INTRODUCTION
1.1 PLANNING PROCESS

PLANNING CONTEXT
The University of New Mexico, Albuquerque campus is spread out on three land parcels totaling over 769 acres located 2 miles east of the downtown core of Albuquerque. The University was founded in 1889 and grew on the Central campus to a 1960 student population of approximately 5,000 and a built area of 2.1 million gross square feet. Today, 36 years later, the student population is 25,000 and there are 6.8 million square feet of building space.

1960 marked the date of the last General Development Plan undertaken by the University, completed by John Carl Warnecke and Associates. It established a development plan for the rapid growth of the 1960’s and 1970’s including the development of the North campus, separated from the Central campus by Lomas Boulevard. Many of the basic themes of Warnecke’s General Development Plan - a pedestrian orientation in the Central campus, creation of academic “zones” for related departments, and a relatively low-scale, low-density fabric spread across the campus - can be read clearly in the resulting development of the University.

In 1990, the University began a new campus planning process with the production of UNM 2000, which was a vision of what the University should become in terms of quality, mix of programs and services. This vision statement led to the preparation of the 1991 Parking and Circulation Study, a UNM Long Range Master Plan, completed in April 1994, and a revised UNM 2000 plan adopted by the Board of Regents in 1995. The UNM Long Range Master Plan explored planning strategies for the long-term development of the campus, and defined a student population of 35,000 students and a projected built area of approximately 4.9 million additional square feet as the maximum build-out of the Central and North campuses. This proposed enrollment limit is a cap placed on physical development of the UNM campus complex in its current location, not a cap on development of the UNM in Albuquerque. Satellite campuses and distance education will enable UNM to provide educational services to students at other locations and thus meet the demand for higher education without creating a mega-campus.

The previous 1990’s planning studies did not include a physical expression of the implications of the full build-out to a population of approximately 35,000 on the campus. This Campus Development Plan addresses the issues of which parts of the campus can best absorb the additional gross square foot area and the physical implications of the distribution of new development. Creating a physical model of the distribution of new development
also provides the opportunity to address some of the key issues on campus - the linkage between the North and Central campuses; the edge conditions on Central Avenue and with the neighborhood adjacent to the Health Sciences Center; parking, both on campus and at remote locations.

The Terms of Reference for this plan state “it is intended that the Campus Development Plan integrate the findings contained in the aforementioned material (UNM 2000, UNM Long-Range Development Plan, Parking and Circulation Study), and with them articulate the physical development of the campus.”

WORKSHOP SESSIONS
The Campus Development Plan has proceeded through a number of information gathering and workshop sessions to arrive at its present conclusions. These sessions took place at approximately 2 to 3 week intervals during the fall of 1994. Additional information meetings took place in 1995.

INFORMATION / KICK-OFF MEETING
SEPTEMBER 29 & 30, 1994, ALBUQUERQUE
The consultants were introduced to the project through a two-day session of information and policy discussions with representatives of the following groups: the Facility Planning Department, Physical Plant Department, Business and Finance Department, University Hospital and the Health Sciences Center, the Provost’s Office, Leisure Services/Student Affairs, School of Architecture and Planning, Campus Planning Committee, City of Albuquerque Planning Department and the Federation of University Neighborhoods. A detailed tour of the campus followed the series of information meetings.

WORKSHOP #1
OCTOBER 13 & 14, 1994, ALBUQUERQUE
The workshop sessions on October 13 and 14 focused on a preliminary iteration of campus planning issues as defined through background research, along with some preliminary concept plans taking a look at overall campus opportunities and constraints. These workshop sessions were attended by several of the individuals and groups who participated in the initial information meetings: the Facility Planning Department, Physical Plant Department, Health Sciences Center, Leisure Services/Student Affairs, City of Albuquerque Planning Department, the Federation of University Neighborhoods. The sessions also included a representative from Albuquerque City Council, the President’s office and several consultants who had worked on earlier studies.
WORKSHOP #2

NOVEMBER 7 & 8, 1994, LOS ANGELES

The workshop sessions on November 7 and 8 in Los Angeles had two functions. First was a day-long tour of University of California, Los Angeles, to discuss issues of related interest and to explore the UCLA experience as a case study for some of the problems facing the University of New Mexico. The day-long tour was attended by representatives of UNM’s Facility Planning Department, Business and Finance Department, Student Affairs Department and the Physical Plant Department.

