WESTERN OREGON UNIVERSITY MASTER PLAN
PLANNING FOR THE NEW MILLENNIUM 2000-2010

CAMPUS MASTER PLAN COMMITTEE

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# WESTERN OREGON UNIVERSITY MASTER PLAN
## PLANNING FOR THE NEW MILLENNIUM 2000-2010

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INTRODUCTION

1. INTRODUCTION

In the fall of 1999, Western Oregon University embarked on developing a Master Plan that would provide a vision of growth and planned development for the next 10 years. WEGROUP/pc Architects•Planners•Interiors assisted WOU in developing this vision. A committee composed of members from the university’s administration, department heads, staff and WEGROUP met on a regular basis to form the direction of this vision.

Analysis was made of current facility conditions, usage and ability for adaptation. A history of student enrollment was reviewed and projected increases were developed and used as a guide to forecast potential needs. Additionally, current campus zoning, amenities and infrastructure were analyzed for future needs.

This Master Plan is a living document. It will be updated every two years. The Master Plan is based on existing information as well as institutional and projected needs. Past information included reviewing the Master Plan completed 1987. Additional historical planning information was also obtained from the June 1995 interim Master Plan update.

The location and shape of future buildings are conceptual. Specific design work will occur after construction budgets and space usage programs have been established. Project priorities were not identified.
1.1 INTRODUCTION TO THE UNIVERSITY

Western Oregon University is the oldest institution in the Oregon University System. It was founded in 1856 by pioneers who crossed the Oregon Trail. Today, it continues a long educational tradition as a comprehensive university of approximately 4,600 students who are primarily Oregon residents.

WOU is the only mid-size public university in the mid-Willamette Valley. The university offers almost 40 bachelor’s and three master’s degrees through its two schools, the School of Liberal Arts and Sciences and the School of Education. It offers one of only three accredited teacher education programs in the state.

Western Oregon University extends its mission beyond the classroom. WOU’s Division of Teaching Research, which is funded annually by about $6 million in grants, is known nationwide for its role in education research. Western Oregon is the only university in the United States to have as part of its campus a Public Service Park that brings business and government together in a unique partnership. Current Public Service Park members include the Oregon Public Safety Academy and the Oregon Military Academy. Western Oregon University also serves Polk and Marion counties as a resource center for the arts, athletics and cultural enrichment activities.
2. STRATEGIC GOALS

The Vision

“Higher education brings the future to Oregon and brings Oregon to the future. On campuses, in classrooms, laboratories, and studios, at field stations, and with partners in communities throughout the state, the Oregon University System provides Oregon’s diverse citizens and her public and private enterprises with the means to realize their potential. That is the aspiration today. So it will be in 2010. The goal can be sought in many ways, but choices must be made.”

Oregon University System Mission (1994)

The vision supports and guides the renewed mission of the Oregon University System to:

• Provide affordable access to high-quality postsecondary education for all qualified Oregonians;
• Improve and enrich continuously the lives of the people in the state, the nation and the world through the pursuit and application of ever deeper understandings in the sciences, the social sciences, the humanities, the arts and the professions;
• Infuse learning with the vigorous pursuit of free and open inquiry to assure that Oregon has the capacity to respond effectively to the social, economic and environmental challenges and opportunities.
3. MISSION STATEMENT

Western Oregon University provides a comprehensive higher education experience, including teaching, learning, and research activities, cultural opportunities, and public service. Campus and distance education programs prepare students to contribute to the economy, culture, and society of Oregon, the nation, and the world.

• WOU’s curriculum fosters the knowledge, skills, and attitudes that characterize a liberally educated person and provide a foundation for a lifetime of learning.

• WOU’s academic programs offer close student, faculty, and staff interaction; interdisciplinary teaching, research opportunities, and internships with public and private sectors.

• WOU promotes diversity and respect for individuals in all endeavors.

• WOU provides national leadership in research and policy development through the Division of Teaching Research, the Regional Resource Center on Deafness, and the National Clearinghouse for Deaf-Blindness.

• WOU fosters partnerships with state and local governments, exemplified by the campus-based Oregon Military Academy and Oregon Public Service Academy.

• WOU enriches the lives of Oregonians through cultural offerings; educational resources; lifelong learning opportunities; and NCAA, Division II intercollegiate athletic competition.
3.1 School of Education

Mission

The School of Education at Western Oregon University serves Oregon residents by preparing teachers who are academically strong, competent in all aspects of teaching, and prepared to contribute to the continuously evolving field of education. In addition, the School of Education prepares rehabilitation counselors, sign language interpreters, and health and physical education professionals for a variety of increasingly diverse and complex roles in schools, service organizations and businesses.

Overview

The School of Education achieves the goal of preparing professionals for their unique roles in society by:

• Engaging faculty and students in research and scholarly activities that contribute to the school and community improvement;
• Continuously improving the curriculum based on current research, advances in technology and educational reform efforts;
• Providing leadership to schools through the preparation of graduate students and through strong working relationships between the School of Education and public schools, public and private agencies and professional associations;
• Promoting and supporting positive, enduring attitudes regarding healthy and active lifestyles for the entire student body;
• Serving as a research and demonstration center for instructional strategies, facilities and technology for the Northwest; and
• Providing an environment to ensure a diverse student and faculty population.

