2006-2013
Facilities Master Plan
University of New Mexico
Gallup Campus

THE UNIVERSITY OF NEW MEXICO - GALLUP
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Introduction

This document is a facilities master plan for the University of New Mexico-Gallup (UNM-Gallup). It is a collaborative planning effort by UNM-Gallup’s administrators, faculty, and advisory board in cooperation with University Facility Planning. The purpose of this plan is to identify and guide capital improvements for facilities and sites serving UNM-Gallup.

A major goal of the plan is to develop and clearly communicate long-range development strategy and capital requirements to meet the expected program and enrollment growth of the college.

The plan is organized in three parts:
- An introduction
- A plan overview that discusses:
  - Background information about the mission, programs and existing facilities,
  - Expected service area and enrollment growth,
  - Expected facility needs to accommodate growth,
  - Implications for the future and the chosen development strategy, and the
  - Capital needs and resources required to make the plan a reality.
- An appendix that provides background information regarding:
  - Existing conditions, and
  - Future conditions.
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2.1.1 LOCATION

The UNM-Gallup campus is located in Gallup, New Mexico. Primary access to the site is via New Mexico Highway 564. The main campus is located in the developing south side of Gallup. The north campus is located in downtown Gallup, just north of Interstate 40. The Zuni campus is located in the pueblo of Zuni, adjacent to the high school (Exhibit 2-1).

Exhibit 2-1
Location of the Campus
2.1.2 HISTORY

The University of New Mexico has offered courses through extension to Gallup since 1959. In 1968, UNM gave final approval to the establishment of the Gallup branch, with classes being held at Gallup High School. In 1969, as a service project, the Lions Club donated six acres of piñon-wooded land and a building to the branch; shortly thereafter, Mr. and Mrs. Clair Gurley donated 90 acres of land.

Today, 37 years later, UNM-Gallup is the largest of UNM’s branch campuses and serves approximately 5,000 students per year in credit programs and 2,560 students in non-credit and adult basic education programs. A satellite campus is located in Zuni, New Mexico and serves approximately 326 students per semester. Other instructional sites include Ramah, Gallup’s north side, Navajo and Tohatchi. UNM-Gallup graduates more Native American students earning associate degrees and certificates than any other public post-secondary institution in the United States.

The UNM-Gallup branch operates from three campuses: a main campus located on the southern end of the City of Gallup, a small campus located in Gallup north of I-40, and a satellite campus located in Zuni, NM. The main campus features a distinctive southwest style of architecture that is comprised of buildings that are laid out in a primarily linear fashion occupying the flat-top of a ridge.

2.1.3 GOVERNANCE

UNM-Gallup has an operating agreement with the University of New Mexico. The agreement empowers the five elected members of the local UNM-Gallup board to serve in an advisory capacity to the UNM regents and to work directly with the UNM-Gallup executive director. According to the agreement, the UNM Gallup branch local board will be responsible for carrying out specific duties and responsibilities relative to the overall operation of UNM-Gallup. For example, the local board will approve and recommend an annual budget for the UNM-Gallup branch to the UNM Board of Regents; approve and certify the tax levy, as required by law, to the McKinley County Commission; and call elections for tax levies for the Gallup Branch, after approval by the UNM Board of Regents.
2.1.4 MISSION AND PROGRAMS

The University of New Mexico-Gallup is a branch campus of the University of New Mexico and operates as a community college. UNM-Gallup serves a culturally diverse population. With a Native American population of 77%, the college serves both the large Navajo Nation and the smaller Zuni Pueblo to the south. Exhibit 2-2 is UNM-Gallup’s mission.

Exhibit 2-2
UNM-Gallup Mission

UNM-Gallup Mission Statement
The University of New Mexico-Gallup develops lifelong learners in a context that is responsive to the cultures of this region.

Vision Statement:
UNM-Gallup will be recognized as the premier post-secondary institution in this region.

Core Values:
Excellence in education is fundamental to the core values of UNM-Gallup. UNM-Gallup values each individual, the strength of the community, and the power of working together in a climate of shared responsibility.

What takes place in the classroom is the first priority. Administration, staff, and faculty working together create the learning environment.

To accomplish our mission and vision in the next five years, UNM-Gallup will pursue the following strategic directions:
• Continue to develop mechanisms essential to a learner-centered institution.
• Offer programs that remain responsive to community needs.
• Optimize resources and infrastructure to serve UNM-Gallup programs and student needs.

