WESTERN OREGON UNIVERSITY
MASTER PLAN 2011
AS APPROVED BY CITY OF MONMOUTH, 15 JUNE 2011

SERA

WOU Master Plan

ACKNOWLEDGEMENTS

PREPARED FOR WESTERN OREGON UNIVERSITY
BY SERA ARCHITECTS

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EXECUTIVE SUMMARY

Western Oregon University is Oregon's oldest public university. It was originally founded in 1856 as Monmouth University and has undergone several changes in name and mission over time. In 1997 it was renamed Western Oregon University to reflect the school's growth and the diversity of its academic programs, faculty, staff, and students. Today, WOU offers a wide array of programs, and over the past five years has experienced steady growth of both undergraduate and graduate student populations. Additionally, WOU is today widely recognized for its outstanding opportunities for minority students. Currently over 10% of WOU students are Latino and 17% of the overall student population is from underserved minority populations.

This Master Plan reflects a planning process assisted by SERA Architects over a nine-month period starting in the fall of 2010 and finishing in the late spring of 2011. The consultant team and WOU's Steering Committee met regularly with key stakeholder groups throughout the process. Interviews with smaller user groups were also held, including the athletics program staff and the University Housing staff. Additionally, an online survey was produced to solicit comments from students, neighbors, and any other interested parties.

This Campus Master Plan is intended to provide WOU with a framework for growth. In addition, it is designed to fulfill specific requirements of the Oregon University System and the City of Monmouth. The scope of work for this Master Plan does not include detailed transportation analysis since the format of the Master Plan is intended to provide a flexible planning framework rather than a prescriptive physical plan. As a framework it is intentionally flexible with respect to the exact use, size, and shape of identified improvements in order to allow

the University the flexibility to adapt to changing conditions. A primary objective of the Master Plan is to direct the University's internal planning regarding the physical facilities of the campus, including buildings, grounds and infrastructure. Six primary goals were established during the planning process:

1. **Provide for a campus population of 7,800 FTE by 2020** by envisioning a high quality living and learning environment.
2. **Increase residential and academic density on campus** while preserving the existing intimacy and character of WOU.
3. **Improve the quality of life on campus** in order to provide social opportunities for residential students on evenings and weekends.
4. **Maintain vehicular use of Monmouth Avenue** for local and campus-related traffic while investigating alternatives for general traffic.
5. **Create a framework for development of the westside** of campus to better accommodate current and projected athletic needs, while maintaining capacity for other development needs, such as family housing.
6. **Design for walkability throughout campus** by improving pedestrian connectivity and locating vehicular parking along the campus perimeter.

To accomplish these goals, the Master Plan calls for a series of capital improvement projects as well as these overall strategies:

- New specialized classroom and lab buildings, especially for the sciences as identified in this plan;
- Additions to general academic classroom buildings identified in this plan;
- Renovation and efficiency improvements to other existing structures;
- Expanded utilization of existing facilities through course scheduling;
- Expanded distance learning and online programs.

To accommodate the level of anticipated growth, the University plans to add to its overall housing inventory, and replace several outdated buildings with modern, attractive student housing that will allow WOU to improve student recruitment, retention, and academic performance. While growth is expected to affect a diversity of student profiles, the University expects to remain primarily focused on traditional age undergraduate students, with approximately 75% of its housing catering to this population.

Several development framework options were created and tested, coalescing into one preferred strategy that is reflected in the Master Plan Development Framework. Additionally, a set of Design Guidelines was developed to allow WOU flexibility within the Master Plan to achieve its goals. Sustainability policies are articulated based on OUS policies and the University's participation in the American College and University Presidents' Climate Commitment.

Finally, the Master Plan looks beyond the mandated ten-year planning horizon to suggest long-range strategies that will allow the campus to grow in a rational way even beyond the immediate goals detailed above. The framework and guidelines articulated here will facilitate the University's mission and long-term commitment.

INTRODUCTION & PROCESS

Purposes of the Master Plan

A Campus Master Plan serves multiple purposes as both a general guide for good campus form and a basis for agreement between the University, the Oregon University System (OUS), and the City of Monmouth. The goals of each of these parties shape the plan. The plan is intended to provide a framework for growth rather than a specific prescriptive development plan in order to allow the University the flexibility to adapt to changing conditions, and provide OUS and Monmouth guidance for anticipated growth.

Oregon University System Goals

As part of the Oregon University System, WOU's campus planning needs to be coordinated with system-wide priorities. State administrative rules require the acceptance of a campus plan by the OUS Chancellor (OAR 580-060-0010). OUS also manages the State's funding of capital projects, and sets priorities for the seven campuses. Therefore, coordination with OUS helps both entities to better plan for major capital expenses.

The Oregon University System issued a Campus Master Plan outline, dated November 2009, that itemizes the primary goals for any master plan under the OUS system:

- Develop a campus that promotes quality of life for students, faculty, staff and the community.
    - Reflection of culture, values and aspirations of campus.
    - Promote community and opportunities for civil discourse.

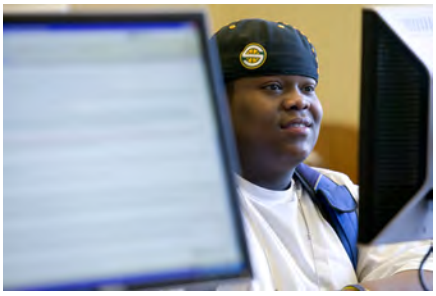
- Provide thoughtful stewardship of a resource-constrained environment whose dimensions include the ecosystem(s), land/real estate, and financial resources.
- Attain a "right-sized campus" that makes the best use of existing infrastructure and facilities.
    - Reuse and repurpose before considering new construction.
- Ensure consistency with the OUS Climate Action Plan Goals — see Sustainability section.

It must be acknowledged that several of these goals for sustainability — essential for Oregon's overall commitment to climate action — will be difficult to achieve under traditional funding protocols. The University commits to these goals via this Master Plan, with the understanding that achieving carbon neutrality will require a phased approach, and innovative approaches to funding. This issue and its implications are discussed in more detail in the Sustainability section.

OUS planning is also in process to comply with the "40-40-20" goal established by the Governor's office: 40% of the state's population to have a 4-year degree, 40% to have an associate's degree, and 20% to have a high school diploma by 2025.

City of Monmouth Goals

Statewide planning laws (OAR 660-30) require that plans for state institutions, including the Oregon University System, be coordinated with the local jurisdictions that host them. The WOU campus is within the City of Monmouth. The City has a zoning code entitled "Title IX Zoning & Development: Monmouth Zoning Ordinance" where it shows adoption of a special district specific to University-owned lands of the campus within the "Public Service" zoning designation called the "Public Service College" (PSC zone). This zoning incorporates the Campus Master Plan as an agreement between the University and City. Under the PSC zoning, most University uses, including housing for students, faculty or staff, are allowed as permitted uses, with conditional use approval required in certain circumstances. At the time of this Master Plan preparation, these Conditional Uses include buildings of more than 60 feet in height or commercial uses directly related to the operation of the University, residential schools for the disabled, home occupations, and wireless facilities.



The City's PSC zone includes planning criteria, which govern campus development. These include:

- Maximum building height of 60 feet;
- Setbacks: 20 feet from streets and 10 feet minimum from non-University properties;
- Other than the PSC Zone requirements, certain other provisions of the Zoning Code also apply to the University, including site review, signage and off-street parking requirements. Specifically, off-street parking must be provided to accommodate at least 1 parking space for every 2.5 full-time equivalent students, faculty and staff; parking layout standards also apply.

In addition to zoning compliance, the City has other interests in the University's Master Plan, including coordinated transportation, infrastructure and service planning. City plans and past campus plans have recognized the value of the University as a catalyst for the surrounding area and its economy. Both parties have an interest in supporting a thriving University District in the campus area to support local businesses and a vibrant civic community.

Western Oregon University Goals

A primary objective of the Master Plan is to direct the University's internal planning related to the physical facilities of the campus, including buildings, grounds, and infrastructure. In addition to fulfilling the specific requirements of the Oregon University System and the City of Monmouth already discussed, the creation of the Master Plan will help WOU better plan and manage their campus by providing a framework that addresses:

- Prioritizing projects including phasing;
- Coordinating projects to avoid redundant work;
- Integrating individual projects into a larger vision for the campus environment that supports the academic mission of the institution.

During the planning process, the planning team held several workshops and focus groups with a variety of stakeholders. One of the outcomes of these workshops was a list of campus goals for the Master Plan. Overall, two central questions underlay this process:

- How can physical planning support the larger goals of attracting and retaining students?
- How can the campus character be maintained while supporting anticipated growth to double the current campus population?

The President's Strategic Planning Group projects enrollment growth to approximately 7,800 full-time equivalent (FTE) by 2020. WOU has traditionally maintained an FTE student ratio of roughly 90% of its headcount, and expects to maintain that percentage of growth. WOU's stated rationale for this is based upon the following:

- The average annual rate of FTE increase since 2007-08 is 5.3%.
- WOU intentionally increased the number of Latino students enrolled. This action built a strong future enrollment foundation. Through 2019-20 the number of Latino high school graduates is expected to increase by between 5% and 10% annually in Oregon through at least 2015 (Western Interstate Commission for Higher Education, 2008).
- New international partnerships are expected to increase international student enrollments starting fall 2013.
- Western Tuition Promise and new textbook rental program will enable WOU to continue to differentiate itself in terms of affordability from other colleges and universities.
- Retention rates will continue to be a positive factor in overall enrollment.
- New academic majors are being added to meet student demand and educational opportunities.
- Increased graduate enrollment emphasis and success will support continued enrollment growth.

To accommodate this level of growth, WOU plans a series of capital improvement projects that are identified on the Master Plan Development Framework as well as these overall strategies:

- New specialized classroom and lab buildings, especially for the sciences as identified in this Plan;
- Additions to general academic classroom buildings identified in this Plan;
- Renovation and efficiency improvements to other existing structures;
- Expanded utilization of existing facilities through course scheduling;
- Expanded distance learning and online programs.

In addition to these measures regarding academic buildings, under this Master Plan the University plans to add to its overall housing inventory, and replace several outdated buildings with modern, attractive housing for students. This strategy has demonstrated benefits for improving student recruitment, retention, and academic performance, and is considered an important part of reaching the

WOU has experienced consistent growth over the past five years, with a total average growth of 27% during that time.

primary goals. The University expects to remain primarily focused on traditional age undergraduate students, with approximately 75% of its housing catering to this population. Upperclassman and family housing is also planned, but will be pursued to a lesser extent.

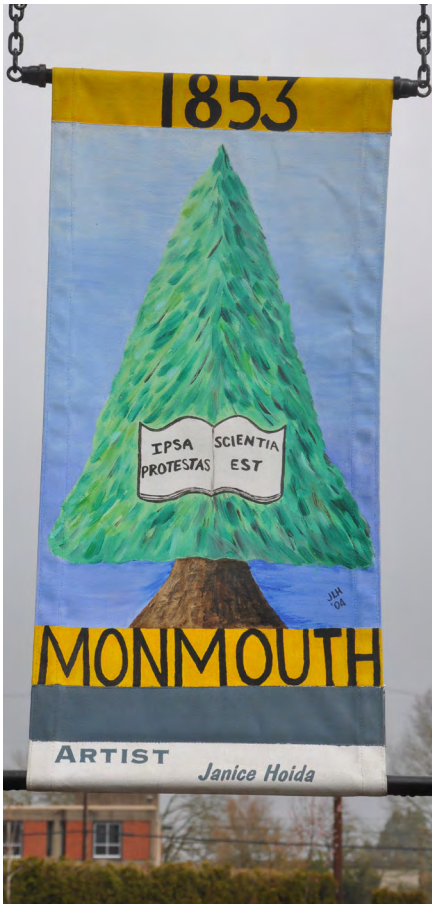
Brief History of Western Oregon University

Western Oregon University is Oregon's oldest public university. It was originally founded in 1856 as Monmouth University, three years before Oregon's statehood in 1859. It was later re-organized as Christian College in 1865 and became the Oregon State Normal School in 1883 following a nationwide movement for the creation of schools to teach norms and values to aspiring teachers. In 1911 it was renamed Oregon Normal School, and in 1939 the Oregon legislature changed the name to Oregon College of Education. This legacy of Education programs continued throughout the 20th century and remains one of the school's primary majors today. However, by the late 1970's the school's program offerings had broadened, and in 1981 the school was renamed Western Oregon State College to reflect the college's growing emphasis on liberal arts programs.

In 1997 Western Oregon State College was changed to Western Oregon University to reflect the schools growth and the diversity of its academic programs, faculty, staff, and students. At that time, enrollment had reached a record high of 4,088. WOU has continued to grow and diversify its campus community. Today, WOU is widely recognized for its outstanding opportunities for minority students. *Hispanic Outlook in Higher Education* and *The Education Trust* have twice recognized the University for "offering outstanding opportunities to Hispanic students". WOU has been listed as a top-ten performer for improvement in graduation rates for underrepresented minority students, and was recently recognized for closing the graduation gap between underrepresented minority students and nonminority students. Currently over 10% of WOU students are Latino and 17% of the overall student population is from underserved minority populations.

WOU Student FTE Actual and Projected

	Year	Total Combined FTE	% Change
ACTUAL	Fall 2000	4,234	
	Fall 2001	4,526	6.90%
	Fall 2002	4,497	-0.64%
	Fall 2003	4,417	-1.78%
	Fall 2004	4,277	-3.16%
	Fall 2005	4,202	-1.76%
	Fall 2006	4,152	-1.19%
	Fall 2007	4,384	5.59%
	Fall 2008	4,571	4.27%
	Fall 2009	4,697	2.76%
PROJECTED	Fall 2010	5,049	7.49%
	Fall 2011	5,392	6.79%
	Fall 2012	5,662	5.01%
	Fall 2013	5,945	5.00%
	Fall 2014	6,242	5.00%
	Fall 2015	6,523	4.50%
	Fall 2016	6,817	4.51%
	Fall 2017	7,123	4.49%
	Fall 2018	7,444	4.51%
	Fall 2019	7,779	4.50%



Another unique element of WOU, and a likely factor contributing to its growth, is the Western Tuition Promise, which guarantees a set tuition rate for incoming undergraduates during their four years. WOU is the only university on the West Coast to offer this program to its undergraduate students. In the fall of 2010, WOU reached another record enrollment of 5,318 undergraduate students and 915 graduate students for a total unduplicated headcount of 6,233. This has followed five straight years of growth in total student headcount, reflecting a 27% combined growth among undergraduates and a 30% combined growth for graduate students.

Connection to the Surrounding Community

The City of Monmouth's Main Street area is located directly south of campus. The University enjoys a good relationship with Monmouth, although many stakeholders in the master planning process commented that the campus connection to downtown could and should be strengthened. Monmouth has a population of about 9,600 people, excluding on-campus residents. In addition to its typical small town attributes, Monmouth takes pride in its historic downtown, its access to outdoor recreational activities and its connection to agriculture and craft. Monmouth is clearly proud of its relationship to WOU and all of the City's public relations materials feature the University prominently.

Websites such as www.collegeprowler.com show that students give the campus generally excellent reviews, but some are critical of its relationship to Monmouth. Monmouth was historically a "dry town," prohibiting alcohol within City limits. Today, the culture of Monmouth retains many of the characteristics of a "dry town." Some students complain of a lack of a night life in Monmouth and little variety for restaurants and other off campus attractions. During the student focus groups, it was acknowledged that WOU is considered a "Monday through Thursday" campus, meaning a majority of on-campus residents leave campus for the weekend. Yet criticism of Monmouth's character is not universal. In fact, many praise the quiet nature of Monmouth as an asset of WOU. One such reviewer wrote: "Monmouth is a small college town. Most people who reside in Monmouth are college students. Monmouth is a really safe place. It is a dry town, meaning not much drugs and alcohol are allowed. The school holds many activities, sports and events. Shopping is only about 20 minutes away. It's amazing how such a small town cares for everyone and watches out for each other."

Planning Process

The Master Plan development process was an iterative and interactive study performed over a nine month period starting in the fall of 2010 and finishing in the late spring of 2011. The University formed a Steering Committee comprised of faculty representatives and University staff leadership to guide the creation of the Master Plan (see sidebar). SERA Architects of Portland was hired to create the Master Plan under the Steering Committee's direction. The consultant team and WOU staff met regularly with key stakeholder groups throughout the process. Interviews with smaller user groups were also held, including athletics program staff and the University housing staff. Campus Forums were held for larger groups that included University faculty and staff, campus neighbors, and community residents. Additionally, an online website was produced to solicit comments from students, neighbors, and any other interested parties.

The scope of work for this Master Plan does not include detailed transportation analysis since the format of the Master Plan is intended to provide a flexible planning framework rather than a prescriptive physical plan. It is recommended that a Transportation Impact Assessment (TIA) be completed for sub-zones of the campus prior to submission of significant capital projects for permitting to the City of Monmouth and in conjunction with other planning efforts of the City, including Transportation Systems Planning updates.

The initial workshop was held on-campus on 28 October 2010. It included a backcasting exercise with the design team that asked the Steering Committee to imagine what WOU will look like in 2020, with particular emphasis on educational delivery and academics, student life, energy use and resource consumption. In addition to the Steering Committee workshop, focus groups were formed that included a student open house, as well as separate workshops for academics, athletics, and housing and student life. The focus groups were asked to address current trends, discuss how WOU is currently supporting and/or interfering with the group's goals, and review how WOU's mission may be different in 2020. A second series of on-campus workshops was held 29 November 2010, including a focus group with the President's Strategic Vision Committee, the Facilities Department, the Westside Development Users (Athletics, recreation, housing, and student life) and a group including City of Monmouth planning staff to focus on vehicular access to and within campus. See Appendix 5 for meeting minutes from

WOU MASTER PLAN

Steering Committee:

John Minahan | President

Kent Neely |Provost and Vice President for Academic Affairs

Mark Weiss | Executive Vice President for Finance and Administration

Hilda Rosselli | Dean, College of Education

Steve Scheck | Dean, College of Liberal Arts and Sciences

Gary Dukes | Vice President for Student Affairs

Daniel Hare | Director of Athletics

Peter Courtney | Assistant to the President

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Mark Fancey | City of Monmouth, City Planner

Malissa Larson | Director, Disability Services

David McDonald | Associate Provost

Daniel Trujilo | ASWOU Senate President

Tony Kment | Assistance Director, Physical Plant Services

John Oberst | Mayor, City of Monmouth

Kevin Raschko | Manager, West Coast Bank

WOU Preamble:

Western Oregon University offers exemplary undergraduate and graduate programs in a supportive and rigorous learning environment. Oregon's oldest public university, WOU works to ensure the success of students and the advancement of knowledge as a service to Oregon and the region. The University works in partnership with PK-12 schools, community colleges, higher education institutions, government, and local and global communities.

each of these workshops and focus groups. There were many overlapping qualities and goals cited by the interviewed groups. These have been summarized below:

1. **Provide for a campus population of 7,800 FTE by 2020** by envisioning a high quality living and learning environment.
2. **Increase residential and academic density on campus** while preserving the existing intimacy and character of WOU.
3. **Improve the quality of life on campus** in order to provide social opportunities for residential students on evenings and weekends.
4. **Maintain vehicular use of Monmouth Avenue** for local and campus-related traffic while investigating alternatives for general traffic.
5. **Create a framework for development of the westside** of campus to better accommodate current and projected athletic needs, while maintaining capacity for other development needs, such as family housing.
6. **Design for walkability throughout campus** by improving pedestrian connectivity and locating vehicular parking along the campus perimeter.

All of these goals are established to support the University's core mission:

Western Oregon University is a comprehensive public university, operating for the public good, which:

- *Provides effective learning opportunities that prepare students for a fulfilling life in a global society;*
- *Supports an accessible and diverse campus community; and,*
- *Improves continuously its educational, financial, and environmental sustainability.*

Concurrent with the visioning workshops, SERA Architects performed campus and jurisdictional research, developed recommendations for campus policies addressing sustainability and universal access, and performed a high-level observation of existing campus buildings. A detailed building analysis was not performed under this Master Plan. A limited observation of existing buildings was performed to determine the general condition of the campus building inventory and highlight specific deferred maintenance, accessibility, or other issues that require remediation. It is recommended that any building identified for an addition, renovation or deferred maintenance improvement should have a thorough structural, mechanical and architectural review performed prior to establishing the scope and budget for the improvement work. A summary of the findings is documented in the Existing Conditions Overview section of this Plan.

Based on the background research, SERA developed a map of opportunities and constraints, an analysis of existing macro-scale vehicular transportation patterns, and a map of the City and Urban Growth Boundaries. This informed the development of three campus circulation concepts and three concepts for campus development (see Appendix 2). The previous work with the Steering Committee and the focus groups identified the Westside (west of Stadium Drive) as the primary area for growth and expansion and emphasized the creation of greater

density for the academic core and primary housing areas. These concepts were presented to the Westside Development Users and the Steering Committee on 19 January 2011. SERA also met with the City planners for a pre-application meeting that day. From these meetings and follow-up discussions a preliminary plan for the preferred direction was created and presented to the Steering Committee 15 February 2011.

At about the same time, SERA worked with the WOU Information Technology group to post the process work on the WOU web site, and conduct an online survey to get community feedback. The questionnaire asked respondents for information about their relationship to campus, their feelings about WOU's anticipated growth in student population and their feelings about WOU's connection to the community of Monmouth. WOU received over 300 responses. Feedback was primarily from students, faculty, and staff, with a significant portion of these representatives living either outside of the Monmouth, Independence area or within five blocks of campus. Educational opportunities were valued as the greatest benefit of WOU, while athletics were valued the least. Respondents felt that WOU's growth would benefit the community, improve campus life, and lead to more exciting campus events, although there was significant concern regarding pedestrian safety and increased parking. Results showed that WOU's current connection to downtown is not strong enough and that more student-oriented businesses would be welcomed. This feedback was used to further inform the planning process. A complete summary of the results is available in Appendix 1.

A community open house was held on campus 3 March 2011. The consultant team presented the growth and development goals of the University and the Master Plan process to date, including concept sketches and analysis that led to development of the preferred alternative. The meeting was well attended by faculty, staff, neighbors, representatives from the City of Monmouth, as well as a small number of students. Similar to the survey results, parking and pedestrian safety were the primary concern of those in attendance, with a particular focus on the problematic issue of campus users parking on neighborhood streets rather than campus parking lots. Parking and its relation to improved vehicular and pedestrian circulation were also discussed in depth. Aside from requests to design for additional parking, other aspects of the Plan, including Capital Improvement Projects, Westside and additional campus housing development, and new pedestrian and vehicular infrastructure improvements were generally well received by attendees.

The consultant team gathered together the various information from the stakeholder and community input as well as the design process to create a draft version of the Master Plan report. The draft report was presented to the Steering Committee for comment and revision 30 March 2011, with subsequent revisions made to reflect input from the Steering Committee. The Master Plan was then presented to the WOU Steering Committee and the City of Monmouth for final review, comment, and approval.

Steering Group, stakeholder and public meetings shaped the master plan.

EXISTING CONDITIONS OVERVIEW

Approach

The observations below were gathered during a single-day site observation on 29 November 2010. Observations were taken of building exteriors only, and the following summary and recommendations are intended to provide the University with a general assessment of condition for the purposes of the Master Plan. These observations are intended to be used along with the Campus Master Plan to make decisions about future repairs, renovations, and replacement of campus structures.

Summary of Campus Building Conditions

The campus building stock is well maintained and for the most part buildings are in good condition. For the purpose of this campus assessment, architecture can be divided into the following eras: early (1920-1945), mid (1945-1975), and late (1975-2011). Buildings from each of the campus' construction eras face distinct challenges to maintenance, renovation and replacement.

Early buildings typically show problems where wood interfaces with masonry skin. This interface most often occurs around the windows. During this period little was done to provide a moisture barrier between the masonry (which is prone to holding moisture) and the wood window frames. The wood utilized during this period is typically more dense and free from knots than wood used today, but any wood in direct contact with damp masonry will rot. The masonry from this period is typically high quality, and tends to survive well over time provided the exterior mortar is re-pointed at appropriate intervals. Disabled access is often a major challenge in buildings of this period. At the time of their

Examples of Early, Mid, and Late era campus architecture: Campbell Hall (left), Academic Programs & Support (middle), and Hamersly Library (top).

construction accessibility was not part of building regulations and the necessity to provide for natural ventilation and daylighting drove very high floor to floor heights. Stairs were typically employed as the only means of vertical circulation with elevators only occurring in taller structures or where service needs demanded it.

Mid-century buildings throughout campus appear to be surviving well. This is due primarily to their robust palette of materials: concrete structural frames, brick infill panels and aluminum window systems. The envelope challenges with buildings of this era are typically found at the interfaces between the brick and the concrete frames. Aluminum window systems common during this period provide poor energy performance (no thermal breaks are provided), but handle constant moisture from the surrounding masonry much better than wood windows. Accessibility is less of a problem with these buildings because the architectural style of the period was more sensitive to the existing topography and featured a strong emphasis in horizontal building proportions and datums. Stairs provided during this period are typically more generous than earlier buildings, and elevators were more commonly provided for passenger use.

The **modern era** has been dominated by more complicated, yet budget-driven building envelopes. Masonry is typically applied as a thin veneer over wood or light gauge steel construction. During this period thermal performance of windows was improved by introducing plastic thermal breaks into aluminum windows or dramatically reducing the thermal conductance by constructing the window completely out of vinyl. Both of these systems can perform well if correctly detailed, but early examples may see failures due to their lack of redundancy. Several campus buildings of the modern era were observed to have significant efflorescence. Efflorescence occurring after initial construction is a sign of water infiltration within the wall assembly. The deposits are likely due to issues with the original detailing of their brick veneer skin or with failure of the window units themselves. Several of the modern brick veneer structures appear to have been retrofitted with small metal hoods at the veneer weeps. The purpose of these hoods is unclear, but likely they were installed to address water penetrations at window heads. Buildings built after 1990 were required to meet the Americans with Disabilities Act (ADA) and thus provided excellent accessibility.

Other Observations

Campus wayfinding is challenged currently because building and campus signage is conflicting and in several instances inconsistent with University provided campus maps. Buildings are signed with separate signage indicating department and historical name.

The **landscape** areas between buildings are often soft and appear to hold rainfall creating swampy areas of ankle-deep water and mud.

When **accessibility** is provided, often it is not provided at the ceremonial front door to the building. Disabled users must enter buildings via ramps or grade level entries located at minor entrances.

Building façades should be welcoming. Many of the campus windows have been retrofitted with reflective glazing. This type of glazing is typically installed with the intent of reducing solar heat gain. This product has two unfortunate side effects. The first side effect is a reduction in visible light transmittance, adversely affecting daylighting. The second effect is that the reflective coating does not allow pedestrians to see the activity in the buildings, creating a dull façade and eroding their perception of safety.

Individual Observations

Rice Auditorium

Strengths	Grade level entrance is provided. Power operators are provided at entry doors. Exterior materials.
Weaknesses	Staining on brick veneer indicates roof overflows are active. Tinted glazing obscures activity inside.

Modular Classrooms

Strengths	Grade level entrances are provided.
Weaknesses	No flashing visible at window heads. Adjacent concrete walks are poured against wood siding.

Smith Music Hall

Strengths	Grade level entrance is provided at west entrance. Glazing appears to have been replaced with insulated units.
Weaknesses	Stair access provided on east side. Plaster sagging along entry portico. Moss growth is visible around perimeter of portico skylights.

Academic Programs and Support

Strengths	Grade level entrance is provided.
Weaknesses	Water infiltration is visible at cap flashing. Signage indicates that disabled users must use exterior path to access lower building level. Reflective film has been installed on windows of west wing.

Administration

Strengths	Grade level entrance provided.
Weaknesses	Reflective glazing obscures activity inside. Efflorescence is visible on building masonry.

Instructional Technology Center

Strengths	Grade level entrance provided.
Weaknesses	Downspout leaking near northeast corner. Paint delaminating at cast stone window sills. Window frames discolored at south side of lower level.

Education

Strengths	Grade level entry provided to both floors.
Weaknesses	North entry canopy appears to be leaking.

Hamersly Library

Strengths	Grade level entrances at both east and west sides of the building.
Weaknesses	Significant efflorescence visible on brick veneer.

Terry House (DEP), Watson House (Public Safety)

Strengths	Buildings have been retrofitted with a ramp that appears to meet ADA requirements.
Weaknesses	Residential construction. Vinyl siding may conceal issues behind.

Heritage Hall

Strengths	Grade level entrances. Modern construction.
Weaknesses	Building weeps have been retrofitted with aluminum hoods — purpose unknown. Efflorescence is visible on brick veneer.

Physical Plant

Strengths	Centrally located.
Weaknesses	Existing parking & staging conflicts with pedestrians.

Arbuthnot Hall

Strengths	Southern portion has been retrofitted with new windows.
Weaknesses	Water appears to be splashing/being sprayed up from landscaping.

Math and Nursing

Strengths	Recently renovated. Grade level entrance at court and at south side.
Weaknesses	None observed.

Maaske Hall

Strengths	Recent renovation. Grade level entrance provided at east side.
Weaknesses	Water appears to be splashing/being sprayed up from landscaping.

Werner University Center

Strengths	Building appears to be protected with sprinkler system. Recent renovation.
Weaknesses	Sill flashing leaks visible on mid-century portion of building.

Todd Hall - Building is currently under renovation, not observed.

Campbell Hall

Strengths	Located adjacent to quad.
Weaknesses	Historic details appear to have been replaced with sheet metal at multiple locations.

The Cottage

Strengths	Grade level entrance at east side.
Weaknesses	Significant moss growth visible on roof. Cedar shake roof appears to be at the end of its life.

Humanities and Social Sciences

Strengths	Recent seismic upgrade. Recent installation of sunshades.
Weaknesses	None observed.

Natural Sciences

Strengths	Excellent example of mid-century architectural design.
Weaknesses	Stucco cracking at southeast corner of addition.

West House

Strengths	Building appears to have sprinkler system.
Weaknesses	None observed.

Old Physical Education — Building is currently under renovation, not observed.

Maple Hall

Strengths	Building in very good condition.
Weaknesses	Moss visible at north facing roof slope.

Student Health and Counseling Center

Strengths	Ramp access provided to main entry.
Weaknesses	Moss visible at north facing roof slope.

McArthur Field

Strengths	Ramp access to front row of seating. Toilet rooms provided at ground level.
Weaknesses	Discoloration visible at sheet metal fasteners on west side.

Jensen Arctic Museum

Strengths	Accessible entry provided via side door.
Weaknesses	Rodents appear to be nesting under modular addition. West gutter clogged with debris. Skylight flashing shows signs of corrosion.

New Physical Education

Strengths	Building in good condition.
Weaknesses	Brutalist façades create unwelcoming pedestrian space.

Gentle, Barnum, Butler, and Landers Halls

Strengths	Exterior circulation creates active façades. Courtyards provide residents with semi-private outdoor space.
Weaknesses	Water infiltration visible at numerous locations. No accessible access provided to upper floors. Cracks visible in brick veneer at outside corners.

Valsetz Dining Hall

Strengths	Ramp and exterior elevator provide ADA access to upper floor.
Weaknesses	None observed.

Sequoia Commons

Strengths	Building is recently constructed and is in good condition.
Weaknesses	None observed.

Spruce, Noble, and Cedar Halls

Strengths	Buildings are recently constructed and in good condition.
Weaknesses	Minimal landscaping is provided.

University Park Conference Center

Strengths	Grade level entrances provided.
Weaknesses	Modular construction is inflexible for renovation.

Alderview

Strengths	Buildings are recently constructed and in good condition.
Weaknesses	Minimal landscaping is provided.

MASTER PLAN ELEMENTS

Framework

As noted in the Introduction, this Master Plan serves two primary functions: To develop a framework for long-range campus development and to give direction on the location of anticipated capital projects in a way that supports the functions of the campus. Although the mandated and typical OUS planning horizon is a ten-year cycle, it is in the best interest of all parties, especially the University, to maintain a framework for long-range planning as well. This allows the University to anticipate larger facility siting decisions and use land in an efficient way that respects the character of the campus even as it plans for change.

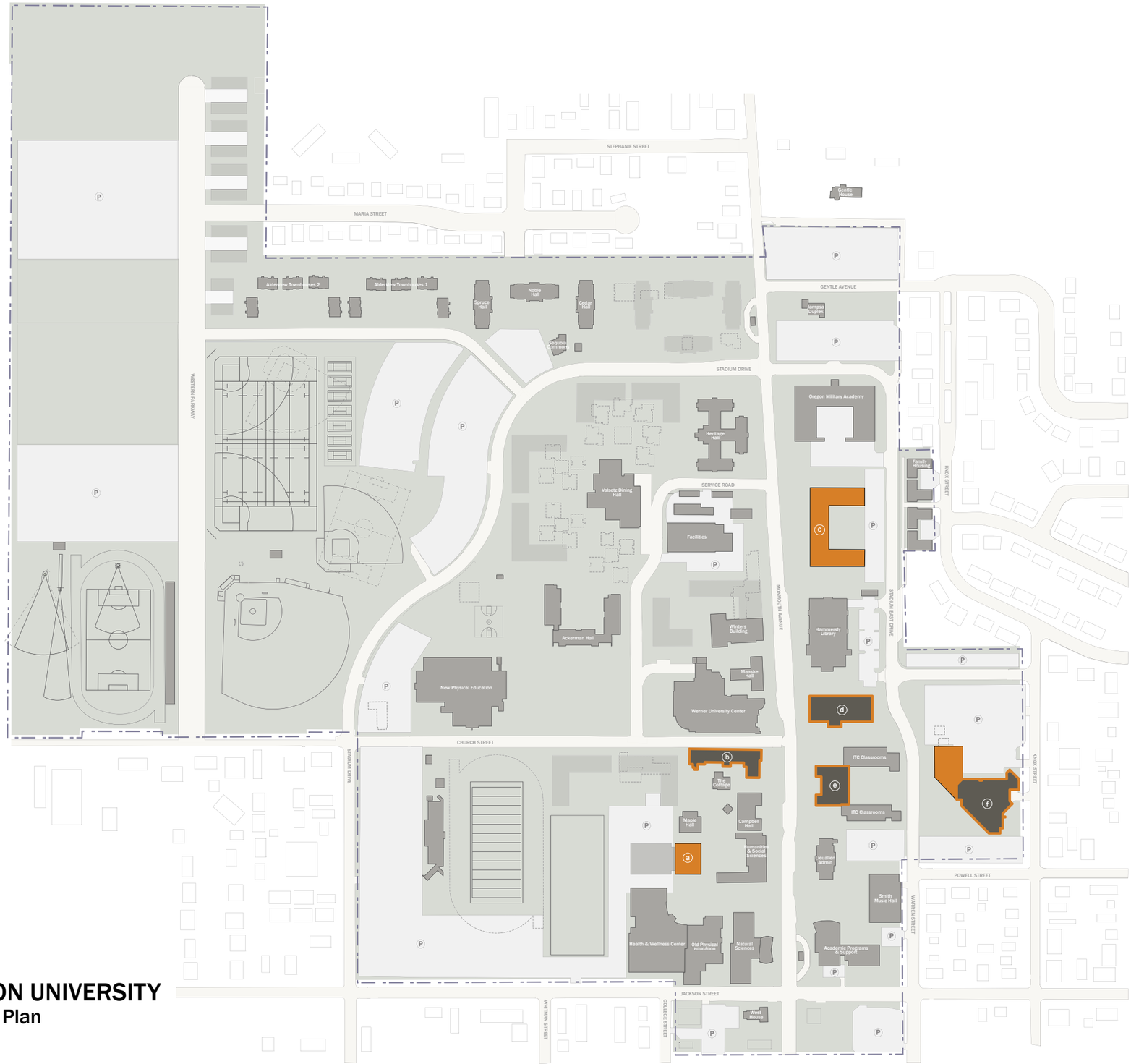
This Master Plan provides a ten-year plan which clearly delineates the development strategy in that period, and it provides a long-range framework that reflects the growing pressure on the lands to the western edge of the campus. Currently, these lands are used for fields and parking, at a relatively low density. It is clear that the growth goals under this Master Plan cycle will begin to put pressure on those lands to be used in a denser manner. Therefore, it was necessary to look beyond the immediate growth goals and pose the question: **Will the steps taken under this Plan set the campus on a path to continue to grow beyond 2021 in a coherent way?**

Legend

- Existing buildings
- Capital Projects - Existing building deferred maintenance
- Capital Projects - New academic buildings
- Potential future development footprints
- Anticipated demolished buildings
- Parking lots
- WOU Property line

Proposed Capital Projects

- (a) New Science Lab facility: GSF 20,000
- (b) Todd Hall seismic upgrade & remodel
- (c) New Education facility: GSF 80,000
- (d) Education building remodel
- (e) ITC Classroom remodel
- (f) Rice Auditorium renovation & Performing Arts addition: GSF 27,000



WESTERN OREGON UNIVERSITY
Capital Improvement Plan

SERA

Legend

- Existing buildings
- Existing building deferred maintenance projects
- New academic buildings
- Student Residence Halls
- Apartment housing for single students & families
- Anticipated demolished buildings
- Sports fields (as fundraising allows)
- New or redeveloped parking lots*
- Existing parking lots**
- Entrance Gatehouse
- Restroom
- Pedestrian circulation
- Cross country running track ~ 1.5 miles
- WOU Property line

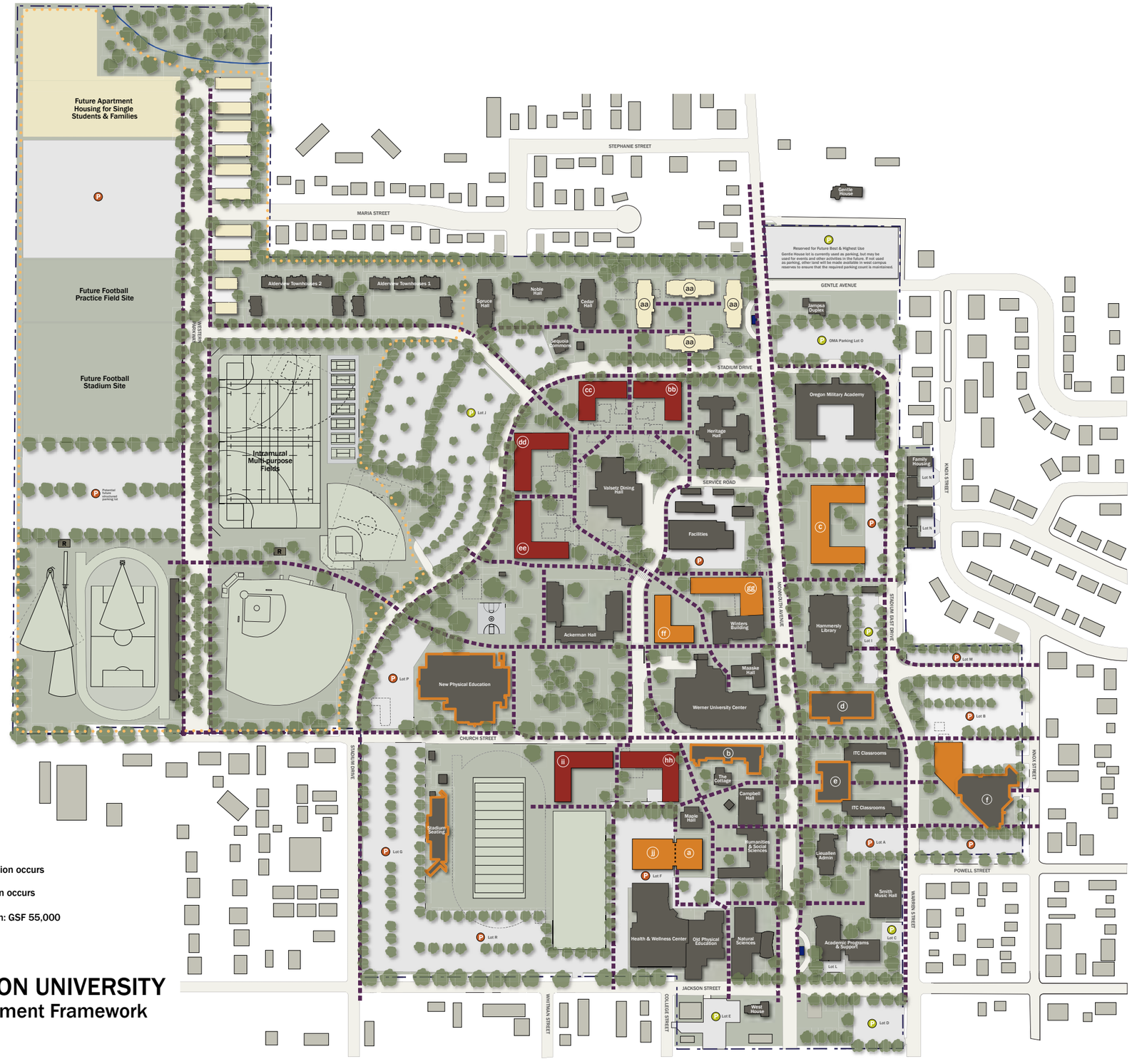
* ~2360 parking spaces
** 1325 parking spaces
TOTAL approximate parking spaces ~ 3685

Proposed Capital Projects

- (a) New Science Lab facility: GSF 20,000
- (b) Todd Hall seismic upgrade & remodel
- (c) New Education facility: GSF 80,000
- (d) Education building remodel
- (e) ITC Classroom remodel
- (f) Rice Auditorium renovation & Performing Arts addition: GSF 27,000

Opportunity Sites

- (aa) Potential future mixed use office & apartment housing
- (bb) Replacement residential hall: GSF 36,000
- (cc) Replacement residential hall: GSF 36,000
- (dd) Replacement residential hall with academic/office (ground floor use): GSF 50,000
- (ee) Replacement residential hall with academic/office (ground floor use): GSF 50,000
- (ff) Potential future academic building: GSF 42,000
- (gg) Potential future academic building with Student Health Center (ground floor use): GSF 48,000
- (hh) Residential hall with additional dining hall (ground floor use): GSF 50,000 - as expansion occurs
- (ii) Residential hall: GSF 50,000 - as expansion occurs
- (jj) Potential future academic building addition: GSF 55,000



WESTERN OREGON UNIVERSITY
Master Plan Development Framework

SERA


Legend
Area designated to be within the 2006 Urban Growth Boundary
1/4 mile radius from the intersection of Monmouth Ave & Church Street
Major / Minor Arterial*
Future Major / Minor Arterial*
Major / Minor Collector*
Future Major / Minor Collector*
Local Street*
Future Local Street*
WOU property line
* Road designation according to the City of Monmouth Transportation System Plan Update, Functional Classification Plan, May 2009
HOFFMAN ROAD
MARIA AVE
STADIUM DR
GENTLE AVE
CHURCH ST
POWELL ST
JACKSON ST
MAIN ST
CLAY ST
MONMOUTH HWY
PACIFIC HWY
CITY OF MONMOUTH, OR
TRANSPORTATION AND URBAN GROWTH BOUNDARY
1" = 300' / 2004 Aerial Map
0
1,000
2,000
3,000
4,000
5,000
6,000
7,000
8,000 Feet
0
0.25
0.5
1
Miles
SERA

Legend

- Existing Roads
- New or Improved Roads
- Existing / Proposed Buildings
- Existing parking lots
- New or redeveloped parking lots
- Entrance Gatehouse
- 1/4 mile walking radius from the intersection of Monmouth Avenue and Church Street
- WOU Property line

A new road developed on the Westside provides access to athletics and Westside parking lots, as well as on-street parking and stormwater treatment. The Parkway design concept will anchor the west campus & will help to establish the University character in this area.