The WOU campus has prepared teachers for approximately 120 years. Approximately one-third of the 4,600 students currently enrolled at Western Oregon are majoring in education and education-related fields.

The School of Education graduates more teachers each year than any other public or private college or university in Oregon, and more than any other state west of Oklahoma. Nationally, WOU is in the top 10 percent of education graduates of the colleges and universities that belong to the American Association of State Colleges and Universities. The School of Education is accredited by the Northwest Association of Schools and Colleges, the Oregon Teacher Standards and Practices Commission, the Council of Rehabilitation Education, and the National Council for Accreditation of Teacher Education.
3.2 School of Liberal Arts and Sciences

The School of Liberal Arts and Sciences offers bachelor of arts and sciences degrees in a comprehensive array of disciplines, which help prepare students to lead beneficial personal and professional lives. Faculty in the School of Liberal Arts and Sciences direct the major portion of their effort to this undergraduate teaching mission.

Since continued teaching effectiveness requires the ability to remain current in one’s academic discipline, scholarship and research are emphasized as necessary features of a faculty member’s academic work. It is the primary goal of the school to support effective teaching while also supporting faculty research and scholarship.

The size, intellectual diversity and talents of the School of Liberal Arts and Sciences’ faculty naturally combine to provide opportunities for service to state and local government, as well as to numerous educational, business and commercial institutions throughout the Willamette Valley and other parts of Oregon. This service emphasis continues to be an important feature of the mission of the School of Liberal Arts and Sciences.

3.3 Office of University Residences

Mission

To provide safe, quality living environments with emphasis on education and service to the community.
EXISTING CAMPUS SURVEY

4. AERIAL OF EXISTING CAMPUS

SCALE: 1" = 500'
4.1 EXISTING CAMPUS ZONING

- ACADEMIES
- RESIDENTIAL
- CONFERENCE CENTER
- CAMPUS CORE
- PERFORMING ARTS
- PHYSICAL EDUCATION/ ATHLETICS

SCALE: 1" = 500'

EXISTING CAMPUS SURVEY
## 5. STUDENT ENROLLMENT PROJECTIONS

### Enrollment Figures

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The chart indicates historical data of student enrollment from 1994-1999. Based on current trends, a factor of 5% was used to project student enrollment from the year 2000-2010. The projected optimal student enrollment is between 6,000 and 7,500 students.
6. EDUCATIONAL PROGRAMS/SPACE NEEDS

6.1 School of Education

1. Elementary Education and Secondary Education

   Space requirements:
   • Remodel ED 217 into classroom space.
   • Remodel ED 116 and 117 into classroom space and a small computer lab.
   • Remove two audiology booths for office and classroom space.
   • Three new technology labs.
   • Ten to 14 additional offices for faculty and staff.
   • Two additional 50-student class rooms, five additional 25-student classrooms, and five additional 15-student class rooms.
   • Classroom site with technology lab in Salem for 25 students.

2. Special Education

   ASL-English Interpreting Program
   Early Intervention-Special Education Program
   Handicapped Learner Program
   Rehabilitation Counselor Education Program
   Regional Resource Center on Deafness
   Severely Handicapped Learner Program
   Teacher Preparation: Deaf Education

   Space requirements:
   • Seven additional offices.
   • One additional classroom for 25 students.
   • One additional counseling room.

3. Health, Physical Education and Athletics

   Space requirements:
   • Six additional offices.
   • Additional classroom space.
   • Weight room addition.
   • New research space.
   • A recreation center.
   • Baseball and football bleachers.
   • Finishing line building and track storage building.
6. EDUCATIONAL PROGRAMS/SPACE NEEDS

6.2 School of Liberal Arts and Sciences

Space requirements:
- Office of the dean needs a conference room and storage space.

1. Honors program

2. International Studies Program

3. Business and Economics

Space requirements:
- Additional office space.
- Three additional classrooms.
- Student lab with five computers, adjacent to faculty offices.
- West House offices are substandard.

4. Computer Science

Space requirements:
- Additional office space.
- Additional computer lab.
- Update data wiring.

5. Creative Arts

Art
Music
Theater and Dance

Space requirements:
- Additional office space.
- Art Annex (covered outdoor space)
- Remodel Smith Hall.
- Additional rehearsal space.
- New auditorium.
- Relocation of dance studio from Old P.E. building.
- New recital space.

6. Humanities

English
Modern Languages
Philosophy and Religious Studies
Speech Communication

Space requirements:
- Modular classrooms are substandard.
- Additional classrooms are required.
- Additional offices are required.

7. Natural Sciences and Mathematics

Biology
Chemistry
Earth and Physical Sciences
Mathematics

Space requirements:
- Additional lecture hall for 100 students.
- Arnold Arms offices and classrooms are substandard.
- Additional physics/physical science lab.
- New chemistry lab and instrumentation room.
- Additional faculty offices.
- Additional lab space.
- Equipment.
6. EDUCATIONAL PROGRAMS/SPACE NEEDS

8. Social Sciences

Anthropology
Criminal Justice
Economics
Geography
History
Political Science, Public Policy and Administration
Psychology
Sociology

Space requirements:
  • New multi-media classrooms.
  • Additional large classrooms.
  • Additional office space.
  • Todd Hall space substandard.
6. EDUCATIONAL PROGRAMS/SPACE NEEDS

6.3 Campus Housing

As the student population grows, so will the need for new student housing. Currently only freshman are required to live on campus, although many upper classmen choose to live on campus as well. Campus Estates, which houses upper classmen, has reached the end of its useful life span. A recent survey indicates the demolition of these apartment style units will create a need to replace this popular style of student housing. Many of the student residence halls were built prior to the American with Disabilities Act and are not fully accessible. These buildings will need to be reviewed and modified.