UNM-Gallup is a comprehensive vocational and transfer institution that offers certificates in 27 disciplines, associate’s degrees in 36 programs, bachelor’s degrees from UNM’s Extended University in five programs, and master’s degrees in three programs. As a UNM branch, the college is accredited by the North Central Association of Colleges and Secondary Schools.
In addition, the college offers a number of diverse programs to meet the needs of its service population. Among them are New Mexico’s first Middle College High School; a career vocational program, the Center for Career and Technical Education, which draws students from local high schools; adult basic education, which encompasses earning a GED, basic skills, English as a second language, life skills, workplace skills and citizenship; workforce development programs; community education; and a transitional studies department, which targets the success of minority students and under-served students by emphasis on developmental math and English skills.

An overview of UNM-Gallup programs is shown in Exhibit 2-3.

2.1.5 STRATEGIC PLAN

UNM-Gallup has developed a strategic plan that serves as a framework for planning and budgeting. Some selected outcomes of this plan that potentially influence physical planning include:

- Continue to develop mechanisms essential to a learner-centered institution. UNM-G will:
  - Create and implement curriculum structures to facilitate student learning from admission through completion of educational goal(s)
  - Maintain a clear set of priorities, in all parts of campus life, which puts students’ needs foremost

- Offer programs that remain responsive to community needs. UNM-G will:
  - Build stronger connections with the community as well as local and statewide educational institutions
    - Pre-K-12
    - Higher education
    - Program articulation
    - Local community
    - Outreach and promotion
    - Catalyst for economic development
  - Continue to identify community needs and expand programs and support services to meet them
    - Proactive needs assessment through greater community involvement
    - Development of academic and community programs and allied support services to maximize program effectiveness
Exhibit 2-3
UNM Gallup Programs

Applied Technology
ASE – National Institute for Automotive Excellence**
Automotive Technology*
Automotive Techni-Business
Collision Repair Technology*
Construction Technology* (carpentry, electrical, manufacturing, masonry, mechanical)
Construction Techni-Business
Cosmetology/Barbering*
Instructor of Cosmetology
Drafting Technology**
Welding Technology*
Welding Techni-Business

Arts and Letters
Electronic Publishing Technology*
General Studies
Library Services
Art Studio
Communications
Liberal Arts

Education
Childhood Development***
Corrections Academy***
Criminal Justice-Police Academy**
Criminal Justice
Criminal Justice – Correction and Law Enforcement Options
Early Childhood Multicultural Education*
Pre-Professional Education – Elementary
Pre-Professional Education – Secondary

Business Technology
Data Processing Specialist**
Entrepreneurism, Hospitality & Tourism*
Secretarial Skills**

Accounting
Administrative Assistant
Information Technology
Legal Assistant
Tribal Court Advocate
Pre-Business Administration

Health Careers
Dental Assisting**
Diabetes Prevention Specialist*
Health Information Technology – Coding and Transcription Options**
Human Services*
Laboratory Aide**
Medical Office Assistant**
Nursing Assistant**
Professional Fitness**
Substance Abuse Counselor**
Outdoor Recreation & Leadership**
Community Health Education
Health Information Technology
Medical Laboratory Technology
Nursing (RN)
Physical Education & Recreation
School Health Promotion

Math/Science
Science
Social Sciences
Psychology

Additional Programs
Center for Career and Technical Education
Middle College High School
Small Business Development Center
Workforce Development
Adult Basic Education

In Development
Nanotechnology
Technical High School
McKinley Area Education Consortium

Degree Program (blank)
* Certificate and Degree Programs
** Certificate Program
*** Not a certificate or degree program
• Faculty and staff development to facilitate program development
• Establish an active, full-service career center in Student Services
• Establish a Department of Transitional Studies to coordinate all teaching at the 100- and lower levels to provide a variety of learning support services
  – Develop centers of academic and innovative excellence related to the mission of UNM-Gallup and in respect to unique regional characteristics, including, but not restricted to:
    ° Native American studies
    ° Southwest cultural studies
    ° Diabetes prevention
    ° Regional science
    ° Nursing education
    ° Early childhood education
    ° Fire science
    ° Water conservative landscaping
• Optimize resources and infrastructure to serve UNM-Gallup programs and student needs. UNM-Gallup will:
  – Complete and implement a comprehensive campus master plan. Elements will include program needs assessment, facilities and maintenance expansion, telecommunications infrastructure, faculty and staff development plan, student support services, marketing plan, foundation development, campus safety, and library support services.
  – Diversify sources of funding needed to support college activities (local, state, federal, and private entities).
2.2 Growth

See Section 3 for a more detailed discussion of service area demographics.

