered campus circulation system.

Diagram (D) shows the existing campus fabric. Diagram (E) implies a campus-wide open space network using building footprints to create space. A hierarchically unified fabric is created through the consistent application of the open space network. Potential paths and routes are clear. District centers and courtyard connections are apparent. This unifies the University's overall character. The plan should foster diversity within individual open spaces.



A General Boundaries



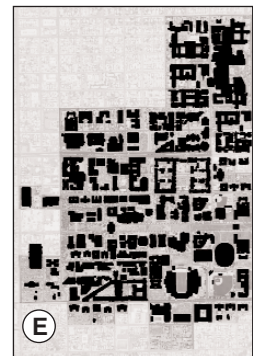
B Connectors



C Concept Development Plans



D District Scale Open Space



E Conceptual Infill Creating Open Space Network