6.4 Public Service Park

Oregon Public Safety Academy
The Department of Public Safety Standards and Training (DPSST) currently occupies three buildings on campus; Maaske Hall, Oregon Police Academy Building and Arbuthnot Hall. The number of students accommodated has increased significantly over the years resulting in overcrowding in the existing facilities. The number of students and the number of training weeks required are expected to increase. DPSST is involved in the initial evaluation and planning stages of an expanded training center to accommodate field exercises including emergency vehicle operations and firing range capabilities.

Oregon Military Academy
The OMA building is fully occupied on the weekends. The need for additional classroom space during the weekend is required. Since many university classrooms are unoccupied during the weekend, it is suggested OMA uses the unoccupied classrooms for expanding programs.
The designated zones for the campus allows for effective grouping of related disciplines. Each zone provides for growth and flexibility which can adjust to future changes.
The Master Plan provides guidelines for the development of the campus. As enrollment increases and the programs expand, it is important to reinforce the existing campus infrastructure. The Master Plan maintains a balance between buildings and open space and provides connections from place to place while respecting the community relations. A public space at the center of campus was introduced in order to create a focal point and to provide outdoor assembly areas.

1. Future Housing
2. Future Classroom Building
3. Future Performing Arts Building
4. Future Science Building
5. New Library
6. Future Building
7. Physical Plant
8. Addition to P.E.
Plate 1

This concept defines Church Street and North Monmouth Avenue as the center of campus. Closure of Church Street from North Monmouth Avenue to the west end of the Werner University Center is suggested and would require approval from the City of Monmouth. This portion of Church Street could be converted into a pedestrian mall with landscaping, paving blocks, lighting and possibly a water feature demarking the terminus point at North Monmouth Avenue. A new 36,000 square foot structure replacing Todd Hall could be utilized for students and faculty services. The resulting pedestrian mall would provide an intimate space for students and faculty to gather within close proximity to the Werner University Center.
Demolition of the Old Physical Education building is proposed as a result of outdated space layout and poor condition. Current functions will be relocated to new additions to the New Physical Education Building, allowing for consolidation of athletic programs.

The demolition of the existing tennis courts north of the Old P.E. Building would allow for additional classroom space in the campus core. New tennis courts will be relocated to the future Physical Education zone west of Stadium Drive.

Three new classroom buildings are envisioned. Two buildings west of the Humanities and Social Sciences Building are grouped to create a central courtyard. These two buildings would provide approximately 30,000 square feet of space for classrooms and faculty offices.

The third building to the west of the Natural Science Building would be an approximately 36,000 square feet addition with possibly a bridge to the existing science building.

Demolition of Arnold Arms and West House is proposed. The two-story wood and frame buildings are functionally and structurally outdated. The space could be better utilized for parking or relocation of another campus function.
This concept requires the removal of the modular classrooms, which were installed as temporary facilities. Demolition of the building wings to the Instructional Technology Center, as well as the parking lot between these classrooms is recommended. These wings are functionally obsolete and require continuous maintenance.

Two new classroom buildings are shown to replace the existing wings. As three-story buildings, the new classroom buildings will accommodate 60,000 square feet of classroom and faculty office space.

The existing outdoor stage to the southwest of Rice Auditorium should be relocated to the quad west of Smith Hall (See 8.3.E, Plate 5). The existing memorial will be relocated to a space near the entry of Rice Auditorium.

The new Performing Arts building will contain multi-purpose performing arts, classrooms and office space. The lobbies of Rice Auditorium and the new Performing Arts building are connected to share common functions, such as ticket sales, coatroom and restroom facilities.
Plate 4

The Campus Estates housing are functionally obsolete and require continuous maintenance. Demolition of these units will allow for expansion of educational buildings within the academic core. Two new classroom buildings are planned for this site. The buildings share a central circulation space and can be constructed in two phases. These buildings add approximately 44,000 square feet and can accommodate classrooms, lecture halls and faculty offices.
Plate 5

A new quad west of Smith Hall will connect the Administration Building, Smith Hall and the current library to North Monmouth Avenue. This will allow access to a new entry on the north side of the library after renovation for classrooms and facility offices.

The quad will contain an outdoor performance stage to replace the existing stage located southwest of Rice Auditorium. The existing slope on the west side will be sculpted to form an amphitheater. At each corner of the quad, a seating area is planned as a place for students and faculty to meet.

Current drainage problems and the existing trees in this area must be addressed when these improvements occur.
Plate 6

This concept provides consolidation of physical education functions with additions to the existing building as a result of demolition to the Old P.E. Building (See 8.3.B, Plate 2). The existing tennis courts to the north of the Old P.E. Building are in poor condition and should be demolished. New tennis courts are proposed to the west of Stadium Drive. This renovation will depend upon the relocation of the Jensen Arctic Museum.