2.2.1 SERVICE AREA GROWTH AND DEMOGRAPHICS

The UNM-Gallup campus has shown overall enrollment growth in the past five years. This growth is expected to continue into the future.

- Population grew every decade in both the city of Gallup and McKinley County between 1910 and 2000.
- Between 1990 and 2000, the population of McKinley County increased by 13,384 persons.
  - 85% of this growth (or 11,409 persons) was due to natural increase (births minus deaths)
  - 15% (or 1,975 persons) was due to in-migration
- The area surrounding the city of Gallup was the fastest growing area within the county.
- Population in McKinley is expected to continue to grow into the future.
  - The Bureau of Business and Economic Research (BBER) projects that McKinley County added over 3,800 people from 2000 to 2004.
  - By 2030, BBER projects that 40,000 residents will be added (see Exhibit 2-4).
  - The number and proportion of childbearing persons are expected to increase over the next 10 years.

Exhibit 2-4
McKinley County Historic and Projected Growth, 1990 - 2030

<table>
<thead>
<tr>
<th>Year</th>
<th>Historic</th>
<th>Projected</th>
<th>Average Annual % Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>60,686</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>74,798</td>
<td></td>
<td>2.3%</td>
</tr>
<tr>
<td>2010</td>
<td>88,163</td>
<td></td>
<td>1.7%</td>
</tr>
<tr>
<td>2020</td>
<td>101,750</td>
<td></td>
<td>1.4%</td>
</tr>
<tr>
<td>2030</td>
<td>114,854</td>
<td></td>
<td>1.2%</td>
</tr>
</tbody>
</table>

- The number and proportion of school-aged children are expected to decrease over the next 10 years.
- The number and proportion of retirees are also expected to increase over the next 10 years.

- Over the 30-year period, McKinley County gained employment at an average rate of 2.4% per year. From 1986-2000, growth was 3.1% per year, on average. Retail and services jobs have grown the most, and combined, they are the dominant sector. Government is a very strong sector. Mining has diminished. Wholesale trade has grown substantially since 1988. Manufacturing has been significant in the 1990s, but gradually declined.

- There are a variety of economic issues in UNM-Gallup’s service area that potentially impact the demand for existing and new programs:
  - McKinley County had the lowest per capita income in New Mexico in 1999 ($9,872).
  - The county has high unemployment rates compared to New Mexico and U.S. In 2004, McKinley County had 7.8% unemployment, compared to 5.7% for New Mexico and 5.5% for U.S.
  - Limited job opportunities
    - Job growth not keeping pace with population growth, wages are low and there is high unemployment.
    - Youths are leaving the community due to lack of job opportunities.
    - There is a perception that rural areas in McKinley County outside Gallup are dying because employment opportunities are not increasing and may be decreasing.
  - Housing shortage in Gallup
    - Housing is expensive because demand is greater than the supply.
  - Business climate
    - There is a leakage of local sales to Albuquerque, 135 miles from Gallup and to Phoenix, 285 miles from Gallup.

### 2.2.2 HISTORIC ENROLLMENT GROWTH

Fall full-time equivalent (FTE) student enrollments have increased from 1,524 to 1,715 in the last five years. This increase is a total of about 12.5% since 1999 (see Exhibit 2-5).
2.2.3 PROJECTED ENROLLMENT GROWTH

Increasing population growth will create continued demand for existing as well as new programs. Full time equivalent (FTE) student enrollment projections, using a three-prong projection method (low, medium and high projections), indicate that enrollment will increase from current levels, to between 29% to 66% by 2020 (see Exhibit 6). The mid-range projection shows an enrollment increase of 46% to 2,544 FTEs as UNM Gallup continues to provide programs that meet the community’s educational and economic development needs.