Opportunity to increase connectivity of neighborhoods

A Gateway located at the North entrance of campus serves as a formal entrance and can be used to communicate to general traffic that Courtway and Stadium Streets are preferred alternatives to Monmouth Avenue for non-university traffic.

A new campus bypass connection between Courtway and Warren Streets is created in order to serve as a more direct route to Main Street.

Church Street becomes more pedestrian oriented in this zone.

A Gateway located at the South entrance of campus serves as a formal entrance.

Future Apartment Housing for Single Students & Families
Future Football Practice Field Site
Future Football Stadium Site
STEPHANIE STREET
MARIA STREET
GENTLE AVENUE
STADIUM DRIVE
WESTERN PARKWAY
CHURCH STREET
SERVICE ROAD
MONMOUTH AVENUE
STADIUM EAST DRIVE
KNOX STREET
WARREN STREET
POWELL STREET
JACKSON STREET
WHITMAN STREET
COLLEGE STREET
Gentle House
Reserved for Future Best & Highest Use
Aldercrest Townhouses 2
Aldercrest Townhouses 1
Spruce Hall
Noble Hall
Cedar Hall
Sequoia Commons
Aumsville Duplexes
OMA Parking Lot O
Lot J
Oregon Military Academy
Heritage Hall
Valsetz Dining Hall
Facilities
Family Housing
Lot M
Lot P
Ackerman Hall
New Physical Education
Winters Building
Hammersly Library
Lot I
Maaske Hall
Werner University Center
Lot B
ITC Classrooms
ITC Classrooms
The Cottage
Maple Hall
Campbell Hall
Lot A
Lot F
Lot R
Health & Wellness Center
Old Physical Education
Natural Sciences
Academic Programs & Support
Lot L
Lot C
Smith Music Hall
West House
Lot E
Lot D

WESTERN OREGON UNIVERSITY
Core Circulation Framework

SERA

Legend

- New or redeveloped parking lots*
- Existing parking lots**
- 1/4 mile walking radius from the intersection of Monmouth Avenue and Church Street
- WOU Property line

*New or redeveloped parking lots

LOT NAME	# OF SPACES
Lot B	210
Lot F	85
Lot G	430
Lot M	55
Lot P	150
Lot R	240
Auditorium Lot	70
Facilites Lot	25
New Ed. Lot	65
Westside Lot N	600
Westside Lot S	430
TOTAL : ~2360	

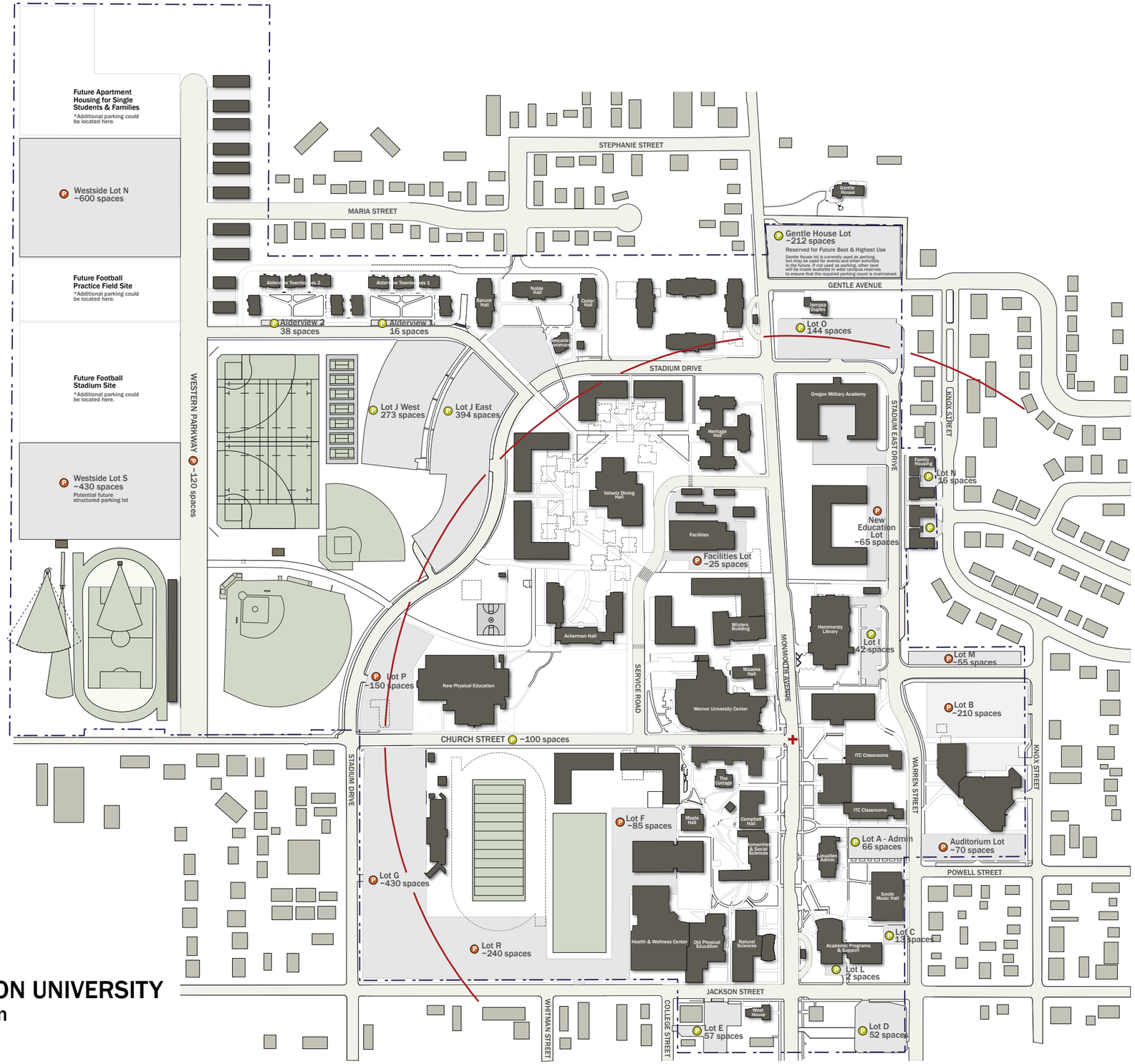
Parking lot calculations are based on 350 SF per parking space

**Existing parking lots

LOT NAME	# OF SPACES
Lot A Admin.	66
Alderview 1	16
Alderview 2	38
Lot C	13
Lot D	52
Lot E	57
Lot I	42
Lot J East	394
Lot J West	273
Lot L	2
Lot N	16
Lot O	144
Gentle House Lot	212
TOTAL : 1325	

TOTAL approximate parking lot spaces ~ 3685
+ ~220 On-street parking spaces ~ 3905

Parking demand per City of Monmouth
Zoning Ordinance ratio - 1 space per 2.5 FTE: 3680



WESTERN OREGON UNIVERSITY
Parking Capacity Plan

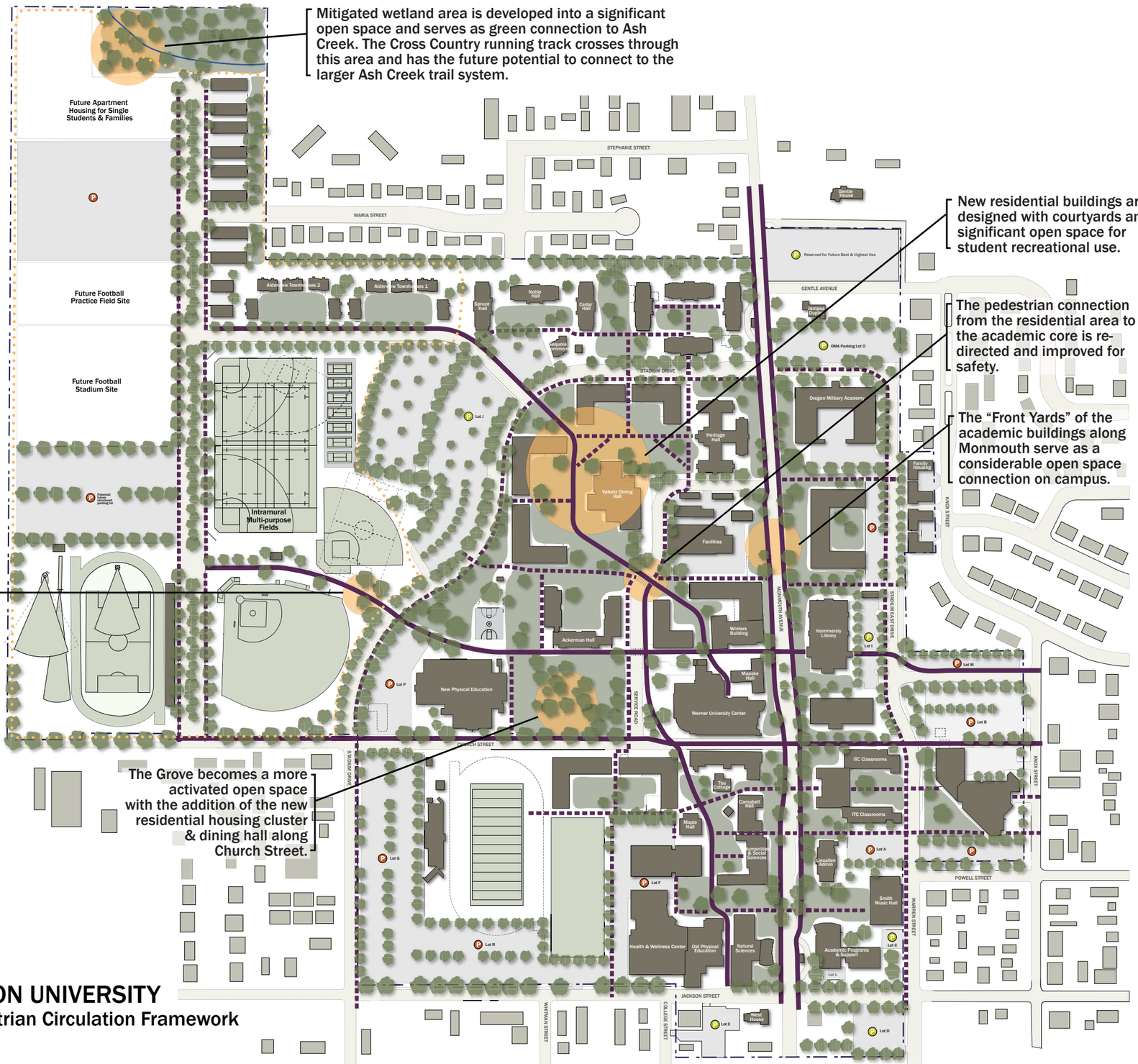
SERA

Legend

- Existing / proposed buildings
- Parking lots
- Sports fields (as fundraising allows)
- Open space
- Cross country running track ~ 1.5 miles
- WOU Property line

Pedestrian Path Hierarchy

- Major circulation route
- Minor circulation route



WESTERN OREGON UNIVERSITY
Open Space & Pedestrian Circulation Framework

SERA

Capital Projects under this Master Plan

The following projects have been identified through the University's Strategic Planning process as the priorities for physical development under this Plan:

- Laboratory building: approximately 20,000 GSF. The site identified could accommodate additional building are beyond that needed for this program. The Master Plan illustrates a strategy to develop part of the site and leave a portion open for other future development, depending on the design of the lab building.
- Todd Hall Seismic upgrade and remodel: 37,706 GSF.
- School of Education: approximately 50,000 GSF. This building would provide for a consolidated and updated home for the School of Education. This facility could benefit from associated housing, either in a live-learn configuration or in close proximity.
- Remodel existing Education Building for Computer Science & Business: 34,753 GSF.
- Renovation of ITC (1915 core building): 28,623 GSF.
- Rice Auditorium Expansion: approximately 27,667 GSF.

Organizing Principles of the Campus Plan

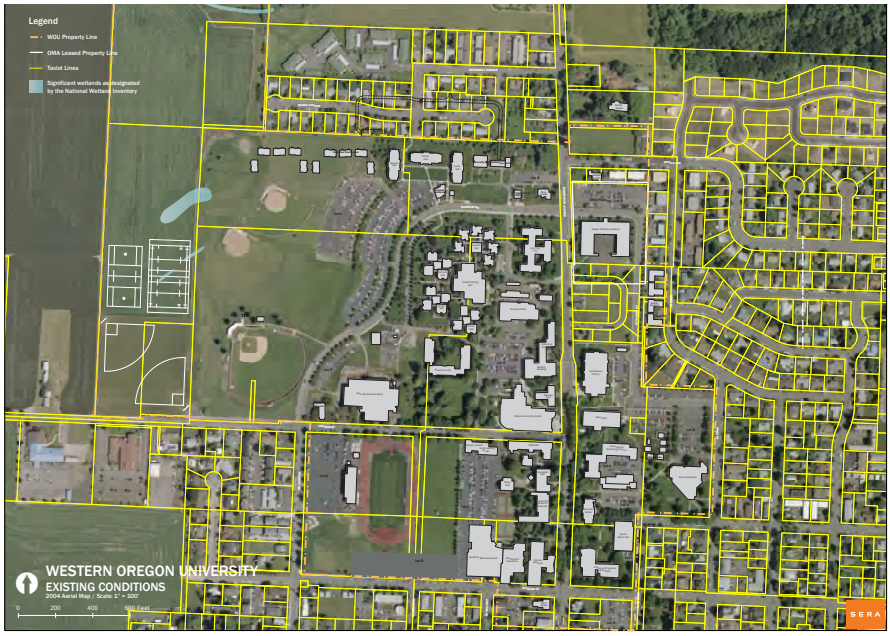
The general approach to the siting of facilities under this Master Plan is to infill sites in the existing core of the campus, in order to accomplish several important goals:

- Maintain shorter distances for students and faculty to traverse between classes.
- Reduce the need to extend infrastructure (and with that, the cost and maintenance with expended infrastructure).
- Reinforce the core area as the hub of activity.

Several existing elements that define the campus have been given particular attention during this planning process, including Monmouth Avenue and The Grove. These elements each define major areas of the campus. Facility siting decisions have been made to support the role of both of these as important organizing elements of the campus.

Related to this general approach is a strategy for displacing large parking areas in the campus core, by relocating them to perimeter areas of the campus. Smaller lots serving campus users who need preferred parking would still be provided in close proximity to buildings, but the general goal is to create a campus that supports non-auto travel modes (walking, bicycling, etc.) for internal trips, and trips to nearby off-campus areas. A strong network of desirable pedestrian and multi-use paths is key to achieving this goal.

In recognition of the growing value of campus lands, especially near the core, the Master Plan includes the recommendation that future campus buildings serving academic, residential, and student life activities should utilize multiple stories.



Academic Core

The area along Monmouth Avenue, in particular the southern end, is the historic core of academic activity. This area reaches north to the library, and encloses the quadrangle around Maple Hall and The Cottage. While some infill opportunities exist, and are identified as priority sites in this Master Plan, any infill should be strategic. It will be important to anticipate future development and areas of expansion for the core.

The current site of the tennis courts, south of Maple Hall, is identified as a priority site for a core building. Due to its proximity to the Natural Sciences complex, a laboratory facility would be a good programmatic fit here. The site could accommodate a larger facility than is currently defined for the immediate laboratory need.

The large site north of the library is also identified as a key opportunity under this Master Plan. The proposed School of Education would be well suited to this site with a program that is less dependent on direct proximity to the rest of the academic core. Also, given the scale of the site and its location near the residential and student life areas of campus, the integration of housing with the School would be well supported.

UC Santa Cruz

OSU

Live-Learn configurations and residential colleges like WOU's Ackerman Hall, Oregon State University's Weatherford Hall, or Kresge College — one of the residential colleges at the University of California, Santa Cruz — encourage a strong academic connection for residents, increased opportunity for student interaction, and student retention.

Student Residence Zones

Two general types of student residences are currently provided by the University:

1. **Residence halls:** generally dependent on centrally-located dining services.
2. **Student family units:** include full kitchens, making them less dependent on a dining hall.

The latter are generally located somewhat removed from the campus core, while the residence halls have historically been directly integrated with the core campus areas.

Church Street residential cluster: Integrating residence halls with core campus areas is generally reinforced under this Master Plan. One noteworthy evolution of this pattern, however, is that this Plan calls for a second cluster of residence halls to be developed along the Church Street corridor. This achieves several desirable goals for the campus:

- Provides more activity along Church Street. Currently, Church Street is an under-utilized asset of the campus. It provides local circulation, but does not have major facilities fronting it, and does not have the character or activity level associated with Monmouth Avenue. Therefore, it does not have "eyes on the street" and is often perceived as an unsafe or undesirable area.
- Supports the role of The Grove as a central element of the campus. The location of Ackerman Hall north of The Grove has helped to activate this open space. Locating an additional residential facility on the south end will help solidify The Grove as a "living room" for the campus, and bring more activity to the area.
- Maintains residential uses near the academic core, without compromising the long-range ability of the core to expand.
- Provides flexibility for the campus to phase gradual replacement of the existing Quads with contemporary residence halls.

Replacement of Quads: The existing residence halls are clustered around Valsetz Dining Hall, forming Quads that are both low-density and outmoded as a preferred housing type. The buildings are in need of replacement due to seismic challenges presented by their lift slab construction type that makes seismic retrofitting prohibitively expensive.

SOU

Stanford

Housing for faculty or single students and families (like WOU's Alder View Apartments, Southern Oregon University's family housing or Stanford University's housing) should be complimentary in scale and design with adjacent residential neighborhoods.

Replacing these halls with new facilities built to contemporary standards will be critical to attracting and retaining students. Encouraging more students to live on campus will help create a stronger sense of campus community, a factor which has been correlated in multiple studies with higher academic performance. It will also help reduce commuting, and yield a variety of benefits related to sustainability goals.

As these halls are replaced, they should be developed in a way that creates a series of quadrangles linking the cluster, from Ackerman to Heritage Halls. This idea is discussed further in the Open Space segment of this section.

Dining Hall upgrade and expansion: The growth levels projected under this Master Plan will warrant an upgrade to Valsetz, and require the construction of an additional dining hall, as Valsetz is near capacity. The construction of a second dining hall will result in the following benefits:

- Construction of the new hall will allow Valsetz to be closed for a significant remodel without compromising service to the campus community. This will be most successful if the new hall has reasonable proximity to the existing residence halls.
- Providing a second dining hall will allow dining services providers to expand their offerings, and potentially capture more of the daytime campus users' lunch business. This will be especially true if the new hall is located close to the academic core of campus.
- Ultimately having two dining halls will provide both flexibility and redundancy for an expanded future campus population.

In order to support these goals, a new dining hall is proposed under this Master Plan, to be located in a new residence hall along Church Street that faces The Grove. This location effectively provides access to existing residence halls during a period when Valsetz will be taken off-line for renovation, but also supports the new cluster of housing in the Church Street corridor, discussed above.

Apartment housing for single students and families: Provision of housing for students with families is directly linked to the University's success in serving non-traditional students. Students from older demographics and/or diverse cultures are a target market for family housing, and expansion of this housing type will be key to ongoing success in enrollment growth. The recent developments of this type, along the northern tier of the campus, have been successful. This Master Plan calls for extension of this zone to the northwest corner of the campus lands, and anticipates townhouses configured in quadrangles and rowhouses.

This housing type is especially well-suited to be located adjacent to off-campus residential neighborhoods that are mostly single-family homes. The Master Plan proposes that as the northwest residential area is developed, connections be made to the existing neighborhoods rather than continuing the pattern of cul-de-sac development that exists in several of the neighborhoods around campus.

Other Student Life Facilities

Student life facilities support students and their participation in the campus community, but are separate from residential and academic uses. They can include dining, health, recreation, and spaces for study outside the classroom. Dining is addressed previously as part of residence hall planning, while recreation will be addressed in a subsequent section along with athletics.

Health Center: The current Student Health Center is in need of expansion. However, the facility is also a single story building in an area of the campus that will see increasing pressure to be denser. Therefore, this Master Plan proposes that Student Health be relocated in a new facility with other uses, to make the current site available for higher density development. A new Health Center facility could take the form of a live-learn type facility located in the Church Street residential cluster.

Student Center: The Werner Student Center is not proposed to undergo major changes during this Master Plan cycle. It might be appropriate to use it as an interim dining facility while Valsetz is remodeled, but the building is not considered appropriate as a permanent dining facility due to its limited capacity. The presence of this building along Church Street should be enhanced by increasing connections between internal and external spaces, as well as through active programming of events that use Church Street as an outdoor gathering space.

Programmed Open Space: Athletics and Recreation

WOU has made a recent significant investment in Athletics and Recreation with the addition of the new state of the art Health and Wellness Center to the Old P.E. Building. This addition of recreational facilities, offices, and academic space will add much value to the campus core. Future University investments in Athletics and Recreation will need to focus more on the Westside of campus. This master planning process seeks to define an established framework for open space areas of the campus currently used for athletics and intramural fields, particularly on the Westside of campus. The goals of the Westside development are many, and require a balanced approach:

- Provide for existing and planned facilities with a layout that is efficient in its use of land and supportive of University Athletics and intramural recreation programs.
- Disconnect the track and field facilities from the stadium and football field to allow for multiple sports events to occur simultaneously. The relocation of the track and field facilities allows for the addition of a javelin throw and allows for the future expansion of the stadium in its existing location.
- Develop a framework of circulation paths and roads, to help with wayfinding and to encourage campus users to use the Westside.
- Provide convenient access to recreational facilities to promote their use by a large portion of the campus population.
- Integrate apartment housing for single students and families and parking needs.

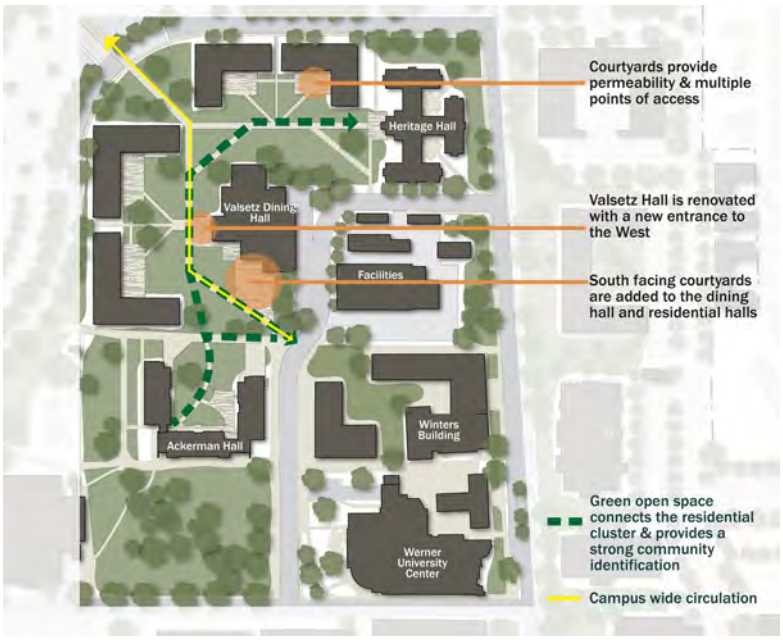
This Master Plan proposes to move several existing facilities. The existing field layout in the western campus area is relatively loose and leaves large areas of land under-utilized between fields. In order to accommodate the array of activities desired for the Westside, fields could be relocated and more tightly clustered. Relocation would also accomplish the following goals:

- Achieve preferred orientations, wherever possible. (see Appendix 6 for recommended field dimensions and orientations).
- Allow for shared services, including restrooms, concession stands, storage, etc.
- Accommodate clear and comfortable circulation between facilities.
- Allow appropriate separation between facilities to reduce scheduling conflicts or risk of injury due to sports equipment use.

Relocation of the University's football stadium to an area on the Westside of campus could also yield a number of benefits. The primary benefit of this move would be to make more land available near the campus academic core for future expansion. If long-range growth goals include increasing the student body well above the population anticipated by this Plan, this facility move would free up valuable land in the academic core.

This Master Plan identifies an area where the stadium could be relocated to the west should funding for such a move be identified, but such a move is not required to accomplish the goals for this Master Plan period. The Plan does provide for moving the track and field areas to a new location, paired with the soccer field. This will provide flexibility in staging events and in accommodating practice for these sports.

The open spaces of a campus are a defining characteristic of the University. They contribute to campus identity, which some studies suggest translate into long-term sense of community by alumni. They can also play a significant role in attracting students to the campus by making a favorable first impression on potential students and their families.



Non-Programmed, General Open Space

At WOU, outdoor places such as The Grove, the Cottage Quadrangle, and the front lawns of buildings facing Monmouth Avenue are all important to one's experience of the campus. This Plan calls for the continued maintenance and enhancement of these facilities, with guidelines proposed in the following section.

The pattern of green lawns along Monmouth Avenue should be enhanced by infilling sites that are under-developed in this area, maintaining a rhythm of open space and buildings. Main entries should face Monmouth, and the strong pedestrian circulation network should be maintained.

The Grove is a strong physical presence on the campus, but it is currently under-utilized. Improved drainage would help make the grassy areas more usable during more times of the year, while selective removal or reconfiguration of some of the berms around the lawn might help make the area more visible and therefore more secure and inviting. Perhaps the largest benefit for The Grove will come from the introduction of more active uses in the Church Street area, making The Grove more central to daily campus activity. As noted above, this Plan calls for creating a second residential cluster in this corridor to help achieve this goal.

The Cottage Quad is a unique place on the campus, with a compelling mix of architectural scales and styles. Any development in this area, especially the proposed academic building on the current site of the tennis courts, should support this open space. Development should feature a significant entry from the Quad, as well as careful attention to scale and materials.


PSU


UW


SOU

As previously noted, a series of open spaces linking Ackerman Hall to Heritage Hall should be created in conjunction with replacing the existing Quad-type housing units. This layout is intended to achieve several goals that project design teams should keep in mind:

- Creating a strong connection between the multiple residence halls and a sense of distinct identity for this major residential precinct of the campus.
- Creating spaces linked to, and scaled to, each building, providing attractive, comfortable and defensible outdoor space as an amenity for each residence hall community to use.
- Enhancing the major campus pedestrian paths that pass through this area, via a clear, well-developed pedestrian path system. These new residential buildings and their surrounding open space should be inviting to the campus visitor and day-user as well, whether they are coming into the campus core from Parking Lot J, or taking a stroll during a break in one's schedule.

A variety of quality open spaces should be created in each segment of the campus as it develops. These should include smaller-scale spaces for taking a break or having a conversation, as well as larger, active spaces for group events.

Additional significant open spaces are proposed for the Westside of campus, including the enhancement of the Ash Creek wetlands area and the development of a new road, or parkway, as the main vehicular circulation spine for the area. Ash Creek is part of a regional system including an extensive trail network, which is an amenity for the City of Monmouth. Incorporating the section of the creek that is on the campus into the campus open space network and trail system will reinforce the regional trail network and enhance the physical connections between the campus and its surroundings. The new parkway would originate from Church Street, and extend north through the Westside of campus. It is envisioned to be a significant organizing element for the area, and will help create a strong impression of the campus. The parkway would incorporate medians and/or swales to manage stormwater.

Like the above examples from other campuses, the Grove is a defining open space on the WOU campus. Improvements to expand its times of use will benefit student life.

UO

UPENN

Pedestrian paths throughout campus can assist with wayfinding and create a sense of community and connection. An allée on the UO and UPenn campuses provide a central area where students cross paths through the day.

The example of paths from Seattle University, below, shows a clear hierarchy of paths.

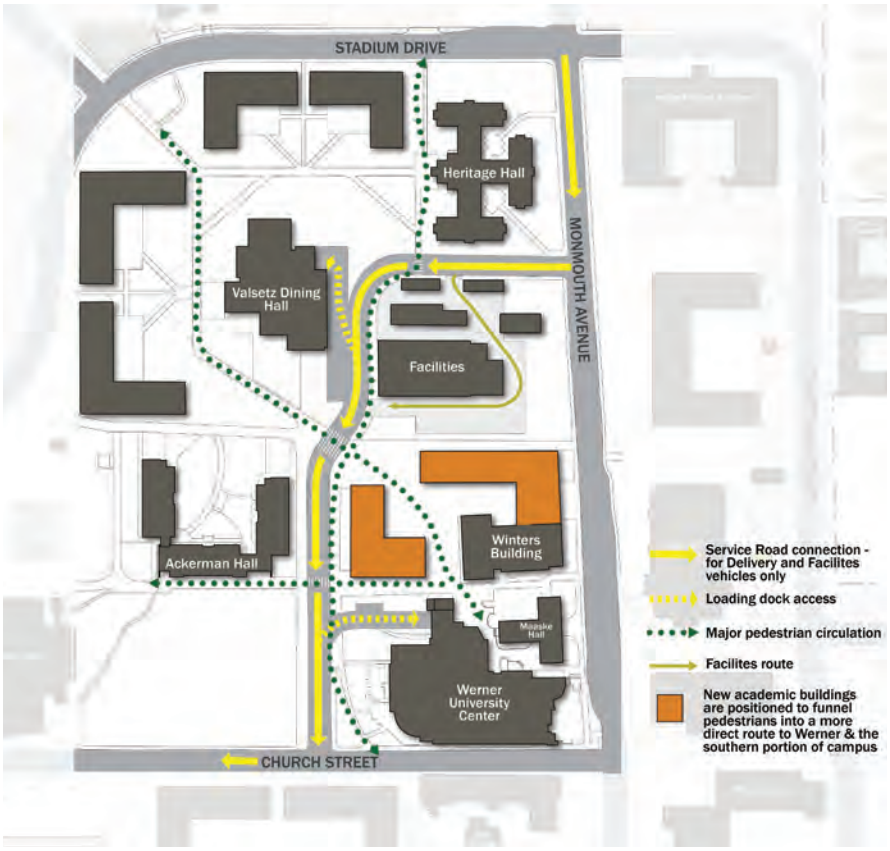
Seattle University

Pedestrian Circulation

Pedestrian circulation is achieved through a hierarchy of roads, corridors, walks, and paths. This system is tied directly to the Open Spaces Framework and supports the movement of students and faculty. Current pedestrian circulation at WOU is based on the convenience of connecting places of interest, lacking a clear order or structure. Creating an organizing set of connections will provide clarity and order for visitors and convenience for students and staff.

Along Monmouth Avenue and Church Street, pedestrian circulation is relatively straightforward, with pedestrians separated from cars by sidewalks. Creating a series of raised and painted crosswalks will accommodate congestion that occurs during busy times of the day.

Pedestrian circulation from the residential quads and Valsetz Dining Hall to the Werner University Center and the academic core of campus is in great need of improvement. This Master Plan proposes that the area now used as H Lot be redesigned to incorporate new building development, a defined service road serving the two loading docks in the area, and a major pedestrian circulation route that follows the natural desire line from the residence halls to Werner Student Union. This concept is consistent with the policy to migrate parking to the campus perimeter and allow for academic and student life functions in the core. The proposed development pattern is intended to help channel pedestrians along a more defined path, in lieu of the current circumstance of haphazard circulation across the parking lot and service road.



An important goal for the design of this area is to allow for a direct line of site between the residence halls and Werner, to allow for a 90 degree angled crossing of the service road, and to design building entries to engage with the circulation route in order to further energize the space with student activity.

Although the building sites framing this improved circulation path are not among the high-priority capital project under this Master Plan, it is recommended that improvements in this area be made to improve pedestrian safety. The Master Plan provides a framework for this area in the future; interim projects addressing the circulation system should be consistent with this longer-term framework.

Vehicular Circulation

The significant buildings on campus face onto Monmouth Avenue, the central feature of the WOU campus, and there is a clear pattern of open space in front of and between the buildings. The street is also significant in the City of Monmouth's street pattern, designated as a Major Collector in the street classification system. Monmouth Avenue is intended to carry significant vehicle volumes, and is the path for a large number of pedestrians on a daily basis. This dual nature is one of the central issues addressed by circulation planning under this Master Plan.

The University supports having Monmouth Avenue open as a full public street, and recognizes that it provides access to the campus for first-time and regular visitors. A street that is permanently or occasionally closed to vehicles has been considered, but the value of access and visibility for the campus is considered a priority. Because a University campus tends to have a high volume of pedestrians, especially during class-change times, the University also supports on-going use of appropriate traffic calming measures and provision of alternate routes as strategies to ensure that Monmouth Avenue is a safe and welcoming place for pedestrians.

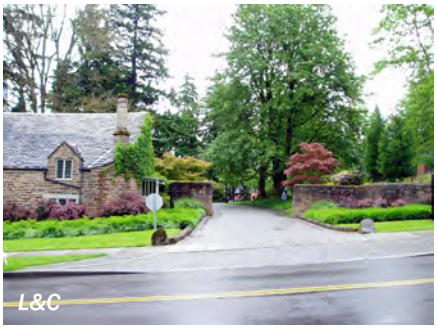
A stronger route along the eastern edge of campus will allow drivers a clear and desirable alternate route to avoid Monmouth Avenue. This approach to the street system around campus will provide alternate routes and improve connectivity, helping to accommodate larger traffic volumes.

The City's Transportation Systems Plan (TSP) identifies the Gentle Avenue/Catron Avenue corridor as a collector, although currently there is an undeveloped parcel that leaves the two ends of this system unconnected. City staff believes this link could be developed in the short term, completing this alternate route.

In addition, it is recommended that the link between Stadium East Drive and Warren Street be developed to public street standards and that this route be developed as an alternate path, or an East campus bypass, to connect the northern end of Monmouth Avenue to Main Street and downtown area. This will allow vehicular traffic a clearer route that would not be delayed during periods of peak campus activity, as Monmouth Avenue often is.

The Master Plan also identifies locations for welcome stations at the northern and southern entrances to campus. These are intended to be locations where visitors can get information on the campus, as well as gateways that make clear to all traffic that one is entering a special area.

In order to reduce the impacts, ecological and physical, of the automobile, the University will increase support for Transportation Demand Management (TDM) strategies that are appropriate to the campus community and the Monmouth-Independence area. These would include support for car and van-pooling, bicycling and walking, and could also include participation in shuttle programs within the area and/or to outlying areas where WOU students and staff travel often, as well as continuing to support efforts to expand transit service in the community.



A formal gateway entrance, welcome station or gatehouse can provide information for visitors and defined gateways to campus. Examples include the University of Oregon welcome station (top), Lewis & Clark College gatehouse (middle), and the University of California, Berkeley's entrance (bottom).

Vehicular Parking

The parking strategy of this Master Plan is based on two key goals, each with related policies:

1. Compliance with City of Monmouth parking standards, including minimum parking provision ratios:

- Periodic review of those ratios, in collaboration with the City, to determine if successful TDM programs and provision of housing does lead to a demonstrable reduction in parking demand by University commuters.
- Charging parking fees linked to the costs associated with provision of parking and related services, as well as TDM programs intended to reduce automobile impacts.
- Coordination with the City on efforts to reduce off-campus impacts of campus-related parking.

2. Reduce the tendency to use autos for short intra-campus or near-campus trips, by:

- Locating most parking in perimeter areas of the campus, encouraging a “park once” approach to campus circulation.
- Supporting internal circulation via walking, biking or other non-auto modes with a safe and desirable pedestrian circulation system.
- Accommodating particular needs for parking at buildings through convenience parking lots, with ADA-compliant parking, and thoughtful location of drop-off and loading areas.

Several of the policy directives of the 2000 Master Plan and 2005 Master Plan are extended and reiterated by this Master Plan. In particular, the 2000 Master Plan states that “a majority of parking will exist around the perimeter of campus in surface-level parking lots.” This continues to be a campus goal and is reinforced in this Master Plan with the repurposing of most general-purpose parking lots within the central campus area.

The area now used as Parking Lot H will become a future building site and a critical link between the residential and academic portions of the campus. This lot is currently used for the Physical Plant fleet vehicles, some staff parking, and some commuter parking. Under the Master Plan, only short-term and ADA parking will be provided here. Daytime parking users will be redirected to existing lots on campus and new surface parking lots proposed at the south and west edges of campus.