A new 50-meter pool will replace the existing 25-yard pool located in the Old P.E. Building. This pool is located on the southwest corner, allowing for natural light and visual interest. To the north, a new gym, racquetball courts, locker rooms, laundry facilities, classrooms and offices will complete consolidation of P.E. functions and accommodate future growth. The Old P.E. Building is approximately 35,000 square feet, including the pool house. Additions to the north and southwest of the New P.E. Building will add approximately 77,000 square feet.
Plate 7

This concept requires demolition of the Physical Plant, with the exception of the steam generation plant. The location of the Physical Plant in the center of the campus has created a barrier. A new location for the Physical Plant at the southwest edge of campus is planned (See 8.3.J, Plate 10). When the new high pressure steam plant is built in the future, the existing steam generation plant can be modified into a steam pressure reducing station.

The existing truck route from North Monmouth Avenue to the Werner University Center will be rerouted from Stadium Drive along the north side of the Grove. Widening of this road will be required. This revision to the truck route will allow for direct pedestrian access from Valsetz Dining Hall to the Werner University Center. Demolition or removal of Swindel Hall will also occur. Swindel Hall is functionally obsolescent and is currently being used for storage. The storage functions can be relocated to the new Physical Plant.

Student Housing and a Child Care Center are considered for the site where Swindel Hall exists. The Child Care Center is orientated to have a covered play area and an outdoor playground facing south for maximum sunlight exposure. The new Student Housing building is 20,000 square feet. The existing parking lot to the south has been modified to provide a buffer of trees between the campus and the automobiles.
Plate 8

Space for a Public Service Park has been identified in the northwest corner of the WOU campus to accommodate future growth of public safety and/or military academies.

A new road through the Public Service Park will extend north. This road will be coordinated and developed with the City of Monmouth.
Plate 9

Expansion of Student Housing is planned north of Stadium Drive within proximity to existing campus housing. Each building will cluster 12 living units for a total of eighty-four 1,000 square foot units. Individual unit amenities are: living rooms, dining rooms, full kitchens and two to three bedrooms.
Plate 10

A new loop road will provide pedestrian, automotive and emergency vehicle access to the west side of campus and the new athletic fields. This loop road will have parallel parking and a sidewalk along the outside of the road. Along the inside of the loop road is a continuous exercise trail.

The athletic fields are arranged to allow for more central campus parking and access via the new loop road. Football practice fields are relocated from the east of the stadium. A building for restrooms, concessions and equipment storage is at a central location between the ball fields.

The Physical Plant’s new location to the southwest corner of the campus, will allow for expansion of plant service and storage. Projected building size is 20,000 square feet containing offices, shop space and storage. A future high-pressure steam generator is planned at this location.
A.1 Statement of Intent

The urban design guidelines will assist future projects, amenities and infrastructure to help create a harmonious and functional campus. They are also intended to be used by the university administration and staff in planning and evaluation of future projects.

These guidelines are not intended to replace the City of Monmouth Zoning and Building Codes, but rather to support them. It is recognized that all developments will come under the city's review process, and be subject to the regulations and guidelines in effect at the time of development approval.

A.2 Architectural Design Guidelines

The goal of these guidelines is to assure a continuity of high quality architectural design throughout the WOU campus. The character of the campus will convey a visual environment which is cohesive at any period of its development. 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.

1. Location, Placement and Orientation

Relation to Designed Footprint - Each "development site" has a designated building footprint area within which the building is proposed to be located. The footprint area is located to provide an effective relationship among buildings, parking and open space while still allowing latitude in the design of each building. Building footprints are sized to contain buildings of the approximate area required for the future expansion of the contained programs, but may be combined if desirable. Individual buildings will be designed to reflect the development principles of the plan set forth above.

2. Building Density

Buildings will be placed so that they respect the space of other buildings and create a density that is comfortable with the campus environment. Buildings will be used to define open space between buildings to allow for green spaces and plazas.

3. Height Guidelines

Generally, buildings within the campus will not exceed three stories. Architectural features, such as clock towers, cupolas, flag poles or similar appropriate design features may exceed the height limitation.

Particular consideration will be given to building heights on the campus perimeter which may impact the soft edge between the campus and the surrounding community.

4. Setback Guidelines

Building setbacks will relate to the adjacent open space or edgescapes. Space between buildings will be appropriate for the scale and height of each building and adjacent buildings. Buildings will be located so they don’t shade courtyards or obstruct buildings from solar sun angles.

5. Exterior Expression and Articulation

The exterior design of buildings within the campus will be harmonious in character, scale and general design. Similar expression of roof form, fenestration, floor lines or building articulation will be used. Ground floor exterior design will establish a sense of scale with relationship to the building.
6. Building Entrances

Primary entrances will be easily identifiable from public streets, primary walks and drives, passenger drop-offs and parking lots.

Building entrances will be related to or developed as public spaces incorporating courts, plazas and pedestrian amenities. Buildings on the campus which face a public street will express a sense of entry and have a design relationship to the street.

7. Building Materials

Materials and methods of construction will be selected to be compatible with those used in existing buildings and which are appropriate for the building. 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.