Enrollment projections assume that FTE enrollment at UNM-Gallup will continue to be directly related to overall county population growth and that the college can continue to improve its market penetration to levels similar to its peer institutions (see Exhibit 2-8).
2.2.4 COMPARISON TO PEER COLLEGES

UNM Gallup has kept pace with its enrollment and program needs, investing in new facilities as demand occurs, and making use of existing facilities through remodeling. The campus is just below average range in comparison with its peers with regard to gross square footage per FTE student.

Exhibit 2-7
Peer Comparison - GSF per FTE

Exhibit 2-8
Peer Comparison - Service Population per FTE

UNM Gallup is competitive with peer colleges with regard to market penetration, with service population per FTE just below the average rate.
2.3 Site and Facility Conditions

2.3.1 CONDITION OF SITE AND FACILITIES

Site Conditions
The topography of the UNM-Gallup main campus is hilly. The challenging terrain focuses development on one main ridge and surrounding “valley” areas. Runoff pathways and low wet areas separate buildable areas. Parking facilities tend to be located downhill from the ridge-top developments. Connections between parking areas and buildings are sloped and require ramps and stairs for access. The change in grade creates opportunities for breathtaking vistas and much of the landscape surrounding the core of buildings on campus is undeveloped native vegetation and scenic.

There is one vehicular access point to the campus which creates congestion at peak times. The existing walkways and plazas are aesthetically pleasing, but require rehabilitation. Parts of the campus (Lion’s Hall and gym areas) are not part of the walkway system and pedestrian pathways are on roads or through non-paved areas. Connections between lower parking lots and the upper ridge present difficulties for pedestrian access, due to elevation differences.

As the campus grows toward the northeastern part of the site, additional access points onto campus should be considered. The topography will create greater challenges in accessibility as development moves further along the ridge where the height above the valley increases.

Exhibit 2-9
Computer Rendering of Main Campus Topography
Campus Buildings

UNM-Gallup’s main campus occupies about 75 acres. It received its first building in 1975 (not including the donation of Lion’s Hall, which was originally constructed in the 1950s). The campus has continued to grow since then, with renovations and new construction, and today includes a total of 257,351 square feet in 13 buildings. The north campus building is 2,885 square feet. The Zuni campus is 26,536 square feet and also utilizes space in the adjacent Zuni High School (see Exhibits 10 and 11).

The facility condition index (FCI) of buildings located on Main Campus, as determined by 3D/International in May 2004, varies from 0.98% at Calvin Hall (second addition) to 48.30% at Lion’s Hall. Lion’s Hall is the only facility on main campus that was recommended for replacement by 3D/I. The north campus building FCI is 10.66% and Zuni campus is 0.72%.