There will also be impacts to Parking Lot F. The recent construction of the Health & Wellness Center has already removed part of Lot F. The phased development of future academic projects will re-purpose this site to allow new projects associated with the uses of the Academic Core between Jackson and Church Streets. As these projects develop, only limited parking and service access will be retained. In advance of construction, new parking will be constructed to replace lost parking and to provide additional parking to accommodate student population growth. These additions will be phased with the new construction and will further support the peripheral parking approach.

Long-Range Framework

State policies regarding OUS master planning calls for a planning horizon of ten years to inform capital investments in that time frame. However, it is important to also look beyond the immediate planning horizon, to ensure that there is a clear and cohesive vision for the campus. That concern has been important to this master planning process, as the University has experienced growing pressure to develop facilities on the Westside of campus, an area where there has not been significant pressure in the past.

Therefore, this Master Plan provides a framework for future development of the western areas of campus, for athletics, housing, parking and other uses. This framework includes a circulation component, but also a set of strategies for locating facilities for their mutual benefit. These include:

- Locate housing to the northwest, to border existing housing both on- and off-campus, and to benefit from open space amenities, such as Ash Creek.
- Locate active uses along street frontages in preference to parking lots.
- Cluster athletics and recreation uses to share support facilities.
- Provide reasonable flexibility for detailed siting of future facilities.
- Provide clear and direct circulation for both vehicles and pedestrians.

The University has taken initial steps to investigate a long-range plan to update the campus heating and cooling facilities. One possible outcome of this would be a decision to re-locate the central utility plant to a location away from Monmouth Avenue. Such a move would likely be undertaken in conjunction with a systematic change in the campus infrastructure, e.g., from steam heat to hot and chilled water hydronic distribution. Such a move is expected to support a significant increase in energy efficiency. The long-range framework identifies a potential location for a new utility plant that is central to the various facility types, but not in the academic core area.

The long-range framework also plans for the possibility that the football stadium could move to a location on the far Westside of campus lands. This is a move that would benefit the academic core in the long-run, as it would allow contiguous expansion to the west. It would also facilitate a major expansion of the stadium and its seating, if that were desired in the future.

In keeping with the parking strategy described above, a new parking lot for the campus would be developed on the Westside as well. This would directly support athletic uses, and would be available for resident student parking and commuters.

More generally, it is recommended that over the long term, buildings that are currently at low density, especially single story, be upgraded to more dense building types. An example would be the single-story wings of the ITC complex. The long-range framework calls for these to be replaced with taller development, to increase density in the campus core.

Legend

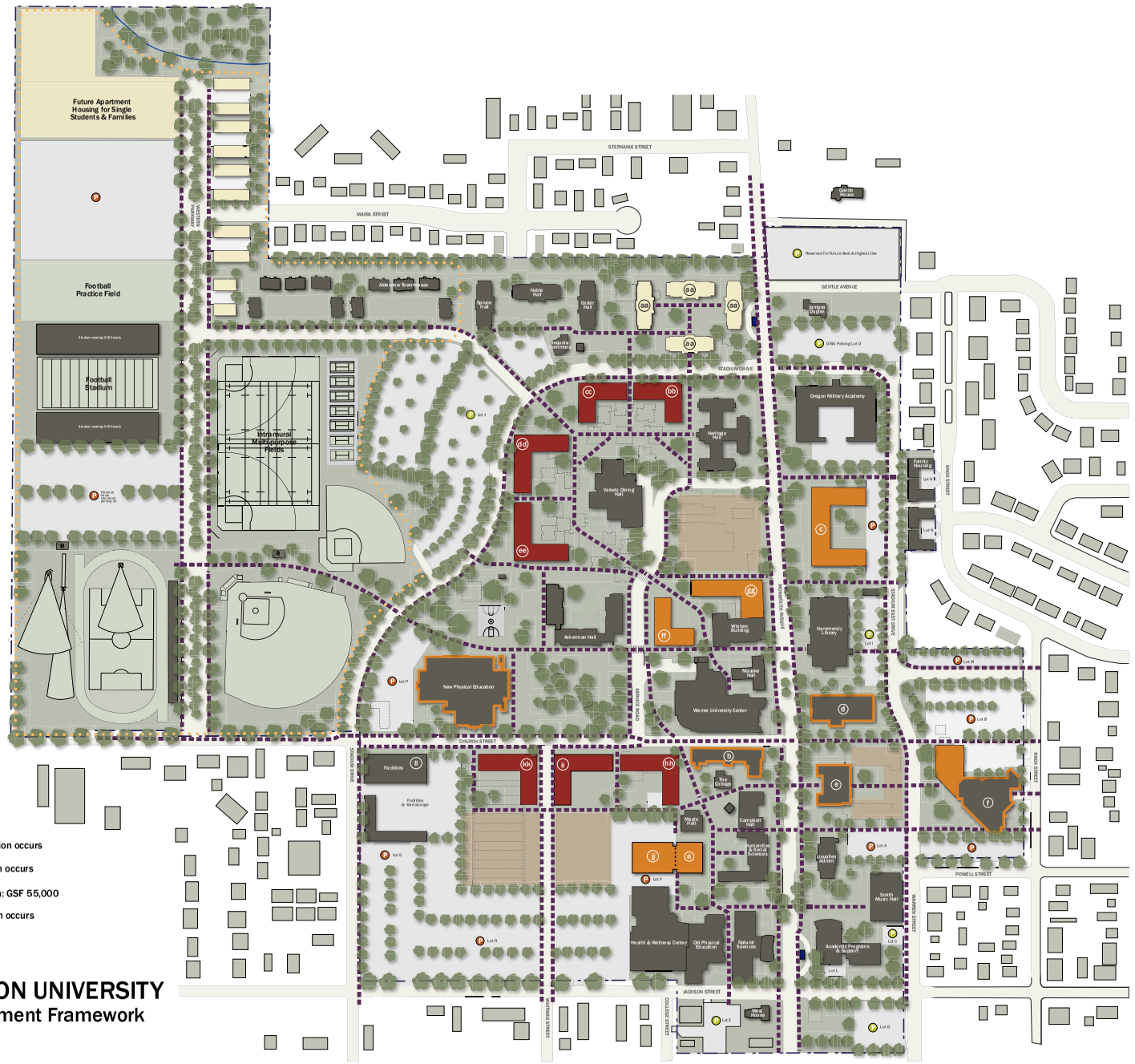
- Existing buildings
- Existing building deferred maintenance projects
- New academic buildings
- Student residence halls
- Apartment housing for single students & families
- Long-Range development sites
- Anticipated demolished buildings
- Sports fields
- New or redeveloped parking lots
- Existing parking lots
- Entrance Gatehouse
- Restroom
- Pedestrian circulation
- Cross country running track ~ 1.5 miles
- WOU Property line

Proposed Capital Projects

- (a) New Science Lab facility: GSF 20,000
- (b) Todd Hall seismic upgrade & remodel
- (c) New Education facility: GSF 80,000
- (d) Education building remodel
- (e) ITC Classroom remodel
- (f) Rice Auditorium renovation & Performing Arts addition: GSF 27,000

Opportunity Sites

- (aa) Potential future mixed use office & apartment housing
- (bb) Replacement residential hall: GSF 36,000
- (cc) Replacement residential hall: GSF 36,000
- (dd) Replacement residential hall with academic/office (ground floor use): GSF 50,000
- (ee) Replacement residential hall with academic/office (ground floor use): GSF 50,000
- (ff) Potential future academic building: GSF 42,000
- (gg) Potential future academic building with Student Health Center (ground floor use): GSF 48,000
- (hh) Residential hall with additional dining hall (ground floor use): GSF 50,000 - as expansion occurs
- (ii) Residential hall: GSF 50,000 - as expansion occurs
- (jj) Potential future academic building addition: GSF 55,000
- (kk) Residential hall: GSF 50,000 - as expansion occurs
- (ll) Potential future Facilites relocation



WESTERN OREGON UNIVERSITY
Long-Range Development Framework

Scale: 1" = 100'

0 200 400 600 Feet

SERA

DESIGN GUIDELINES

Intent

The goal of these guidelines is to assure a continuity of high-quality architectural design throughout the campus. Although building materials and methods may change over time, there should be similarity of scale, form, and color which allows the campus to retain its distinct image and character. The design guidelines for development under this Master Plan reflect a continuation of many features of the guidelines stated in the 2005 Master Plan. However, while several of the guidelines listed in the update were specific to identified capital improvement projects, these guidelines are intentionally more universal. The policies and guidelines contained in this Master Plan provide a framework for the University's development. They are not overly prescriptive in recognition of the need and desire for functional flexibility and creative expression in individual building projects. The terms "will" and "should" are used expressly for this reason throughout this chapter. Where the term "will" is used, the policy or guideline should be explicitly met. The term "should" provides guidance for strong design solutions.

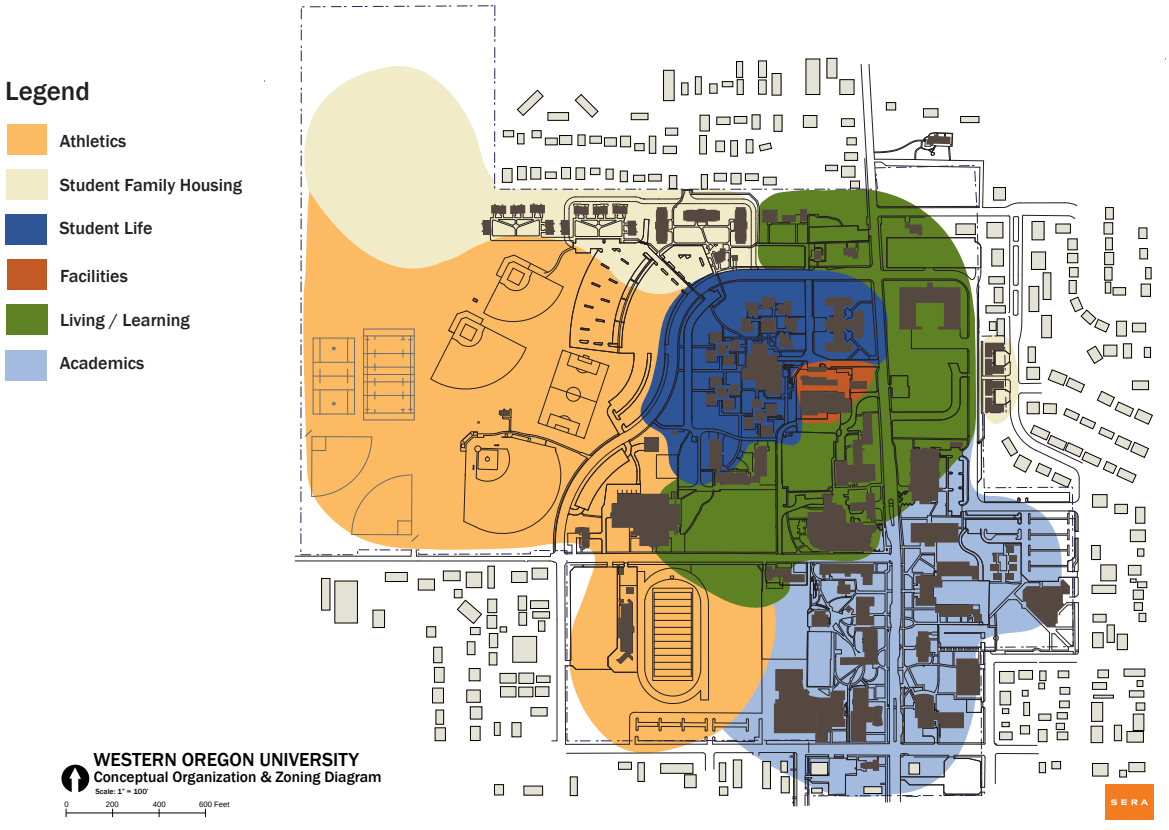
The Site and Building Design Guidelines are primarily concerned with functional goals, but also address issues that are important to the design of the campus as a whole. They are designed to reinforce existing strengths on campus while accommodating the changes and new development needed to allow WOU to continue to grow and prosper for the benefit of the greater community. Circulation and parking guidelines address the sometimes-conflicting needs of pedestrians and vehicles in order to improve the safety and quality of the campus experience. Open space guidelines are provided to define and

maintain the character of the campus. Campus landscape design guidelines are provided to help ensure that the campus reads as a cohesive whole, and that campus open spaces and paths are designed and implemented comprehensively. The building design guidelines address mass, scale and materiality to preserve and enhance the architectural character of campus. The Historic Preservation & Adaptive Re-use Guidelines formally recognize the value of older buildings to the history of the campus and community, but also allow some flexibility to meet future campus needs. Sustainability and Universal Access guidelines are included as separate chapters to recognize their critical cultural importance and to address the specific strategies mandated by OUS.

Site Design Guidelines

Zoning

The campus consists of six basic zoning areas as indicated on the Conceptual Organization & Zoning Diagram: Academics, Living/Learning, Student Life, Family Housing, Athletics and Facilities. The boundaries of these zones are intentionally loose to allow development flexibility and encourage the cross-integration of uses. Development sites within the center of a zone are intended to adhere to the use indicated, whereas sites on the edge of a zone may be mixed. Parking does not have a specific zone, however general parking is to occur at the campus edge, in order to support a pedestrian-oriented environment in the campus core areas.



Vehicular Circulation

The academic core of WOU has developed around Monmouth Avenue, with benefits for both the University and the broad community. Additionally, WOU is a relatively compact campus, with many students living on or near campus. As a result, the number of pedestrians on campus is significant. The walkable nature of WOU is considered an essential characteristic of the University. However, as the student population has grown, pedestrian circulation on Monmouth Avenue, in particular, has become congested during peak class changeover times. Inconvenient and potentially dangerous conditions occasionally occur between vehicles and pedestrians using Monmouth Avenue. For this reason, a primary element of the Master Plan addresses the reduction of through-traffic vehicle use on campus with the creation of a new parallel East Campus bypass. In simplifying this connection, the University will achieve the following:

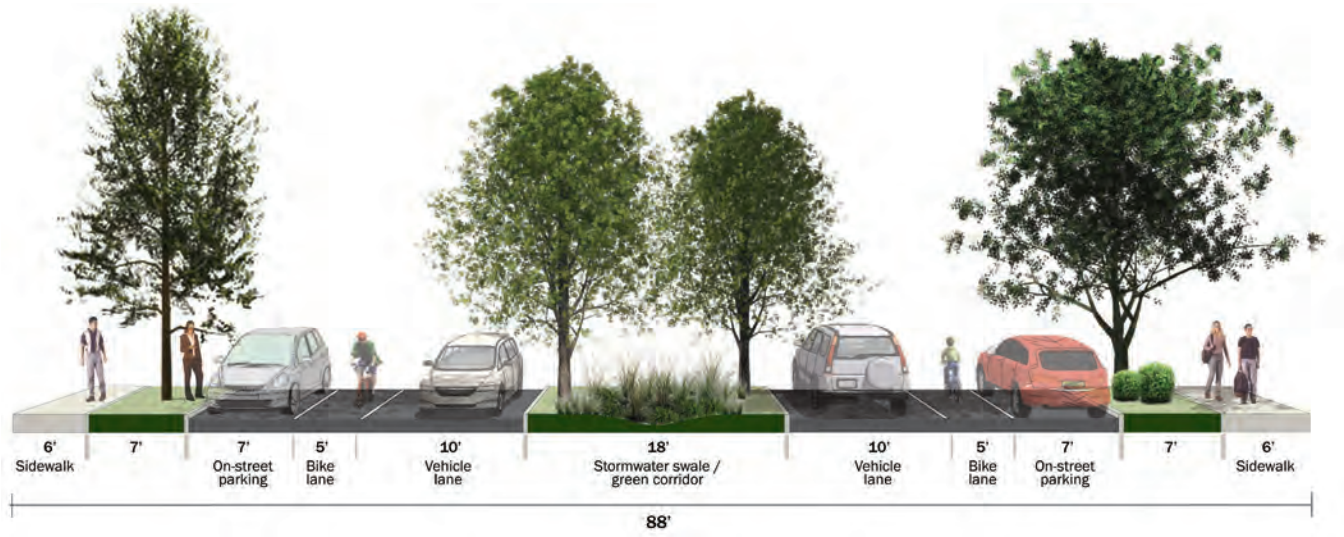
- Monmouth Avenue will be more pedestrian-friendly due to less through-traffic.
- Regional through-traffic and service and delivery vehicles can easily bypass congestion on Monmouth Avenue.
- The future Performing Arts Building will have clear public access.
- Emergency vehicles will have additional points of access.

The construction of the bypass may be coordinated with the development of the new Performing Arts building or may be completed as an independent project. The extension may require amendment of the City of Monmouth Transportation Systems Plan (TSP), and should be built to City of Monmouth standards, including sidewalks, lighting, and landscaping.

Western Oregon University serves as cultural entertainment center to its students as well as the communities of Monmouth and Independence, making public access to performances and other events important to the vitality of the campus. It is, therefore, important for the future Performing Arts Building to have thoughtful and clear public access.

Even after completion of the East Campus Bypass route, Facilities and delivery vehicle circulation will remain necessary within the campus area. Service deliveries to Valsetz Dining Hall, Werner University Center, and the Physical Plant are of particular interest because these buildings require large truck access. This Plan recommends a new roadway connection from Monmouth Avenue to Church Street exclusively for Facilities and delivery vehicle use. Similar to the East Campus Bypass, this new roadway connection will help to lessen traffic loads on Monmouth Avenue, but its primary role will be to provide effective access to the loading docks for the current Physical Plant, Valsetz, and Werner University Center. The Long-Range Framework Plan also calls for a similar road that will connect Church Street to Jackson Street. Again, the primary role of this road will be the provision of effective access to the new dining hall located in the Church Street Residential cluster. This road will also help break down the scale of the block pattern in this part of the campus, which is an effective means to encourage walking.

Both of these new service roadway connections should have sidewalks to address the large pedestrian volume in this region of campus, and would provide convenience parking for nighttime staff of nearby facilities. The inevitable combination of service access and pedestrians will require careful scheduling and programming. Great attention must be paid to the design of these areas to allow them to function effectively for both vehicular and pedestrian circulation.



Above: Conceptual section of the proposed new west side parkway.

Vehicular Street Improvements

For any new construction along existing or proposed public streets on campus, City policies require a full street improvement along the campus frontage. Under current standards, this includes curbs on both sides, sidewalk, paving, and storm drain. Alternative street sections that address stormwater flow should be analyzed as part of the study described above and discussed with the City if they prove to have merit.

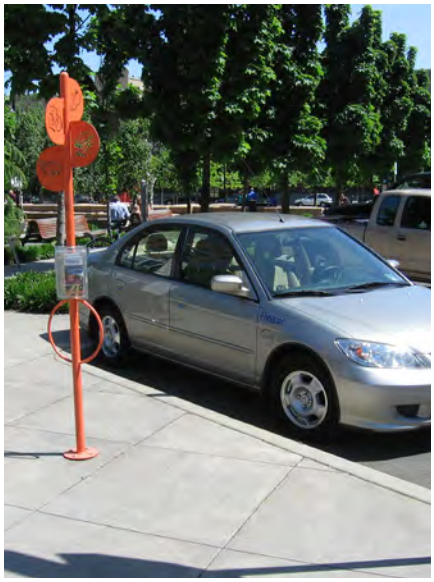
As noted in the Open Space section, the new proposed main roadway on the Westside of campus is proposed to be a parkway, with a median and/or swales to manage stormwater, and also to convey a character of permanence and pride in the University campus.

Swales and pervious pavement reduce stormwater runoff, improve water quality, and reduce combined sewer overflows.

Vehicular Parking

The following policies regarding parking facilities are carried forward from the 2000 Master Plan. Parking structures are not anticipated under this Master Plan, due to the anticipated cost, though they are not precluded. In addition to these guidelines, the City of Monmouth's Zoning Ordinance includes specific design standards governing materials, layout and screening, among other provisions, which apply to required campus parking lots.

- The University will maintain or exceed the overall ratio of parking required by the City of Monmouth, one space per 2.5 students. Parking ratios are intended to ensure that parking is adequate. As noted elsewhere, parking ratios will be reviewed periodically, with the City, to reflect benefits of Transportation Demand Management programs.
- Short-term parking, ADA parking and passenger pick-up will be provided near each building. Visitor parking should be located within 300 feet of buildings or facilities used extensively by the public. Where possible, parking will be accumulated and shared so that parking lots can be established and designed efficiently and aesthetically.
- Surface parking lots will be setback from streets and buildings and screened with berms or landscaping. Pedestrian walkways will be designated through parking lots to provide safe and accessible passage for pedestrians and wheelchair users.



- Parking lots need to maintain clear lines of sight from adjacent walks and roads. The ability for pedestrians and security personnel to easily see into lots is an important part of their real and perceived safety. Planting adjacent to walks and parked cars should be kept below 3-feet in height.
- Parking structures may be considered in the future when economically feasible. Parking structures will conform to the Architectural Design Guidelines with regard to size, setback, scale, and landscaping.
- Permanent parking lots will be thoroughly designed to current standards. As required by City standards surface parking will be paved, drained and signed. It is recommended that the University and City periodically revisit design standards to allow for installation of proven successful models for surface materials that allow for infiltration and filtering of groundwater, such as permeable paving systems.
- Each lot will be designed according to appropriate regulations for auto movement and parking. Parking lots will be landscaped on their perimeter to fit into the part of campus where they are located. The interior of parking lots will also be landscaped with trees, swales and plant materials to reduce the visual and environmental impact on the campus. Landscaping at parking lots should be installed and managed to avoid creation of “undefensible spaces,” i.e. areas that are not subject to view and would create an opportunity for a potential criminal to hide.
- Pedestrian walks which are lighted for safety and security and which direct users to major campus pedestrian ways will be included in larger parking lots. Clear signage and wayfinding is a key element for helping visitors move from the parking lots to their destinations.

Above: Support for biking to and on-campus includes both a good path system and supporting infrastructure, including covered and convenient parking, as well as showers and lockers to allow for clean-up.

The example below from Seattle University shows how asphalt and paint can be used to signal priority in a path system, when budgets do not allow for a higher level of finish.

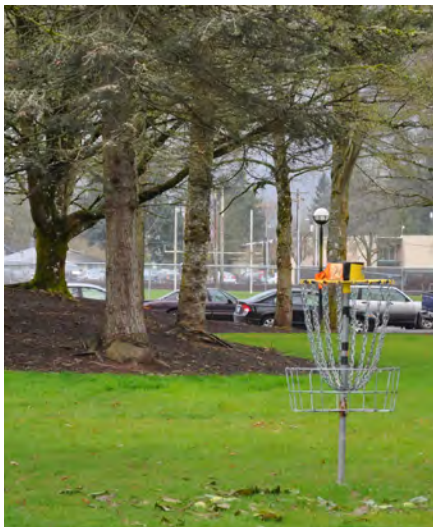
Seattle University

Pedestrian Walkway & Bike Path Improvements

A strong, clear and interesting pedestrian path system is central to the character and function of a good university campus. Clarity in the path system is one main component that provides a sense of comfort for campus users. Maintenance of a safe and desirable pedestrian network that reduces actual and perceived concerns about walking from parking to buildings, especially at night, will help to encourage more walking and biking throughout campus.

A discernible hierarchy between paths helps make a pedestrian network more understandable. Selection of materials, path width, lighting, and furnishings all can be utilized to establish this hierarchy. Major paths connecting different parts of the campus should be wider and have a strong design character, while lesser paths can have a simpler design character. Highest priority paths should use special pavings and/or accents to indicate that they are main connections. Similarly, main building entries should have a more significant approach than secondary entries.

Bicycle circulation: Cyclists that commute from off campus are served by a series of convenient bike parking areas. Bike racks should be located in accessible areas that are visible from bike routes and streets. At building entries, bike racks should not create conflicts with pedestrian access. Bike racks should be located under cover when possible and new construction should provide covered parking.

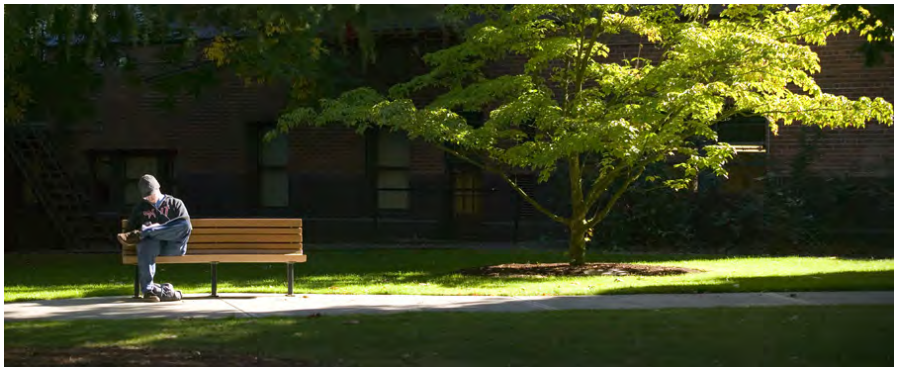


Open Space

Campus open spaces serve different functions, and their design should support those functions. Residential quadrangles should provide spaces for study, for gathering, and for some casual active uses. The main residential quadrangle shown in the Master Plan Development Framework is envisioned as a series of open spaces — a series of linked quadrangles, in reality — that function on multiple scales. At the largest scale, there is a continuous connection between Heritage and Ackerman Halls, accommodating the main circulation route from the heart of campus to the northwestern residential area. However, this area is also the front yards of the main cluster of residential halls. Each of these halls should have an area of open space that is somewhat "owned" by the hall, available for gatherings, events, etc.

In addition, at the most personal scale, this chain of quadrangles should provide some areas for study and contemplation. The Grove should allow for casual recreation, and large campus wide-gatherings, as well as private study during non-programmed times. Building entry plazas should accommodate casual meetings and places to sit and study.

Monmouth Avenue has a perceivable and desirable rhythm of open spaces, corridors, and buildings. As redevelopment continues along this central street, this pattern should be extended. These spaces should reflect the scale of the adjacent buildings, their role as either a hub of activity or as a travel corridor. Ideally the spaces should be at least 75-feet wide, but narrower spaces can be made to achieve the desired effect.



Landscape Planting & Materials

The Western Oregon University campus has a rich botanical heritage. Native and introduced plantings have resulted in a landscape of tremendous diversity and historical value that requires a strong commitment to preservation and revitalization. The selection of native and naturalistic plantings is also an opportunity to further the campus' commitment to sustainability. Planting guidelines reflect three basic conditions of development:

- Preservation implies the least amount of visual and physical change. The landscape is fitting in character and should be protected and maintained. Its condition must be ensured with informed maintenance.
- Revitalization preserves character and defining features but allows changes that would improve the utility or function of a landscape. This is the most flexible treatment, allowing modifications for contemporary use and restoration of important features where critical.
- Future planting should continue to cultivate the grand campus scale of the historic trees. The mature trees have grown to be part of the University's identity and as such new plantings need to consider the next generations. Street tree plantings should extend the existing species to reinforce the framework. The opportunity to continue to make the campus into an arboretum will add interest and take little effort. When new projects are developed, trees should be selected for their species diversity, as well as for their ability to provide visual interest in fall, winter, and spring.

Plantings should be hardy, long-lived and focused on significant public areas. Trees should be spaced appropriately, as many campus open spaces have trees that are too close and need to be thinned. The climate of the Western Valley is a defining issue related to tree planting and selection. Too much shade is not desirable at seating and gathering areas. In the fall, winter, and spring terms, sun is a precious commodity and trees should be located appropriately. A variety of sunny and shady conditions are desirable.

When used as architectural elements, plant materials emphasize building façades and pedestrian entries. As a means of defining space, large coniferous evergreen trees are often located at edges of the building front yards and open spaces, while smaller human-scale trees accentuate the building entries. Uniform, low-growing shrub or ground cover provides a visual contrast to the light-toned paving and brick buildings.

Site Furnishings

Standard campus furnishings help to integrate the campus environment at a pedestrian scale. Currently, the campus has several different styles of site furnishings such as benches and trash receptacles. As campus development occurs, a campus-wide standard will be applied to replace non-conforming furnishings.

The University has adopted standards for the following items:

- Benches: Black frame/plastic cedar bench on a concrete paving pad
- Trash Receptacles: Black base/green lid style with removable liner
- Handrails: 1 1/4 inch ID Black Pipe

Campus standards for furnishings should be applied consistently across campus open spaces, with a common palette of materials as reflected above to create a recognizable look for the campus, and ensure that furnishings have a durable and timeless design.

Additional campus site furnishings specifications should be adopted to address the following elements:

- Site handrails and guardrails
- Tables and chairs
- Trash and recycling receptacles
- Bicycle racks
- Bollards and other traffic-control devices
- Bus and pedestrian shelters
- Tree grates
- Skateboard deterrents

Campus Lighting

Campus lighting standards balance continuity with environmental impacts. The globe style pedestrian light on campus should be maintained for all walks and historic spaces. New plazas and forecourts will use the adopted standard (see Appendix).

Parking lot fixtures will also be the adopted standard. An efficient and standard height for parking lots is 20-feet.

Uplighting at architecture, signage, art, and landscaping should be used judiciously and implemented in a manner that does not cause glare for adjacent pedestrian spaces. Due to their inefficient nature and glare potential, the use of bollard lighting should only be used as a way of identifying entries and drop-offs and not as a means of illuminating walks or larger spaces. With the continued development on campus, opportunities to provide better lighting controls should continue.

Above: example of new standard for campus signage.

Signage

Monument Signs: At the gateways to campus, the primary entry and directional signs should be consistent in scale and materials. The base or backdrop for these monument signs should be constructed of durable materials, selected for compatibility with existing campus architecture. The preferred composition will include natural stone, concrete, or masonry bases sited to blend with the natural topography. Earthen berms may be used to blend the sign base into the natural grade where adjacent slopes warrant their use.

Signs will consist of raised metal letters, painted metal panels, sand-blasted or carved stone or concrete, or other durable, natural material. Landscape plantings of trees, low to moderate height shrubs, and ground cover may be used to accent the composition where appropriate. Lighting will be designed to prominently illuminate and accent the sign panel so it can be easily seen by motorists and pedestrians. The use of wood, stucco, or interior-lit plastic signs is strongly discouraged.

General Signage: The University has developed a Sign Program in coordination with City of Monmouth signage requirements which guides the placement and design of signs on campus. That program should be maintained and updated as needed to accommodate new signage needs, with appropriate standards for signs directed to the pedestrian and the vehicle driver. Such a program should include a provision to allow signage to be approved via the City's permitting process rather than a conditional use process when it is consistent with the Sign Program and this Master Plan.

Campus signs will be designed to provide a recognizable and consistent look to the campus. The University anticipates development of a changeable message sign for athletic events, to be located near primary traffic areas. Inconsistent existing signage should be brought into compliance with standards when affected by work in their vicinity.

Campus signage should be clear, unified in design and consistent in regard to how facilities are named.

Above: example of potentially confusing signage. Secondary signage should refer to programs.

Building Design Guidelines

Building Setbacks

Building setbacks should relate to the adjacent open space or edge-scapes. In particular, a consistent setback from Monmouth Avenue will be respected. Buildings should be located so that they do not shade courtyards.

Building Height

City of Monmouth zoning does not allow buildings over 60-feet tall within the PSC zone. Generally, buildings on campus should not exceed four stories and the tallest buildings should be located on the most central sites. University buildings at the edges of campus should step down further to respect the adjacent off-campus context.

Exterior Expression, Materials & Articulation

As the oldest campus in the Oregon University System, WOU has a unique role in the history of the state. Preservation of the oldest, most valued buildings on the campus is an effective way to keep this history present in the minds of visitors and the campus community. It must always be recognized that as a living, evolving institution, the University has to balance the demands of preservation with the need to accommodate emerging programs and functions.

Materials and methods of construction for new construction will be selected to be compatible with those used in existing buildings. Materials used should be similar in color, texture or pattern to those of other adjacent or related buildings. High-quality, long lasting, low-maintenance materials are encouraged.

The exterior design of buildings within the campus should be harmonious in character, scale, and general design. Similar expression of roof form, fenestration, floor lines, or building articulation will be used. Design strategies that make a clear distinction between the ground level, intermediate levels, and the roof line are strongly encouraged.

Building Entrances

Buildings on the campus which face a public street will express a sense of entry and have a design relationship to the street. For buildings located on Monmouth Avenue, the primary entrance should face Monmouth, but the other façades should also be treated appropriately. Particular attention should be paid to entrances that abut residential and commercial areas outside the campus boundary. It is important for the University and the City to appropriately face one another to foster better community interaction. Primary entrances will be easily identifiable from public streets, primary walks, and drives. Building entrances should relate to or be developed as public spaces incorporating courts, plazas, and pedestrian amenities.

Building Orientation

In general and where consistent with other design goals such as street orientation, align buildings with the longer dimension in the east-west configuration, to improve potential for building design to capture energy savings related to passive solar management. Whenever possible, special care should be taken to maximize the southern and northern exposure of buildings designed for academic or administrative uses in order to promote effective shading and daylighting. However, buildings designed primarily as residence halls should be oriented to allow sunlight to penetrate the living areas of all units to the greatest extent possible. This may result in residential buildings with large east and west exposures. Where east and west exposures are necessary, windows and shading should be provided to minimize unwanted glare from low-angle winter sun and unwanted heat gain from low-angle summer sun in the west.


Administration Building (1936)


Todd Hall (1912)


The Cottage (1917)

Historic Preservation & Adaptive Re-use Guidelines

As part of this Master Plan, it is recommended that WOU create a campus Historic Resources Oversight Committee. This committee would review and provide direction for alterations to historic campus buildings and on decisions involving adaptive re-use of all major campus buildings. To the extent possible, the committee should comprise a cross-section of the campus community, including representatives from the faculty, staff, students, and alumni. A liaison to the City of Monmouth's Historic Buildings and Sites Commission may also be useful to the committee.

Historic Preservation: The intent of this policy is to preserve historic buildings on campus. The buildings illustrated above (with dates of original construction) are recognized by the University as historic elements of the campus. Decisions to alter or change the use of these six buildings (illustrated above and on facing page) will be reviewed by the Historic Resources Oversight Committee.

When alterations to these campus buildings are undertaken, design and construction teams should be required to demonstrate experience with the sensitive treatment of historic structures. To the extent feasible, alterations to historic buildings will follow the United States Secretary of Interior's Standards for Rehabilitation.

Adaptive Re-Use: When feasible and consistent with the Master Plan goals, re-use of existing campus buildings is encouraged and preferred. As programmatic needs change and facilities are outmoded, WOU will maintain existing building stock of any period unless renovation is prohibitively expensive or a building is found to be functionally obsolete. Due to the subjective nature of what constitutes a functionally obsolete building, this term has been reiterated here from the 2005 WOU Master Plan Update:

> *a building that cannot be adapted and rehabilitated without exceeding the cost of replacement construction of comparable quality, or where the building's location precludes the achievement of a larger campus plan goal.*


Maple Hall (1913)


ITC Central Wing (1915)


Campbell Hall (1871)

U.S. SECRETARY'S STANDARDS

Summary of the The U.S. Secretary of the Interior's Standards for the Treatment of Historic Properties, with Guidelines for Preserving, Rehabilitating, Restoring and Reconstructing Historic Buildings

These standards and guidelines are mandatory for buildings earning the federal historic preservation tax credits. They are referenced here as a voluntary standard for any work on the University's historic buildings, and should be followed to the greatest degree feasible.

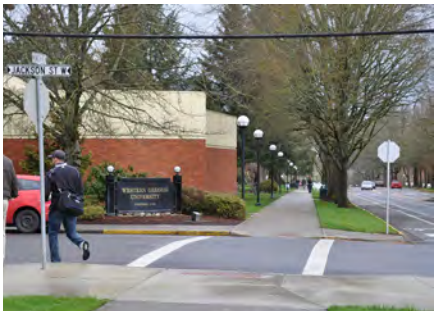
Selection of treatment type: Based on a review of a building's relative importance in history, physical condition, proposed use and any mandated code requirements, a determination is made of the best strategy for treatment of the work. The four treatment approaches are:

1. Preservation: places a high premium on the retention of all historic fabric through conservation, maintenance and repair. It reflects a building's continuum over time, through successive occupancies, and the respectful changes and alterations that are made.

2. Rehabilitation: emphasizes the retention and repair of historic materials, but more latitude is provided for replacement because it is assumed the property is more deteriorated prior to work. (Both Preservation and Rehabilitation standards focus attention on the preservation of those materials, features, finishes, spaces, and spatial relationships that, together, give a property its historic character.)

3. Restoration: focuses on the retention of materials from the most significant time in a property's history, while permitting the removal of materials from other periods.

4. Reconstruction: the fourth treatment, establishes limited opportunities to re-create a non-surviving site, landscape, building, structure, or object in all new materials.



Campus Gateway Guidelines

As part of the effort to limit through campus vehicular traffic on Monmouth Avenue, the Master Plan calls for a turnout and gatehouse at the south and north campus entries along Monmouth. The turnouts should be sized to allow queueing of at least two cars and include a permanent campus map consistent with the Signage guidelines described previously. The gatehouse should be designed to reflect the nature of other campus buildings, especially regarding building material and scale. The gatehouse buildings should have a timeless and permanent architectural characteristic.

Campus Edge Guidelines

The WOU campus has several different kinds of edge conditions that support the campus character and its place in the community. At key gateways like the north and south Monmouth entrances, the edge condition should have a formal but welcoming quality. Where edge uses include campus residential buildings, the edge should make an effort to blend with the existing non-campus uses. Where edge uses include sports facilities and parking, landscape features and shrubs should be designed to compliment neighboring uses while providing a clear boundary for the campus edge use. Where edge uses include academic and administrative facilities, buildings should be located to create street presence and urban edge. Windows and other penetrations should be carefully placed to avoid visual intrusion into non-campus uses.

Non-Residential Building Guidelines

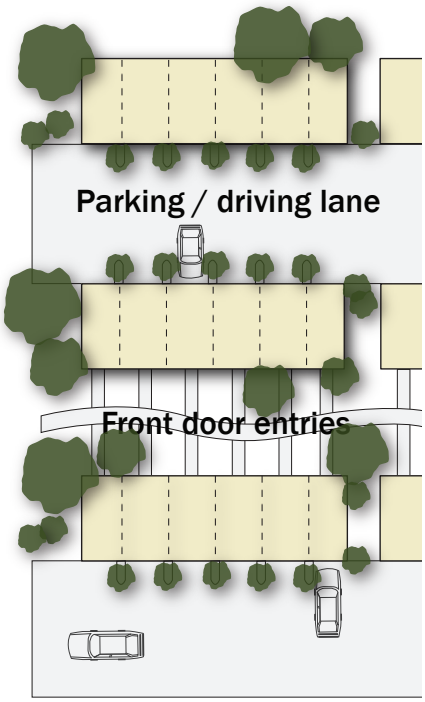
Buildings used for academic, administrative, or other non-residential uses will be designed to maximize opportunities for interdepartmental collaboration and informal learning. Buildings should be designed to maximize opportunities for daylight in all classrooms. Hallways and circulation areas should have direct access to windows. Ground floors should be activated with mixed-use public spaces where possible. To avoid potentially monotonous conditions, individual buildings will be limited in overall length and footprint (i.e. ground area covered) as follows:

- 300’ maximum length for academic buildings
- 100’ maximum width for any wing
- 45,000 SF maximum footprint

Traditional Residential Building Guidelines

Buildings used for traditional residential uses (dormitory or apartment-style buildings) will be designed to maximize opportunities for the development of neighborhoods and other social groups. Buildings should be designed to maximize opportunities for daylight in all living areas. Hallways and circulation areas should have direct access to windows with niches or developed rooms to encourage social interaction. Ground floors should be activated with mixed-use public spaces, including classrooms, where possible. To avoid potentially monotonous conditions, individual buildings will be limited in overall length and footprint (i.e. ground area covered) as follows:

- 250’ maximum length for residential buildings
- 90’ maximum width for any wing
- 35,000 SF maximum footprint for residential buildings



Housing for Faculty or Single Students and Families Building Guidelines

WOU's family housing is designed to be in scale with similar medium- to low-density structures consistent with the surrounding neighborhoods. The following guidelines apply specifically to the areas designated for family housing, including all development in the northern portion of the Westside area.