8. Historic Preservation

Campbell Hall

Built in 1871, Campbell Hall is the oldest building in the Oregon University System. The hall was named in 1936 for two previous presidents, Thomas Franklin Campbell and his son Prince Lucien Campbell. Both presidents were instrumental in the development of the school. Campbell Hall will always be remembered for its bell tower. The bell called students to class and heralded athletic victories. While the bell was removed in 1924, purportedly to discourage students from ringing it at all hours of the night, the tower still acted as a beacon for the campus. The bell tower was blown down in the 1962 Columbus Day storm with winds in excess of 100 miles per hour. The bell is now permanently located in the Werner University Center bell tower.
CAMPUS ENVIRONMENT

7.4.A URBAN DESIGN GUIDELINES

Administration Building
Built in 1936, the Administration building is a three story brick building with a basement. It is located along the east side of North Monmouth Avenue. The gross floor area of the Administration Building is 33,273 square feet.

Instructional Technology Center
Built in 1915, the Instructional Technology Center building is a three story brick building. ITC is located along the east side of North Monmouth Avenue. Two one-story wings have been added to the main building. The north wing was built in 1948 and the south wing was built in 1958. The wings are not considered a historic part of this building.
7.4.B LANDSCAPING AND OPEN SPACES

B.1 General Intent

The guidelines for landscape design are intended to create a visually cohesive landscape environment throughout campus. The landscaping plan will reinforce the image of the campus as a distinct place in the urban setting and will exhibit the character of a quality learning environment.

Plant material types, massing, spacing and height will enhance the building designs and assist in identifying the hierarchy of streets, building entries and open spaces. Plant species will be chosen which are compatible to the Monmouth area environment. Plant beds and irrigation systems will be designed to be water efficient and conserving.

B.2 Campus Gateways and Entries

South entry at North Monmouth Avenue.
North entry at North Monmouth Avenue.
West entry at Church Street.
East and West entries along Stadium Drive.

B.3 Campus Major Edgescapes

1. Major edgescapes will be wider than normal landscape areas for the boundary of the campus and spaces adjacent to major traffic arterials or residential areas. These edgescapes are created by establishing larger than normal building and parking area setbacks, establishing consistent street tree plantings, providing broader walkway setbacks from the street curb possibly with distinctive patterns or paving. Plantings will be larger in scale to fit the larger spaces. Contouring of major edgescapes will be considered to enhance vistas of the buildings within the campus.

2. A list of plant materials should be developed for major edgescapes which will provide a palette of compatible and appropriate plantings to reinforce the major edgescape image.

B.4 Buffers and Screening

Buffers and screening should be used to screen parking and service areas from general public view but not form pedestrian barriers. Buffers and screening may be composed of walls, fences, berms, plantings or architectural extensions.

Parking lots will be separated from streets with buffers and screening appropriate to their location. Parking lots will be enhanced with internal landscaping in addition to peripheral landscaping. Landscape islands, pedestrian islands, pedestrian walkways and amenities will be included in parking lot design.

1. Delivery, service and refuse areas will be separated from parking and other open spaces with buffers and screening. Refuse areas will be screened with enclosed fences to enclose containers.
B.5 Views and Vistas

1. Views of buildings and building entries will be designed so that entries are visible and pedestrian routes easily identified.

2. Landscape areas will enhance the views of buildings and the relationship of axis, open spaces and edgescapes.

4. Buildings will be oriented and located to capture views of open spaces or other significant scenery.

B.6 Site Furniture

1. There will be a continuity of design of site furniture throughout the campus which is harmonious with the character of campus.

2. Seating, fountains and waste receptacles will be located in areas of probable use associated with pedestrian walks, plazas and courts. Seating areas will be south facing, if possible, to capture winter sunlight.

3. Fences and walls will be used to enhance the quality of landscaped spaces and to extend and relate buildings to their site.

B.7 Site and Street Lighting

General Standards

Site Lighting
Site lighting will have a continuity of design throughout the campus. It will be designed at several levels:

• Street Lighting
Light standards and poles of similar design will be provided along the streets to identify traffic routes.

Major edgescape lighting will have luminaires with adjustable lenses to prevent glare and spill-over into adjacent residential areas.

• Parking Lot Lighting
An illumination level of not less than 1.5 foot candles will be provided in parking areas.

Additional lighting will emphasize pedestrian walkways.

• Architectural Lighting
Exterior architectural lighting may be used to illuminate architectural features and entries.

Lighting may also be used to emphasize landscape features and amenities.

• Security Lighting
Service and delivery areas will be sufficiently lighted to discourage vandalism and intrusion.

• Walkway and Bikeway Lighting
Lighting for walkways and bikeways will be scaled to the pedestrian and located to provide safe and secure passage through campus.
7.4.C  CIRCULATION, SERVICE, DELIVERY, PARKING

C.1 Vehicular Circulation

Design Goals

As a university drawing students from all areas of Oregon, the present dependency of WOU on the private, single occupancy vehicle is recognized. However, WOU recognizes the need to reduce the dependency on automobile transportation and will encourage students, faculty and staff to use carpooling, mass transit, bicycles and pedestrian modes of travel to and from the campus.