Exhibit 2-10
Facility Inventory of Campus Buildings

UNM-Gallup Campus
Facilities Data / Inventory 2004/05

<table>
<thead>
<tr>
<th>ID</th>
<th>Facility</th>
<th>Dates of Construction</th>
<th>Age</th>
<th>Net Building Area (NSF)</th>
<th>Total Building Area (GSF)</th>
<th>Total Building Area (GSF)*</th>
<th>Repair Cost</th>
<th>Replacement Cost</th>
<th>FCI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Old Gurley</td>
<td>1975/ Renovated 2000</td>
<td>30</td>
<td>13,437</td>
<td>16,672</td>
<td>106,392</td>
<td>$78,646</td>
<td>$1,818,916</td>
<td>4.32%</td>
</tr>
<tr>
<td>2</td>
<td>New Gurley</td>
<td>1984-1985</td>
<td>20</td>
<td>48,974</td>
<td>68,589</td>
<td></td>
<td>$310,935</td>
<td>$7,494,034</td>
<td>4.15%</td>
</tr>
<tr>
<td>3</td>
<td>Career Education</td>
<td>1978</td>
<td>27</td>
<td>24,999</td>
<td>27,866</td>
<td></td>
<td>$240,412</td>
<td>$3,179,511</td>
<td>7.56%</td>
</tr>
<tr>
<td>4</td>
<td>Construction Tech</td>
<td>1985</td>
<td>20</td>
<td>6,146</td>
<td>6,143</td>
<td>6,132</td>
<td>$163,562</td>
<td>$573,510</td>
<td>28.52%</td>
</tr>
<tr>
<td>5</td>
<td>Calvin Hall A</td>
<td>1979-1980</td>
<td>25</td>
<td>26,641</td>
<td>28,200</td>
<td></td>
<td>$171,939</td>
<td>$3,217,620</td>
<td>5.34%</td>
</tr>
<tr>
<td>6</td>
<td>Calvin Hall B</td>
<td>1996</td>
<td>9</td>
<td>20,049</td>
<td>23,737</td>
<td></td>
<td>$26,455</td>
<td>$2,708,392</td>
<td>0.98%</td>
</tr>
<tr>
<td>7</td>
<td>Calvin Hall C</td>
<td>2000</td>
<td>5</td>
<td>11,944</td>
<td>12,808</td>
<td></td>
<td>$40,240</td>
<td>$1,461,393</td>
<td>2.75%</td>
</tr>
<tr>
<td>8</td>
<td>Physical Education</td>
<td>1981/1999</td>
<td>24</td>
<td>21,424</td>
<td>15,834</td>
<td>18,571</td>
<td>$106,783</td>
<td>$1,426,168</td>
<td>7.49%</td>
</tr>
<tr>
<td></td>
<td>Physical Education Addition</td>
<td>1999</td>
<td>6</td>
<td>5,593</td>
<td></td>
<td></td>
<td>$29,043</td>
<td>$503,762</td>
<td>5.77%</td>
</tr>
<tr>
<td>9</td>
<td>Health Careers</td>
<td>2002</td>
<td>3</td>
<td>8,937</td>
<td>11,873</td>
<td>8,832</td>
<td>$30,816</td>
<td>$1,354,709</td>
<td>2.27%</td>
</tr>
<tr>
<td>10</td>
<td>Zollinger Library</td>
<td>2001</td>
<td>4</td>
<td>18,393</td>
<td>19,973</td>
<td>19,973</td>
<td>$59,897</td>
<td>$1,865,678</td>
<td>3.21%</td>
</tr>
<tr>
<td>11</td>
<td>Child Care Center / Physical Plant</td>
<td>1993</td>
<td>12</td>
<td>8,521</td>
<td>8,763</td>
<td>8,568</td>
<td>$113,883</td>
<td>$999,858</td>
<td>11.39%</td>
</tr>
<tr>
<td>12</td>
<td>Lions Hall</td>
<td>1954</td>
<td>51</td>
<td>5,374</td>
<td>6,000</td>
<td>5,535</td>
<td>$204,338</td>
<td>$423,060</td>
<td>48.30%</td>
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<tr>
<td>13</td>
<td>Pump House</td>
<td>1988</td>
<td>17</td>
<td>729</td>
<td>1,711</td>
<td>7,402</td>
<td>$31,391</td>
<td>$31,391</td>
<td>23.58%</td>
</tr>
<tr>
<td>14</td>
<td>North Campus</td>
<td>1998</td>
<td>7</td>
<td>2,647</td>
<td>2,583</td>
<td>2,885</td>
<td>$20,337</td>
<td>$190,800</td>
<td>10.66%</td>
</tr>
<tr>
<td>15</td>
<td>Zuni South Campus</td>
<td>2001</td>
<td>4</td>
<td>25,151</td>
<td>26,536</td>
<td></td>
<td>$20,593</td>
<td>$3,869,729</td>
<td>0.72%</td>
</tr>
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</table>

Totals (All Facilities) 200,943 280,514 286,772 $1,594,485 $28,763,822
Total Gallup Campus 203,173 252,780 257,351 $1,361,084 $27,837,000
Exhibit 2-11
UNM-Gallup Sites and Facilities

1. Old Gurley Hall
2. New Gurley Hall
3. Career Education
4. Construction Technology
5. Calvin Hall Center A
6. Calvin Hall Center B
7. Calvin Hall Center C
8. Gymnasium
9. Health Careers Center
10. Zollinger Library
11. Child Care Center / Physical Plant
12. Lions Hall
13. Pump House

North Campus
(701 West Wilson, Gallup, NM)
Utilities and Maintenance
While UNM-Gallup’s maintenance program is effective and has minimized needed repairs and replacement, funding realities have caused some deferred maintenance and some facility renewal will be needed to address building systems and adapt to new needs.