- Building footprints will be limited to 6,000 square feet total for a multi-family building. Example: six attached 1,000 sf townhouses.
- Buildings will be no more than 120 feet long. For buildings longer than 60 feet, a significant offset (5 feet or more) in the plane of the façade will be created so that no major façade plane is more than 60 feet in length. Projecting elements and/or recesses (such as decks, bay windows and recessed entries) will be applied to façades to avoid long planar walls facing the street.
- Buildings will be limited to 3 stories above grade generally, and 2 stories where adjacent to non-campus residential neighborhoods.
- Building façades will face the primary street or a shared open courtyard space which in turn fronts on the street.
- Building entries will include porches, stoops and similar elements to create a transition zone between the public street and the private home.
- Individual entries to each dwelling unit are preferred. In no case will more than four dwelling units share a common entry from the street or common open space. Example: traditional four-square style building, with two units above and two at the ground floor, sharing an entry.

Above: Examples of existing housing for graduate students or family housing, and the surrounding neighborhood.

- Buildings will be designed with appropriate placement of interior spaces and exterior windows to provide views from active areas to the public street and/or common open spaces (known as “eyes on the street”).
- Shared parking will not be located between the street and the primary façade of dwelling units. To the greatest extent feasible, parking will be located at the rear of units. Where parking is located at the front of units, it will be only in the form of personal driveways serving individual units. In this configuration, garage entries will be set behind the primary façade of dwelling units by a minimum of 5 feet.
- Exterior building finishes will be similar to existing buildings in the surrounding neighborhood. Vinyl siding is not an allowed finish material; metal siding is discouraged, except as an architectural accent. Allowed materials include:
    - Wood siding or shingle
    - Cementitious wood products
    - Brick, stone and artificial stone
- Design elements that are representative of the surrounding residential neighborhood context are encouraged, although literal repetition of historic styles is not required or expected.
- Landscape materials will be consistent with palette of the Monmouth bioregion. Native plants and drought-tolerant, non-invasive plantings are strongly encouraged.

UNIVERSAL ACCESS DESIGN

The student, staff and faculty of Western Oregon University are increasingly diverse in family, educational background, age, gender, culture, primary language, ability, and disability. This diversity is embraced and celebrated at WOU because it creates an enhanced and richer environment for learning. It has also resulted in a growing awareness of the responsibility of higher education institutions like WOU to provide a campus and educational environment that is broadly accessible to everyone.

In addition to application of the regulatory requirements and guidelines of the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act Accessibility Guidelines (ADAAG), the federal government's Architectural Barriers Act Accessibility Standard (ABAAS), and the Fair Housing Act (FHA), WOU is committed to creating a campus that is accessible to everyone. With this in mind, the Master Plan embraces the principles of Universal Design.

Historical Background for Universal Design

The concept of Universal Design (UD) was first developed in the 1970s by architects responding to a generalized increase in awareness of the need for buildings and public places to accommodate people with disabilities. Significant steps have been made to accommodate limited accessibly in building design, sometimes with unanticipated benefit to all users. A frequently cited example is the ubiquitous curb cut. Originally, this intervention was designed to aid travel for people in wheelchairs. However, this design modification has much boarder application and is used to help delivery personnel, people with baby strollers, cyclists and skateboarders, the elderly and many others. Universal Design

Signage in front of ITC

ITC rear entry

The ITC offers a good example of access issues on campus. Disabled users cannot access the formal front entrance, and must travel around the building via circuitous path to enter through a back door entry.

strategies specifically target interventions that improve access and usability for everyone. This approach has been called "pre-fitting rather than retro-fitting" and aims to enhance overall usefulness and accessibility of the built environment to the benefit of all users.

In 1995, Universal Design was expanded to address the special needs of education. Seven principles related to the educational process were developed and formally adopted by the Center for Universal Design at North Carolina State University. The principles state that to meet Universal Design principles, educational processes should:

- Be accessible and fair.
- Provide flexibility in use, participation, and presentation.
- Be straightforward and consistent.
- Be explicitly presented and readily perceived.
- Provide a supportive learning environment.
- Minimize unnecessary physical effort or requirements.
- Ensure a learning space that accommodates both students and instructional methods.

This pedagogically-based set of standards is being applied to curricula at many institutions, with an outgrowth once again being re-directed into the built environment of campus. Many universities including the University of Washington, Ohio State University, University of Connecticut and University of Minnesota have policies that blend the attributes of Universal Design with Universal Instructional Design (UID).

Universal Access Policies under this Master Plan

Western Oregon University strives for 100% accessibility for all elements of the campus built environment. Where the American with Disabilities Act (ADA, ORS 447.210(2)) and the Fair Housing Act (FHA ORS 447.210 (8)) provide exceptions to 100% accessibility, the policy of the Master Plan is to exceed these requirements wherever practical. When designing new spaces or modifying existing elements, the following questions should be addressed:

- **Equitable use:** Is the design useful to any group?
- **Flexibility:** Does the design solution accommodate a wide range of individual preferences and abilities?

- **Simple and Intuitive:** Is the design easy to understand?
- **Perceptible Information:** Does the design communicate the necessary information to the user?
- **Tolerance for Error:** Does the design minimize hazards and the adverse consequences of accidental actions?
- **Low Physical Effort:** Is the design efficient and comfortable?
- **Size and Space for Approach and Use:** Are appropriate sizes and space provided?

Using the ADA and ORS 447.241 as a guideline, priority for 100% accessibility will be provided in the following order:

1. Parking and exterior campus circulation routes
2. Main entrance to all buildings
3. Internal circulation for academic and administrative buildings
4. Access to restrooms, drinking fountains and other services in all buildings
5. All aspects of classrooms, offices, informal learning areas and other meeting spaces
6. Internal circulation for residential buildings
7. All aspects of residential units
8. All aspects of administrative work areas

In order to accommodate 100% accessibility, the design strategy of the Campus Master Plan shall strive to meet the principles of Universal Design whenever possible by incorporating design features that not only serve the needs of users with disabilities, but enhance the functionality for all users.

SUSTAINABILITY

Environmental Policies under this Master Plan

The University is signatory to the President's Climate Commitment and has already made strides toward achieving some of the goals listed in the document. WOU is currently in development of a comprehensive climate plan and has other tangible action steps underway, including the recent completion of Ackerman Hall which is targeting LEED® Platinum certification. Oregon's State Energy Efficiency Design (SEED) program requires "that all cost-effective energy conservation measures (ECMs) are included in state buildings and that the building meets the 20 percent better than code provision." In addition, State of Oregon and Oregon University System (OUS) policies require WOU to meet energy conservation targets. Executive Order 06-02 provides for the OUS to assess the feasibility of green strategies and calls for the OUS to take a leadership role in research into the fields of green building, sustainable forest products, water systems management, and renewable energy.

Beyond these mandates, the University realizes that many environmental best practices also have economic rewards. Energy and water efficiency, as well as waste management programs often pay for themselves in the long run through reduced utility costs. Moreover, universities have a special opportunity to be leaders on environmental issues because they tend to own and operate buildings for a longer period than many private developers. Therefore, potential operational benefits accrue more directly to an institution that manages its building stock for a long period of time.

American College & University Presidents' Climate Commitment

American College & University Presidents Climate Commitment

We, the undersigned presidents and chancellors of colleges and universities, are deeply concerned about the unprecedented scale and speed of global warming and its potential for large-scale, adverse health, social, economic and ecological effects. We recognize the scientific consensus that global warming is real and is largely being caused by humans. We further recognize the need to reduce the global emission of greenhouse gases by 80% by mid-century at the latest, in order to avert the worst impacts of global warming and to reestablish the more stable climatic conditions that have made human progress over the last 10,000 years possible.

While we understand that there might be short-term challenges associated with this effort, we believe that there will be great short-, medium-, and long-term economic, health, social and environmental benefits, including achieving energy independence for the U.S. as quickly as possible.

We believe colleges and universities must exercise leadership in their communities and throughout society by modeling ways to minimize global warming emissions, and by providing the knowledge and the educated graduates to achieve climate neutrality. Campuses that address the climate challenge by reducing global warming emissions and by integrating sustainability into their curriculum will better serve their students and meet their social mandate to help create a thriving, ethical and civil society. These colleges and universities will be providing students with the knowledge and skills needed to address the critical, systemic challenges faced by the world in this new century and enable them to benefit from the economic opportunities that will arise as a result of solutions they develop.

We further believe that colleges and universities that exert leadership in addressing climate change will stabilize and reduce their long-term energy costs, attract excellent students and faculty, attract new sources of funding, and increase the support of alumni and local communities. ***Accordingly, we commit our institutions to taking the following steps in pursuit of climate neutrality:***

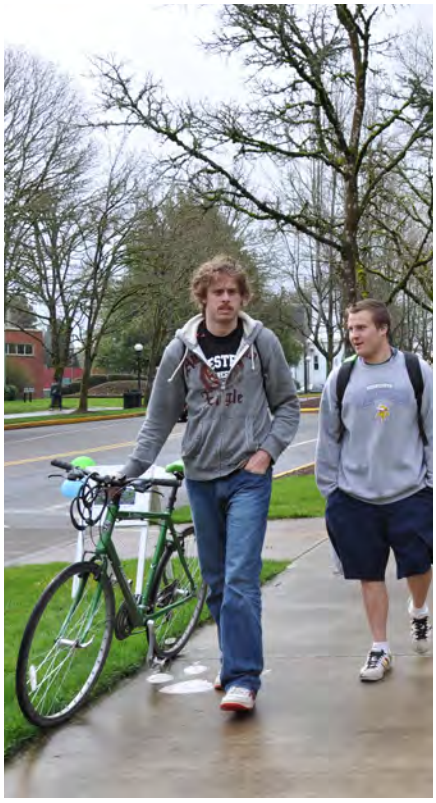
1. *Initiate the development of a comprehensive plan to achieve climate neutrality as soon as possible.*
    a. *Within two months of signing this document, create institutional structures to guide the development and implementation of the plan.*
    b. *Within one year of signing this document, complete a comprehensive inventory of all greenhouse gas emissions (including emissions from electricity, heating, commuting, and air travel) and update the inventory every other year thereafter.*
    c. *Within two years of signing this document, develop an institutional action plan for becoming climate neutral, which will include:*
        i. *A target date for achieving climate neutrality as soon as possible.*
        ii. *Interim targets for goals and actions that will lead to climate neutrality.*
        iii. *Actions to make climate neutrality and sustainability a part of the curriculum and other educational experience for all students.*
        iv. *Actions to expand research or other efforts necessary to achieve climate neutrality.*
        v. *Mechanisms for tracking progress on goals and actions.*
2. *Initiate two or more of the following tangible actions to reduce greenhouse gases while the more comprehensive plan is being developed.*
    a. *Establish a policy that all new campus construction will be built to at least the U.S. Green Building Council's LEED Silver standard or equivalent.*
    b. *Adopt an energy-efficient appliance purchasing policy requiring purchase of ENERGY STAR certified products in all areas for which such ratings exist.*
    c. *Establish a policy of offsetting all greenhouse gas emissions generated by air travel paid for by our institution.*
    d. *Encourage use of and provide access to public transportation for all faculty, staff, students and visitors at our institution*
    e. *Within one year of signing this document, begin purchasing or producing at least 15% of our institution's electricity consumption from renewable sources.*
    f. *Establish a policy or a committee that supports climate and sustainability shareholder proposals at companies where our institution's endowment is invested.*
    g. *Participate in the Waste Minimization component of the national RecycleMania competition, and adopt 3 or more associated measures to reduce waste.*
3. *Make the action plan, inventory, and periodic progress reports publicly available by providing them to the Association for the Advancement of Sustainability in Higher Education (AASHE) for posting and dissemination.*

In recognition of the need to build support for this effort among college and university administrations across America, we will encourage other presidents to join this effort and become signatories to this commitment.

Signed,

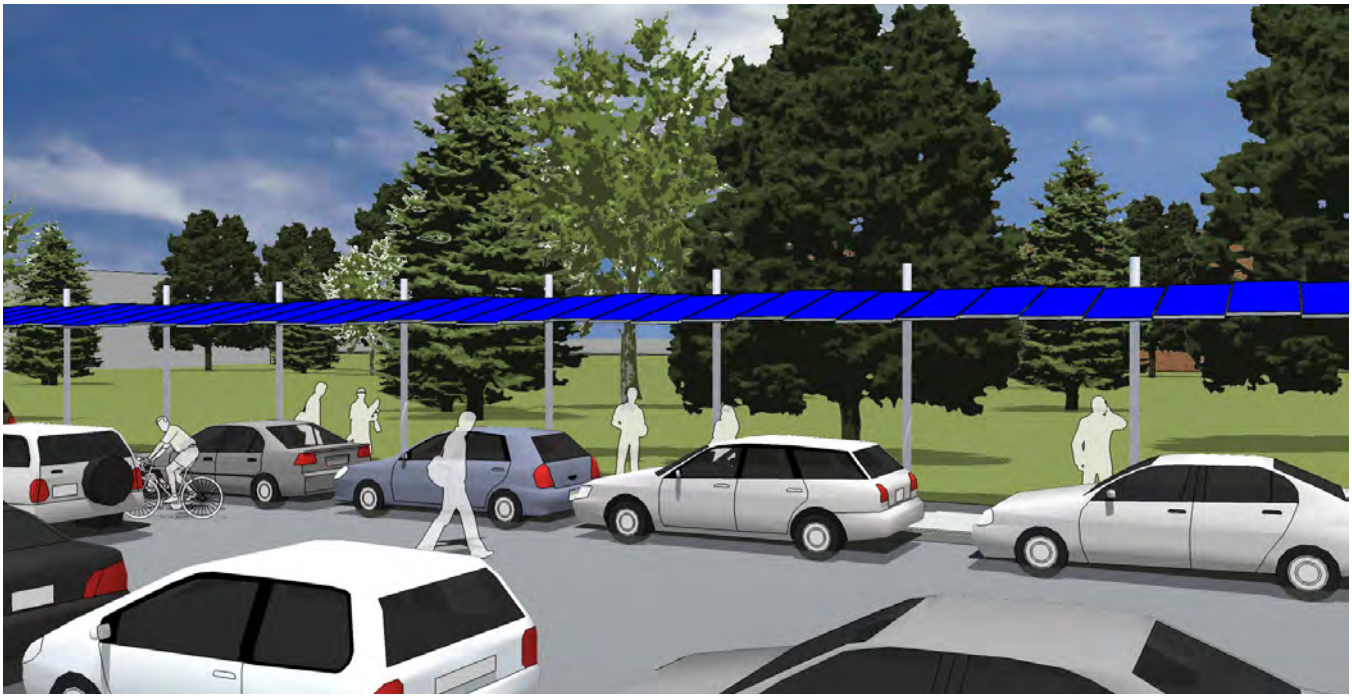
The Signatories of the American College & University Presidents Climate Commitment

Source: http://www.presidentsclimatecommitment.org/html/commitment.php



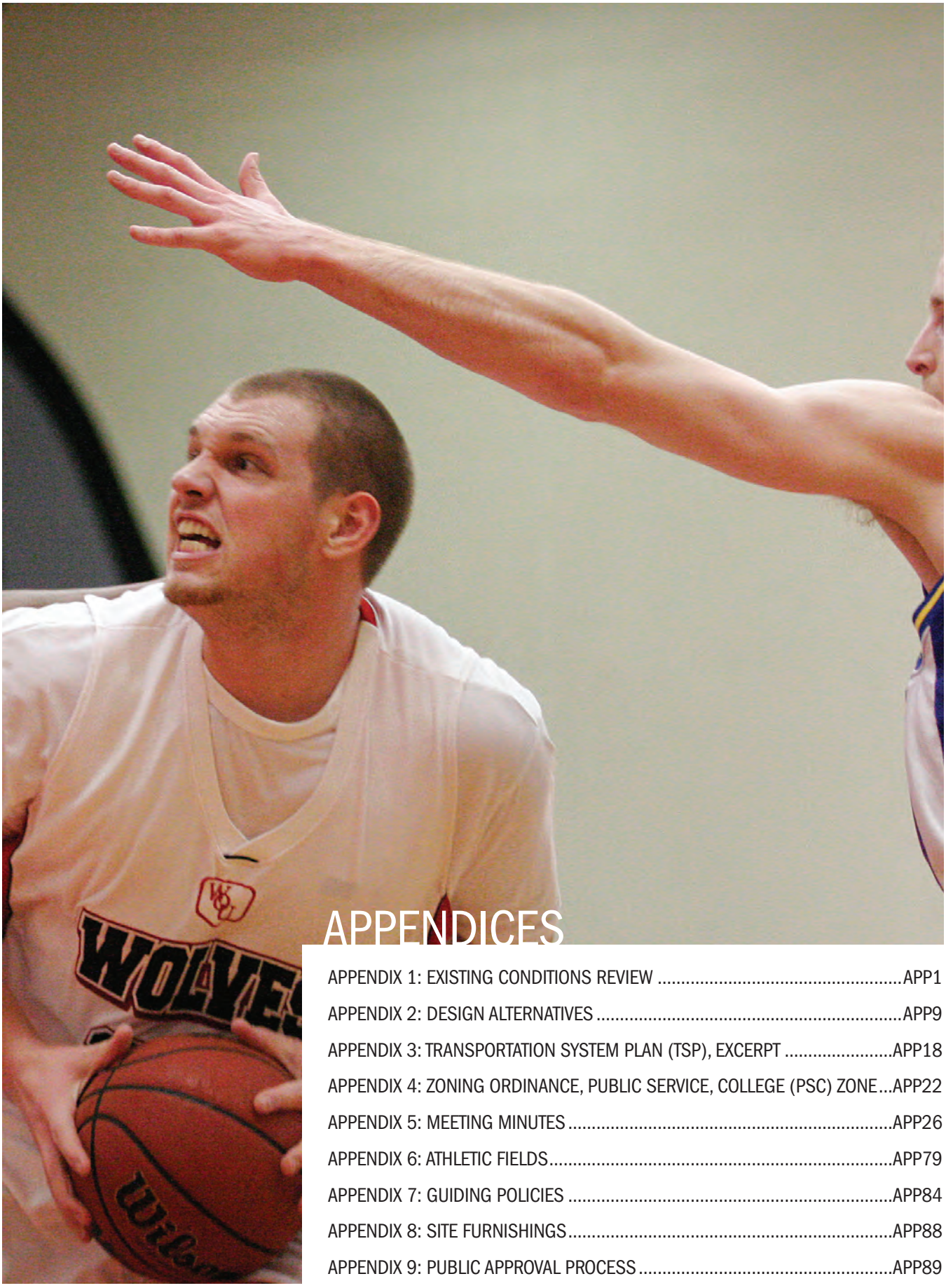
This Master Plan recommends the adoption of the following policies:

- All major renovations and new construction will meet energy efficiency performance targets consistent with the Presidents' Climate Commitment and the implementing Action Plan that will accompany that commitment.
- All new construction and major renovations by the University will be designed and constructed to meet a minimum of Silver rating under the U.S. Green Building Council's LEED® Rating System. The costs and benefits of certifying to a higher level will also be evaluated.
- Development of an energy 'boot-strapping" program to fund energy improvements and sustainability initiatives. These programs begin with a relatively small initial fund, which is then used to make highest priority upgrades. Energy cost savings resulting from those upgrades are returned to the fund, which then grows to allow funding of additional projects. The programs typically operate as a Green Loans Fund, whereby any entity on campus — student groups, departments or other programs — can apply for a loan to make upgrades and repay the loan based on the energy savings.
- For projects serving the University but built and operated by private partners, the University will require the builder to meet the LEED® Silver minimum standard.
- The University will continue to evaluate opportunities to develop renewable energy infrastructure.
- The University will continue to evaluate appropriate strategies to upgrade the aging utility plant and distribution system to achieve energy efficiency, as well as reduce the costs of maintenance.
- The University will make a coordinated effort to reduce water consumption through the following means:
    - Review landscape irrigation practices, including exploration of drought-tolerant landscapes where appropriate.
    - Use low-flow fixtures and other emerging technologies that demonstrate significant water savings.
    - Future building projects will assess the feasibility of both greywater and rainwater reuse for appropriate purposes such as irrigation, toilet flushing, and cooling water.
    - Update irrigation system to increase efficiency and reduce consumption of potable and non-potable water from off-site sources.



Solar walkway: An array of solar collectors could be used to also shelter pedestrians along Church Street or other major pedestrian path, making the walk to parking more comfortable, and generating electricity.

- The University will continue to manage solid waste streams to reduce waste sent to landfill. Recyclable material collection facilities will be accommodated in new construction and renovation projects.
- Recognizing the direct relationship between transportation and climate impacts, the University will continue to partner with other relevant agencies, including the City of Monmouth and Salem-Keizer Transit District (SKTD), to develop appropriate Transportation Demand Management strategies. Strategies that will be assessed include:
    - Develop campus housing to facilitate full-time students' ability to live close to campus and reduce or eliminate dependence on automobiles for basic commuting;
    - Review parking policies and parking facilities to create disincentives to single-occupancy driving;
    - Cooperate with City staff to help ensure that campus parking policies do not create an excessive burden on surrounding streets;
    - Provide bicycle parking, showers and other amenities to serve bicycle commuters;
    - Continue to advocate for improved transit service to the University, and cooperate with SKTD on programs designed to encourage transit usage;
    - Investigate specialized transit options such as carpool matching programs, preferred parking incentives, vanpools and/or reservation-based shuttles to Salem and/or Corvallis;
    - Investigate a "guaranteed ride home" program for staff that commute by bus but may occasionally miss the final bus home due to work demands or need to leave suddenly (for childcare or similar reasons);
    - Appropriate partnerships with local car sharing programs.



APPENDICES

WOU Master Plan Survey Questionnaire

WOU is in the process of creating a new Master Plan for campus. The planning process has involved students, faculty and staff as well as the City planners. We want to include as many voices from the community as possible and your participation in this survey will help us do that. This is a brief questionnaire that will help WOU create a master plan that reflects the needs of the community and addresses potential concerns associated with its anticipated development over the next ten years.

These questions are about you and your relationship to campus.

Survey Results

1. My relationship to WOU is:

I am a current student	141	42%
I am an alumni	17	5%
I have taken a few classes	8	2%
Faculty or Staff	144	43%
No relationship	23	7%
Total	333	100%

2. I live:

On campus	60	18%
Adjacent to the University	24	7%
Within 5 blocks of the University	57	17%
In Monmouth, but farther away from campus	52	16%
In Independence	37	11%
Outside the Monmouth-Independence area	103	31%

Total	333	100%

3. How long have you lived in the area?

One year or less	51	16%
One to five years	108	33%
Five to ten years	39	12%
Ten to Twenty years	43	13%
More than twenty years	88	27%
Total	329	100%

4. What is your awareness or involvement to date in the Campus Master Plan process?

I have participated in workshops	36	11%
I have been aware of the process, but have not participated	126	38%
I was not previously aware of the process	170	51%
Total	332	100%

5. Which of the following WOU community benefits do you value? Please rank these benefits with 1 being the most important, 5 being the least important.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	1	2	3	4	5
Educational opportunities	119 43%	29 11%	26 9%	26 9%	76 28%
Cultural Events	32 12%	67 26%	71 27%	63 24%	26 10%
Economic Contribution	41 15%	68 24%	73 26%	56 20%	40 14%
Sports Events	52 17%	50 17%	53 18%	58 19%	87 29%
Campus Grounds	36 11%	72 22%	77 24%	87 27%	48 15%

6. Which of the following issues related to campus development concerns you? Check all that apply.

Traffic in Monmouth	137	44%
Regular use of street parking in adjacent neighborhoods	164	53%
Sports and events parking in adjacent neighborhoods	52	17%
Pedestrian safety	174	56%
Noise/Lights	77	25%
Proposed new construction	103	33%

WOU does not currently anticipate growing beyond its boundary, but it does anticipate continued growth to its student population. The following questions address your feelings about growth of the student population.

7. Which of the following describes your feelings about WOU's growth relative to Monmouth?

WOU's growth benefits me and my community	155	47%
WOU's growth is generally good for the community, if careful attention is paid reducing or avoiding to potential impact	130	39%
WOU's growth could threaten the character of Monmouth	23	7%
No opinion	25	8%
Total	333	100%

8. Which of the following describes your feeling about WOU's growth relative to campus?

More students will improve the feeling of campus	163	49%
More students could threaten the character of campus	100	30%
No opinion	69	21%
Total	332	100%

9. Which of the following describes your feelings about WOU's growth relative to Athletics and Events?

A bigger school will mean more exciting events	192	58%
A bigger school will mean more disruptive events	37	11%
No opinion	103	31%
Total	332	100%

WOU has always enjoyed a comfortable relationship with the City of Monmouth. The following questions address your feelings about the connection between Monmouth and WOU.

10. WOU's connection to the downtown area is:

Not strong enough, I'd like to see more student-oriented businesses	222	67%
About right	106	32%
Too strong, students should stay on campus, and all of their services should be provided on campus	3	1%
Total	331	100%

11. WOU's connection to my neighborhood is:

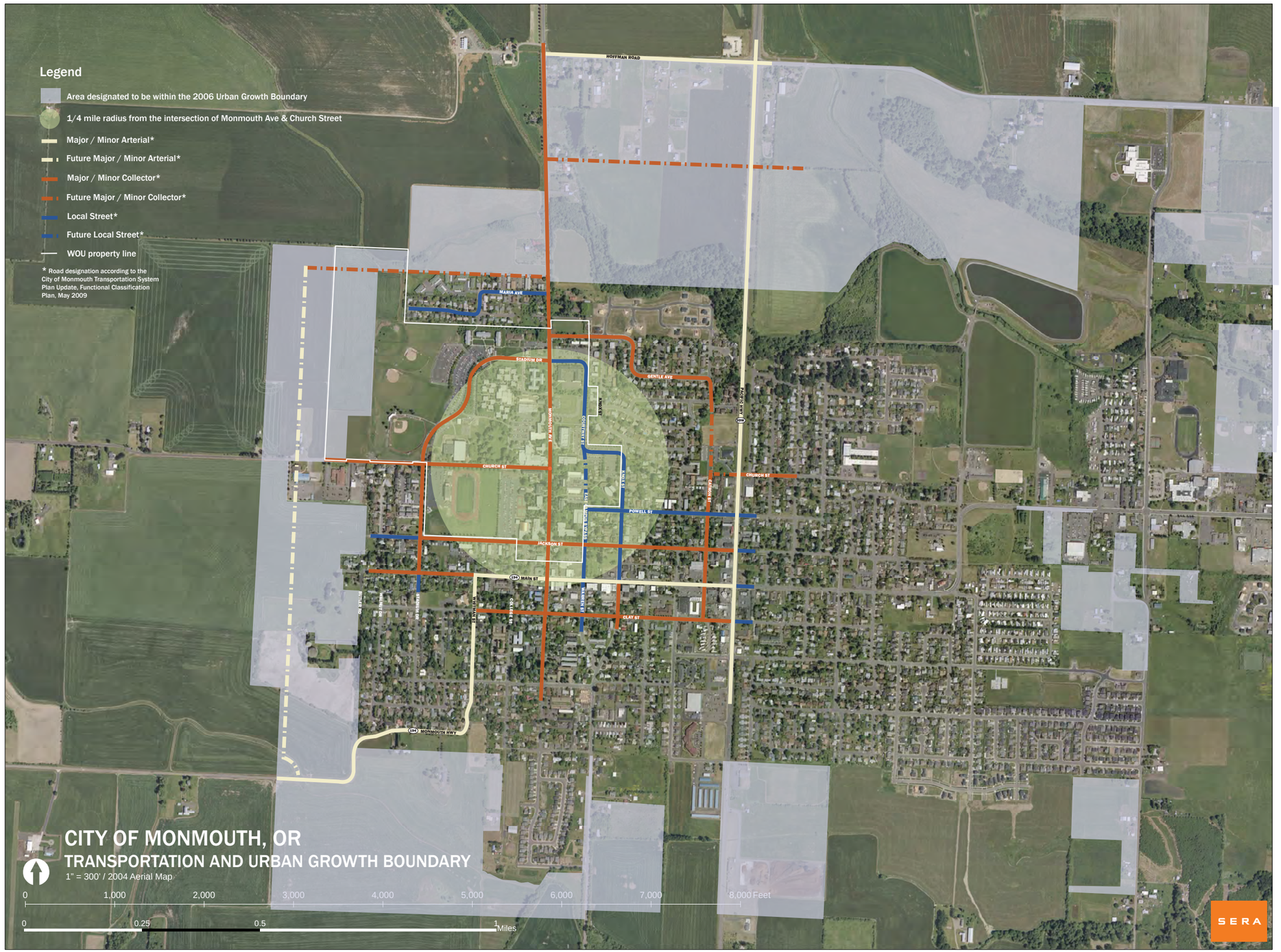
Not strong enough, I don't feel welcome on campus	36	12%
About right	267	86%
Too strong, I would like to see a more clear boundary between campus and my neighborhood	7	2%
Total	310	100%

12. I'd like to see more students living:

On campus	85	26%
Off campus, but close in	65	20%
No opinion	180	55%

Total	330	100%

Thank you for your time and your input--this has been very helpful!

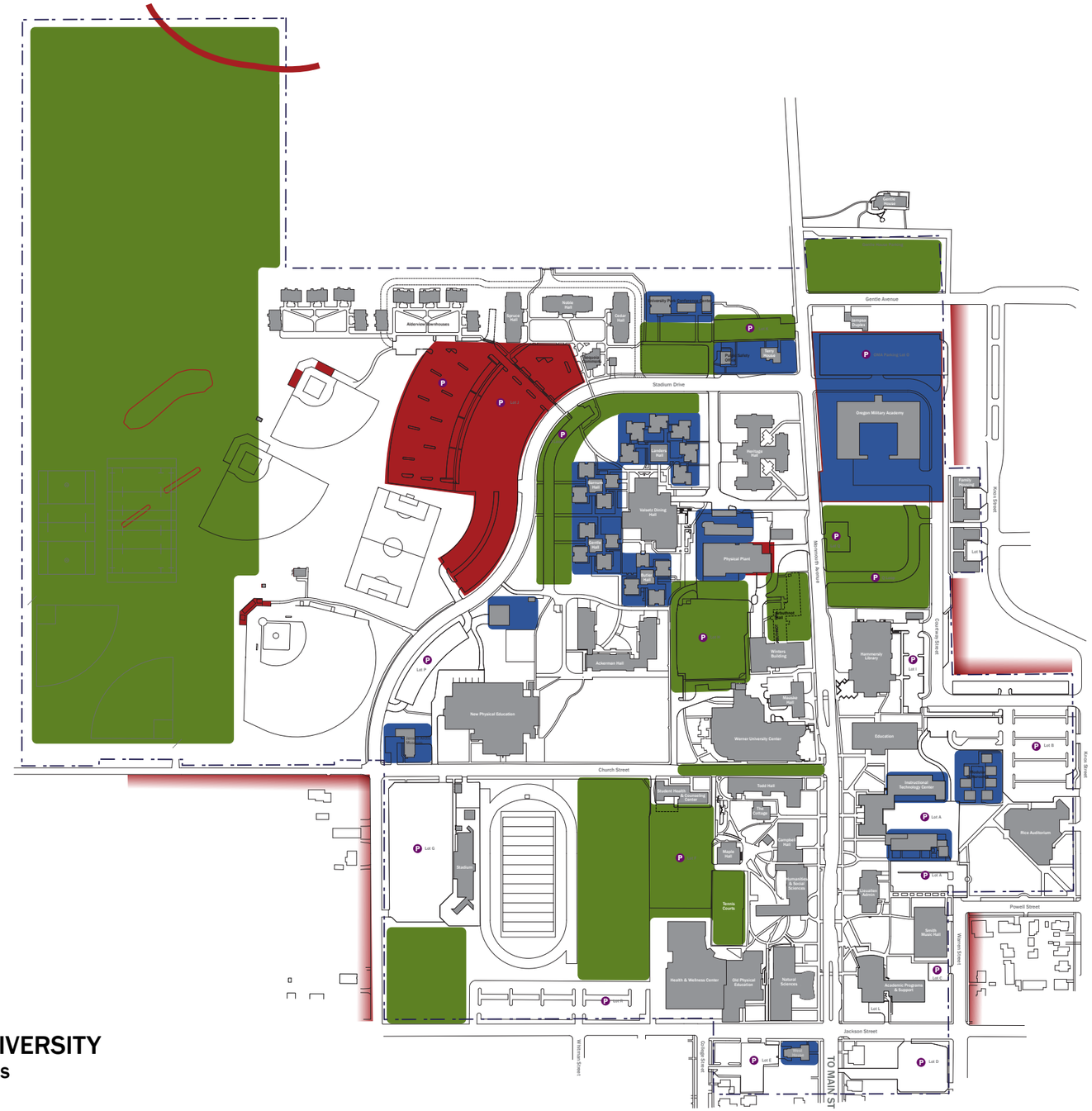

Legend
Area designated to be within the 2006 Urban Growth Boundary
1/4 mile radius from the intersection of Monmouth Ave & Church Street
Major / Minor Arterial*
Future Major / Minor Arterial*
Major / Minor Collector*
Future Major / Minor Collector*
Local Street*
Future Local Street*
WOU property line
* Road designation according to the City of Monmouth Transportation System Plan Update, Functional Classification Plan, May 2009
HOFFMAN ROAD
MARIA AVE
STADIUM DR
GENTLE AVE
MONMOUTH AVE
OREGON AVE
MAPLE ST
CHURCH ST
POWELL ST
JACKSON ST
MAIN ST
CLAY ST
MONMOUTH HWY
CITY OF MONMOUTH, OR
TRANSPORTATION AND URBAN GROWTH BOUNDARY
1" = 300' / 2004 Aerial Map
0 1,000 2,000 3,000 4,000 5,000 6,000 7,000 8,000 Feet
0 0.25 0.5 1 Miles
SERA


Legend
WOU Property Line
OMA Leased Property Line
Taxlot Lines
Significant wetlands as designated by the National Wetland Inventory
WESTERN OREGON UNIVERSITY
EXISTING CONDITIONS
2004 Aerial Map / Scale: 1" = 100'
0
200
400
600 Feet
WHITESELL AVENUE
MARIA AVENUE
GENTLE AVE
STADIUM DR
CHURCH ST
JACKSON ST
SERA

Legend

- Immediate opportunity
- Long term opportunity
- Constraint*
- Property line

* A constraint is considered to be an existing condition that prevents an area or building site to be used for a higher value.