The public circulation system around and through the campus is intended to provide direct and safe access by motor vehicle, bicycle and public transportation to buildings, facilities and parking areas. It must also provide quick and easy access to all major facilities for fire and emergency vehicles and safe routes of egress in case of emergency. The circulation system will also act as a part of the identity system of the campus by providing a recognizable boundary and a system of clear internal circulation routes.

1. Boundary Streets

The primary boundary streets are as follows:

- Jackson Street
- Warren Street
- Powell Street
- Knox Street
- Church Street
- Stadium Drive

2. Campus Drives

Drives within the campus will provide service access to the buildings and parking. Sidewalks can be widened to act as service drives where other vehicular traffic is not desirable. Principal drives serving the campus are:

- North Monmouth Avenue
- Church Street
- Stadium Drive

3. Street Lighting

(See Site and Street Lighting)

4. Traffic Control Signs

Traffic routes indicating building entries, parking lot entries, service entries, and other routes will be marked with traffic control signals distinctive to the campus.

5. Street Landscaping

(See Landscaping and Open Spaces)
C.2 Pedestrian Circulation

Design Goals

Pedestrian circulation will be provided among the major elements and activities of the campus.

1. Pedestrian Paths and Routes

Public sidewalks will be developed with each public street in a manner consistent with the hierarchy of the street. All newly developed areas where the campus abuts a public right-of-way will have sidewalks and may include other pedestrian amenities such as benches and drinking fountains where appropriate. Sidewalks along major boundary streets will be setback from the curb and buffered with landscaping. Sidewalks within the interior of the campus will be independent of streets and interior drives as much as possible. It is necessary that clear, precise and direct pedestrian routes be established among buildings and activities within campus. Students, faculty and staff, equipment and services will frequently travel between buildings. Street crossings and routes through parking areas will be clearly established to reduce conflict between pedestrians and auto traffic.

All pedestrian routes will be ADA accessible utilizing ramps, railings, surface textures and patterns to aid movements. Each project undertaken at WOU will include improvements of pedestrian systems within the framework of the comprehensive master plan.

2. Placemakers, Places and Plazas

Areas will be provided in relation to buildings and along pedestrian routes for orientation, resting and waiting. These places may be supplemented with benches, landscaping, signage or artwork. These elements may act as "placemakers" in addition to their intrinsic value as art or public amenities and function as follows:

- Provide direction by helping pedestrians navigate through the campus. They can provide visual markers between major elements to assist in identifying pathways. Example: Walkway patterns or materials on major pedestrian routes.
- Create a sense of connectivity by binding spaces together with a matrix of meaning. They can visually tie spaces and buildings together and reinforce the relationship among elements. Example: A background wall between two buildings which exhibits a unique pattern, landscaping design or mural.
- Provide orientation to a space by reinforcing its identity. Example: A fountain, sculpture or other art form which forms the focal point of a space.
- Animate spaces and cause them to become areas for activities, either active or passive, which enhances the quality of the space. Places and plazas should be reinforced with amenities such as seating, gazebos or trellises. Example: A contemplative garden area with seating or a carefully designed bus
CAMPUS ENVIRONMENT

7.4.C CIRCULATION, SERVICE, DELIVERY, PARKING

shelter.

C.3 Parking, Service and Delivery
Vehicular Parking

Permanent parking lots will be completely designed. All surface parking will be paved, drained and signed. Each lot will be designed according to appropriate standards 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, berms and plant materials to reduce the visual and environmental impact on the campus. 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.

It is intended that a majority of parking will exist around the parameter of campus in surface level parking lots.

1. Parking Ratios
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 insure that parking is adequate.

2. Parking Location
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.

3. Standards and Dimensions
Standard parking spaces, either diagonal or straight-in, will be provided conforming to the standards of the City of Monmouth.

4. Surface Parking Lots
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.

5. Parking Structures
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.
C.4 Service, Loading and Delivery

1. Location and Placement
   Service and delivery spaces will be provided for each building. Shared service drives and areas may be utilized where feasible.
   Service areas will not be placed in set-back areas or adjacent to public entrances without having appropriate separation screening or enclosure.

2. Screening
   Service and refuse areas will be screened with enclosures or landscaping a minimum of 6 feet high.

3. Standards and Dimensions
   Service areas will be of adequate size to allow turning and backing of vehicles without intruding into main traffic or pedestrian areas.
   Identify service areas and entrances with appropriate signage.

C.5 Emergency Access

1. Location and Placement
   Clearly defined access routes for emergency vehicles will be considered in the site planning of each building.
CAMPUS ENVIRONMENT

7.4.D SIGN STANDARDS

Sign Standards

Signage within the campus will be designed to a common standard harmonious with the visual and design continuity.

Signage will provide sufficient information to direct visitors to their destination. Lighted signs should not create glare to traffic, adjacent buildings or residential areas.

All signage will comply with the City of Monmouth regulations and is subject to permit approval when visible from a public right-of-way.

Hierarchy of Information

Signage will provide the following hierarchy of information:

Types of Signs

1. Monument Signs
   Monument signs are large individual, ground mounted signs providing major identity for the campus, principal buildings and activity areas. Monument signs will be integrated into the landscaping of edgescapes.

2. Ground Mounted Signs
   Ground mounted signs are signs normally identifying individual buildings or activities.

3. Flush Mounted Signs
   Flush mounted signs, such as ADA access, are affixed to buildings at the ground floor level normally near entries or public areas.