The service systems that comprise the main campus infrastructure have been incrementally developed are of mixed condition and capacity. A major issue is lack of redundancy in the electrical and domestic water systems. The condition of these systems is difficult to ascertain due to underground location and lack of documentation. The sanitary sewer system have portions that are 25 years old and have been extended through the years in a piecemeal fashion. Due to site topography the system must employ lift stations to force sewage uphill in places. Campus infrastructure will require attention and regular capital funding to ensure that campus activities are not compromised by systems failures and deficiencies.

Campus Development
Development of the main campus has always been constrained by the topography of the site, and will continue to be, perhaps more in the future than in the past, due to the decreasing availability of easily developed level sites. This development constraint has created additional expense in site and foundation work as well as utilities revisions.

Exhibit 2-12
Campus Views

Regional Southwest Architectural Style

Zollinger Library (above)
Pedestrian Plaza (below)

Portion of Undeveloped Northwest Ridge (above)
2.4 Implications for the Future

2.4.1 FUTURE FACILITY NEEDS

Generally, UNM-Gallup has more space than was indicated by draft UNM planning standards. ARC research indicates that, while the proposed standards are commonly accepted norms, there are variables that affect space use, such as differences in institutional roles and missions. For example, the state of Utah takes into account this difference by adding an adjustment factor of 1.5 times commonly accepted university norms.

Additional classrooms, laboratories and support facilities will be needed to meet projected student enrollments, according to this projection. Utilization analysis based on projected enrollment, and taking into account current and planned teaching spaces, indicates that 12 classrooms and one open lab will be needed by 2020. According to this method of needs projection, existing laboratories will be adequate to meet projected student needs (see Exhibit 2-13).

Exhibit 2-13
Current and Projected Teaching Spaces Needed

See also Exhibit 3-76.

Assuming the current distribution of programs, these additional spaces extrapolate to a total of 106,400 square feet required by 2020 to meet increased enrollment and program demands using Texas Higher Education Space Planning Standards (see Exhibit 2-14).
**2.4.2 FUTURE PROGRAM AND FACILITY CHANGES**

Changes in program focus, and facilities accessibility and usage will affect the development of the campus. In order to ascertain how these changes might manifest themselves and to gain an understanding of the factors influencing the future of the UNM-Gallup campus, a campus community survey was conducted during the research phase of the master planning process. UNM-Gallup faculty, staff and advisory board were interviewed and completed questionnaires. A summary of their responses is shown in Exhibit 2-15.

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*Assumes current distribution of programs. Includes Zuni and North Centers.*
Exhibit 2-15
Questionnaire/Interview Highlights
(For details, see Survey and Interview Summary in Section 3)

Program changes expected
- Increased demand in health care
- Increased demand in technology
- Increased demand in regional studies
- Increased demand in small business
- Growing student enrollment
- Need to expand bachelor/master degree program offerings
- Significant interest in on-line classes and long-distance learning

Impact of expected program changes
- More classrooms and faculty offices required
- Upgrade technology capabilities and services
- Build student residences (dorms)
- Expand bookstore to serve on-campus residents
- Construct more buildings
- Increase access to campus (roads/parking)
- Continue technology upgrades

Best support by physical environment for programs and services
- Co-locate departmental spaces
- Provide more opportunities for local cultural expression
- Provide more educational opportunities to enjoy outdoor environment of campus
- Provide more spaces for interaction between students, faculty, and students with faculty
- Make student services areas more student-centered, with improved access and greater resources to enhance student life

Unique characteristics to be retained
- Retain natural landscaping and trees, open space, views, walking trails, and undulating topography
- Retain the character of buildings — southwest style, Native American themes
- Retain community college atmosphere — personal customer service, small and friendly
2.4.3 DEVELOPMENT FRAMEWORK
The UNM-Gallup Facilities Master Plan establishes a development framework to guide future growth and change on the campus, including the location of new facilities and related infrastructure. The development framework responds to the physical opportunities and constraints of the site, as well as to adopted goals (Exhibit 2-16) and development strategies.

Key elements of the framework are to encourage immediate and mid-term growth near the existing academic core and along the northwest ridge. A new eastern campus entry will facilitate access to the campus, relieve congestion, provide more parking opportunities, and open additional areas for future development.

Exhibit 2-16
UNM-Gallup Campus Planning Goals

See Section 3 for detailed observations, goals, planning concepts and maps illustrating the development strategies.