The second day was an “in-house” review of progress to date and a visioning workshop with the Facility Planning Department.
WORKSHOP #3
NOVEMBER 21, 22 & 23, 1994, ALBUQUERQUE
A series of development strategies and carrying capacity alternatives was presented for discussion with the full range of groups who have participated in the project to date. These workshop sessions also provided a first occasion for presentation to the Board of Regents, and an opportunity for a detailed working sessions with representatives of the Campus Planning Committee and the School of Architecture and Planning.

Figure 2: November 7 Workshop session in progress

COMMUNITY PRESENTATION
DECEMBER 1, 1994, ALBUQUERQUE
Material developed for November Workshop #3 was presented to representatives of local community associations and the Federation of University Neighborhoods.
DR A F T  F I N A L  P R E S E N T A T I O N
D E C E M B E R  2 2 ,  1 9 9 4 ,  A L B U Q U E R Q U E
A draft final version of the Campus Development Plan was presented to members of the Board of Regents and representatives of many of the groups who have participated in the study process. Based on the results of the December 22 presentation, the consultants then proceeded to complete this final report and a computer model of the Campus Development Plan.

E X E C U T I V E  C A B I N E T  R E V I E W
O C T O B E R  1 9 ,  1 9 9 5 ,  A L B U Q U E R Q U E
The University of New Mexico Executive Cabinet presented comments to the consultants concerning the draft final report of the Campus Development Plan. The discussion with the Executive Cabinet resulted in changes and adjustments to the draft final report which are reflected in the final report.
1.2 PREVIOUS UNIVERSITY OF NEW MEXICO MASTER PLANS AND DEVELOPMENT PLANS

University of New Mexico, Albuquerque, has a long and continuous history of campus planning which has had a major impact on the distinctive form and architectural style of the campus. To the present time there have been four general campus plans along with several more detailed operational and conceptual plans which have guided campus growth.

1908 - THE TIGHT PLAN
Named after the third president of the University, Dr. William George Tight, the principal initiative to survive from this plan was the recommendation that the Pueblo Style be adopted for campus buildings.

1915 - GRIFFIN MASTER PLAN
The Griffin Plan (by the Chicago architecture firm Griffin and Byrne) created an intricate network of plazas, enclosures and terraces based on the siting of buildings and the construction of a continuous pueblo. Although little in the plan was actually realized, the general pattern of building defined courts and plazas continued through subsequent building phases on campus.

1955 - MEEM PLAN
John Gaw Meem was retained as consulting architect for the university from 1933 to 1959, and was responsible over the period for some of the most recognizable and influential buildings on the Central campus. Although he completed many different planning exercises over the course of his consulting at the University, in 1955 he created the Meem Plan, geared for a total student population of 12,000-15,000 students.

The plan established several planning principles and locational features on the Central campus which have been maintained over time including:
• physical grouping of academic departments;
• parking at the east side of the campus along Central Avenue;
• siting of athletic fields;
• elimination of several through streets on campus;
Figure 3: Meem Plan (1955)

Figure 4: Warnecke Plan (1960)
In 1960, Warnecke and Associates of San Francisco, led by John Carl Warnecke and Van Dorn Hooker, prepared a plan which covered all of the University’s lands at the time, and which established the names: North, Central and South campuses. The plan is the last comprehensive development plan for the campus and its principles are still guiding development today.

The main concepts of the plan which have been implemented include:

- creating a pedestrian enclave in the Central campus;
- establishing a ring road system on the Central campus with parking on the periphery;
- locating buildings to create outdoor or partially enclosed courts and patios;
- locating the medical center on the North campus and expanded sports facilities on the South campus;
- creating a “green” or central open space to the west of the library;
- retaining established density and architectural character on the Central campus.

Some additional major development recommendations which were not implemented include:

- multi-level, below-grade parking under the athletic playing fields on the Central campus;
- roadway overpass connecting Central and North campuses over Lomas Boulevard;
- building over the Golf Course on the North campus;
- building extensive married and single student residential facilities on the North campus;
- covering the storm drainage channel on the North campus.