4. Pole Mounted Signs
   Pole mounted signs are traffic regulation or direction signs. All such signs not installed by the City of Monmouth will have the character of the campus signage.

Sign Materials and Design

Materials, colors and letter styles of signs will be consistent throughout the campus and will reinforce the visual character of the campus.

Special letter styles may be used to identify a unique location or use. The WOU logo will appear whenever appropriate.
 Conservation of Natural Resources

WOU is committed to the conservation of natural resources in the development, maintenance and operation of the university. This commitment will be continued and strengthened as the campus develops and the recognition of such conservation is feasible.

These efforts will be focused in three areas: energy, water and recycling.

E.1. Energy

The University will strive to exceed energy codes on all new buildings. Existing buildings will be retrofitted when it is economically feasible.

E.2. Water

The university will strive to conserve water in buildings and landscaping. It is recommended to retain rain water from parking lots and building roofs for reuse. Oil grit separators or water quality ponds can be used for treatment of runoff from parking areas. Storing water in retention basins will offset storm water runoff. Creating detention basins will allow for the storage of water to be used when needed.

E.3. Recycling

The university will continue to encourage recycling on a campus-wide basis. Programs will be supported which achieve recycling in the operation of all departments and areas on campus. All new buildings will incorporate a central recycling area to help facilitate recycling of paper, cardboard, glass, aluminum and plastic.
COST ANALYSIS

8 MASTER PLAN COST ANALYSIS

The following is an estimate of construction cost for the projects identified in this masterplan. The estimate includes work as called for in each Plate with a sub-total for that scope of work. Costs include: construction costs and design and permit fees. These estimated costs are indexed to the year 2000 and should be inflated for work initiated beyond that time frame.

Items not included are:

- Renovation of existing buildings
- Major campus drainage improvements
- Relocation and construction of OMA and DPSST
- General Campus Amenities:
  - Signage
  - Landscaping
  - Lighting

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plate 1</strong></td>
<td></td>
</tr>
<tr>
<td>Classroom/Office Building - 36,000 S.F.</td>
<td>4,375,000</td>
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<tr>
<td>Equipment/Furniture</td>
<td>656,000</td>
</tr>
<tr>
<td>Plaza Construction</td>
<td>1,200,000</td>
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<tr>
<td>Building Demolition</td>
<td>150,000</td>
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<td><strong>Sub-Total</strong></td>
<td><strong>6,381,000</strong></td>
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<tr>
<td><strong>Plate 2</strong></td>
<td></td>
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<tr>
<td>Science Building - 36,000 S.F.</td>
<td>6,275,000</td>
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<tr>
<td>Equipment/Furniture</td>
<td>792,000</td>
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<tr>
<td>Classroom Buildings - 30,000 S.F.</td>
<td>3,725,000</td>
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<tr>
<td>Equipment/Furniture</td>
<td>546,000</td>
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<tr>
<td>Landscaping</td>
<td>250,000</td>
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<tr>
<td>Demolition</td>
<td>225,000</td>
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<tr>
<td>New Parking Lot</td>
<td>750,000</td>
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<tr>
<td><strong>Sub-Total</strong></td>
<td><strong>12,563,000</strong></td>
</tr>
<tr>
<td><strong>Plate 3</strong></td>
<td></td>
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<tr>
<td>Future classrooms east of ITC - 60,000 S.F.</td>
<td>6,785,000</td>
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<tr>
<td>Equipment/Furniture</td>
<td>1,093,000</td>
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<tr>
<td>Performing Arts Building - 15,700 S.F.</td>
<td>1,700,000</td>
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<td>Equipment/Furniture</td>
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<td>Landscaping</td>
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<td>Demolition</td>
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<tr>
<td><strong>Sub-Total</strong></td>
<td><strong>10,243,000</strong></td>
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</table>
## COST ANALYSIS

### 8 MASTER PLAN COST ANALYSIS

**Plate 4**

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Building</td>
<td></td>
</tr>
<tr>
<td>Phase 1 - 24,000 S.F.</td>
<td>3,050,000</td>
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<tr>
<td>Phase 2 - 20,000 S.F.</td>
<td>2,525,000</td>
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<tr>
<td>Equipment/Furniture - Phase 1 and 2</td>
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<tr>
<td>Landscaping</td>
<td>416,000</td>
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<tr>
<td>Demolition</td>
<td>75,000</td>
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<tr>
<td>Parking - 45 Spaces</td>
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<tr>
<td><strong>Sub-Total</strong></td>
<td><strong>6,942,000</strong></td>
</tr>
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**Plate 5**

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Quad</td>
<td>250,000</td>
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<tr>
<td>Landscaping</td>
<td>125,000</td>
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<tr>
<td>Stage, Lighting</td>
<td>275,000</td>
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<tr>
<td><strong>Sub-Total</strong></td>
<td><strong>650,000</strong></td>
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**Plate 6**

<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Athletic Expansion</td>
<td>475,000</td>
</tr>
<tr>
<td>Gymnasium, Classrooms, Offices</td>
<td>3,775,000</td>
</tr>
<tr>
<td>Pool, Lockers, Dance</td>
<td>5,600,000</td>
</tr>
<tr>
<td>Equipment/Furniture</td>
<td>1,125,000</td>
</tr>
<tr>
<td>Demolition</td>
<td>125,000</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td><strong>11,100,000</strong></td>
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**Plate 7**