WESTERN OREGON UNIVERSITY
Opportunities and Constraints

SERA

Legend

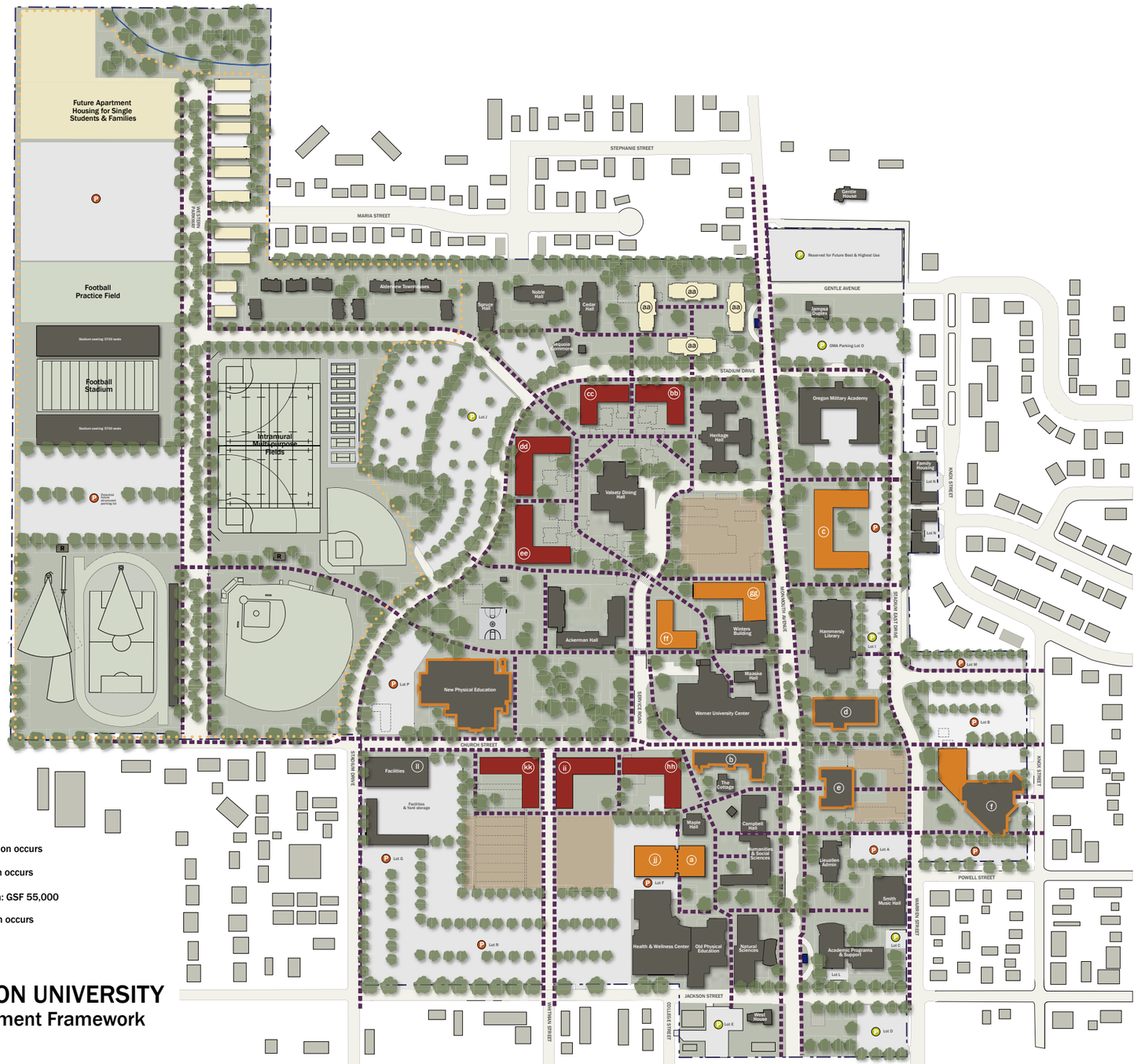
- Existing buildings
- Existing building deferred maintenance projects
- New academic buildings
- Student residence halls
- Apartment housing for single students & families
- Long-Range development sites
- Anticipated demolished buildings
- Sports fields
- New or redeveloped parking lots
- Existing parking lots
- Entrance Gatehouse
- Restroom
- Pedestrian circulation
- Cross country running track ~ 1.5 miles
- WOU Property line

Proposed Capital Projects

- (a) New Science Lab facility: GSF 20,000
- (b) Todd Hall seismic upgrade & remodel
- (c) New Education facility: GSF 80,000
- (d) Education building remodel
- (e) ITC Classroom remodel
- (f) Rice Auditorium renovation & Performing Arts addition: GSF 27,000

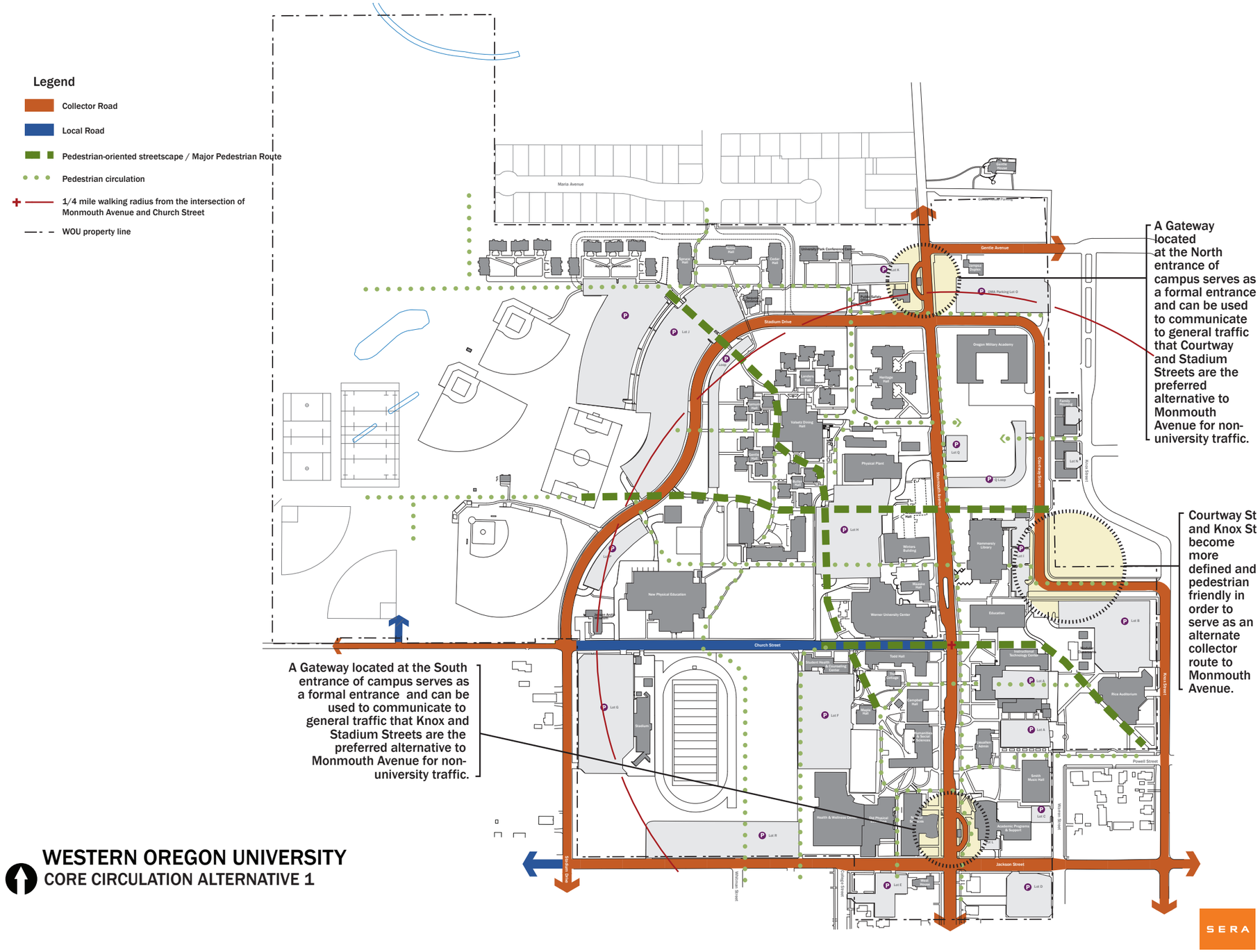
Opportunity Sites

- (aa) Potential future mixed use office & apartment housing
- (bb) Replacement residential hall: GSF 36,000
- (cc) Replacement residential hall: GSF 36,000
- (dd) Replacement residential hall with academic/office (ground floor use): GSF 50,000
- (ee) Replacement residential hall with academic/office (ground floor use): GSF 50,000
- (ff) Potential future academic building: GSF 42,000
- (gg) Potential future academic building with Student Health Center (ground floor use): GSF 48,000
- (hh) Residential hall with additional dining hall (ground floor use): GSF 50,000 - as expansion occurs
- (ii) Residential hall: GSF 50,000 - as expansion occurs
- (jj) Potential future academic building addition: GSF 55,000
- (kk) Residential hall: GSF 50,000 - as expansion occurs
- (ll) Potential future Facilites relocation

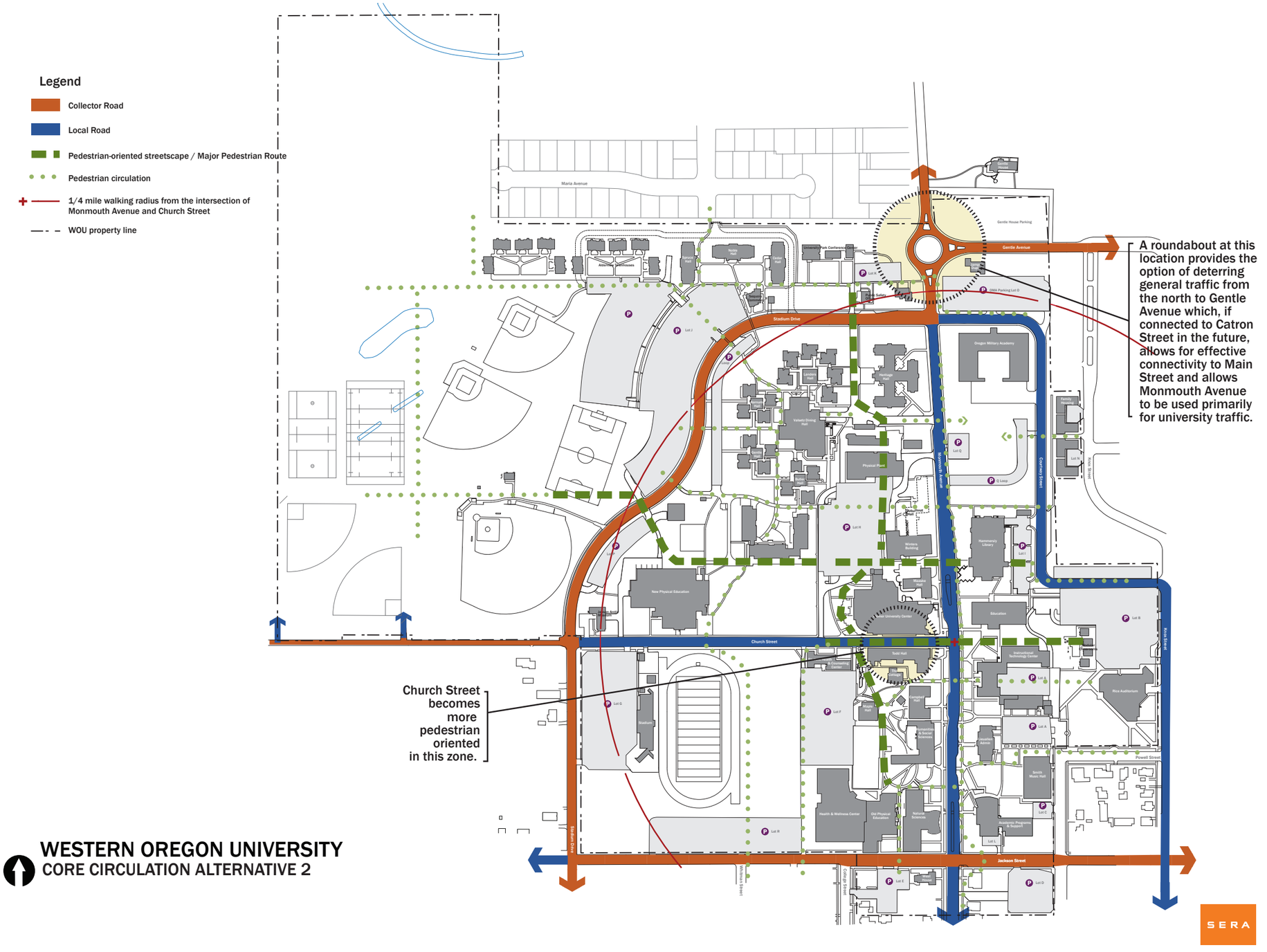


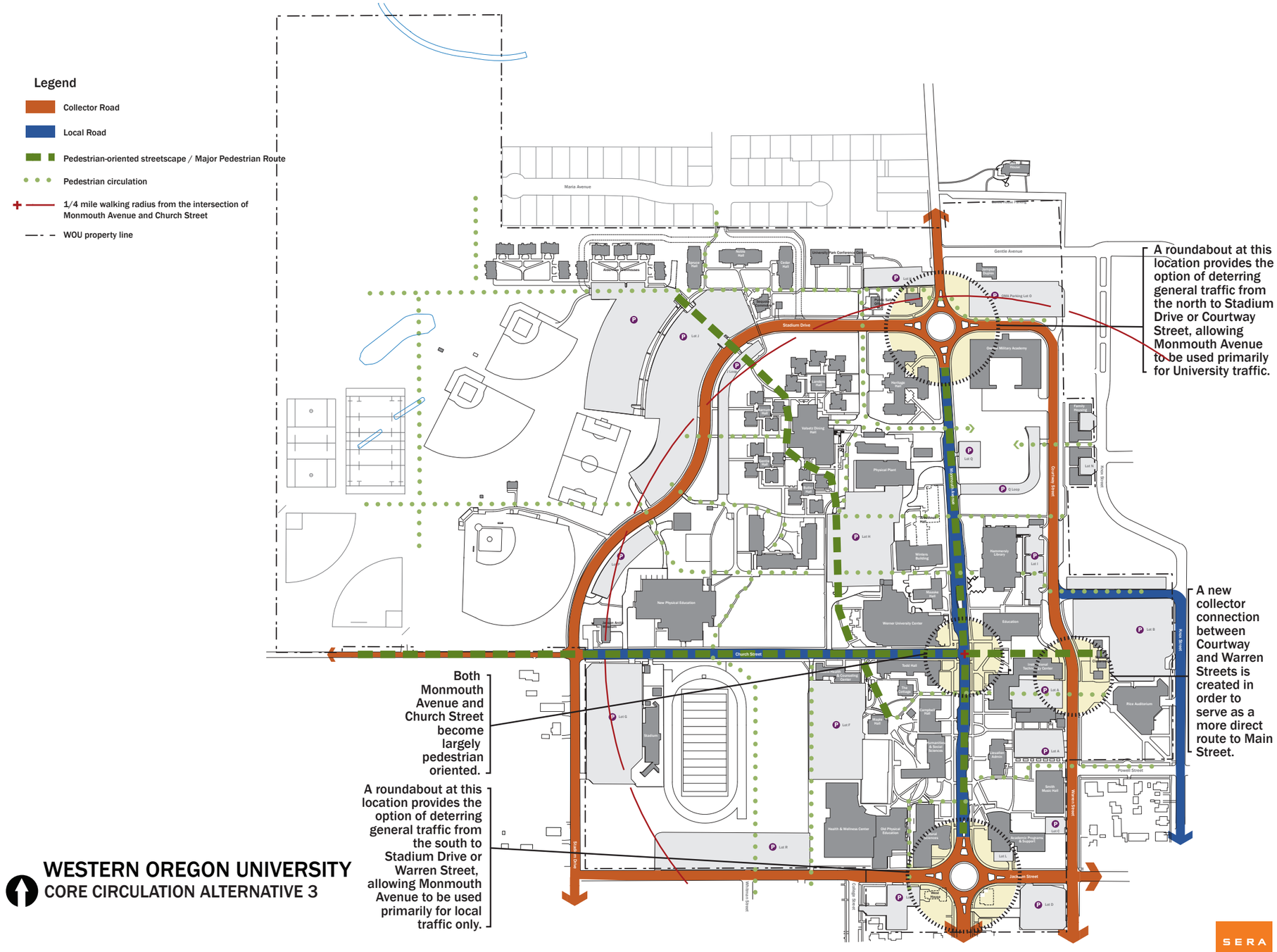
WESTERN OREGON UNIVERSITY
Long-Range Development Framework

SERA



WESTERN OREGON UNIVERSITY
CORE CIRCULATION ALTERNATIVE 1


Legend
Collector Road
Local Road
Pedestrian-oriented streetscape / Major Pedestrian Route
Pedestrian circulation
1/4 mile walking radius from the intersection of Monmouth Avenue and Church Street
WOU property line
A roundabout at this location provides the option of deterring general traffic from the north to Gentle Avenue which, if connected to Catron Street in the future, allows for effective connectivity to Main Street and allows Monmouth Avenue to be used primarily for university traffic.
Church Street becomes more pedestrian oriented in this zone.
Maria Avenue
Gentle Avenue
Stadium Drive
Church Street
Jackson Street
Monmouth Avenue
Catron Street
Main Street
Stadium Drive
Powell Street
Gentle House Parking
Oregon Military Academy
Heritage Hall
Landers Hall
Varsity Dining Hall
Physical Plant
Hamersly Library
Education
New Physical Education
Health & Wellness Center
Old Physical Education
Natural Sciences
Rice Auditorium
Smith Music Hall
Told Hall
Stadium
Lot A
Lot B
Lot C
Lot D
Lot E
Lot F
Lot G
Lot H
Lot I
Lot J
Lot K
Lot L
Lot Q
Q Loop
WESTERN OREGON UNIVERSITY
CORE CIRCULATION ALTERNATIVE 2
SERA



Legend

- 🟧 Collector Road
- 🟦 Local Road
- ▬ ▬ Pedestrian-oriented streetscape / Major Pedestrian Route
- • • • Pedestrian circulation
- + —— 1/4 mile walking radius from the intersection of Monmouth Avenue and Church Street
- — · — WOU property line

A roundabout at this location provides the option of deterring general traffic from the north to Stadium Drive or Courtway Street, allowing Monmouth Avenue to be used primarily for University traffic.

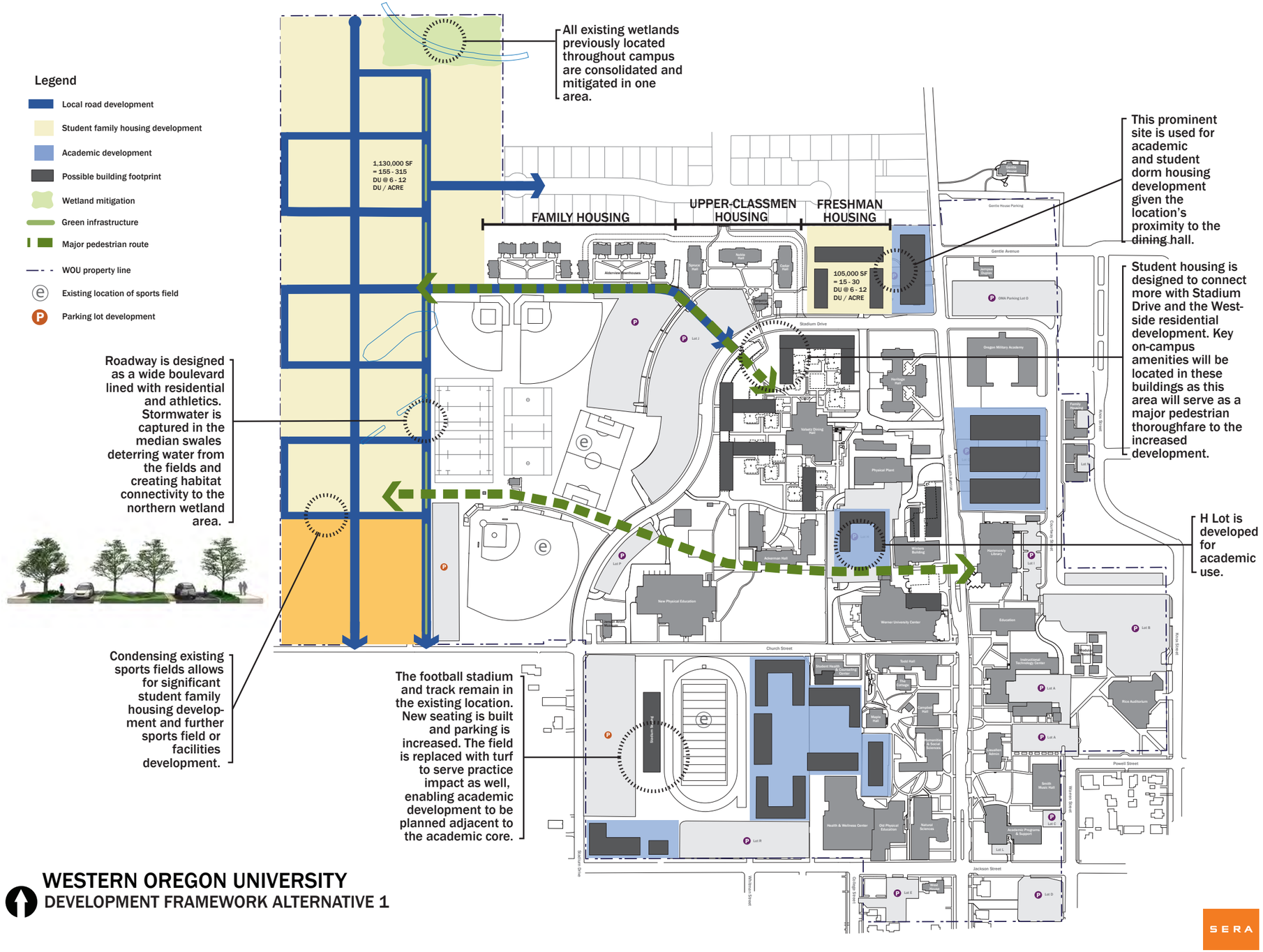
A new collector connection between Courtway and Warren Streets is created in order to serve as a more direct route to Main Street.

Both Monmouth Avenue and Church Street become largely pedestrian oriented.

A roundabout at this location provides the option of deterring general traffic from the south to Stadium Drive or Warren Street, allowing Monmouth Avenue to be used primarily for local traffic only.

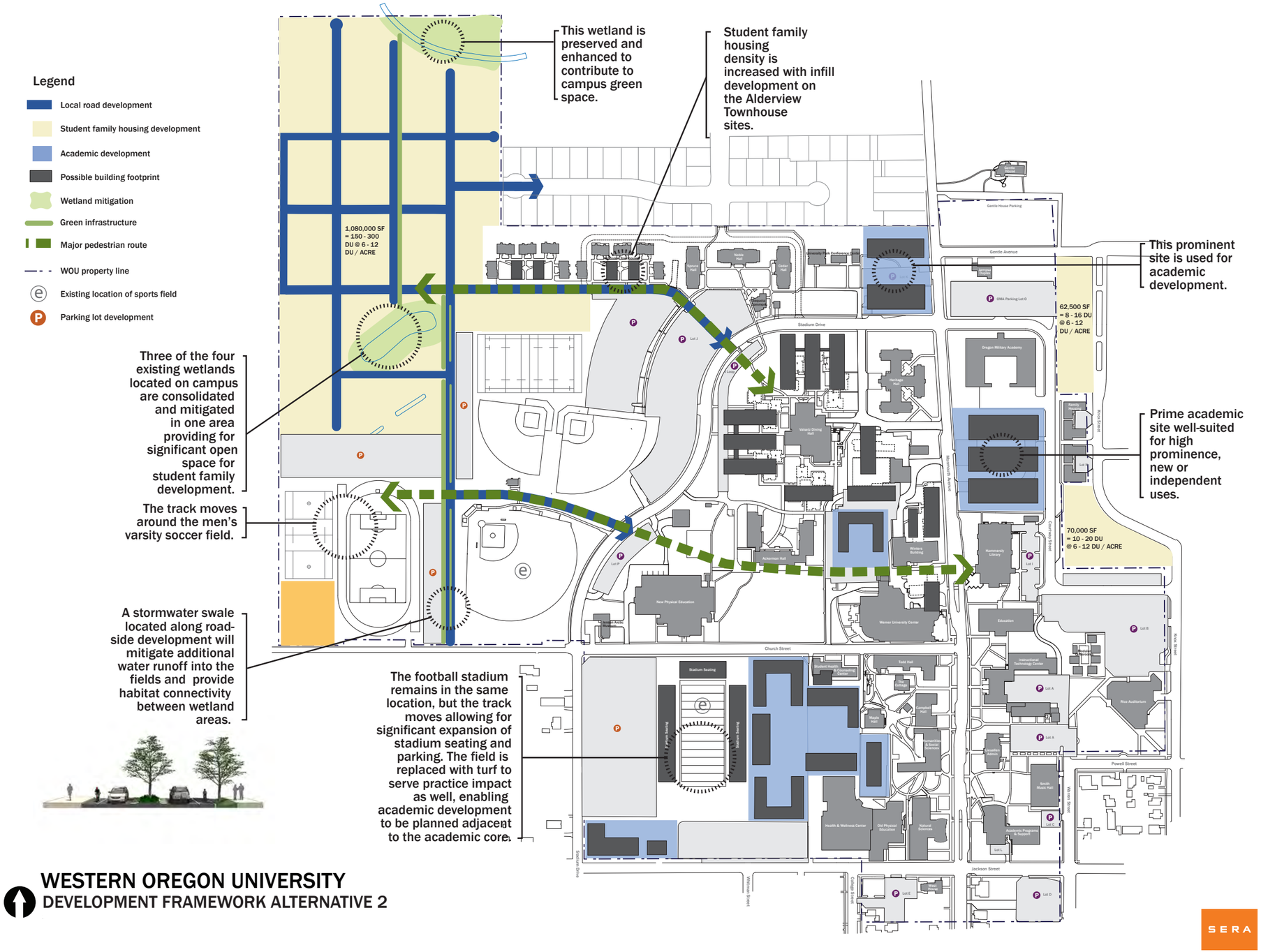
WESTERN OREGON UNIVERSITY
CORE CIRCULATION ALTERNATIVE 3

SERA



WESTERN OREGON UNIVERSITY
DEVELOPMENT FRAMEWORK ALTERNATIVE 1

SERA



WESTERN OREGON UNIVERSITY
DEVELOPMENT FRAMEWORK ALTERNATIVE 2

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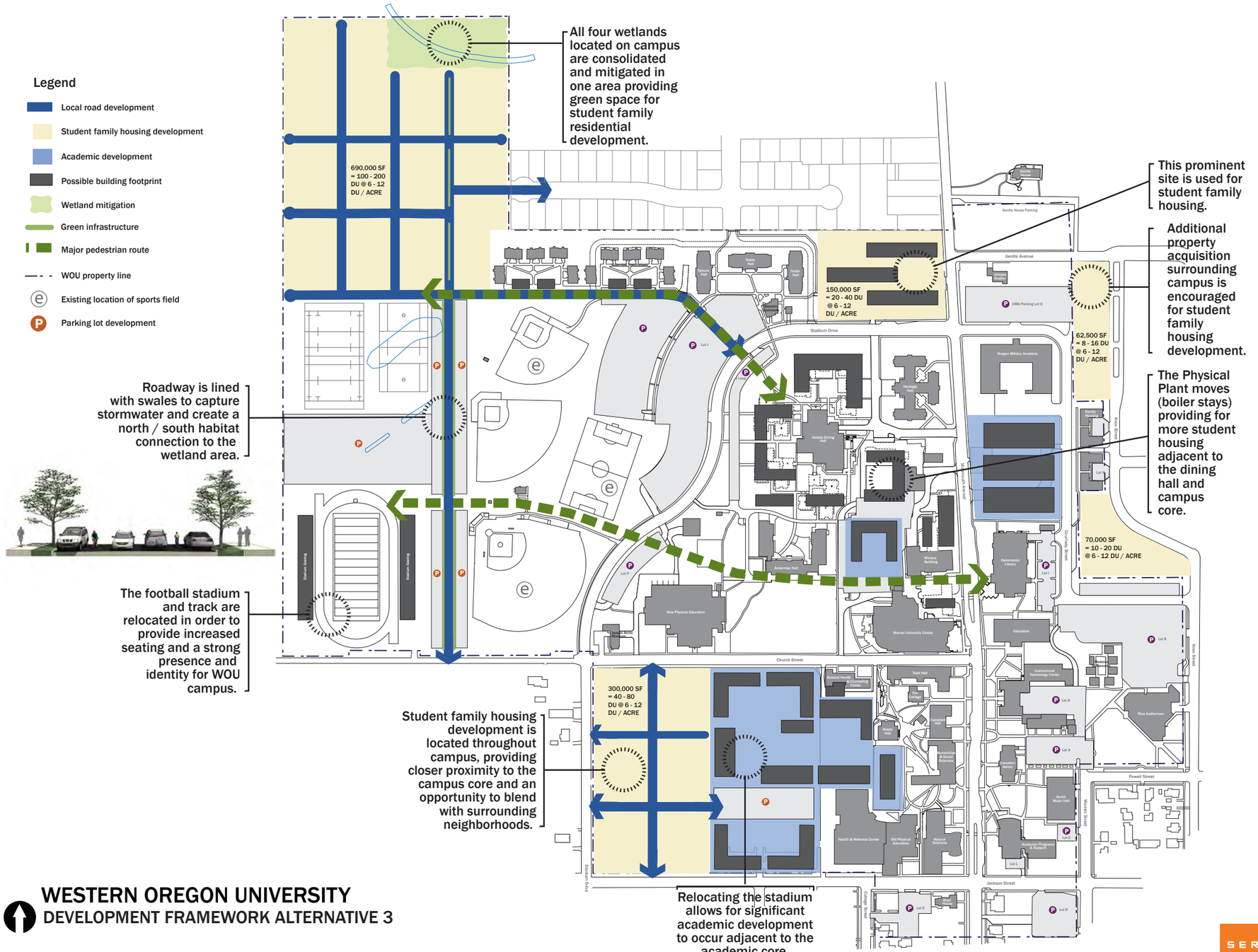


Legend

- ▬ Local road development
- ▨ Student family housing development
- ▨ Academic development
- ■ Possible building footprint
- ▨ Wetland mitigation
- ▬ Green infrastructure
- ▬ Major pedestrian route
- - · - WOU property line
- ⓔ Existing location of sports field
- Ⓟ Parking lot development

All four wetlands located on campus are consolidated and mitigated in one area providing green space for student family residential development.

This prominent site is used for student family housing.

Additional property acquisition surrounding campus is encouraged for student family housing development.

The Physical Plant moves (boiler stays) providing for more student housing adjacent to the dining hall and campus core.

Roadway is lined with swales to capture stormwater and create a north / south habitat connection to the wetland area.

The football stadium and track are relocated in order to provide increased seating and a strong presence and identity for WOU campus.

Student family housing development is located throughout campus, providing closer proximity to the campus core and an opportunity to blend with surrounding neighborhoods.

Relocating the stadium allows for significant academic development to occur adjacent to the academic core.

WESTERN OREGON UNIVERSITY

DEVELOPMENT FRAMEWORK ALTERNATIVE 3

Legend

- Living / Learning Buildings
- Academic Buildings
- Student Family Residential
- Facilities
- Future building site
- Sports fields - Athletics
- Sports fields - Intramurals
- Open space
- New or redeveloped parking lots
- New or redeveloped grass / gravel lots
- Restroom
- Pedestrian circulation
- Cross country running track - 1.5 miles
- Property line

A new road developed on the Westside provides access to athletics, Westside parking lots, on-street parking and stormwater treatment.

Parking / driving lane

Front-loaded entrances

Student Family residential townhomes

Outdoor plaza area provides gathering opportunities for students and residents.

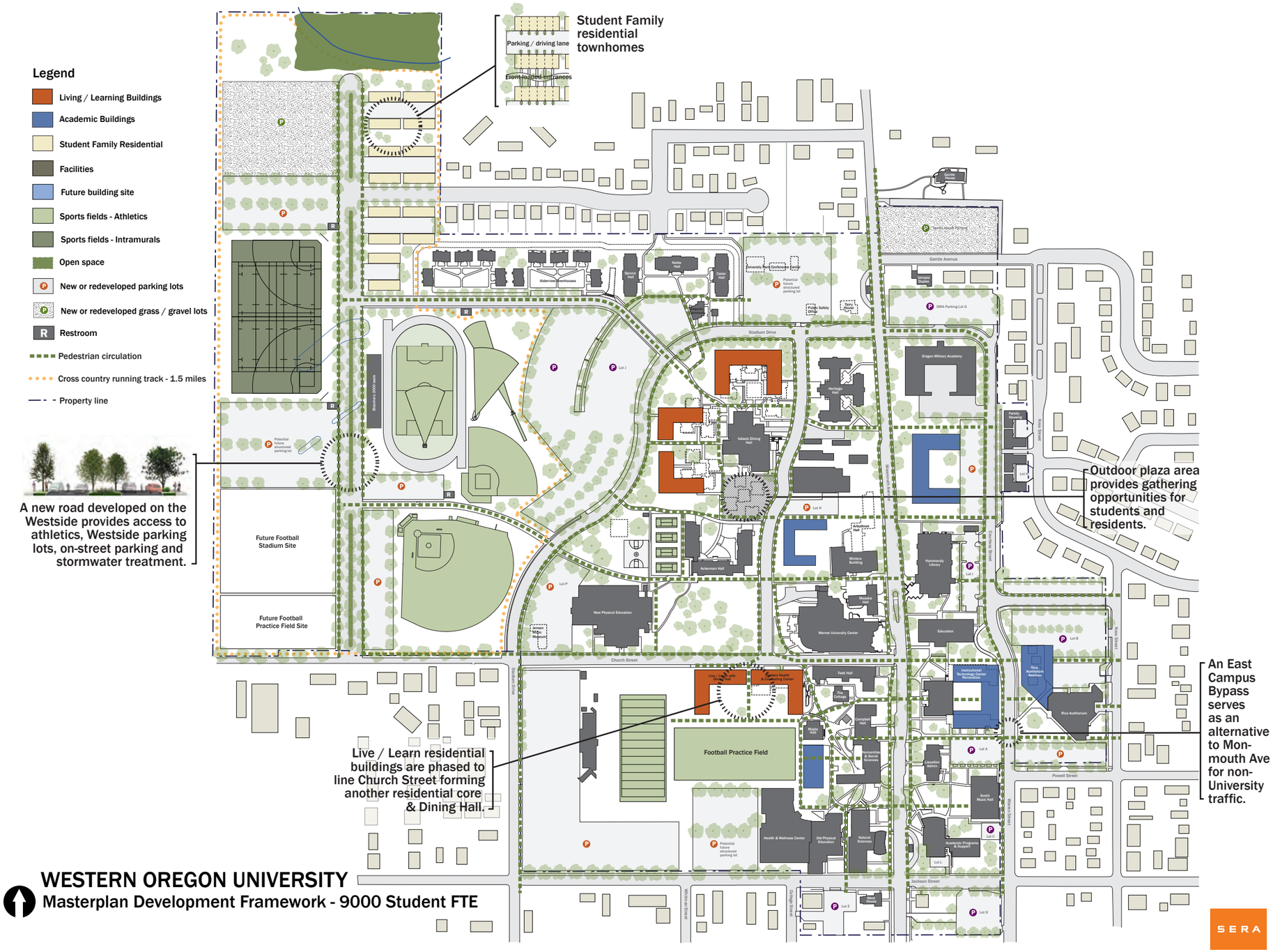
An East Campus Bypass serves as an alternative to Mon-mouth Ave for non-University traffic.

Proposed facilities site and storage location

Live / Learn residential buildings are phased to line Church Street forming another residential core & Dining Hall.

WESTERN OREGON UNIVERSITY
Masterplan Development Framework - 9000 to 12000 Student FTE

SERA


Legend
Living / Learning Buildings
Academic Buildings
Student Family Residential
Facilities
Future building site
Sports fields - Athletics
Sports fields - Intramurals
Open space
New or redeveloped parking lots
New or redeveloped grass / gravel lots
Restroom
Pedestrian circulation
Cross country running track - 1.5 miles
Property line
Student Family residential townhomes
Parking / driving lane
Front-loaded entrances
A new road developed on the Westside provides access to athletics, Westside parking lots, on-street parking and stormwater treatment.
Future Football Stadium Site
Future Football Practice Field Site
Live / Learn residential buildings are phased to line Church Street forming another residential core & Dining Hall.
Outdoor plaza area provides gathering opportunities for students and residents.
An East Campus Bypass serves as an alternative to Mon-mouth Ave for non-University traffic.
Gentile Avenue
Stadium Drive
Church Street
Jackson Street
Powell Street
Football Practice Field
Valsetz Dining Hall
Heritage Hall
Oregon Military Academy
Hamersly Library
Werner University Center
New Physical Education
Education
Rice Auditorium
Rice Auditorium Addition
Instructional Technology Center Renovation
Todd Hall
Campbell Hall
Magic Hall
Health & Wellness Center
Old Physical Education
Natural Sciences
Smith Music Hall
Ackerman Hall
Monmouth Avenue
Maple Street
Oregon Street
Chicago Street
Stadium Drive
Lot J
Lot H
Lot I
Lot B
Lot A
Lot E
Lot L
Lot D
Lot P
WESTERN OREGON UNIVERSITY
Masterplan Development Framework - 9000 Student FTE
SERA

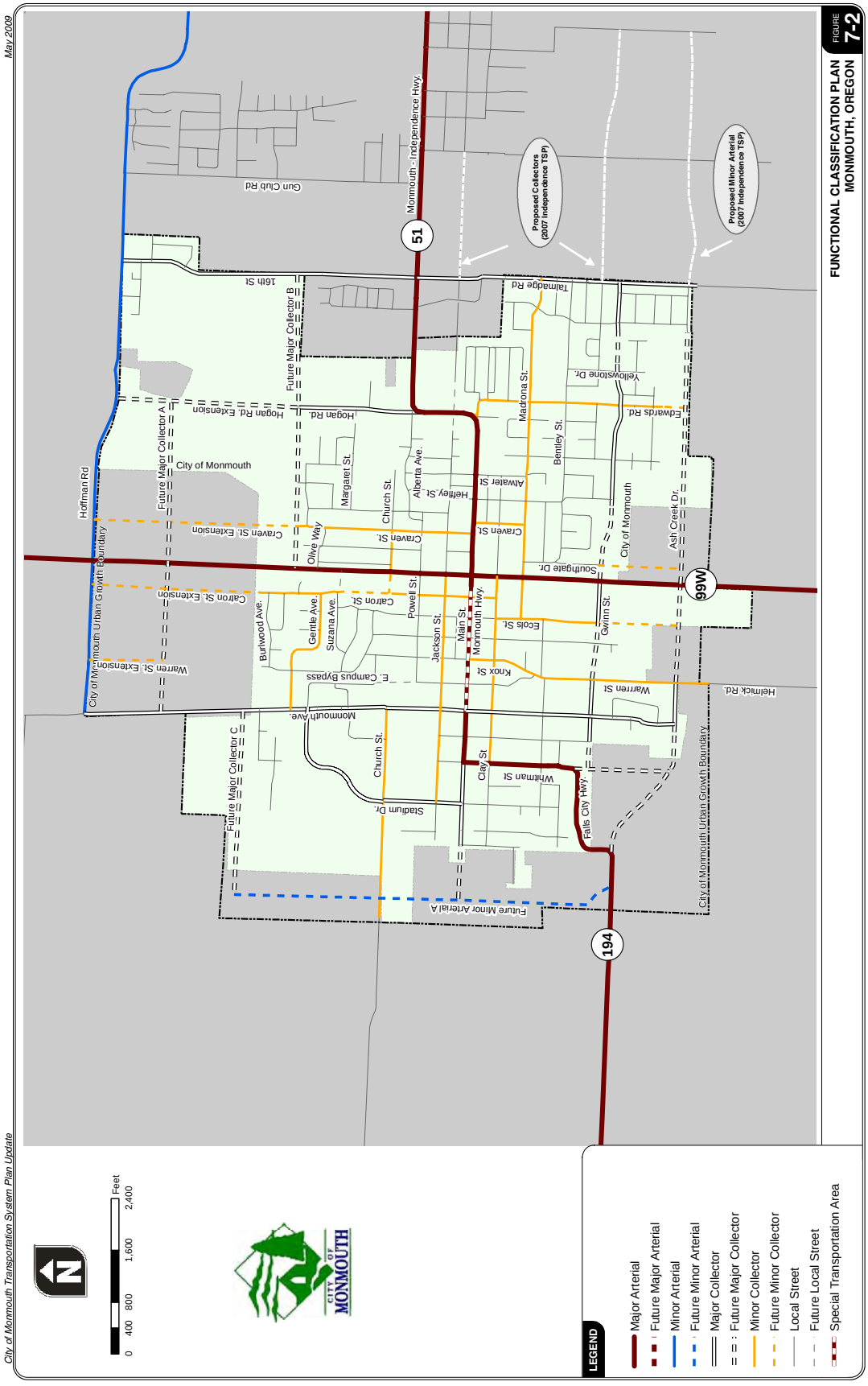
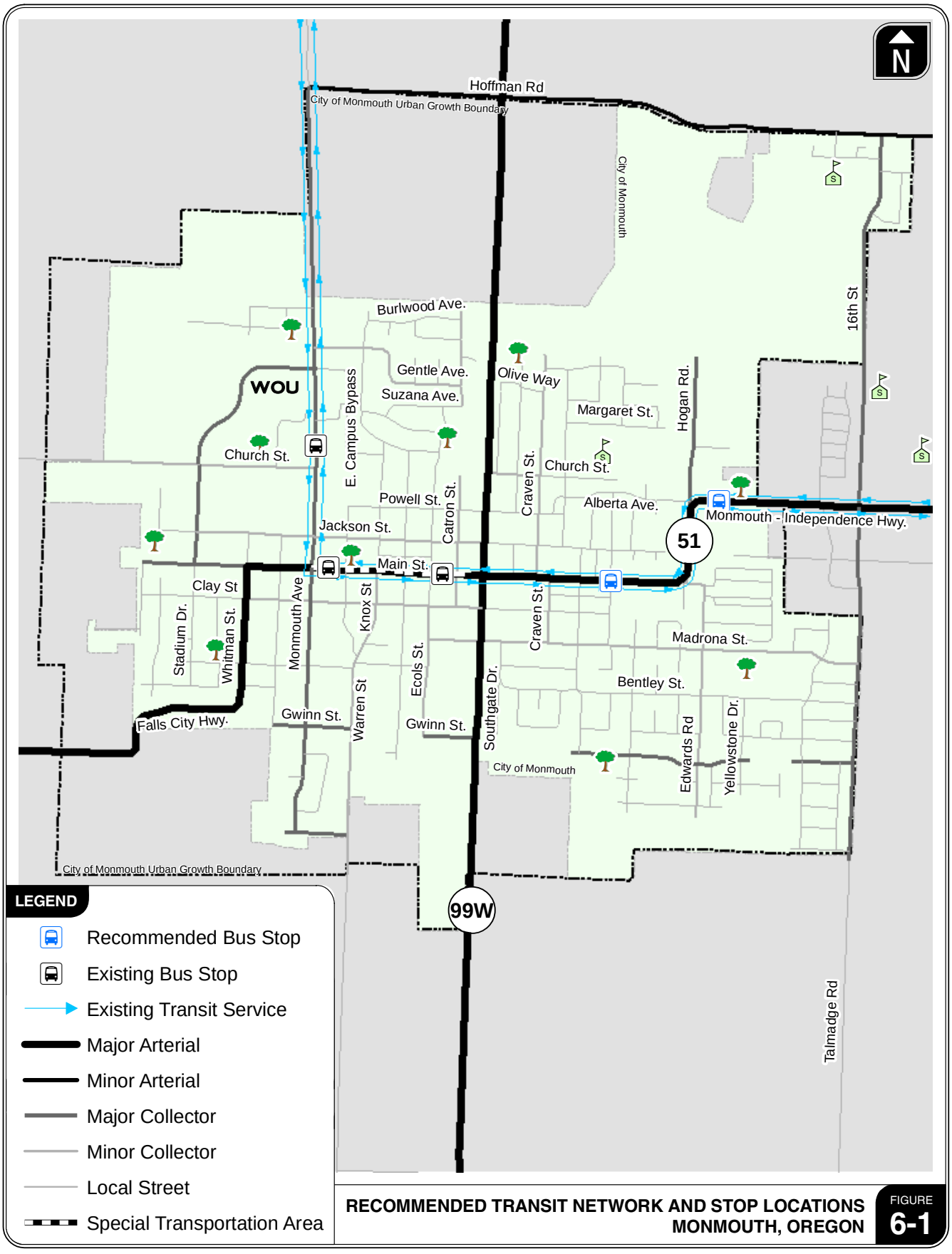