Between 1960, when the Warnecke Plan was completed, and 1990, the University also completed several planning studies without undertaking another planning process which considered the campus as a whole. These plans included sub-campus physical plans, capital improvement plans and plans for individual building complex developments.
In 1990, the University produced a document entitled UNM 2000 - A Plan to Take UNM into the 21st Century. The plan was the result of a process which took place over three years and which involved a committee of students, faculty, staff and alumni, and a constituency review group. The UNM 2000 Plan dealt primarily with qualitative, organizational and programmatic goals and objectives for the future of the University. The plan was revised in 1995 but retained the same basic goals and directives as the 1990 plan.

Following the UNM 2000 Plan, the University undertook two major systems studies: The University of New Mexico Parking/Traffic Master Plan, July 1991, and the Master Utility Plan for the University of New Mexico, March 1994. Both of these plans provided comprehensive overviews of two issues which figure strongly in the preparation of a Campus Development Plan for the University.

The most recent and comprehensive planning exercise is the University of New Mexico Long Range Master Plan, April 1994, completed by Architectural Research Consultants, Inc. The Long Range Master Plan analyzes a wide variety of issues for the University, establishing strategies for the next 20 to 25-year development of the campus. The Plan establishes projections for student growth and corresponding space needs that will have to be accommodated on campus over the time period, along with a number of explicit physical goals and directives for future development.

One element that the Long Range Master Plan does not address directly is the physical form of the proposed development. This requirement has led directly to the preparation of this Campus Development Plan. Population numbers and building area projections concerning future University growth, and discussions of planning assumptions, planning principles and growth trends are taken as given from the Long Range Master Plan for the Campus Development Plan.
Figure 5: Neighborhoods surrounding the University of New Mexico Campus
(Federation of Nine University Neighborhoods)
1.3 CONTEXT AND CURRENT LAND OWNERSHIP

CONTEXT
The University of New Mexico, Albuquerque campus is located approximately two miles east of the downtown core. The southern boundary of the Central campus and the historic focus for campus development is Central Avenue, Albuquerque's “main street” and the historic Route 66. Although the University is closely linked to the downtown core by Central Avenue and other east/west circulation corridors, it is also perceptually divided from the core by Interstate 25 which runs north/south between the campus and the core.

The campus is also separated from the downtown core and other commercial areas by the residential neighborhoods which have grown up around it. These neighborhoods play a highly interactive role with the University and are an important consideration in any development scenario for the campus. Neighborhood residents take advantage of campus open space and community oriented facilities. Although as neighborhoods they are made up of a mixed profile of residents, they do provide accommodation for a substantial population of students, faculty and staff who use the campus on a daily basis.

The primary issues between the University and the surrounding neighborhoods concern traffic circulation and parking, and the issue of University land acquisition inside the neighborhoods, outside the basic “superblock” of the Central and North campuses. Traffic circulation and parking are major issues, directly related in complex ways to many of the issues, policies and recommendations of the Campus Development Plan. The University needs to more precisely define the University’s boundaries and its relationship with the surrounding neighborhoods.

SURROUNDING NEIGHBORHOOD DESCRIPTIONS
Each of the surrounding neighborhoods has a unique character and relationship to the University.
• **Spruce Park**

Spruce Park, on the west side of the Central campus is a relatively affluent and attractive single-family residential area with a modulated topography. The area is buffered from the campus by University Boulevard and landscaping on the west side of the campus. Roads through the neighborhood do not offer any access advantages to University bound traffic. The principal complaint concerns illegal parking during the day.

• **Sycamore**

The Sycamore neighborhood is located south of the Spruce Park neighborhood and contains a number of higher density, more affordable, residential buildings. The neighborhood is in effect caught between two major institutions, the University and the Presbyterian Hospital, and a relatively high proportion of its residential population is associated with one of the two institutions. The major challenge for the Sycamore neighborhood is heavy through traffic on the two major east/west avenues which frame its north and south boundaries. Dr. Martin Luther King Jr. Avenue on the north provides the interchange with Interstate 25, and leads to a campus vehicular entrance on the west side of the campus at the intersection of Dr. Martin Luther King Jr. Avenue and University Boulevard. Central Avenue runs along the south side of the Sycamore neighborhood. Because of its convenient location in relation to the University, the Presbyterian Hospital and the Interstate, the Sycamore neighborhood is also plagued by illegal parking.