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Student Housing, Child Care Center - 20,000 S.F.</td>
<td>1,925,000</td>
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<tr>
<td>Equipment/Furniture</td>
<td>365,000</td>
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<tr>
<td>Landscaping/Playground</td>
<td>110,000</td>
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<tr>
<td>Parking Lot Modifications</td>
<td>140,000</td>
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<tr>
<td>Modify Road North of the Grove</td>
<td>275,000</td>
</tr>
<tr>
<td>Demolition</td>
<td>150,000</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td><strong>2,965,000</strong></td>
</tr>
</tbody>
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**Plate 8**

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed New Road/Utilities</td>
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</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td><strong>2,040,000</strong></td>
</tr>
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**Plate 9**

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Housing - 84,000 S.F.</td>
<td>8,820,000</td>
</tr>
<tr>
<td>Equipment/Furniture</td>
<td>420,000</td>
</tr>
<tr>
<td>Landscaping</td>
<td>770,000</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td><strong>10,010,000</strong></td>
</tr>
</tbody>
</table>
## 8 MASTER PLAN COST ANALYSIS

### Plate 10

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Plant - 20,000 S.F.</td>
<td>1,900,000</td>
</tr>
<tr>
<td>Equipment/Furniture</td>
<td>75,000</td>
</tr>
<tr>
<td>Restroom, Concession Building - 1,250 S.F.</td>
<td>175,000</td>
</tr>
<tr>
<td>Storage Yards</td>
<td>675,000</td>
</tr>
<tr>
<td>New Steam Plant, Tunnels, Steam Lines</td>
<td>8,000,000</td>
</tr>
<tr>
<td>Proposed Loop Road/ Utilities</td>
<td>650,000</td>
</tr>
<tr>
<td>New Ball Fields, Tennis Courts</td>
<td>362,000</td>
</tr>
<tr>
<td>New Parking Phase 1</td>
<td>580,000</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td><strong>12,417,000</strong></td>
</tr>
</tbody>
</table>

**Total For Plates 1-10**                                      **75,311,000**
9.1 Phasing

The implementation of this master plan will require many improvements over the next 10 years. In most situations, improvements must be made in a sequential manner (eg., functions from Old P.E. must be relocated before the building can be razed).

This Master Plan identifies 10 areas for improvement and/or development. These areas provide options and flexibility for campus growth. Some of these options are dependent on a sequence of development, others are independent. While it is unlikely that all these changes will be implemented in the 10-year time frame, areas for expansion have been identified to accommodate campus improvements. Development of any one of these options will depend on administration priorities, availability of funding, and the dynamics of the university.

Projects within the master plan can be divided into two phases. The first phase covers the next three years and would include projects with the highest priority. All other improvements would occur during the next four to 10 years depending upon funding and current priorities.

Within each phase, projects have been listed in a convenient manner. No particular order is intended or implied.


- Complete construction of the new WOU library and move into the new building.
- Remodel lower level of Education Building.
- Remodel the old library building into useful academic and office space.
- Relocate tutoring services to the old library building and remove the existing Physical Plant Annex building.
- Demolish existing Campus Estates housing.
- Obtain funding and plan for a new classroom building to be located on the Campus Estates location (see Plate 4).
  - Purchase Fellowship House property
- Relocate Physical Plant offices, maintenance shops and purchasing dept. (see Plate 7).
- Plan and construct New Student Housing with adjacent child care center on site of old Physical Plant to replace Campus Estates (see Plate 7).
  - Improve existing access road
  - Create new landscape for redesigned areas
- Obtain approval from the City of Monmouth to close the east end of Church Street from the east drive of Parking Lot F to North Monmouth Avenue.

9.3 Phase 2 Projects and Necessary Sequences 2004-2010

- New P.E. expansion (see Plate 6).
  - Relocate Jensen Arctic Museum
  - Relocate existing archery, tennis courts and basketball courts
- Construct new classrooms west of HSS (see Plate 2).
  - Relocate existing tennis courts
  - Relocate parking displaced by expansion
- Construct new science building (see Plate 2).
  - Complete New P.E. expansion
  - Raze OPE
9 IMPLEMENTATION

- Demolish Todd Hall and construct new classroom/office building on that site (see Plate 1).
  - Relocate programs, offices and functions currently in Todd Hall

- Construct new performing arts building (see Plate 3).
  - Relocate outdoor stage, art work and memorial
  - Remove modular classrooms
  - Redesign landscape

- Demolish ITC wings and construct new classroom building east of ITC.
  - Relocate programs, offices, classrooms and functions currently in ITC wings
  - Relocate parking displaced by improvements

- Create pedestrian mall at North Monmouth Avenue and Church Street intersection (see Plate 1).
  - Coordinate with construction of new classroom/office building

- Develop new amphitheater (see Plate 5).

- Construct new apartment style student housing at north end of campus (see Plate 9).
  - Increase parking as necessary
  - Relocate intramural fields

- Relocate existing athletic fields and construct access road (see Plate 10).

- Develop Public Service Park (see Plate 8).
  - Dependent on need and interest of other agencies