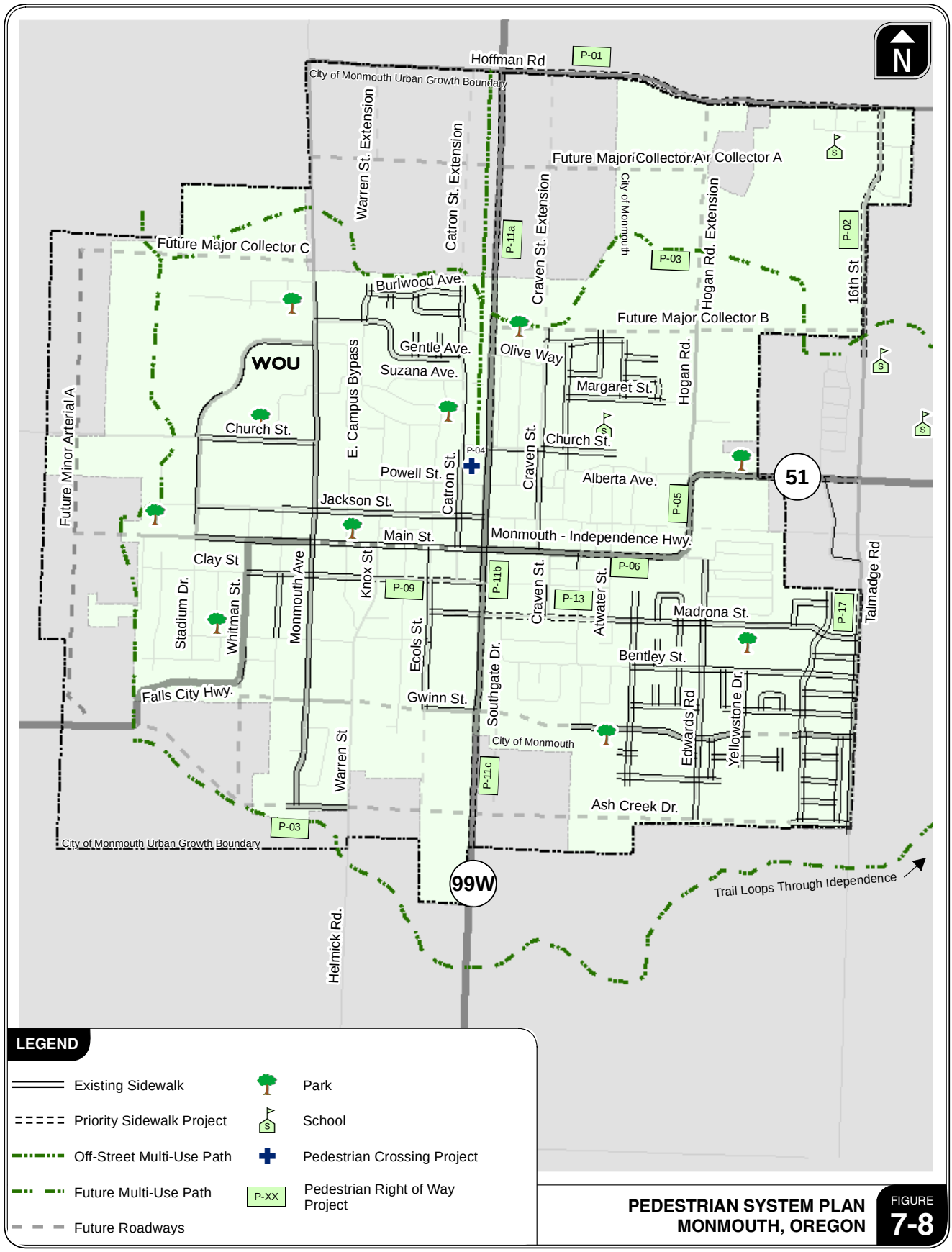
FIGURE 7-2
FUNCTIONAL CLASSIFICATION PLAN
MONMOUTH, OREGON
May 2009
City of Monmouth Transportation System Plan Update
LEGEND
Major Arterial
Future Major Arterial
Minor Arterial
Future Minor Arterial
Major Collector
Future Major Collector
Minor Collector
Future Minor Collector
Local Street
Future Local Street
Special Transportation Area
Feet
0 400 800 1,600 2,400
CITY OF MONMOUTH
Monmouth - Independence Hwy.
Gun Club Rd
Proposed Collectors (2007 Independence TSP)
Proposed Minor Arterial (2007 Independence TSP)
51
99W
194
16th St
Talmadge Rd
Yellowstone Dr.
Edwards Rd.
Madrona St.
Bentley St.
Future Major Collector B
Hogan Rd. Extension
Hogan Rd.
Future Major Collector A II
City of Monmouth
Hoffman Rd
Margaret St.
Church St.
Alberta Ave.
Hefley St.
Awater St
Craven St. Extension
Craven St.
Olive Way
Southgate Dr.
City of Monmouth
Ash Creek Dr.
City of Monmouth Urban Growth Boundary
Catron St. Extension
Catron St.
Powell St.
Burwood Ave.
Gentle Ave.
Suzana Ave.
Jackson St.
Main St.
Monmouth Hwy.
Ecols St.
Gwinn St.
Warren St. Extension
E. Campus Bypass
Knox St
Warren St
Helmick Rd.
Monmouth Ave.
Future Major Collector C
Church St.
Clay St
Whitman St
Stadium Dr.
Falls City Hwy.
City of Monmouth Urban Growth Boundary
Future Minor Arterial A



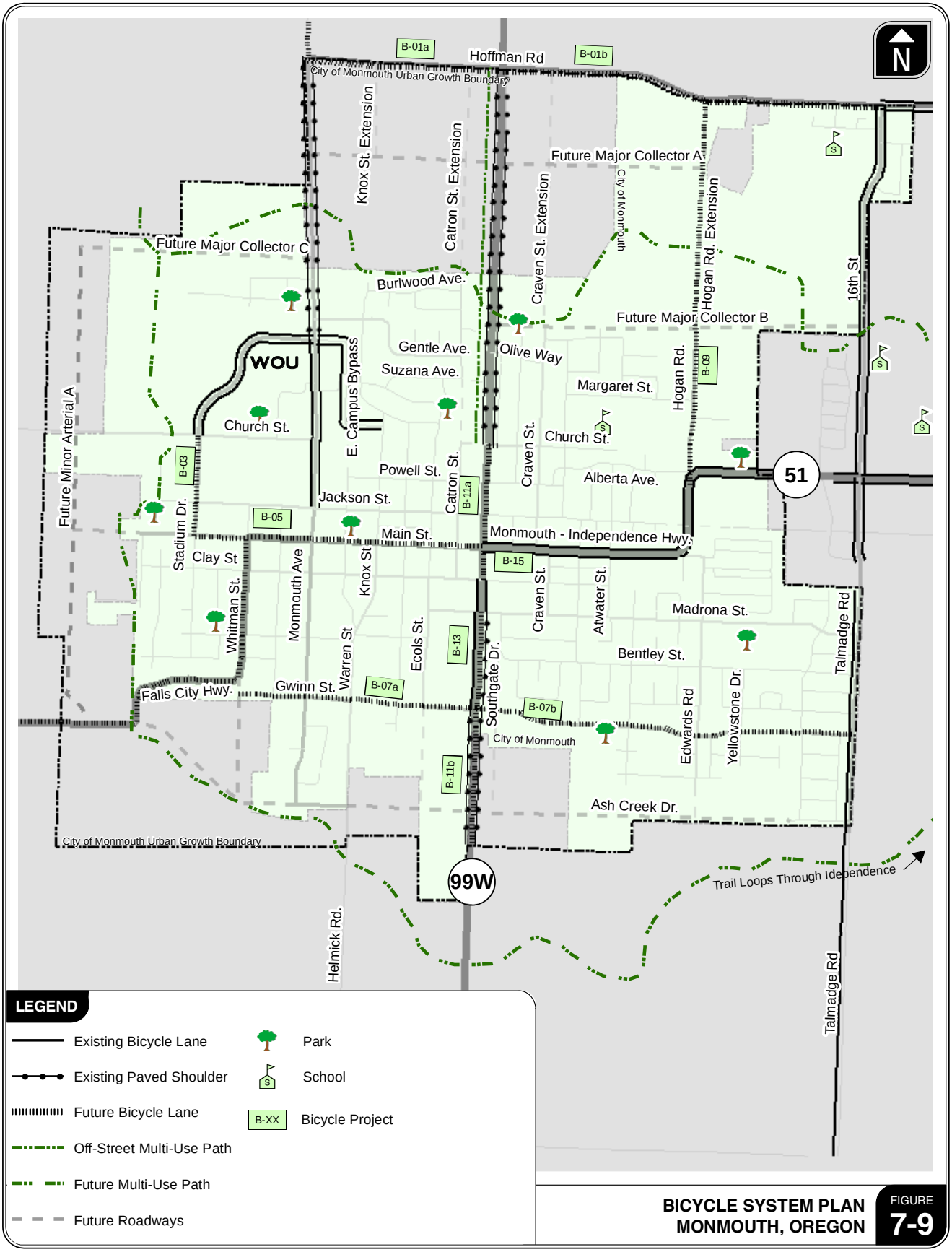
RECOMMENDED TRANSIT NETWORK AND STOP LOCATIONS MONMOUTH, OREGON

FIGURE **6-1**

City of Monmouth Transportation System Plan Update *May 2009*



City of Monmouth Transportation System Plan Update *May 2009*



BICYCLE SYSTEM PLAN
MONMOUTH, OREGON

FIGURE **7-9**

Public Service College (PSC) Zone

94.105 Purpose. The purposes of the Public Service College (PSC) Zone are:

1. To define and protect the Western Oregon University (WOU) Campus area, as a special district within the Public Service Zone, for a wide range of structures and uses appropriate to college services.

2. To simplify land use matters relating to WOU through recognition of a unified campus-wide planning process; consistent with the Monmouth Comprehensive Plan.

3. To preserve campus open space, historical buildings and facilities serving the general public.

4. To protect adjacent land uses from any adverse effects of campus development.

94.110 Definitions.

Adjacent Areas. All land areas within 250 feet of the campus boundaries.

Campus Plan. The development plan and policies adopted by Western Oregon University and the State Board of Higher Education to accommodate anticipated growth of the University.

Comprehensive Plan. The Comprehensive Plan of the City of Monmouth as adopted by the City Council and acknowledged by the Oregon State Land Conservation and Development Commission. Unless otherwise noted, the term "comprehensive plan" refers to the current adopted and acknowledged plan.

Western Oregon University Campus. Referred to herein as "campus." The land area owned and operated by the Oregon State Board of Higher Education as shown on the map at the end of Section 94.145.

94.115 Campus Plan/Comprehensive Plan Relationship. Both the Monmouth Comprehensive Plan and the campus plan shall conform to state land use planning goals set forth in the Oregon Revised Statutes (ORS 197). Planning efforts of both Western Oregon University and the City of Monmouth shall be coordinated as required by the Oregon Revised Statutes 197.175 through 197.190. To the greatest extent possible, periodic review processes for either plan shall provide an opportunity for both the University and the City to each comment upon the plan of the other. Both the City and the University shall give notice to each other prior to adoption of their land use plans and at any time, such plans are revised, updated or amended.

94.120 Permitted Uses. Within the PSC Zone no structure shall be used, constructed, erected or altered and no land parcel shall be used or occupied for any purposes except the following:

A. Administrative offices;

B. Athletic fields, exercise paths, tennis courts and similar outdoor, physical education facilities;

C. Auditorium;

D. Book, school supply or art supply store;

E. College, university or community college;

F. Convention Center;

G. Dormitory;

H. Dwelling for faculty, staff or students;

I. Food Service Building(s), cafeterias, snack bars, etc.;

J. Grade school;

K. Gymnasium;

L. Health Service Building;

M. Instructional buildings which may include any or all of the following: class rooms, laboratories, assembly rooms, offices, dining areas, machine, woodworking, ceramic or similar shops, data processing, studios for music or art;

N. Library;

O. Municipal or governmental service structure or use including, but not limited to: water reservoirs, pump stations, fire station, transformer station, electrical substation, bus terminal;

P. Museum;

Q. Non-residential school or institution for the handicapped;

R. Open space, landscaped or undeveloped;

S. Parking lot, public or private;

T. Service and maintenance shops and offices;

U. Stadium.

94.125 Conditional Uses. If authorized under procedures provided for Conditional Uses in this Ordinance, the following uses will be permitted in the PSC Zone:

A. Commercial uses directly related to the operation of the University provided the proposed use is listed as a permitted or conditional use in the CO or CR Zone.

B. Residential school for the handicapped.

C. Home occupations, in accordance with the provisions of Sections 90.605 to 90.615.

D. Wireless Communication Facilities, in accordance with the provisions of Section 98.005 to 98.045.

94.130 Prohibited Uses. The following uses are expressly prohibited in the PSC Zone:

A. Any use listed in the (IP) Industrial Park Zone.

B. Adult businesses as defined in the Adult Business ordinance (Ordinance No. 929).

C. Alcoholic beverage dispensary.

94.135 Abandonment of Use or Transfer of Ownership. Whenever the existing use on any parcel zoned PSC is abandoned or the property is transferred to private ownership for a different use, the property owner or the Planning Commission shall initiate the zone change process as provided in Sections 90.305 to 90.335.

94.140 Campus Planning Criteria. Within the boundaries of WOU, the Campus Development Plan shall conform to the following general planning criteria:

A. Maximum building height 60 feet.

B. Maximum building area coverage 50 percent of the total gross area of the campus.

C. Maximum building area no maximum.

D. Building setbacks:

1. From street rights of way twenty (20) feet minimum.

2. From adjacent private property lines ten (10) feet minimum for buildings up to 35 feet high. One additional foot setback for each floor of building height in excess of 35 feet.

E. Distance between buildings ten (10) feet minimum, but in no case less than the distance necessary for emergency vehicle access.

F. Off-street parking:

1. Provide and maintain a minimum of one (1) off-street parking space for each 2.5 full-time-equivalent student, faculty and staff.

2. Parking areas shall generally conform to the requirements of Sections 96.005, 96.015, 96.020, 96.025 and 96.035. Other sections of Sections 96.005 to 96.030 do not apply to the PSC Zone.

3. Parking Lot Access. Access to parking lots shall be limited to curb cuts no wider than 25 feet. Curb cuts shall be not closer to street intersections than 50 feet. Parking lots shall have no more than one (1) curb cut per each side of street frontage. Driving aisles within parking lots shall be a minimum of 25 feet wide.

G. Pedestrian circulation. All uses shall provide adequate pedestrian walkways in order to afford convenient and safe pedestrian circulation. Sidewalks shall be constructed

adjacent to all streets and shall be constructed within properties as deemed necessary by the Planning Commission.

H. Screening. Any exterior storage or refuse areas, exposed machinery, service areas, truck loading areas, utility buildings and structures, and similar accessory structures, shall be screened by appropriate fences or walls, constructed with materials which are complementary to adjacent buildings, to a height of no less than five (5) feet nor more than seven (7) feet, as measured from finished grade to the highest structural component of the fence or wall.

I. Utilities shall be underground.

J. Storm drainage. Shall conform to City of Monmouth Storm Drain Design Standards for a ten (10) year return period storm.

94.145 Development Procedure. Upon completion of the Campus Plan, but prior to adoption of the Plan by the Oregon State Board of Higher Education, the Planning Commission shall review the Plan and hold a public hearing in accordance with Sections 90.205 to 90.260. At a minimum, the Campus Plan shall include:

A. A map showing campus boundaries.

B. Projections of student, faculty and staff FTE for the selected planning period.

C. Existing and proposed buildings and future development areas.

D. Parking and pedestrian circulation routes.

E. Adjacent land uses.

F. Such other information as the Planning Commission may require to determine that the Plan meets the planning criteria set forth in Section 94.140.

Once approved by the Planning Commission and adopted by WOU and the Oregon State Board of Higher Education. The Campus Plan shall become the controlling document for development within the WOU boundaries. Thereafter, construction may proceed subject only to site plan review, building permit and Sign Ordinance, as applicable.

Meeting Minutes

SERA ARCHITECTURE URBAN DESIGN + PLANNING INTERIOR DESIGN

Meeting Date 28 October 2010
Committee Name Steering Committee
Project Number 10112

Meeting Number 001a
Purpose Steering Committee Kick-Off
Location WOU Werner Center, Columbia Room

Attendees

Name	Department	
Tom Neal	WOU	nealt@wou.edu
W. Jay Carey	WOU CPS/RISK	careywj@wou.edu
Denise Visuaño	WOU/PUBLIC RELATIONS	visuanod@wou.edu
Laurie Burten	WOU/MATH	burtonl@wou.edu
Gary Dukes	WOU/STUDENT AFFAIRS	dukesg@wou.edu
Kevin Raschko	WEST COAST BANK	raschkok@wcb.com
Hilda Rosselli	WOU/COE	rossellh@wou.edu
Brian Caster	WOU/COE HPE	casterb@wou.edu
Paul Finke	PLANNING OFFICE	finkep@wou.edu
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Eric Ridenour	SERA	ericr@serapdx.com
Travis Dang	SERA	travisd@serapdx.com

Distribution Tom Neal

To the best of our knowledge, this is an accurate summary of the discussions and decisions that occurred during this meeting. Notification of exceptions to this summary is to be made within **seven days** of its receipt.

Start Time 10:00 AM

Discussion Items

1.01 INTRODUCTIONS

SERA team and steering committee members were introduced and the attendees described one thing hoped to accomplish.

- Half of WOU Steering Committee was present during 2005 Master Plan Update
- Updating facilities to reflect additional retention, changing demographics, new enrollment, and new ways of teaching.
- Create a realistic plan that is actually implemented

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1.02 PRIMER: THE CURRENT MASTER PLAN

SERA presented a condensed powerpoint of the 2005 Master Plan Update, highlighting assets, challenges, and opportunities.

- Rim road and vegetation are strengths
- Parking lot and pedestrian crossing are challenges/problems
- Some sites are still available – opportunities

SERA asked what has changed since 2005

- Maaske Hall was not demolished, instead is now important to keep
- 20,000 SF classroom addition to Rec Center
- Classroom @ OPA (Math/Nursing) did not occur
- Ackerman Hall is bigger, and is oriented to North in anticipation that the Quad will be replaced
- Enrollment is 10% higher than 2009 with projected 4-5% continued growth – Oregon students and other states.
- Growth due in part to a bad economy, something that could turn around
- OHSU Nursing on campus – from 30 to 250 pre-majors creating higher demand on classes
- Core value of student success – services for 1st generation students, English as a second language, online courses, and additional family housing to accommodate growth
- Overall growth to OUS with WOU middle of the pack
- SERA (GDS) reads College of 2020 excerpt from Chronicle (everyone is familiar with) that describes changing demographics
- 24-35 age bracket will dominate
- Women, Asian, and Latino groups will be the majority
- Non-Latino black and white student population will decline.
- Implications of online education on planning
- WOU is in good position now – current demographic reflects change and projections

1.02 WHY DOES WOU NEED A NEW MASTER PLAN?

- Chance to update the overall vision – looking at future of the University and student body
- Campus is not maximizing all areas, some parts bursting at the seams
- Implementation has varied from 2005 Master Plan Update
- Identify next priority capital projects on Master Plan to get funding
- OUS capital funding will check against Master Plan
- Coordination for wise use of small capital funding and avoiding haphazard projects for an integrated and organized plan
- Coordination with University strategic plan – WOU has no “satellite” campuses
- To keep up with how learning is changing, instructional technology is changing constantly – iphones, webinars vs. conferences
- Changes in student behaviors – perspective, (generation gap?)
- 1st graders now will be in college in 2020
- New facilities are working well

- Novelty
- Sustainability – important to students, helps retain new students
  - Dining – compostable products
  - Student supported

- Faculty issues
  - Faculty feels like last to be looked at
  - Classrooms not designed for flexibility
  - Multi-use, flex use, transformable alternate use work well
  - Impromptu meeting space is good, especially to compensate for small offices
- Parking issues
  - Parking far from classes is an issue, though parking is never full – need to recognize real needs
  - Perception that unlike a big campus, a small campus should have closer parking, an analogy to parking at home.
  - Open visitor parking to welcome people at Pacific University was suggested by SERA
  - Dedicated parking is not efficient because of vacant spots
- Landscaping and maintenance is good

1.03 BACKCASTING: WHAT WILL WOU LOOK LIKE IN 2020?

- ACADEMICS
  - Growth in “recession proof” majors i.e. nursing and ‘service math’
  - Reflect emerging demographic changes (diversity, women, etc.)
  - Greater number of international/out of state students will position WOU as a global international university
  - WOU will not be in the shadow of bigger schools
  - Class size will be “sellable” – student centered focus stays consistent
- EDUCATIONAL DELIVERY
  - 1 on 1 delivery plus improved technology access, wireless
    - Computer labs (instructional, schedulable)
    - Diversification of technological capacity
  - Professor-student interaction more electronic based
    - Hybrid classes, face to face
    - Security with electronic testing, etc.
  - University to provide technology for target “rural” demographic
  - Concern: do not ignore online delivery because it is highly competitive and may undercut WOU
- ENERGY
  - New construction/deep renovation will give facilities high performance systems like Ackerman Hall
    - OUS/Executive Order – LEED Silver equivalent
    - Actual delivery of LEED Gold+
    - Master Plan to conclude appropriate LEED certification
  - Water recovery/reclamation
  - Maximize renewable resources
  - Link to pedagogy and curriculum

- SERA: send Ecodistrict report to Tom Neal. New fuel systems and preparation for emerging concepts

- STUDENT LIFE
  - More flexible accommodation/community space (academic/residence)
  - Compartmentalized spaces for smaller groups
  - Services to special needs
  - Eco-friendly emphasis

1.03 NEXT STEPS
Concluded session, identifying future meeting times, and points of contact.

End Time	12:00 PM
Recorded By	Travis Dang
Date of Report	1 November 2010

What has Changed?

OHSU nursing on campus (250 pre-majors)
Maaske is now important to keep
20,000 SF classroom addition to Rec . Center
Classroom @ OPA (Math/Nursing) did not occur
Residence (Ackerman) is bigger, is oriented to open to North in anticipation that Quad will be rebuilt/replaced
Enrollment up 10% from 2009

Projected continued 4-5% growth Campus programs gaining recognition
Demographics – Oregon + West US
Benefits of bad economy
Risks – finances for families
Core Elements – Student success,
1st generation students, English as a second language, online expansion
New majors
Additional family housing

Why does WOU need a new Master Plan?

Update the vision – future WOU/student body
Utilization – some areas "bursting at seams" (despite record hybrid courses)
Implementation has varied from 2005 Master Plan Update
Identify next priority capital projects//funding
Coordination//wise use of small capital funding
Avoiding haphazard projects//organized plan
Coordinate with evolving strategic planning, specifically WOU has no "satellite" locations

Backcasting: What will WOU look like in 2020?

Educational Delivery

- 1 on 1 delivery + improved technology access
  - Computer labs (instructional, schedulable)
  - Diversification of technology capacity
- Interaction (professor-student) more electronic based?
  - Security with electronic testing, etc.
  - Don't assume ownership within target demographic ("rural") – university to provide technology

Concern: do not ignore online revolution, it may out-compete WOU

Student Life

- On-going need for community space… more?
  - Combination spaces (academic/residence) + compartmentalized spaces
- Eco-friendly emphasis
- Services to special needs students

Energy

- New/Deep renovation – state of art systems
  - OUS/Executive order of LEED Silver equivalent

    - Actual delivery @ LEED Gold+
- Water recover/reclamation
- Building to building connections//affinities
- New fuel systems//preparation for emerging concepts
- Link to pedagogy//curriculum

Academics

- Growth in “recession-proof majors” i.e. nursing “service math”
- Fit with emerging demographic (diversity, women, etc.)
- Greater number international/out of state students = “global position”
- Delivery methods – technology etc.
- Class size will be “sellable” = student focus

“What works now?”

Facilities//modernization//helps faculty attraction
Sustainability factors (admin view book profiles effort)
Ability to blur traditional use of space with new systems/approaches
Landscape & maintenance approach

Drivers

Instructional technology pace of change (especially for College of Education)

- Webinars
- Wireless/iPhone/laptop/etc.

Disconnect of experience of planners from students
Faculty “scatter” could affect teaming/retention
Value of break-out rooms near offices to compensate for smaller offices
Parking – adequate supply, but complaints on distance, proximity to building

- low turnout @ forum on topic.
- model on similar campuses & recognize real needs

Landscape quality

Meeting Minutes

SERA ARCHITECTURE URBAN DESIGN + PLANNING INTERIOR DESIGN

Meeting Date 28 October 2010
Committee Name Students, Faculty, Staff

Purpose Student Open House
Location WOU

Attendees

Name	Department	
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Distribution Tom Neal

To the best of our knowledge, this is an accurate summary of the discussions and decisions that occurred during this meeting. Notification of exceptions to this summary is to be made within **seven days** of its receipt.

Start Time 12:00 PM

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Discussion Items

1.01 INTRODUCTIONS

Group consisted of students, faculty, and staff. Only 2 students representing the school paper attended

1.02 WHAT DO YOU LOVE ABOUT WOU?

- Landscape and physical openness
- Ackerman Hall
- High quality of built environment and architecture
- Collegial feel
- Size, small town feel
- Small class size
- Safety and security is good
- Diversity – ethnic, cultural, language
  - China
  - Saudi Arabia
  - Some Latin American countries
- Accessibility (ADA)
- Excellent catering and food service
- Adequate office space – though not universal
- Parking inadequate but well placed
- Ability to grow and adapt without expanding
- Proximity and integration to town
- Covered connection of residence halls to dining
- Ability to run into students, faculty, and staff while walking across campus
- Good academic reputation and campus feel

Debatable issues:

- Parking supply and location, office space – size and location, interdisciplinary approach and opportunities to meet other disciplines.
- Using Moodle did not affect class other than paper saving, assignments, lectures, and comfortable way to message professor

Campus proximity to off campus housing discussed, only a few live more than 10 miles from campus

1.03 WHAT WOULD YOU CHANGE IF YOU COULD?

- More covered walkways
- Mass transit to Salem and Corvallis
- Students staying on weekends with more vibrancy in town
- More covered bike parking and bike security
- Solidify and update residential community
  - Replace the Quads/Landers (‘prison’ feel)
  - Outdoor walkways interfere with community building
  - Internal community space
  - Improve relationship between private and community
- Add a cultural center
- West end sports complex improvements for athletics and intramurals

- Faculty office upgrades to OUS minimums
- Increased instructional space
- Food service delivery access
- Faculty common spaces
- Training and access to technology advancements need to reach beyond academic programs to other staff
- Improved cross walks

1.04 HOW WILL WOU BE DIFFERENT IN 2020?

- Will have a multi-cultural center with a long house
- More green buildings like Ackerman Hall
- More sustainable
- Blurring of town and gown with more student friendly businesses
- Student enrollment of 9000-10,000
- Housing and dining options will attract longer residential stay
- Increased diversity and out of state students with a more welcoming town.
- Faculty and staff to reflect diversity with a chief diversity officer
- More embedded and mobile technology
- Radically different instructional technology
- More parking
- Universal access beyond ADA compliance
- Mass transit access
- On campus social spaces such as bowling alley, bar, etc.
- More competitive athletics facilities
- Campus pride and capitalizing on it
- Class sizes will stay small, student to faculty ratio will stay the same
- Largest alumni support base

End Time	1:00 PM
Recorded By	Travis Dang
Date of Report	1 November 2010

What do you love about WOU?

Landscaping! Physical openness. Ackerman Hall!

High quality of built environment/architecture

Collegiality

Size of campus & town 'small town feel' + ability to accommodate growth

Safety & security is good

Small class size

Diversity – ethnic, cultural, language

- China
- Saudi Arabia
- Some Latin American

Accessibility (ADA)

Excellent catering//food service

(For some) adequate office – not for all

Adjacency to town services

Connection of residence halls to dining (covered)

Engagement while walking across campus

Reputation – Academic + campus feel

What would you change if you could?

More covered walkways + bike parking

Transit to Salem area and Corvallis (current service has limited stops + transfer)

More vibrancy – weekend activity

Bike security (bold thieves)

Solidfy/update residential area – replace Quads/Landers ('prison' feel)

Internal community space

No external walkways – poor "neighboring"

With more privacy …

Cultural centers

West end athletics improvements

Faculty office upgrades to OUS minimums – instructional space

Food service delivery access

Faculty common spaces

Tech advancements need to reach beyond academic programs other staff need training, access

Cross walks

How will WOU be different in 2020?

"we'll have a multi-cultural facility" (long house)

More green buildings

Blurring of town/gown -> student friendly businesses

Enrollment of 9-10k

Housing + dining options will attract longer residential stay

Increased diversity (welcoming): students, faculty/staff with chief diversity officer

More embedded technology – more mobile. Bar codes [applied to students]

Radically different instructional technology

More parking…

Universal access (beyond ADA compliance)

Transit//access

On-campus student spaces

More competitive athletics/facilities – "we'll be our own fans"/campus pride -> capitalization on it

Class sizes will stay small, student:faculty will stay the same

Largest alumni support base

Debatable Issues

Parking – supply and location

Office space – size and location

Interdisciplinary approach? Currently don't meet other disciplines, but have strong major/peer affinity/relationship

Moodle hybrid – not necessarily physical impact. Augmentation of classroom. Blog/threaded discussions

Meeting Minutes

SERA ARCHITECTURE URBAN DESIGN + PLANNING INTERIOR DESIGN

Meeting Date 28 October 2010
Committee Name Academics
Project Number 10112

Meeting Number 001c
Purpose Project Kick-off
Location WOU Werner Center, Columbia Room

Attendees

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Distribution Tom Neal

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Start Time 1:00 PM

Discussion Items

1.01 CURRENT TRENDS

- Changing student behavior
- Non-traditional model is fading –mixing jobs, families, life with learning
- Competition from PSU, George Fox, some UO programs, Willamette for teach prep program, somewhat with Lewis & Clark, Linfield (due to tuition promise
- Students looking at private school tuition and thinking about cost efficiency – niche: class size and cost efficiency
- Defining student success with placement rates, environment, and student to faculty ratio
- High contact with faculty – OSU student transferring to WOU for smaller class size
- Maintain liberal arts teaching quality.
- Criminal justice programs online to be competitive and meet what the customer wants
- Competition Washington regional public institutions like WWU and CWU. Out of state students do not have to pay full out of state tuition
- Selective use of online at WOU – which programs mesh with students best
  - Working professional, enhancement vs. traditional student

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        - IT is natural and can serve students outside of state, country
        - A unique program – American sign Language interpretive graduate teaching, 2 summers integrated on campus
        - Survey of online experience found some loved it and would take another online class, others thought it was a good class but preferred a room, and others hated it.
        - Online sections are the first to fill
        - Logistical opportunity for foreign languages and low enrollment programs to coordinate with EOU, SOU, and WOU
        - Interactive distance learning e.g. fire service teaching
    - Traditional appeal of scale and location relative to Oregon population and out of state attraction
        - Brick & mortar is essential to WOU
        - Distinction of midsized comprehensive school
        - Attractive to students from Minnesota, Texas, Northern California, and Hawaii
    - School partnering, where a student has a home campus but can take courses at another school
    - Close rapport with athletics
    - Brand is face to face, hybrids work if it is perceived as flexibility. Student centered is core value

1.02 HOW WILL YOUR MISSION BE DIFFERENT IN 2020?

- Low enrollment programs may disappear.
- Demand for people who know how to learn as opposed to training for short-term market trends, due to uncertainty of what kind of jobs may exist in 2020
- Improvements with technology issues
    - More training
    - Balance demands on IT department
    - No wireless and cellphone dead zones
    - Computer lab demand
    - More smart classrooms
- Improved utilization of classrooms dynamic vs. static scheduling to allow a classroom to be open when the class is offsite
- Keep programs together through growth
- New construction of flexible space
- More available rooms for professional development of faculty

End Time	1:45 PM
Recorded By	Travis Dang
Date of Report	1 November 2010

Current Trends

Non-traditional model is fading ("bricks 'n' mortar") – mixing jobs, families, life with learning
Who's the Competition?

- Educational: PSU, George Fox, some UO, Willamette (for teacher prep program) somewhat with Lewis & Clark, Linfield (due to tuition promise)
- Maintain liberal arts teaching quality. Niche = the blend of class size + cost efficiency
- Criminal justice – highly online = competition based
- Competition with Washington regional public institutions

Online may be out of necessity:

- "we need to look at where it's the best fit with teach inggoals…"
- necessary evil? (a few genuinely like it)
- Online courses: security of deliverables

Selective use of online teaching at WOU

- Working professional, enhancement
- IT = a natural fit
- Unique programs (American Sign Language interpretive graduate teaching)

Survey of online experience: bi-polar, a "love-hate" relationship

How will your mission be different in 2020?

Cross-campus collaboration

HSS: push/pull of aggregating programs keeping programs together through growth
Potential loss if criminal justice// modern language moved out…

Traditional appeal: combination of scale and location –relative to Oregon population & out of state attraction
Online opportunity: foreign languages, especially for "marginal" size programs. EOU/SOU/WOU collaboration
("Will low enrollment programs disappear?") Recognize demand in market for people who know how to learn more than short-term market trends i.e. risk of only training to today's skill set
Implications on physical place.

- No technology "dead zones"
- Labs vs. bandwidth. Classes are using computer labs, not necessarily individuals
- Smart classroom demand, WOU is underutilized (30%, 70-75%)
- Current system locks up a room, even if class is off site… (static vs. dynamic scheduling)

WOU's 'brand' is "student centered." Hybrid teaching works if it's perceived as flexibility, not if it's perceived as compromising student needs.
Athlete/academic links are strong, a point of distinction
Strong array of faculty enrichment via webinars -> need for rooms to accommodate these.

Meeting Minutes

SERA ARCHITECTURE URBAN DESIGN + PLANNING INTERIOR DESIGN

Meeting Date 28 October 2010
Committee Name Athletics
Project Number 10112

Meeting Number 001d
Purpose Project Kick-off
Location WOU Werner Center, Columbia Room

Attendees

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Distribution Tom Neal

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Start Time 1:45 PM

Discussion Items

1.01 CURRENT TRENDS

- More focus economic model – more self-sustaining in terms of land use, revenue, and traffic flow
- Facilities as a part of philosophical goals, matter of how do departments reflect campus plan/goals
- Image of quality in athletics, not just as a place of participation by student body, but a representation of the university expressed by good planning

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- Interactivity at a sporting event
- Competition within not only conference but Division II across country
- Field turf
- Lighted fields
- Community interaction
- Indoor practice, weight room – updating of training equipment and safety (mats) equipment in an all encompassing venue
- Provides revenue
- Integration of community
- Potentially good business model
- With shared resources it is necessary to find the right balance of more access to facilities vs. dedicate ones. Determine need
- Competing universities reach out to communities to recruit fans, facilities to draw fans – sports as a fo of entertainment
- Athletes commit earlier and work harder causing more pressure on facilities
- Image of quality education venue displayed to larger constituency of sports fans (prospective student
- Facilities are crucial to recruitment
- Some high schools have better facilities

1.02 HOW DOES WOU CAMPUS SUPPORT YOUR GOALS?

- Football, track, basketball courts, volleyball courts are close to each other and close to student body
- Preserving of open spaces – good for meets. Currently support 1500 high school athletes and community. Could support more if space is dedicated
- “rubber room” at new P.E. good for soccer, baseball, and softball but not ideal, bigger would be better
- Athletics should be separate from academics, but represents school. Good student and good student athlete

1.03 HOW DOES IT INTERFERE?

- Staff in 3 buildings when they need to be in 1 – NCAA model
- Lack of classrooms, no classroom on campus is big enough for team meetings or can accommodate complex scheduling needs
- Single office per program is too small
- Small grand stand without enough security – control of space is not clear
- New parking lots south of field take away open space
- Need field turf with lines that can be used at all times - football players are more motivated, beginning with high school and younger
- Some high school facilities are better outfitted in academic and athletic areas
- Locker rooms are substandard
- New P.E. does not serve athletics well
- Athletics has evolved over 35 years
- No conference room

Comment: it is common for universities to downplay athletics issues – athletics programs "must deal with it." It is commendable that athletics does not just yell "this is a disaster!" when faced certain problems

1.04 HOW WILL YOUR MISSION BE DIFFERENT IN 2020?

- Sustaining national leadership
- Division II supports mid-sized college sells academic strength of campus – facilities have to support this
- Serving more demanding academic environment/quality
- Competing for recruitment from PSU, EWU, and Division IAA
- Cutting edge of Division II and setting the standard
- Keep intimacy and openness – building vertically
- Serving female athletes as student demographics changes

End Time	2:30 PM
Recorded By	Travis Dang
Date of Report	1 November 2010

Current Trends

Increase focus on economic model: more self-sustaining – land use, revenue, etc.
"How does vision (for program) affect campus goals?"

- Focus on quality – for full student body
- Image of university

Technology interaction with events – video engagement (recruit the fans)
Division 2: practice facilities, field turf, lighted fields, community interaction, weight center, indoor practice – updating of equipment and safety equipment (mats) } all in one venue
Need for both new types of spaces & enough for adequate access
Recruitment competition -> facilities
Athletes commit earlier, work harder = more pressure on facilities
Some high school facilities are better than WOU, other colleges…

How does WOU campus support your goals?

Proximity of field & track to campus core
Open spaces supports cross country (can't lose a lot of it – factor it in) (new parking lots south of field hurt)
"rubber room" at new P.E., good usable space, not ideal

How does it interfere?

Staff are in (3) buildings, NCAA model = (1) building
Short term lack of classroom space; no classroom on campus big enough for team meetings – or complex scheduling needs
Office space – too small – most programs share (1) 10'x12' office
Grand stand – size & security concerns
New P.E. generally doesn't serve current athlete programming
Lack of Field Turf limits practice time
No conference room in "New P.E."

How will your mission be different in 2020?