• **Silver Hills**

The Silver Hills neighborhood shares problems with the Sycamore neighborhood. It is also sandwiched between two major institutions: the University to the north and the Technical Vocational Institute (TVI) to the south; and, is bordered and bisected by several major through traffic arteries: Central Avenue and the Coal/Lead Avenue route, and University and Yale Boulevards. The neighborhood contains some attractive, older single family residential housing stock, but has deteriorated over the years because there are few owner-occupants.

• **University Heights**

The University Heights neighborhood is located directly east of the Silver Hills neighborhood, and is a continuation of older, single-family housing stock, the majority of which has been converted for rental housing. There is also a mix of low-rise
apartment buildings through the neighborhood. The University Heights neighborhood is perceived as UNM’s “student ghetto”, an area which provides low cost housing along with a reputation for a higher rate of social problems and criminal activities. The area connects to the Central campus across Central Avenue, and provides the major market source for the businesses located on the south side of Central. The generally poor maintenance of housing stock in the area, the perception of emerging social/criminal problems and the marginal quality of several Central Avenue businesses should be issues of concern to the University in its future planning. Through traffic is an issue on east/west avenues Central and Coal/Lead, and on those north/south roads which provide direct access to the campus - Yale Boulevard and Stanford Drive. Illegal parking is also an issue because of this area’s easy pedestrian connections with the Central campus across Central Avenue. In spite of its problems, primarily because of its easy accessibility, affordability and its commercial main street, it is an ideal off-campus residential neighborhood for students.

- **NOB HILL**

The Nob Hill area, east and southeast of the University, seems less a University-related neighborhood than other surrounding areas. The focus of neighborhood activity is Central Avenue, east of the UNM campus, which has become an entertainment and shopping strip, drawing visitors and restaurant patrons from all over Albuquerque. The residential streets off Central Avenue are attractive, older homes, largely owner-occupied, many by current and retired UNM faculty and staff. Through traffic is primarily limited to well-established arterial roads, but illegal parking continues to be an issue on those streets closest to the University. The neighborhood seems less directly impacted by the presence of the University because the entire east side of the Central campus is occupied by on-campus residential and athletic facilities which do not generate as much daily pedestrian traffic as other parts of the campus. The neighborhood is a long walking distance from core academic facilities on the Central campus.

- **VICTORY HILLS AND SOUTHEAST HEIGHTS**

Victory Hills and Southeast Heights are located south of the University Heights and Nob Hill neighborhoods and do not have a direct frontage relationship with the campus. The neighborhoods are affected by the campus because like University Heights they have a high percentage of student occupied housing, and because they share Girard Boulevard as a major arterial road. Circulation, and to a lesser extent, parking are primary concerns.
• North Campus

The North campus area which follows the eastern and northern edges of the Golf Course on the North campus is an attractive and relatively affluent neighborhood of single-family residences. The part of the neighborhood that falls west of Girard Boulevard has been affected by traffic accessing the University Hospital and Health Sciences Center. The primary conflict between the neighborhood and the University has been morning traffic that turns from Indian School Road to Stanford Drive to access the Health Sciences Center, rather than using Girard Boulevard and Marble Avenue.

Land Ownership Context

The Land Ownership Plan on page 144 illustrates the extent of current University holdings in the immediate Central and North campus areas. The University has almost completed consolidating the land on the Central campus within the superblock defined by University, Lomas, Girard Boulevards and Central Avenue; and on the North campus as defined by Indian School Road, University Boulevard and Lomas Boulevard to the north west and south and the Golf Course, Marble and Vassar Drives to the east. With the exception of the Federal sanitarium, for the purposes of the Campus Development Plan it is assumed that lands within this “superblock” will be consolidated for University use. Land acquisition will become a critical phasing step in implementation of the Campus Development Plan in certain locations on campus.

(See Section 6.2).

The University has made some land acquisitions outside the “superblock” framework - The School of Architecture and Planning site south of Central Avenue at Stanford Drive, and the former Galles car dealership site on the northwest corner of the Central Avenue and University Boulevard intersection. Although these properties will be useful for special University / Community functions, the Campus Development Plan proposes that further acquisitions of this type not be made. Lands north of the Spruce Hill neighborhood bounded by University Boulevard on the east, Interstate 25 on the west and Indian School Road on the north are currently owned by the Sandia Foundation, the University and some private landholders. These lands are outside the scope of the following Campus Development Plan, but should be the subject of a future Development Plan study.