Campus Planning Goals
- **Functional Organization** – Seek to organize college functions in a clear and efficient manner reflecting the needs of students, staff and visitors
- **Way-Finding** – Create a clear and uniform way-finding system that adds value to the appearance of the campus
- **Student Life** – Create places around campus to encourage informal student interaction
- **Campus Character** – Retain and enhance campus architectural character
- **Outdoor Resources** – Provide more opportunities to utilize outdoor resources
- **Access/Parking** – Provide safe and convenient pedestrian and vehicular access to all campus areas
- **General Development** – Develop the site in a manner that balances long-term facilities needs and the protection of the unique site environment
- **Sustainability** – Become a model for sustainability practices locally and regionally
## Characteristics of Campus Development Zones

<table>
<thead>
<tr>
<th>Zone</th>
<th>Location</th>
<th>Potential Developable Area (acres)</th>
<th>Potential GSF</th>
<th>Visitor Access</th>
<th>Pedestrian Access*</th>
<th>Vehicular Access</th>
<th>Parking</th>
<th>Topography</th>
<th>Utilities</th>
<th>Potential Use</th>
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<tr>
<td>A</td>
<td>NW Gurley</td>
<td>0.5</td>
<td>44,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student Life Center / Tech Center</td>
</tr>
<tr>
<td>B</td>
<td>NE Ridge**</td>
<td>4.9</td>
<td>172,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Instructional Facilities &amp; associated offices</td>
</tr>
<tr>
<td></td>
<td>NE Ridge Slope</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>NE Entrance</td>
<td>4.3</td>
<td>148,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Community Affairs (high public interaction)</td>
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<tr>
<td>D</td>
<td>East Hill - North</td>
<td>2.8</td>
<td>97,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>VocTech Uses / Physical Plant</td>
</tr>
<tr>
<td>E</td>
<td>East Hill - South</td>
<td>4.8</td>
<td>167,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Physical Education and recreation / Student Residences</td>
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<tr>
<td>F</td>
<td>Lions Hall Area</td>
<td>2.7</td>
<td>59,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student Residences / childcare</td>
</tr>
<tr>
<td>G</td>
<td>East Lions Hall Area</td>
<td>5.76</td>
<td>125,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student Residences / childcare</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>27.7</strong></td>
<td><strong>812,000</strong></td>
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</tbody>
</table>

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* From main pedestrian mall
** Assumes additional access

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*Image and text content related to the 2006-2013 Facilities Master Plan for the University of New Mexico-Gallup, highlighting exhibit 2-17 which details the UNM-Gallup Development Framework, focusing on the characteristics of campus development zones with specific data on potential developable areas, GSF, visitor and pedestrian access, vehicular access, parking, topography, utilities, and potential uses.*
2.5 Capital Needs

The adopted strategy is based on a planning framework implemented in increments, and using a combination of local general obligation bonds and state matching funds. The plan will be evaluated and adjusted on a yearly basis to meet community needs, as required.

UNM-Gallup passed a $16 million local bond issue in February 2006 and is in the process of completing the following projects with state and other assistance:

- **Heath Careers /Nursing Building Addition** – $5.3 million ($1.4 million state share)
- **Health Careers Center Remodeling** – $292,000
- **North Campus Remodelling** – $360,000
- **Acquire adjacent properties** for future student residences and parking – $503,407
- **Tech/Classroom Building** – $8 million (requested state match, $2 million, $2 million from legislative appropriation)
- **Student Life Center** – $5.25 million
- **Extend road and infrastructure** – $1.15 million

UNM-Gallup will consider asking voters to approve a local general obligation bond in February 2009 for approximately $10 million dollars. Potential projects to be funded through the local bond and other sources include:

- **Facility / Infrastructure Renewal - Remodeling** – to make improvements to existing facilities and continue infrastructure renewal and extension
- **Gurley Hall Remodel** – to make improvements responding to changes created by constructing the Tech/Classroom Building and Student Life Center, including additional offices and classrooms
- **Student Residences** – to provide on-site student residences
- **Remodel the Library’s lower level** – to provide additional space for library uses, group study rooms, and classrooms
- **Maintenance Facility** – to provide a new maintenance facility that combines space for the physical plant department, shipping and receiving, and warehouse
- **Child Care Center** – to renovate and expand the existing Child care center
- **New Lion’s Hall** (Community Affairs) – to construct a new building to provide more space for continuing education and community outreach functions, as well as easier access for community