Sustaining national leadership (rather than pursuing it)
DIV II is well-supported by mid-sized campuses. Sells academic strength of campus - > facilities have to support this…
Serving more demanding academic environment/quality
Competing (for recruitment) with DIV IAA
Serving female athletics as % may grow…

Meeting Minutes

Meeting Date 28 October 2010
Committee Name Housing & Student Life
Project Number 10112

Meeting Number 001e
Purpose Project Kick-off
Location WOU Werner Center, Columbia Room

Attendees

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Distribution Tom Neal

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Start Time 2:30 PM

Discussion Items

1.01 CURRENT TRENDS

- Heavy recruitment
- More students mean need for more space and support
- Fitness/intramurals/club sports growing
  - Regional/national tournaments
  - Outdoor recreation programs
  - New facility may generate new demand
  - Concern for displacement of intramural fields and establishing new fields
  - 6 acres for intramural, 5 acres for club sports
- Housing
  - First years grow every year
  - Generally full with more students on campus due to successful recruitment
  - Limited space for returning students

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- Need more housing – debt capacity maxed out – public/private partnership opportunities, but WOU is not inclined to do, although may be forced to consider
- If housing raised rates, it would not longer be affordable
- Competitive private sector housing in town
- "Suitcase college" trend is reversing with more students staying on weekends
- Growth projections
- High school graduation rate peaked this year and be up 5% in 2020
- National conversation regarding emerging demographic in college education, while being cautious about 9000 student growth in 5 years
- WOU already has emerging demographic – age, mix, gender, etc.
- Higher age average is not a problem, though it may shape next building with apartment style vs. traditional housing
- No defined strategy for percentage age group of residential body
- Conserve unique aspects of campus – small classrooms and good contact with professors
- Challenge larger campuses with quality of WOU experience with evidence of higher success of students
- Maxed out sciences
- Primary recruitment is from regional high schools

1.02 HOW DOES WOU CAMPUS SUPPORT YOUR GOALS?

- Conflicts with dining and meeting spaces – need more
- The Quads are more desirable as 4 person dorms housing 2 students per room, but need to be replaced
- Money is not in the cards for 6 years
- Must be addressed in the Master plan
- Must be realistic
- New facilities – pushed, but great support
- Next residence hall would probably include academic space – evening program space
- Ackerman Hall is very successful
- Students like it

1.03 HOW DOES IT INTERFERE?

- "How do we build to the West?"
- Physical plant: "move west"
- Possible Maaske Hall and University Center conflict with relationship to Health and Wellness Center
- HSS building – humanities maxed out, no office space for new hires

1.04 HOW WILL YOUR MISSION BE DIFFERENT IN 2020?

- Accommodation of non-traditional students – more apartments
- More permanent style housing for families, single, older
- Reconfigure divisions for better distribution of office space, for instance different departments of social sciences in one hall is beneficial

- Looking at CWU (10,000 students) as similar model
- For increased diversity and 1st generation students, services will be in place and be done well
- University center will have the same mission, while accommodating additional students and traffic increase – more space and support technology
- Dining changes – more space and options
- State of Oregon greater willingness to fund

End Time	3:15 PM
Recorded By	Travis Dang
Date of Report	1 November 2010

Current Trends

Heavy recruitment

University center – size – need for student organizations, conference, etc.

All student services being pinched

Fitness/intramurals/club sports

- Regional/national tournaments
- Outdoor recreation programs
- (new facility may generate new demand)
- Intramural fields – concern for displacement "takes 2-3 years to establish"

Housing

- Generally full, more students on campus, due to successful recruitment
- More weekend activity starting
- Debt capacity maxed out
- Competitive private sector housing in town

Growth projections

- High school "dip" in graduation
- National conversation regarding % of college education – "cautious" pursuit of growth 9k in 5 years = "illusory"

WOU already has the emerging demographic – age, gender mix, etc. – projected for nationwide college student body

Primary recruitment is from regional high school

How does WOU campus support your Goals?

Conflicts between dining & meeting spaces – need more

Quads: 4 students – down to 2 students per room, good size = growing popularity. Eventually need replacement, not immediate… address in Master Plan, but realistically…

New facilities – pushed by Student Life, but with great support

Next residence hall would probably include academic space ("no brainer"); academic space can also be used as evening program space, adding amenity

"We need to make the case (to OUS) for a new academic building"

Key questions:

How do we build to the west?

Physical Plant: “move west”

Maaske Hall and University Center expansion are in conflict?

Some U Center facilities have a relationship to Health & Wellness center.

How will your mission be different in 2020?

Accommodation of non-traditional students = more apartments?

Look to CWU as a potential model?

Sustaining role for education 1st generation students (vs. attracting)

The University Center will be an enhanced hearth with commuter, vet, multi-cultural facilities and others

Dining changes – more space & options

Support mobile/wireless better

No defined strategy re: goal for %age of residential student body

Discussions of public/private model (for new housing) at WOU – not an obvious fit, but maybe

Conserve small classes/good ratios = a WOU strength -> a challenge to larger campuses, based on quality of WOU experience

Meeting Minutes

SERA ARCHITECTURE URBAN DESIGN + PLANNING INTERIOR DESIGN

Meeting Date	29 November 2010
Committee Name	President's Strategic Vision
Meeting Number	002a
Purpose	Stakeholder Focus Groups
Location	WOU

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Distribution Tom Neal

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Start Time 12:00 pm

Discussion Items

2a.01. WHAT ARE THE PLANNING PRIORITIES?

- Rapid growth of student body. FTE is 5,400. Unduplicated head count is 6,250. Expecting to grow by 300 – 400 full time students every 2 years.
- Quality of life for students. Currently the town on Monmouth has difficulty supporting a student body of this size. WOU is working with the town to help provide the necessary support and amenities for the students. It's important to provide things to do for student residents on the weekends.
- WOU could serve as a potential partner with the city and developers to drive future development. Partnerships in infrastructure, or academics (i.e. the nursing program being connected to the hospital), hotel development (WOU – Lebanon mentioned – hotel serves as a stimulus project for the school).
- Student culture requires more outdoor recreational spaces.
- Will need additional residence halls / apartment complexes / townhomes that will serve the increasing number of graduate and international students.

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- Need more classroom space that can accommodate larger lectures (+50 students) and new academic delivery technologies.
- Once the new Health and Wellness Building opens up, this will be able to accommodate more classrooms (20,000 SF of classroom space). A new classroom inventory will need to be taken to assess future classroom needs.
- Need more faculty office space.
- Need a new science building with laboratories (to the North?).
- Need to determine the future of the library – electronic texts, journal subscription services, and increased access services may result in a downsize of text books.
- Need to respond to the increasing number of virtual courses (these are the fastest growing courses in graduate programs, as well as students who are already employed, looking for additional training, schedule flexibility).Does this mean different support mechanisms on campus? More computer labs?
- A method of transportation is necessary between campus and city of Salem and Dallas for commuter students. Corvalis?
- Acute growth in the Latino population – need to respond in particular to that population and their support services.
- Oregon Military Academy site - currently on a long term lease, need to consider the future of that site.
- Arbuthnot Hall will be demolished – what will go in its place?
- Efficient space use or residential facilities – increasing density.
- Monmouth Street will always be the center of campus, WOU's defined look.
- The masterplan is a considered to be a document that the university uses to position itself when opportunities arise, in a realistic manner. It is not linear or necessarily chronological, but it serves to present opportunities.

2a.02. STRATEGIC VISION: WEST SIDE DEVELOPMENT

- Longer term plan to replace some of the existing housing to the north.
- Would like to put in a lighted intramural turf field. Tight on field space.
- Visioning the future: parking will need to respond to growth. The city is on the verge of being angry with the university due to parking. Logical place for new parking is around the perimeter of campus and over by the general field.

2a.03. WOU CULTURAL CHANGES

- WOU considers itself to be the leaders in the state and nation in serving a diversified student body and staff. They pride themselves on delivering education to students that are often the first college graduates in their families. Education provides a significant difference in their lives and their families' lives.
- WOU is leading the country in closing the gap between the graduation rate between white students and Latino students.
- Need to expand multicultural center.
- May possibly need more advising and counseling space. (Maaske Hall will currently have 44 offices on the 2nd and 3rd floor that will soon be available.)
- In 10 – 15 years, the student body will be more bilingual, will need more bilingual faculty and facilities.
- Extended family will be more important – this will result in more residential facilities that can accommodate student families.

2a.04. BACKCASTING: WHAT WILL WOU LOOK LIKE IN 2020?

- Higher quality living and learning space for a school of 12,000.
- Beauty – the bucolic setting of campus is important. It's important not to look like an urban campus with concrete and hardscape everywhere.
- Development will need to maintain the balance between intimacy and density.
- WOU will continue to learn from the students what it means to be 'green', i.e. lowering the carbon footprint of the university, conservative energy and water use, etc.
- Green spaces like the Grove are and will continue to be sacred spaces.
- Oregon 40-40-20 – requires schools to be expanding. WOU will begin to recruit nationally on master's programs and high quality undergraduate programs, computer science (2 and 3 D animation), business, health science, kinesiology, nursing, arts and sciences, pre-med (if we have a building) & gerontology.
- WOU will remain a good liberal arts school.
- Foreign languages programs are changing. Chinese and Japanese will continue to grow.
- WOU is not a regional school. It is in the mid-valley between 2 very large schools. They have hegemony over nothing. Their strategy is to be their own self – a good liberal arts school that stands alone, to be financially independent of the state. They are not challenged for enrollment.
- Need to figure out with the veteran student needs.
- Potential to integrate the university's nursing program with an urgent care facility that benefits the general public.
- Possibility of reorganizing so that administration offices live within a residential hall or the union. President's office could be in a residence hall.
- If the population of the student body grows as envisioned, a new stadium will need to be constructed for 8 – 10,000 people. (Currently seats 2500). Where can the stadium move to?
- Monmouth and Church Streets may be closed to vehicular use and a boundary road may be created.

End Time 1:15 PM
Recorded By Anneliese Sitterly
Date of Report 03 December 2010

Meeting Minutes

SERA ARCHITECTURE URBAN DESIGN + PLANNING INTERIOR DESIGN

Meeting Date 29 November 2010
Committee Name Facilities Discussion
Meeting Number 002b
Purpose Stakeholder Focus Groups
Location WOU

Attendees

Name	Department	
Tony Kment	WOU PHYSICAL PLANT	kmentt@wou.edu
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Anneliese Sitterly	SERA	annelieses@serapdx.com

Distribution Tom Neal

To the best of our knowledge, this is an accurate summary of the discussions and decisions that occurred during this meeting. Notification of exceptions to this summary is to be made within **seven days** of its receipt.

Start Time 12:20 pm

Discussion Items

2b.01 WHAT HAVE WE LEARNED?

- Balance of density and intimacy of future campus development needs.
- Increase in technology programs and Latino / international students.
- Rapidly growing student body, double FTE in 10 years.
- No consensus on what exactly defines the Westside boundaries.

2b.02 WHAT ARE THE PLANNING PRIORITIES?

- Maintain a realistic vision for the future of campus.
- Develop campus buildings according to a long-term master plan vision.
- Westside of campus development: housing, intramurals, club fields, parking. This is currently considered to be the 'fringe' of campus.
- The heart of campus should remain a roughly 10 minute walking radius. Academics and residence halls should remain in the campus core.
- Pedestrian, vehicle and green space flows are priorities.
- Minimum maintenance is a priority.
- Parking should be developed on the fringes of campus.
- Currently no vision that Church Street will ever rival Monmouth Street.
- Current residential student body is comprised of 25% – 30%. If the student body doubles, does this also mean that residential facilities will need to double? Where does additional housing go? What kind of housing is it?
- F-lot, practice football fields and stadium are potentially all prime real-estate for academic core.

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- The administrative offices of the Physical plant can move, as can the bone yard. The boiler CANNOT move.
- It's necessary to plan for the future use of the Oregon Military Academy (OMA) site, although currently committed to a 99 year lease.
- Potential purchasing of additional property west of campus.
- Determine how much recreational field is necessary. Currently, the athletics field spaces are very inefficient. If fields are developed with turf, they can be used more intensively.
- Concern with 3 wet areas located in Westside fields. Two small wetlands that would likely be classified on the local listings. The other is a larger marsh. If these are dealt with now there would probably be some fairly easy mitigation strategies to follow. These issues are perceived to be easier to deal with now, rather than 10 years from now.
- Monmouth Street: Traffic calming measures are working, but during class changes, motorists are frustrated.
- The open lot north of library should not be considered a 'land grab' for the next building development. It has a prime location and should work in conjuncture with the future use of the Military Academy site.
- Determine what buildings are the most inefficient due to poor use of space: Smith Music Hall, Terry House (built in 30s), & UPCC (built in 80s).
- Other building needs: Education Building needs to expand, a new science building (F Lot? Tennis courts? Football practice space?)
- If the stadium moves, it needs to be kept in a central location – club field location?

End Time	1:00 PM
Recorded By	Anneliese Sitterly
Date of Report	03 December 2010

Meeting Minutes

SERA ARCHITECTURE URBAN DESIGN + PLANNING INTERIOR DESIGN

Meeting Date	29 November 2010
Committee Name	Westside Development Focus Group
Meeting Number	002c
Purpose	Stakeholder Focus Groups
Location	WOU

Attendees

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Distribution Tom Neal

To the best of our knowledge, this is an accurate summary of the discussions and decisions that occurred during this meeting. Notification of exceptions to this summary is to be made within **seven days** of its receipt.

Start Time 1:45 PM

Discussion Items

2c.01 CURRENT PRESSURES ON WESTSIDE AREA?

- Parking at events
- (City) At some points the city may expand the UGB, could put pressure on the site
- Need to expand academic core – would be best if core buildings stay compact. Concern that if a building is developed in the Westside area, it could become isolated.
- Pedestrian flows to Westside and neighborhood flows from the south and west sides into the heart of campus aren't great.
- Currently, there is a lack of hierarchy of pedestrian paths. Sidewalks are too narrow, forcing students to walk through parking lots and making walking

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between classes more difficult. Makes travel to the Westside for classes increasingly difficult.

- Monmouth branch between OMA (access through front entrance) and campus becomes the 'quad' or the community meeting place. How does that expand to the Westside? Or if the Westside becomes more developed, what happens to that space?
- General agreement from WOU attendees that the Westside should not accommodate academic buildings, but if so, clustered development would be best so students aren't walking out west to go to just one building.
- Rick Sedgewick- (represents current users of the baseball fields) concerned that the new residence townhomes will put more pressure on the green space west of campus.
- There is water on fields to the west.
- Is land acquisition to the west of the intramural fields (adjacent to campus) necessary?
- The domino effect of parking – if you take parking lots out of the campus core, are they developed on the Westside?
- Gravel lot west of baseball field is currently not working as a parking lot.
- Vehicular flows and traffic patterns need to be addressed on the Westside.
- If Monmouth Street closes during the week, the already heavily travelled Stadium Drive will have increasing traffic.
- Stadium drive is busy, especially with more and more housing being built there. Concerns about expense, but would be nice to have a road that loops around the exterior of campus. Perceived speed limit on Stadium Road is 90 mph.
- What does closing Monmouth mean to the campus? To the city? Open on weekends, nights, access to athletic events, to promote campus 'curb appeal' – but closed from 8am – 9pm for class times.
- The representative from the City states that Monmouth St. is a collector road in the city and it's important to keep it open.
- Recreational and club teams should use west end campus parking lots that suit them and can meet current growth needs in order to alleviate parking on the grass of Gentle House Field.

2c.02 WHAT CANNOT/SHOULD NOT CHANGE ABOUT CURRENT CONDITIONS?

- Recreation fields belong on the Westside.
- Community relations with the south and west neighborhoods are currently working because there is enough parking. If there isn't, this could be a future problem.
- Stadium drive serves as a central barrier to campus use, but housing straddles Stadium drive. Housing that requires access to the dining hall is located east of Stadium drive. Housing that doesn't is located to the west of Stadium Drive.
- F and H lots need to continue to serve faculty.
- Parking lot J should not get any larger.

2c.03 BACKCASTING CHURCH STREET

- What is the character of Church Street in 10 years? Pedestrian oriented, not open to vehicular use, a natural thoroughfare to the Westside of campus.

- Currently Church street has poor character, it feels like a long parking lot, Todd Hall has its back to it, it does not celebrate campus sports / teams.
- Housing along Church Street? No - Going north and west of existing housing seems to be the best – important that housing is developed close to the dining hall.
- Agreement that in a 20 year plan, the stadium space would be a key location to develop more academic buildings in the campus core.
- Other new building opportunities may be H Lot, north of the Library, Arbuthnot, parking lot near tennis courts, tennis courts, football practice field, and campus facilities all may be possible building sites within the campus core.

2c.04 FUTURE WESTSIDE VISIONS

- Pathways: improved pedestrian access, universal access
- Parking lots that are attractively landscaped
- Athletic and recreational facilities should be developed from New PE to the west. This area could be considered the “ARC” or “Athletics Recreation Complex”
- All new development is accessible and safe, avoiding unnecessary barriers.
- Safer crosswalks from J Lot to housing and possibly traffic calming measures on Stadium Drive.
- More restrooms!
- Varsity using the JV field?
- Keep the campus beautiful!

End Time	3:15
Recorded By	Anneliese Sitterly
Date of Report	03 December 2010

Meeting Minutes

SERA ARCHITECTURE URBAN DESIGN + PLANNING INTERIOR DESIGN

Meeting Date	29 November 2010
Committee Name	City & Vehicular Access Focus Group
Meeting Number	002d
Purpose	Stakeholder Focus Groups
Location	WOU

Attendees

Name	Department	
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Distributio Tom Neal

To the best of our knowledge, this is an accurate summary of the discussions and decisions that occurred during this meeting. Notification of exceptions to this summary is to be made within **seven days** of its receipt.

Start Time 3:30 PM

Discussion Items

2d.01 CURRENT CONDITIONS

- Stadium Drive could be a safer, slower road.
- WOU Public Safety - Not very many safety issues on Monmouth Street currently. More near misses than anything else. There are more pedestrian and bicycle accidents than vehicle-related accidents.
- Currently, delivery to the loading dock is awkward.
- There is general consensus from WOU attendees that Monmouth Street, even if closed some of the time, must always serve emergency and possibly delivery vehicles.
- Recognition that there are more bikers on campus this year. Potential need of more bike paths on campus and possibly more bike parking.

2d.02 CITY/NEIGHBORHOOD NEEDS VS WOU NEEDS

- City - Monmouth Street is a collector street that moves traffic from the surrounding neighborhoods into the center of town.

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- City - New medium density residential neighborhood (up to 200 units) zoned for north and northwest of the campus. This land is slated by the current landowner to be preserved from development in a land trust.
- WOU - If this land is developed, campus public safety does not feel that Monmouth Street can collect this additional traffic increase. There is a major safety issue with Monmouth taking on more traffic.
- City – Monmouth is only busy at SELECT times. This does not seem to be considered too much of a hindrance to the public at this time.
- City - If there was a viable collector street that does not run through campus, the city would support it. The city does not want to increase the traffic through the campus.
- WOU - Majority of campus classes are offered from 10 am – 2 pm. If the student body increases, there will be increasing student congestion on Monmouth Street during longer periods of the day – 8am to 4pm.
- City - The town / community enjoys the 'curb appeal' of driving through campus.
- WOU - The campus only would like to close the street to improve the public safety of the campus.
- WOU - Perhaps there is a blinking light than can alert drivers when there is a class change so drivers can choose an alternate route.

2d.03 PERIMETER ACCESS VS VEHICLES ON MONMOUTH

- City - Monmouth Street alternatives include: going around to Hoffman Road, taking the circuitous route through the eastern neighborhoods, or East Stadium Drive.
- City - West Stadium drive is considered to route people too far outside of the center of town.
- City - East Stadium drive is considered too circuitous to be efficient, also the route moves through residential areas as well.

2d.04 PARKING NEEDS & ALTERNATE TRANSPORTATION OPTIONS

- Provost feels that the parking here is more effective than numerous other campus's that he has works on.
- Parking is currently not a huge issue. All parking is relatively close to the heart of campus.
- WOU has the right amount of parking for current WOU population.
- Parking prices are low - $75 a year.
- Is there too much parking on campus? Some buildings more so than others. Other buildings are more difficult to park near.
- Paths do not effectively connect all buildings across campus and pedestrians are forced to walk through parking lots.
- City – concerned that some of the campus parking is now running into downtown (Jackson St., south of the football stadium in the neighborhoods, city park, and Main Street, also residential streets N and E of the campus). There have been complaints from businesses and homeowners.
- Parking is not currently enforced in the City so students can save $75 a year and park relatively closely to town.
- Would a parking price hierarchy work effectively?

- Where does the next 100 spot parking lot go? Mark – General House field, also possibly the Terry House & Public Safety Office space. Is this the right part of campus to supplement parking? Most off campus parking seems to be taking place south and east of campus.
- Structured parking garages may be an option in the future, but within the next 10 years, it's not an option – too much $.
- P lot serves recreational events, but this is not enough. There are parking problems for large recreational events.

End Time	4:40 PM
Recorded By	Anneliese Sitterly
Date of Report	03 December 2010

Meeting Minutes

Meeting Date	19 January 2011
Committee Name	
Meeting Number	003
Purpose	WOU Masterplan Pre-App
Location	City of Monmouth City Hall

Attendees	**Name**	**Department**	**Email**
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Distribution

To the best of our knowledge, this is an accurate summary of the discussions and decisions that occurred during this meeting. Notification of exceptions to this summary is to be made within **seven days** of its receipt.

Start Time 9:20 am

Discussion Items

3.01 BRIEF INTRODUCTION TO DEVELOPMENT FRAMEWORK ALTERNATIVES

3.02 KNOWN INTRASTRUCTURE LIMITATIONS

- Mark was unable to contact Public Works, but encouraged SERA to contact Russ Cooper, Public Works Interim Director, for questions regarding sewer and stormwater.

3.03 REVIEW OF CITY OF MONMOUTH TSP FUNCTIONAL CLASSIFICATION PLAN

- The Plan is based off of 2030 population projections, which is derived from a generalized population projection for the city provided by the County. It does not explicitly include WOU's growth plans or the current MP in deriving trip generation.
- The Future Major Collector north of campus will most likely never be built as that land is being set aside by the owners for preservation, including designation of a conservation easement.
- The Future Minor Collector gap on Catron Street may be built as soon as this year in conjunction with development of the vacant parcel where the gap in the system occurs.
- Most likely, the Church Street Future Minor Collector gap will be built within the next 5 years as part of a Capitol Improvements Program.
- Many of the 'Future Roads' drawn on the map are conceptual. They are definitive in the connections they represent, however their exact locations are subject to change.

3.04 REVIEW OF WOU CORE CIRCULATION ALTERNATIVES

- Mark feels that the public has a lack of familiarity with roundabouts but feels that citizens would be able to adapt to them.
- Mark acknowledges that a roundabout seems to be an appropriate way to divert general thru traffic to Main Street if there is increased development to the North.

- Closing Monmouth Avenue to general traffic would need to be brought to the City Council and would require a TSP update or a process for a conditional use of the street sytem not considered by the TSP.
- Currently none of the proposed core circulation ideas are detailed as proposed projects in the TSP. In order for any of them to be developed, the TSP would need to be amended.
- Another option would be to formalize any change as an IGA (Inter-Government Agreement) and/or call them out as a condition of approval of the master plan.
- Currently, none of the circulation development alternatives are SDC-eligible projects since they are not in the TSP.
- There may be opportunities to design circulation alternatives so that there may be opportunities for cost sharing, for example, road construction along the western boundary of campus.
- The City can require a TIA with any additional development on campus.
- ER suggested a strategy to conduct TIAs on appropriately sized sub-areas of the campus, as opposed to the campus as a whole, i.e: the Westside area, Monmouth Avenue, etc. For example, one TIA might bo conducted for the traditional core area of Monmouth and Church Street, and another sub-area for the western expansion area. This gives the advantage of being comprehensive enough to capture the impacts of multiple projects, but not as vague as a TIA for a master plan often needs to be.
- The City would like to be more involved with campus development decisions. In particular, the City wants to ensure that TIA studies are conducted in advance of the building permit process, if they are for sub-areas. This will help ensure that the land use approval process does not hold up the building permit process.
- The Master Plan document could recommend that on the heels of the Master Plan, a land approval process and transportation plan with the city would be beneficial to the University.

3.05 HOUSING DENSITIES

- There are no policy-level housing density limits on campus lands.

3.06 WETLANDS

- Mark provided a copy of the DSL (Dept of State Lands) Draft Local Inventory.
- The only significant wetland designation on campus (at this time) is located along the northern border, north of Maria Avenue. It is called the Middle Fork of Ask Creek and will require a 25' buffer.

3.07 PARKING

- Mark provided a copy of the Statute, and clarified which sub-sections apply to the University, as noted below. Specifically, section 96.035 does not apply, despite being listed in the code as one of the sub-sections that does apply. This confusion is due to re-use of a section number.

3.08 CITY PRE-APPLICATION REQUIREMENTS FOR APPROVAL

- 96.005 – Pre-amble
- 96.015 – Loading space applicable, not amounts
- 96.020 – A, B, C, D, E, H, K, L
- 96.025 – yes
- 96.035 – disregard

End Time	10:15 am
Recorded By	Anneliese Sitterly
Date of Report	21 January 2011

Meeting Minutes

SERA ARCHITECTURE URBAN DESIGN + PLANNING INTERIOR DESIGN

Meeting Date	19 January 2011
Committee Name	Athletics & Housing Westside Focus Group
Meeting Number	003
Purpose	Development Framework Alternatives
Location	Werner University Center, Calapooia Room

Attendees	**Name**	**Department**	**Email**
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Distribution Tom Neal

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Start Time 10:30 am

Discussion Items

3.01 PREVIOUS WORK REVIEW

- Gregg reviewed the planning process thus far, introduced Project Goals and Environmental Policies.

3.02 CIRCULATION STRATEGIES

- Eric provides an overview of City of Monmouth Transportation map and urban growth boundary.
- Eric presents the three Core Circulation Alternatives.

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3.03 FEEDBACK ON CIRCULATION STRATEGIES

- Future development and land acquisition to the east would likely result in increased traffic on roads within and adjacent to campus, currently those roads may not be able to handle that kind of volume.
- Eric refers to circulation alternatives and stresses that rather than having a hierarchical system of roads that a preferred option is to create more connectivity and spread Monmouth Avenue traffic throughout 2 or 3 additional roadway connections.
- Malissa from Disability Services questions the pedestrian experience and accessibility of roundabouts. Eric addresses this concern by noting on the map where the pedestrian crossings would be. The generous green setbacks would provide ample space for sidewalks and button activated signals to trigger crossing would also provide protection.
- Malissa mentions that Universal Design strategies need to have as high of a regard as Sustainable Strategies. WOU should have a policy level commitment to Universal Design. Gregg agrees that the SERA team will incorporate UD policy into the Masterplan.
- Another concern regarding the northern Monmouth Avenue roundabout is whether large farm equipment would be able to navigate through it. Eric mentions that the specific size of the roundabout drawn on the map has been engineered for semi-trucks to drive through and concludes therefore that farm equipment should not have a problem.

3.04 DEVELOPMENT FRAMEWORK ALTERNATIVES

- Eric presents the three Development Framework Alternatives

3.05 FEEDBACK ON WESTSIDE DEVELOPMENT

- The framework alternatives all present significant development to occur on University Westside campus lands. It is noted that while it is cheaper to develop to the West, does developing to the East (as far as Knox Street) and South provide for more community interface?
- What would the Westside development of campus be like in 50 years? How does that development interface with the community?
- While Westside Development makes sense because the University owns the land, it makes sense to continue to make strategic acquisitions to the east and south of campus.

3.06 FEEDBACK ON ATHLETICS

- The Cross Country coach is concerned that the Westside development focuses too much on residential development and that there is no open space for a cross country track. With the current framework development alternatives, WOU would not be able to hold a cross country track event.
- A cross country track requires 2000 – 2400 meters of compact bark or crushed quarter minus. There should be one to one and a half miles of continuous running. The Amazon Creek trail in Eugene is a good example of a cross country track.
- Ideally, the cross country trail space would be open space that would benefit the city as well the University. The Ash Creek trail was brought up as a consideration of this.

- If possible, it would be good to locate the women's field (home plate) closer to the restrooms.
- Field orientation is important. No one is able to say exactly what the orientation should be.
- A turf field is required for intramural sports, either one oversized field or two for general purpose.
- OR State's new intramural fields would be a good example
- A practice football field has not been shown in any of the development frameworks, it needs to be brought back into the next revision.
- The Hammer discus area adjacent to the track needs to be brought back into the next revision.
- Athletics feels that the recreational space has been diminished in all three alternatives.
- Eric responds that we have tried to make the recreational fields more efficient, not necessarily smaller.

3.07 FEEDBACK ON HOUSING

- WOU will face a critical housing shortage if the student population continues to grow.
- 2 types of housing will be needed: residential housing and student family housing
- A dining hall would need to be built to support more student housing. Valsetz would be maxed out if it had to serve an additional 200 students.
- It's a good idea to incorporate dining halls into housing buildings. It doesn't need to be a stand-alone building.
- If a second dining hall building is planned, it needs to be in a strategic location.
- There should be a mixture of Arbor Park and townhome type housing designed for the NW corner.
- The housing focus should be on replacing existing buildings near Valsetz Dining Hall. It's necessary to increase the density of buildings around Valsetz.
- Tina from housing does not believe that family housing is needed as much as freshman housing. In particular, suite style or double loaded corridor type housing.
- Gregg responds that we have heard through the planning process that the student body is changing and that the thoughts were that more student family housing was appropriate.
- Tina does not feel that the University can afford the expense of taking on that much student family housing. Especially given that there is a good amount of private development particularly in Independence that is catering to University students.
- The student mix will continue to age and graduate enrollment will increase, but ten years out WOU will still be a primarily undergraduate institution. That is where the market is. Currently the ratio is approximately 85% undergraduates, in the future that will likely be 75% undergraduates.
- Gregg says that it is SERA's understanding that WOU is trying to maintain all housing types at 25% of student body.
- Tina says that WOU is currently housing 1550. If enrollment doubles, add another 1550 plus the beds that are replaced if the quads are demolished.

- There is a concern about the additional amount of parking that these residential students will require.
- Tina is reluctant to build a dorm across Stadium Drive, but says that it is not the worst case scenario.

3.08 FEEDBACK ON CONFERENCE CENTER AREA

- The Conference Center is not really used for Conferences
- Many of the programmatic activities that occur in the conference center could be moved to Werner.
- If a residence hall was moved here with a dining facility, it could be used for summer school activities. It would act as an independent cluster of housing /dining.
- This idea provokes the thought of creating a cluster of housing to the location of the current football stadium.

End Time	12:15 PM
Recorded By	Anneliese Sitterly
Date of Report	21 January 2011

Meeting Minutes

SERA ARCHITECTURE URBAN DESIGN + PLANNING INTERIOR DESIGN

Meeting Date	19 January 2011
Committee Name	Steering Committee
Meeting Number	003
Purpose	Development Framework Alternatives
Location	Werner University Center, Calapooia Room

Attendees	**Name**	**Department**	**Email**
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Distribution Tom Neal

To the best of our knowledge, this is an accurate summary of the discussions and decisions that occurred during this meeting. Notification of exceptions to this summary is to be made within **seven days** of its receipt.

Start Time 1:00 pm

Discussion Items

3.01 PRESENT DEVELOPMENT FRAMEWORK ALTERNATIVES

- It is determined that everyone in the room except one person attended the Athletics and Housing Westside Focus Group Meeting so it's not necessary to review the development framework alternatives again.
- The meeting is then introduced with the ideas discussed during the lunch break regarding moving residential housing either north of Stadium Drive to the Conference Center Area or creating a new residential cluster south of Church in the current location of the Football Stadium.

3.02 FOOTBALL STADIUM – SHOULD IT MOVE?

- Eventually yes, but maybe not within 10 years. It's not realistic in 10 years.
- Growing the stadium makes sense, but not necessarily moving it.
- The stadium is at capacity.
- In 10 or 15 years there may be more pressing needs – like academic classroom space.
- There are only 5 game days all year and students are here taking classes all year round.

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- If the stadium moves, it decreases the area for recreational fields and parking.
- Parking on game day fills up G and F lots.
- There is concern that if the stadium moves to the Westside that it will be located outside of the heart of campus. If moved to the Westside, it's suggested that it take the place of the current baseball field.
- It would be advantageous to decouple the track from the football field.
- If the track moves, it does require bleachers. The current size of the football stadium bleachers would suffice for the track.
- Parking could be expanded in both Lot G and Lot R to serve the stadium.

3.03 PARKING

- Currently parking is at a maximum.
- Eric – City policy will require that campus parking double with the FTE.
- Eric – the general support so far is that campus parking remain on the perimeter of campus.
- Gregg – parking is not something that we are not currently looking at right now. Parking should not drive any decisions.
- Gregg – parking structures are not cost effective at this point.

3.04 HOUSING / DINING HALL

- Gregg - H Lot should be used for another Live / Learn building.
- Gregg – H Lot could be the number one phasing target, freeing up the quads to be torn down.
- Gregg explores the idea of attaching a new dining facility to Werner as it would be a good distance from Valsetz.
- 3000 SF is being built above the Pacific Room of Werner.
- Werner's loading dock limits the building's capability of expanding west.
- Werner cannot be added onto on the north side as Maaske Building is not being demolished in the near future.
- Werner doesn't work very well as a dining hall if there is no housing to the south. It may be too far to travel from the Valsetz area.
- The Dining Hall could also be located where Arbuthnot currently stands.
- Eric – the Masterplan can make some suggestions regarding the dining hall location but it does not need to be explicit.
- Eric questions the group on their thoughts regarding residential housing lining the south side of Church Street, facing the Grove.
- Traditionally, this has always been considered the academic core of campus, WOU has never considered putting housing in that area – it's just a different programmatic usage of that area.
- Gregg – there is a new trend of putting residential buildings within academics. It brings more life to the academic zone in the evening hours.
- Filtering life through the campus core provides for a safer campus.
- Closing off Church Street to Stadium Drive would enhance the connectivity.
- Monmouth Ave. could serve as the academic spine and Church Street as the residential spine.
- There is concern that if only one residential hall was moved to that space that it would not be enough.

- The dining facility in that building would not be used by students living near Valsetz, thereby not taking any of the anticipated pressure off Valsetz.
- A dining facility south of Church street would have to cater towards non-residential students.
- A residential building could possibly be constructed where the existing health center is. There is a planned addition for this building now.
- The area west of Ackerman where the basketball court, boneyard, etc could be used for a residential building.

3.05 CONFERENCE CENTER AREA

- Gregg - The Conference Center Area should be mixed use – academic and housing.
- The public safety building will be the most critical office to replace from this area.
- Eric – it would be a good place for student/family housing.

3.06 ACADEMIC BUILDINGS

- Current classroom facilities cannot accommodate the 10 year growth projections.
- Gregg – the academic site south of the OMA should be used for a special purpose. Potentially this could serve the new Natural Sciences program?
- There is discussion about adding an additional floor to the Education Building.
- Gregg and Eric are wary about adding an additional floor to an existing building unless the building is specifically designed for it. Otherwise, it can be a very expensive renovation. Horizontal expansion to any building is the preferable option.
- Gregg – the current practice field location is ideal for academics, but it's only convenient for athletics.
- If developing academic buildings in the current practice field location it would be good to preserve views of the coast range mountains for the Health and Wellness building.
- Mark Fancey states that 4 story buildings are the maximum for campus.
- Rice Auditorium will require expansion in the future.
- The Annex wings' locations may also be considered for future academic space.

3.07 CORE CIRCULATION ALTERNATIVES

- Eric provides a quick overview of options, focusing specifically on the Knox / Warren Street Connection vs. the existing Knox Street.

3.08 CORE CIRCULATION FEEDBACK

- Knox / Warren Street Connection is the preferred alternative.
- Less impact on neighborhood.
- It may improve the access to Rice Auditorium.
- Warren Street feeds directly into the business district, like Monmouth St. It provides a strong alternative to Monmouth in that regard.
- Monmouth Avenue is considered to be dangerous to pedestrians during the academic day.
- There is concern that Warren Street will also become dangerous to pedestrians.
- Eric – The Warren St and Gentle Ave options will help to diminish traffic on Monmouth Avenue so that hopefully both Monmouth Ave and Warren St become safer to pedestrians.
- Eric – Both Gentle Ave and the Knox / Warren St connection are strong alternatives. A roundabout would serve as a strong gateway into the University.

- A gate is suggested as an alternative.
- The gate would be open on weekends and evenings and closed during the business day.
- Mark Fancey states that if the University would like to move forward with closing Monmouth Avenue, it will be necessary to bring it to City Council and the general public.
- A left turn signal / land at Gentle Avenue is also suggested.
- Mark Fancey states that the Gentle Ave / Catron Street connection could be completed within the next year.

3.09 SUMMARY OF CONCLUSIONS - ERIC

- Two Residence Hall strategies: There is a combination of testing how close we can meet demands for residence halls in the current area next to Valsetz and looking at a separate strategy along Church Street with possible complimentary dining in Werner Hall.
- Academic strategies: scaling back constraints and looking at all buildable area and developing real numbers for growth potential.
- Student family residential strategy: scaling back the quantity of land.
- Circulation: Knox / Warren Street connection is strong
- Athletics: Field configurations, football practice field, cross country
- Universal Design needs to be a policy.

End Time	3:00 PM
Recorded By	Anneliese Sitterly
Date of Report	21 January 2011

Meeting Minutes

SERA ARCHITECTURE URBAN DESIGN + PLANNING INTERIOR DESIGN

Meeting Date	15 February 2011
Committee Name	Facilities
Meeting Number	004
Purpose	Open House Planning
Location	Facilities Conference Room

Attendees	**Name**	**Department**	**Email**
	X X	FACILITIES	x@wou.edu
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Distribution Tom Neal

To the best of our knowledge, this is an accurate summary of the discussions and decisions that occurred during this meeting. Notification of exceptions to this summary is to be made within **seven days** of its receipt.

Start Time 1:00 pm

Discussion Items

4.01 RECAP OF STEERING COMMITTEE MEETING

- Eric provides an overview of what was presented at the Steering Committee to those that weren't in attendance.
- There is discussion of whether or not a future residence hall should occupy the current location of the Student Health and Wellness Center. Tom confirms that a Live / Learn Building should be planned for that space. Tom feels that it's necessary to plan for 3 residential halls on Church Street.
- Tom details how he would like to see an internal green space created for the new residence halls in the existing quad locations. He would like this internal space to focus on a new dining hall entrance on the west side of Valsetz.
- Tom explains the pedestrian circulation problems that are occurring in H lot. Safe student travel to and from the residence halls is jeopardized due to the Valsetz loading dock, facilities, and parking lot traffic. There is a strong diagonal desire line from the residence halls to the student union that needs to be designed for in the safest way possible.
- Need to keep students from walking through the Facilities area.
- At build out there is assumed to be as many as 5 -10 delivery trucks per day.
- It is proposed that planning a building for that area would help to direct pedestrian traffic flow.
- Tom - A new Student Health Center would work well near the residence halls.

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- Tom - The Education program should be moved to the large site near the Oregon Military Academy. It's a premier program and it would be okay to separate it from the academic core.
- Tom thinks the area where the conference center currently is could be more student family residential – similar to Arbor Park.
- Winters Hall is currently comprised of math and nursing
- Tom - Business needs a better home. It's a small program, part of liberal arts and sciences. Business can go into any of the new Live / Learns.
- Tom – Northern residence halls (near Valsetz) can have ground floor residential
- Tom - Public safety and conference center uses could be ground floor residential with student family housing.

4.02 OPEN HOUSE PLANNING

- 20 minute power point presentation by SERA
- Introductions by Tom
- Graphics will include: Existing conditions, aerials, regional transportation, new framework plan

End Time 2:15 PM
Recorded By Anneliese Sitterly
Date of Report 22 February 2011

Meeting Minutes

SERA ARCHITECTURE URBAN DESIGN + PLANNING INTERIOR DESIGN

Meeting Date 15 February 2011
Committee Name Steering Committee
Meeting Number 004
Purpose Development Framework Alternatives
Location Werner University Center, Calapooia Room

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Distribution Tom Neal

To the best of our knowledge, this is an accurate summary of the discussions and decisions that occurred during this meeting. Notification of exceptions to this summary is to be made within **seven days** of its receipt.

Start Time 10:00 pm

Discussion Items

4.01 PRESENTATION OF PREFERRED OPTIONS

- Gregg provides a brief introduction to the development of the Master Plan development process thus far.
- At this point in the overall Master Plan Development process SERA is wrapping up the design portion and beginning to prepare the deliverables.
- The last Steering Committee meeting will be held on March 30th.
- Three development framework options have been refined into two phased plans. The first plan represents a possible framework for 9000 to 12000 FTE students. The second plan represents what the campus might look like at a full build out of 12000 FTE and beyond.
- Eric explains that the largest difference that occurs between the two plans is the relocation of both the football stadium and facilities. Eric emphasizes SERA's approach to field design and layout, academic building footprints, student family residential development, roads, and pedestrian connectivity.

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4.02 FEEDBACK : GROWTH GOALS

- Mark Weiss expressed a concern that the Master Plan development framework presented may not be representing a realistic approach to growth. Mark is not sure that there will be 12000 FTE students within the next ten years. Instead of showing phasing options that show a 12000 FTE build out, Mark suggests that a 12000 FTE development framework should be a page in the back of the Master Plan document and that the focus of the framework plan should be on more realistic growth predictions.
- Mark Weiss feels that it is important that the Master Plan call attention to capital projects that focus on the campus's more immediate needs.
- Tom Neal agrees that while it is necessary to pinpoint specific projects that need to happen in the near future, it is also important to plan out long term growth to guide future development decisions.
- Mark Weiss emphasizes that the Master Plan must call out capital projects in order to secure board funding. Future campus development must be prioritized based on the current population and a credible growth goal.
- Gregg notes that this concern regarding a 12000 FTE growth goal is a different message than SERA has heard in past meetings. To this point, SERA has based the Master Plan development framework on the projected FTE goals provided by WOU, which were 12000 FTE by 2020.
- Gregg determines that a short meeting with Tom Neal, Mark Weiss and Gary Dukes is necessary in order to come to agreement on projected growth goals in order for the Master Plan framework to continue moving forward.
- Growth parameters are refined and the 12000 FTE growth goal is removed from the ten year Master Plan horizon.
- While an exact FTE is not provided at this time, SERA will focus the continued Master Plan development on a more steady and consistent growth goal.
- At this time, it is determined that if the growth goals are less than 12000 FTE within the next ten years, it is not necessary for the football stadium or facilities to move within this Master Plan.
- As a logical and pragmatic statement, SERA will also include a list of priority capital projects within the Master Plan.
- Mark Fancey noted that an exact FTE will be necessary to determine the parking requirement for campus. Without this, the city will not be able to approve the Master Plan document.
- An exact FTE will be determined at a later point.

4.03 FEEDBACK : ATHLETICS

- Concern was expressed that athletic fields have been reduced.
- Eric stated that they have not been reduced as much as consolidated into 2 multi-purpose fields.
- Concern was expressed that the 2 multi-purpose fields still do not provide enough field space (for softball games specifically).
- It was suggested that an additional intramural recreation field be placed adjacent to the new Health and Wellness center for class uses.
- Daniel still feels strongly that the track should be de-coupled from the football stadium and proposes that perhaps it could be moved to the southwest corner of the Westside, along Church Street.

- It is confirmed that the hammer and javelin field events can overlap with each other and that the discus throwing area can overlap with the Varsity soccer field.
- Mark Weiss questions whether or not there is funding for the track to move.
- Daniel replies that many of the Master Plan projects will require fundraising and the university should work on a shared vision in order for future fundraising campaigns to be successful.
- In the NW, due to wind and sun conditions, the javelin and discus are preferred to be oriented to the south, as opposed to the standard north orientation.
- The intramural fields could then be moved to where the track was relocated in order to provide closer proximity to the students.
- The intramural fields are more of a priority and will be built before the track. This is another reason to locate them closer in.
- Mark suggests moving the women's softball field to be directly north of the men's baseball field in order to share a press box.

4.04 FEEDBACK : OTHER

- A parking structure should not be planned adjacent to the new health and wellness building as it is important to maintain the views from that building.
- There is strong concern for coupling the Student Health Center with a residential building as a new Student Health Center is necessary now and a residential building most likely won't be necessary for at least five more years.
- It is agreed that continued planning for new dorms or Live / Learn buildings should continue along Church Street. Although there is question with how the phasing of new dorms would work if the stadium ultimately remains in its current location.

4.05 NEXT STEPS

- SERA will continue developing the 12000 FTE as a long term aspirational plan, but will focus our main efforts on developing the Master Plan framework to an FTE closer to 9000, with the exact FTE number to be determined within the next couple of weeks.
- At this point in the process it's necessary for SERA to have closure on some of these topics and make sure that we are reflecting the decisions of the Steering Committee.
- SERA will provide a revision to the Steering Committee for approval before presenting it at the Public Hearing on March 3rd, 2011.
- It will be necessary for WOU to provide SERA a list of priority capital projects.

End Time	12:00 PM
Recorded By	Anneliese Sitterly
Date of Report	22 February 2011

Meeting Minutes

SERA ARCHITECTURE URBAN DESIGN + PLANNING INTERIOR DESIGN

Meeting Date 3 March 2011
Committee Name Campus Community & Stakeholder Open House
Meeting Number 005
Purpose Development Framework Preferred Option
Location Werner University Center, Calapooia Room

Attendees

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Distribution Tom Neal

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Start Time 6:00 pm

Discussion Items

5.01 PRESENTATION OF PREFERRED OPTION: 6:15 – 6:50 pm

- Eric and Gregg present the Master Plan goals, process, detailed graphics addressing circulation and open space, and the preferred Master Plan option.

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5.02 FEEDBACK : PARKING

- Neighbors were interested in the ratio of parking required on campus.
- Gregg: 1 parking space is required for every 2.5 FTE students, faculty, and staff.
- Question / concern about the parking lot that was removed south of the stadium and west of the Health and Wellness building.
- Neighbors are interested in knowing how many parking spaces occur within the ¼ mile radius of the Church Street and Monmouth Avenue intersection.
- Eric: More than ½ of the parking is within, or on the edge of, the ¼ mile circle.
- Neighbors are concerned that if there is not enough parking on campus, students will continue to park on neighborhood streets.
- Eric mentions that even if there are plenty of parking spaces on campus, students will most likely continue to park on the streets because the spaces are closer to the campus core and therefore serve as a more preferable parking location.
- A student adds that it's necessary to pay money to park in the campus parking lots and parking on the street is currently free. Students feel that this parking fee is too expensive, although this student previously attended school at SOU and comparatively speaking, the WOU rates are reasonable.
- Eric suggests that requiring a permit for parking on neighborhood streets has worked for some college towns. Homeowners are entitled to free permits for themselves and guests, all other vehicles without a permit will be ticketed.
- Neighbor mentions that we need to design for more than just the minimum of required parking spaces on campus.
- Eric mentions again that it's not about the number of parking spaces on a campus, it's more about where the most desirable / close parking areas are located. At this point, the neighborhood streets are more desirable, which is why a neighborhood permitting structure might be something to consider.
- Eric also explains that the university may want to perform a Transportation Demand Management Plan in the future to determine alternative transportation options to and from the University, i.e., shuttles from Corvallis or Salem to campus and back.
- A faculty member points out that there are different parking uses on campus. There is day parking for faculty and staff, long term parking for students living on campus, and large parking events for graduation and sporting events. These all need to be accommodated for.
- The Mayor of Monmouth adds that he understands why students park on the street, it's free. He feels that the city is in a bit of a conundrum with student parking. The problem is increasingly urgent, however, because students, faculty, and staff are parking on Main Street and leaving their cars all day. The city is on a drive to reclaim and re-energize Main Street and free, all day parking is not helping business owners. He feels that there is a need to convince students that there are parking spaces on campus, and they should be using them.
- The Mayor is also concerned that faculty and staff need parking as well. The Master Plan shows buildings filling up desirable parking spaces for faculty and staff. The Mayor is not convinced that this plan meets the need for priority parking for faculty and staff, this plan needs to take into consideration where they are going to park.

- Tom mentions that it is not the place of the Master Plan to designate specific parking spaces.
- The Mayor feels that if parking doesn't exist for campus use, it inevitably becomes a city problem.
- Someone poses a question about parking structures. Eric notes that the cost of one structured parking space is roughly ten times the cost of a non-structured space. Gregg mentions that all newly developed parking lots are designed to accommodate future structures if necessary.
- A neighbor adds that the field in front of Gentle House is an underused space / parking resource. Eric notes that in the Master Plan, we have designated this area as a gravel lot.
- Someone questions how you might realistically get people from campus perimeter parking to the academic core? How can you protect people from inclement weather? People don't want to walk up Church Street in the rain.
- Eric mentions that a covered walkway would certainly be expensive but entertains the idea of solar arrays covering walking space.
- Gregg adds that we have deliberately attempted to link parking lots to pedestrian walkways.
- Faculty member states that Church Street is currently not an inviting walk. It is dark on the south side of the streets and some of the other connection points to existing parking lots are not well lit.
- There is another mention of parking south of the Stadium. Audience members feel that this parking lot should be brought back. It would be good to have more parking adjacent to the Health and Wellness Center.
- Eric responds that this area could definitely be returned to a parking lot but that there are competing needs for this area. There could be academic pressure in the long range for this area.

5.03 FEEDBACK : VEHICULAR CIRCULATION

- Neighbor is concerned that additional road to the east (the east campus bypass) will provide more traffic into the neighborhoods and questions whether there is enough parking on the east side of campus to accommodate this additional traffic.
- Eric states that the intent of the east campus bypass road is to serve or re-route neighbors and those that live N of the campus that wish to get downtown. The majority of people driving to campus to park will continue to primarily use Monmouth Avenue.
- Neighbor is concerned that the new road developed to the west will have a negative impact to those living on Church Street.
- Eric acknowledges this concern, but the road could provide a valuable future connection to the North for the campus users as well as the community.
- Concerns about pedestrian flow patterns crossing the new east campus bypass – is this just taking the ped / traffic issues from Monmouth Ave and moving them to this new street?
- Eric agreed that this is something that we considered, but that it's not going to have as significant of an amount of pedestrian traffic currently found on

Monmouth Avenue or H Lot. Monmouth has peak volumes of pedestrians during class changes. This won't be an issue on the east campus bypass.

- Eric states that if you increase the connectivity and permeability throughout campus and the neighborhoods, there shouldn't be a congestion of traffic that would pose a threat to pedestrians.
- A neighbor mentions that she is wary of this increased traffic east of campus and that she is not looking forward to the campus growing to 7800 FTE. She is concerned that there will also be increased parking issues with this new bypass road.
- Tom responds that there is very little additional parking that has been added to the Master Plan on the eastern side of campus and therefore, concerns related to increased parking issues are unnecessary.
- Neighbor has concerns regarding the road development to the west and the potential connection to the neighborhood to the North. She feels that Maria Avenue cannot be considered a serious accent point as there are many children that live on that street and it should not be turned into a busier road.
- Eric responds that the road would be connecting residential to residential. The cul du sac neighborhoods that make up much of Monmouth are not providing a lot of connectivity – vehicular or pedestrian. The connection to Maria Avenue may only be pedestrian, but it's necessary to improve connection in the area with future development. If a road is developed, it could be potentially closed on game days to deter increased traffic.

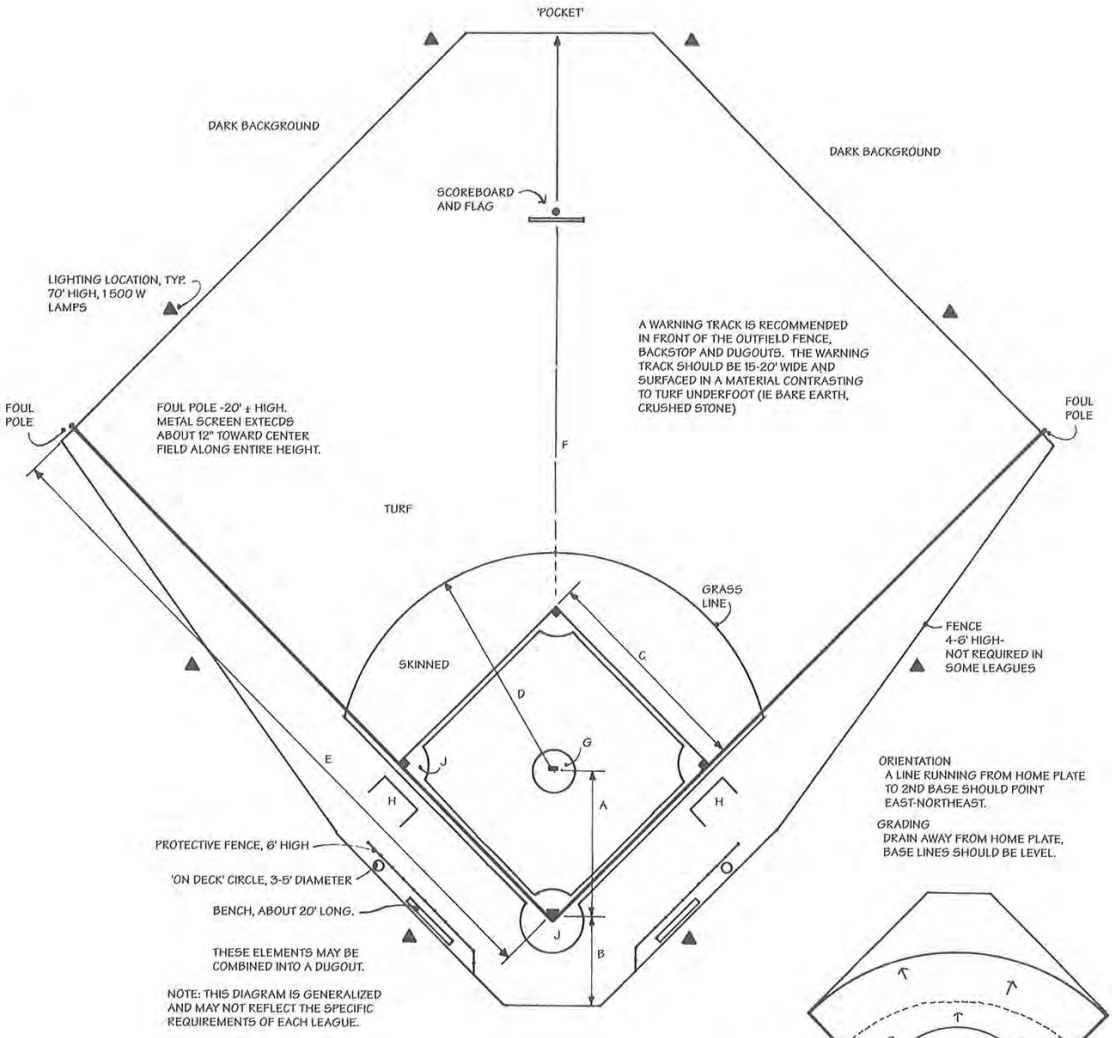
5.04 FEEDBACK : ATHLETICS

- The practice field could be smaller if replaced with artificial turf. This would make a smaller footprint and allow for more parking to be located south of the stadium. A turf field would also mitigate the lack of drainage on the existing practice field.

5.05 FEEDBACK : NEW ACADEMIC BUILDINGS

- Question about the footprint size of buildings shown on the plan
- Eric responds that generally, the footprints represent the program size that is desirable by the university. This is not exactly the case with the new Lab Sciences building. We made the footprint larger as it is an expensive building and ideally, it would be paired with another use to help offset its cost.
- The addition of Rice Auditorium does include a new performing arts center.
- Question regarding moving the Physical Plant to a new location.
- Eric responds that at the 7800 FTE student level, it does not make sense to move the plant. Facilities needs to be moved very strategically. In the future, the campus may want to change over to hydronic heating which has been proven more effective than steam heating. At this point, it would make sense to move Facilities. This should be looked at in the next Master Plan. We explored this beyond 7800 FTE and agree that Facilities should eventually be moved to a more perimeter location.

End Time	8:00 PM
Recorded By	Anneliese Sitterly
Date of Report	10 March 2011



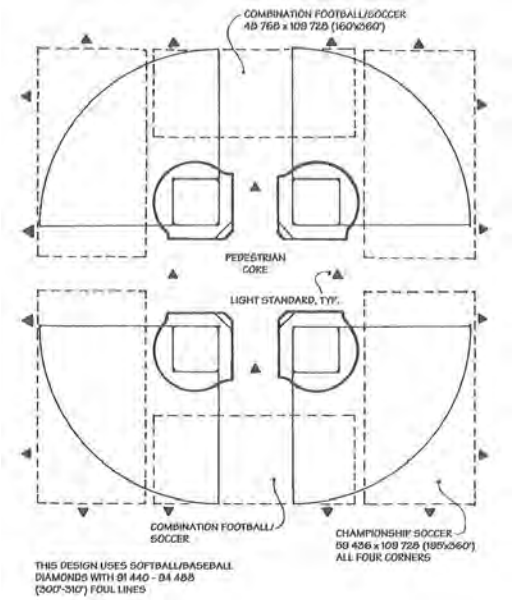
	Softball			Baseball					
	16" Slow Pitch	12" Fast Pitch	12" Slow Pitch	Little League	Bronco League	Pony League	Babe Ruth League	Colt League	NCAA
A. Pitching distance[8]	38	46	46 (40)	46	48	54	60.5	60.5	60.5
B. Home plate to backstop	Min. 25	25-30	25-30	25[1]	20	40	60[2]	60	60
C. Baseline	55 (50)	60	60	60	70	80	90	90	90
D. Radius of skinned area[8]	70	60	60	50	65	80	95	95	95
E. Foul line	250 (200)	275 Min.	225 Min.	200	175	250	350[3]	300	330
F. Home plate to 'pocket'	250	275 (250)	225	250[4]	225	300	400	350	400
G. Diameter - pitcher's mound	16	8	8	10[5]	12[5]	15[6]	18[7]	18[7]	10[7]
H. Size of coaches' box	3 X 15	3 X 15	3 X 15	4 X 8	6 X 12	8 X 16	10 X 20	10 X 20	5 X 20
J. Diameter - bases	30	30	30	18	22	24	26	26	26

Notes
1 Optional distance
2 40' satisfactory, 60' preferred
3 320' satisfactory, 350' preferred
4 200' to outfield fence
5 Pitcher's mound raised 6"
6 Pitcher's mound raised 8"
7 Pitcher's mound raised 10"
8 Measured from front center of pitcher's rubber

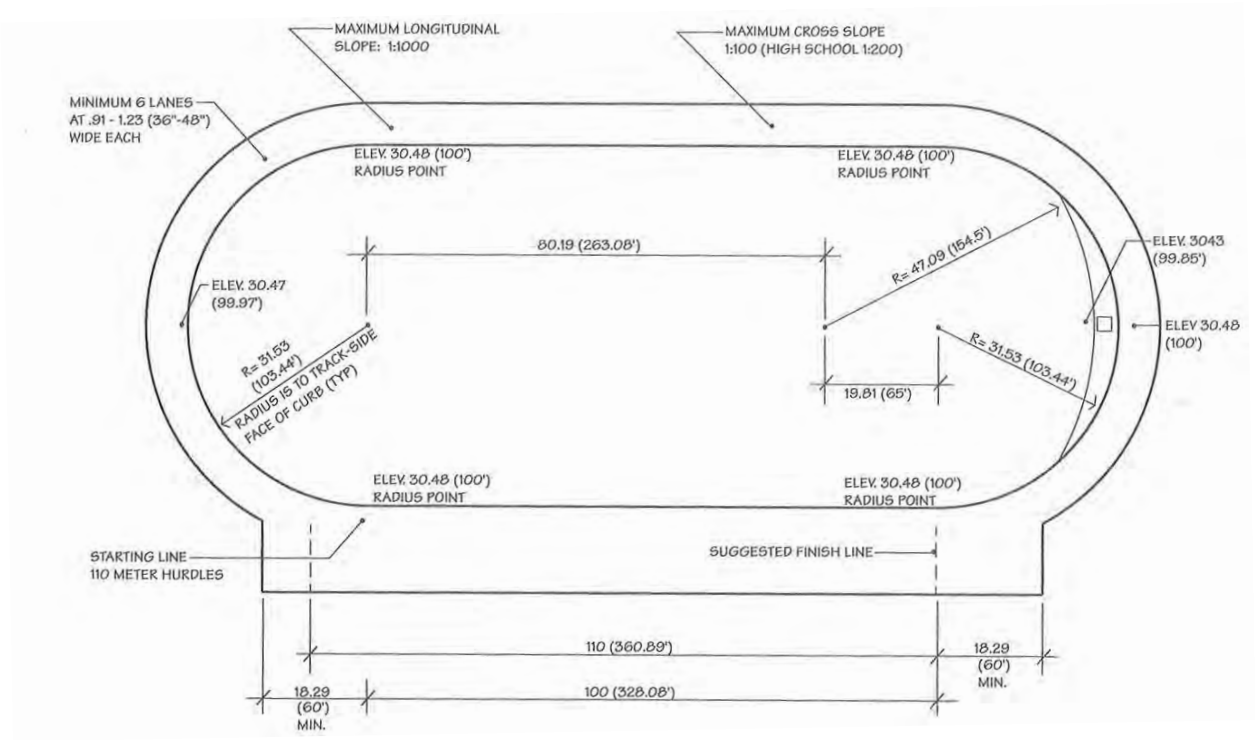
All measurements are in feet. Women's dimensions, if different, are in parenthesis.

Softball / Baseball Layout

Source: Harris C, Dines, N. Time-Saver Standards for Landscape Architecture: Design and Construction, Second Edition, New York: McGraw Hill Publishing Company; 1998. 520-14 p.

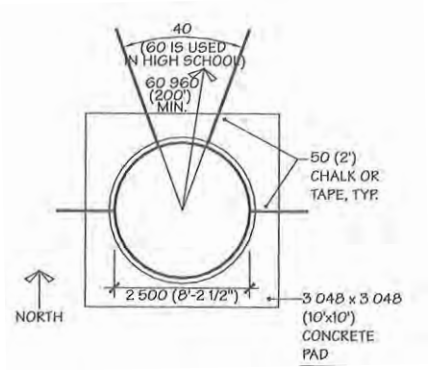


Schematic Sports Complex

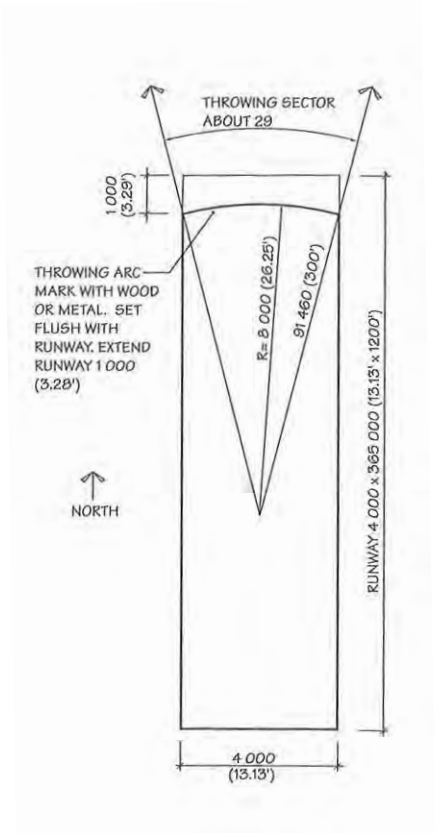


400-Meter Track

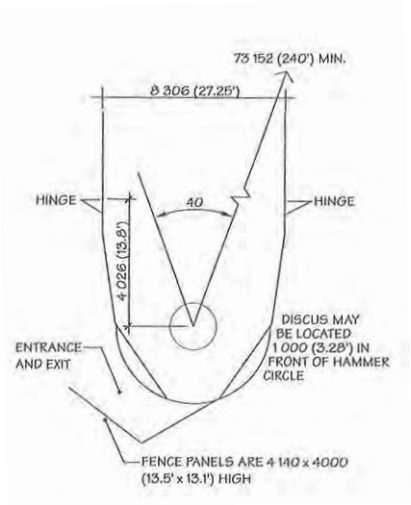
Source: Harris C, Dines, N. Time-Saver Standards for Landscape Architecture: Design and Construction, Second Edition, New York: McGraw Hill Publishing Company; 1998. 520-10, 520-15 p.



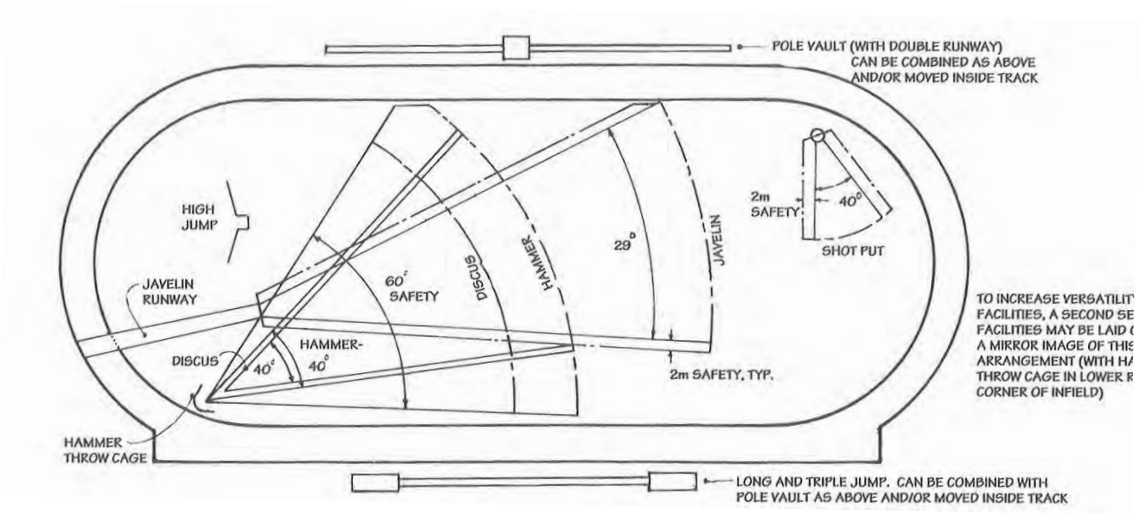
Discus



Javelin

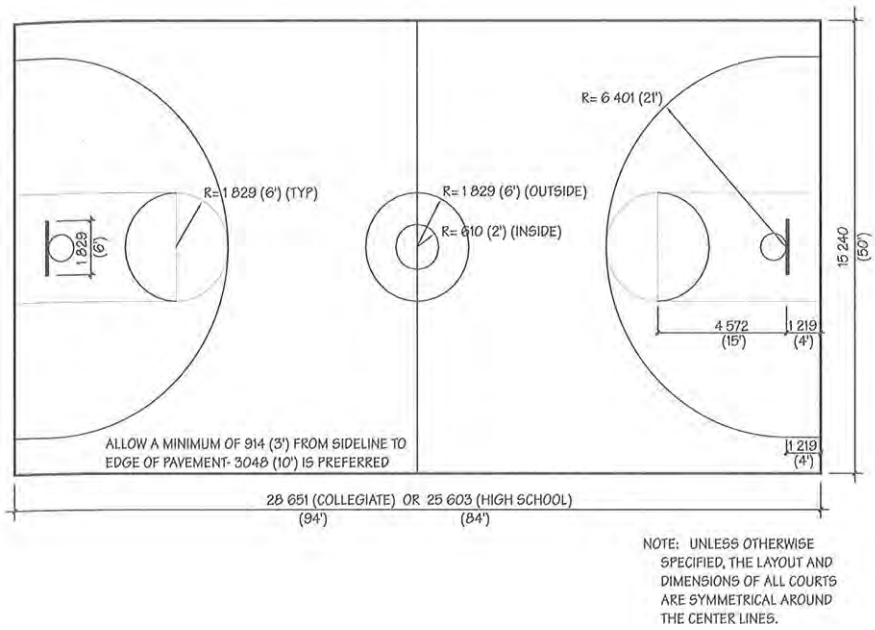


Hammer Throw

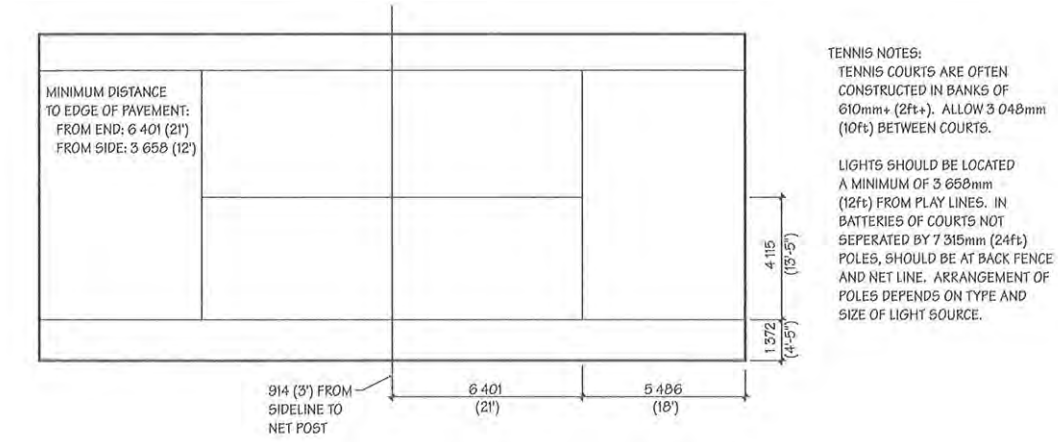


Schematic Arrangement of Infield

Source: Harris C, Dines, N. Time-Saver Standards for Landscape Architecture: Design and Construction, Second Edition, New York: McGraw Hill Publishing Company; 1998. 520-10, 520-13 p.



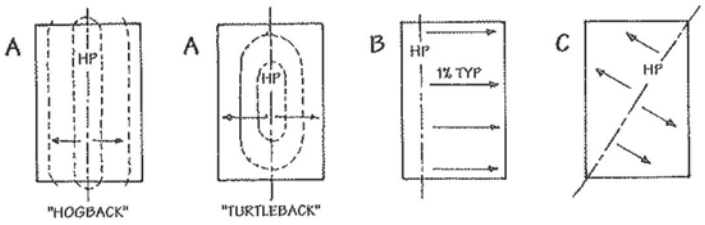
Basketball



Tennis

Source: Harris C, Dines, N. Time-Saver Standards for Landscape Architecture: Design and Construction, Second Edition, New York: McGraw Hill Publishing Company; 1998. 520-4, 520-5 p.

Sport	Use area required including clear zones	Court dimensions	Orientation	Surface
COURT GAMES				
Basketball	114 x 70 ft	94 x 50 ft	North-south	Concrete, drain end to end at 1 in per 10 ft
Tennis	60 x 120 ft for one doubles court. Multiples can be designed with 10 to 12 ft between courts	36 x 78 ft	Long axis north-south	Many, including concrete, clay, asphalt, and turf. Drain side to side (preferred) or end to end at 0.8 to 1% (nonporous) or 0.003 to 0.004% (porous). Never allow high point at net.
FIELD SPORTS				
Football	Minimum 172 x 372 ft	160 x 360 ft including two 10 yd end zones	Long axis, northwest to southeast, or north-south for longer season	Drain as in A; B or C* are permitted but not preferred; provide adequate underdrainage
Soccer	10 yds on all sides free of obstruction	75 x 120 yds	North-south	Same as football
Rugby (League - professional)	no standard exists, 10 yds is recommended on all sides	110 x 60 yds plus 6 - 12 yds at each end for ingoal	Same as football	Same as football
Rugby (Union - amateur)	no standard exists, 10 yds is recommended on all sides	110 x 60 yds plus 25 yds at each end for ingoal	Same as football	Same as football



*Drainage Alternatives for Fields

Source: Harris C, Dines, N. Time-Saver Standards for Landscape Architecture: Design and Construction, Second Edition, New York: McGraw Hill Publishing Company; 1998. 520-6, 520-7, 520-11 p.

Oregon University System

Campus Master Plan Outline

Determine MP Time frame – 10 or 20 year?

A comprehensive master plan is a tool for making the management decisions about facilities and resources. It helps ensure that the projects are done right the first time and that future projects follow a logical and systematic development plan. A master plan is useful as a guide for future development by defining the locations, scope, and character of proposed facilities, and as a schedule for capital budget projections.

Master planning serves four major functions in developing a comprehensive institutional approach to change and decision making:

1. Planning reminds the organization of its mission and values.
2. Planning scans the external environment and identifies changes that will affect the organization.
3. Planning makes the organization aware of the multiple time lines and cycles inherent in the conduct of its affairs.
4. Planning encourages strategic thinking and behavior at all levels of the organization.

The Master Planning Process

Master planning involves five major steps: strategic review, functional analysis, physical analysis, solution development and plan documentation. Prior to the initiation of any of these steps, an institution must have a clear understanding of what it is about, its mission and goals.

Strategic Review. This review phase would involve validation and interpretation for physical planning of the implications of the mission and strategic plan.

Functional Analysis. This step takes into consideration space utilization and facility needs.

OUS has space planning guidelines that can be used to begin this, but they are circa 1998.
http://www.ous.edu/dept/capcon/files/facilstand.pdf

Pedagogy has changed and these have not been updated accordingly. Better standards exist, notably the Maryland Higher Education Committee Study 2006 Space Study. See appendix for NSF/FTE standards. http://www.mhec.state.md.us/Publications/finance/MDCipCapFacRep.pdf

Physical Analysis. This step assembles information regarding physical constraints and opportunities, particularly related to building systems and infrastructure.

Solution Development , Evaluation and Implementation Plan(s) This is the creative phase of the process. Evaluation of options includes fiscal as well as physical impacts.

Options would be developed through Steering/executive committee input and campus-wide consultation. Steering/executive committee approval would provide direction for the final step of the process, plan documentation.

Plan Documentation includes assignment of functions to facilities, specific site development concepts, building development recommendations including cost estimates, design guidelines and implementation strategies.

Time Frame For Completion

The better the process, the greater the likelihood that the plan will actually form the basis for future campus development. Broad constituent involvement is critical to a good master plan process. To allow for sufficient consultations with the university community, it is estimated that the development of a comprehensive master plan would be a 12 to 18 month process typically for a complete analysis. The scope should be tailored to the need.

Organizational Options

1. Determine the key driver(s) for the Master Planning effort and create structure to fit. http://www1.scup.org/PHE/FMPro?-db=PubItems.fp5&-lay=ART&-format=read_full.htm&-error=error.htm&ID_pub=PUB-GbT9RHC70xy6A9GMjY&t_Pub_PgNum=35&-SortField=t_Pub_PgNum&-Find
2. Suggestion for WOU:
    a. Master Plan Committee (advisory to the President)
        i. Chair – Provost
        ii. Faculty Senate
        iii. Student Services
        iv. Admin Services
        v. Facilities
    b. Ad Hoc Committees
    c. Standing Sub-committees
        i. Architecture + landscape design
        ii. Energy & infrastructure
        iii. Transportation + parking
        iv. Athletics
        v. Community/City

The Master Plan Work Program (based on University System of Georgia MP template http://www.usg.edu/ref/planning/template.PDF

OUS Campus Master Plan Goals (in process)

- Campus that promotes quality of life for student, faculty, staff and the community.
  - Reflection of culture, values and aspirations of campus
  - Promote community and opportunities for civil discourse
- Provide thoughtful stewardship of a resource-constrained environment whose dimensions include the eco-system(s), land/real estate and financial resources.
  - All new construction shall have zero net addition of CO_2 to the total campus emissions. Renovations shall lower the CO_2 emissions of the facility by no less than 25%.
- Right-sized campus that makes the best use of existing infrastructure and facilities.
  - Reuse and repurpose before considering new construction.
- Consistent with the OUS Climate Action Plan Goals:
  - Goal of climate neutrality by 2020.
  - Develop a vibrant economy and strong communities
  - Ensure sustainable use of resources
  - Enhance economic self-reliance and human well-being
  - Maintain and restore natural systems
  - Preserve Oregon's economic, social and environmental assets for future generations

1. History of the University
2. Goal Formulation
   a. Institutional Mission Statement and Strategic Plan
   b. Goals and Issues for Future Academic Program
   c. Administration Confirmation (President and OBHE?)
3. Existing Campus Conditions
   a. Grounds
      i. Physical Setting
      ii. Environmental/Ecological Analysis
      iii. Land Use
      iv. Building Use and Condition
      v. Open Space and Pedestrian Circulation
      vi. Vehicular Circulation and parking
      vii. Athletic and Rec. Facilities
   b. Campus Energy/ Infrastructure
      i. Energy Master Plan/Utilities
      ii. Watershed Master Plan/Storm water
      iii. IT Plan
   c. Community
      i. Regulatory
      ii. Economic Development
      iii. Transportation

iv. Shared Resources/Assets

4. Future Requirements/Projections
   a. Description of Future Academic Program
   b. Space need analysis to target year (to inform implementation)
      i. Student enrollment (on-site and off-site)
      ii. Faculty and Staff
      iii. Academic Space
      iv. Academic Support Facility
   c. Transportation /parking requirements
   d. Athletic and Recreational Facilities
   e. Energy
   f. Water
   g. Waste
   h. Proposed Land Acquisition/Disposition (if applicable)
5. Preliminary Physical Master Plan
   a. Alternative Concepts
   b. Prelim. Cost Estimate
   c. Comparative Assessment of Alternates
   d. Selection of Preferred Alternate
   e. Review/refine with internal community and external community partners
   f. Refer to the OUS & OBHE? for review
6. Physical Master Plan
   a. Land and Building Use
   b. Ecological Design (notes from other plans for reference)
      i. model for ecological urban greenspace designIncorporation of the results of the community planning process
      ii. Strategies for on-site treatment of stormwater, including run-off from the recreation/city etc.
      iii. Consideration of principles of permaculture, including the use of low maintenance native vegetation
      iv. Areas of natural habitat restoration and feasibility of created wetland
      v. Sound ecological design and recreational amenities
   c. Vehicular /Bike Circulation & parking
   d. Open Space and Pedestrian Circulation
   e. Athletic and Recreational Facilities
   f. Energy/Infrastructure Plan including IT
   g. City/regional comprehensive plan alignment
7. Implementation
   a. Cost estimate for Building, Infrastructure and Site Improvements
   b. Capital Improvement Program & Phasing
   c. Physical MP Design Standards
   d. Planning & preview process (how/who makes decision for what)

CAMPUS STANDARD SPECIFICATION FOR SITE FURNISHINGS.

OUTDOOR LIGHT FIXTURE:

- **LIGHT FIXTURE POST 60LED 5100K BRIGHT WHITE DARK BRONZE, PROVIDENCE, DARK SKY COMPLIANT, PROV-T5-60LED-BW-DBZ, W/ POLE & BASE 10' LIGHT FIXTURE, PROV-PR4-R10-125-NOARM-BC7-DBZ, ARCHITECTURAL AREA LIGHTING**

TRASH RECEPTACLES:

- **CONTAINER WASTE 19.5" X 40" SQ, 38 GAL BLK BASE/GREEN W/TOP FOR RECYCLABLES/ALUMINUM,GLASS,PLASTIC, MF3057/700634, WAUSAU TILE INC**
- **CONTAINER WASTE 19.5" X 40" SQ, 38 GAL W/4-WAY TOP BLK BASE/ GREEN LID, MF3053/700633, WAUSAU TILE INC**

OUTDOOR SEATING:

- **BENCH CONTOUR 6' W/RECYCLED PLASTIC CEDAR 3X4" SLATS SURFACE/PEDESTAL MOUNT 3 LEG/FRAMES BLK CASPAX-7 PER QUOTE #CC-07-0288, 2153-6-P-M GREENWAY, COLUMBIA CASCADE CO**

HANDRAILS

- **1 1/4 INCH ID BLACK PIPE**

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CITY OF MONMOUTH

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NOTICE OF DECISION

Western Oregon University
Master Plan 2011

Notice is hereby given that on June 15, 2011, the Planning Commission approved the Western Oregon University Master Plan 2011 based on compliance with the review criteria in Section 94.140 of the Monmouth Zoning and Development Ordinance.

Community Development Director _____ Date 6/16/11

DATE OF MAILING: 6/16/11

If you wish to appeal the decision, an appeal shall be filed with the City Recorder no later than 15 days from the date of mailing. An appeal automatically requires that a public hearing be scheduled before the Monmouth City Council. The cost of an appeal is $250.00

If you have any questions about this review, you may contact the Monmouth City Planning Department at Monmouth City Hall, 151 Main Street W., Monmouth or call Mark Fancey, Community Development Director at (503) 751-0147.

cc: Tom Neal, WOU Director of Physical Plant and Facilities Operations
Eric Ridenour, SERA Architects
Department Supervisors
Property owners within 500 feet