Long-Range Strategic Campus Plan

Lane Community College

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I. Executive Summary

Background

This document is a long-range strategic campus plan. Its purpose is to provide a strategic framework for institutional decisionmaking about the built environment. The plan was developed within Lane's governance system; it is a comprehensive synthesis of Lane's mission and its diverse body of governing policies, as applied to physical facilities.

Learning is the core of every college. Any decisions about facilities must grow directly from an institution's academic plan. This strategic campus plan applies that fundamental concept to Lane's particular circumstances.

Inputs

Lane Community College pursues its educational mission on the 153-acre main campus on 30th Avenue southeast of Eugene, the Downtown Center in downtown Eugene, and several other satellite facilities. Its average enrollment of 10,000 to 12,000 annual FTE is not projected to increase over the next five to ten years. However, changes in the makeup of the student population are predicted, including increasingly-diverse cultural backgrounds, increasing average age, and increasing demand for universal accessibility. Changes in the academic mission are predicted as well, with increases in demand for training in the health occupations, training in environmental skills, and support of non-native English speakers. Evolving trends in pedagogy and rapidly-changing technology will impact delivery methods and infrastructure requirements.

Filters

Various governing bodies at Lane have policies in place which are intended to be used in decisionmaking processes. Any campus planning effort has an obligation to respond to these policies. The Long-Range Strategic Campus Plan identifies existing policies which have relevance for the physical campus and applies them to the college's existing conditions and forecasts.

The policies used in this process include the College's Vision, Mission, Core Values, and Strategic Directions; challenges identified by the 2004 Accreditation Self-Study process; policies developed within Lane's shared-governance system by the Facilities Council, Learning Council, Technology Council, and Student Affairs Council; Sustainability policies developed through a collaborative process and approved by the governance system; the Talloires Declaration; and Board policy.

Development Directions

From the synthesis of these inputs through these filters, a set of unprioritized development directions emerges. These strategic development directions are the heart of the plan.

One of the most visible projected trends is the growth in health occupations, where significant programmatic and training needs are imminent. Other emerging program trends reveal changing pedagogy, changes in delivery methods, and rapidly-evolving technology needs. Social and demographic trends compel the College to position itself to serve a student population that is increasingly diverse in a multitude of ways. Learning-centered policies and social trends indicate the need for adequate, welcoming, and accessible

environments that promote and support learning. The College role as a financial entity requires protection of assets, optimized utilization of space, ongoing cost control, and adequate infrastructure. The institution's commitment to sustainability mandates that environmental issues be addressed.

Demonstration Plans
This long-range campus plan is a strategic planning document. It is one step in a multi-stage process which leads to implemented projects. The next stage in this process, which this strategic plan does not attempt, is a campus master plan, sometimes referred to as a long-range facilities plan. Created by a complex, comprehensive, and participatory process, a master plan is the predominant plan that gives guidance and creates the context for other, dependent plans and subsequent design; it provides a roadmap for spatial structure, location for new development, renovations, circulation routes, and infrastructure, often with recommendations for prioritization or phasing, based on best estimates of current and projected needs known at that time.

While the Long-Range Strategic Campus Plan does not offer conclusions about what projects should be completed, it does, as an aid to next-step thinking, give examples of one way the development directions identified through this process might become translated into more specific recommendations in a master planning process.

II. Background

A. About the Plan

What the Plan Is—and What It Is Not
The purpose of this plan is to serve as a framework for the future built environment, as a tool for setting priorities, as a strategy for targeted, optimized investment, and as a mechanism for review and renewal. The plan provides long-range strategic campus planning direction in a living, ongoing process.

This document is a long-range strategic campus plan. It is not a campus master plan. Strategic planning is long-range, dealing with the organization as a whole and issues at a macro scale. Master planning deals with physical facilities. It is a more routine and regular type of planning that operates within the guidelines set by strategic planning. A master plan is created by a complex, comprehensive, participatory process; it provides a roadmap for spatial structure, location for new development and renovations, circulation routes, and infrastructure, often with recommendations for prioritization or phasing. Strategic planning describes what to do; master planning defines how to do it. Master plans grow from long-range strategic plans, and are typically reviewed and revised every five to ten years. Long-range strategic plans, too, are subject to continuous review and revision, but operate at a broader policy level and for a longer planning horizon.

How to Read This Plan
The structure of this plan begins with existing conditions and forecasts in Section III, *Inputs*: it includes trends which have been identified by both college staff and public agencies; site inventory and brief analysis; and program and space requirements. This set of trends,

inventory, and analysis is then filtered and distilled through the multiple layers of criteria and policies which are already in place; these are listed in Section IV, *Filters*. These policies and criteria have been developed by a number of officially-authorized college groups, including those of the governance system; these filters include Board policies, the college mission statement, accreditation self-study, governance council plans and policies, and the Talloires Declaration.

From the synthesis of these inputs through these filters, a set of unprioritized development directions emerges. These concepts, described in Section V, *Development Directions*, constitute the heart of this plan. Finally, Section VI, *Demonstration Plans*, gives examples which illustrate one way these development directions might be translated into more-specific project recommendations at the next level of planning process when capital funding becomes available.

This report contains preliminary recommendations from the Facilities Council about the future of the Lane campus. A draft of this long-range strategic plan, once ratified by the Facilities Council, will be submitted to College Council, the Executive Team, and the Board of Education, respectively, for comment, revision, and approvals.

B. Context

Lane Community College holdings consist of the main campus on 30th Avenue; the Downtown Center at 11th and Willamette Streets and the Wildish Building on Willamette near 15th Street, both in Eugene; the Flight Technology Center at the Eugene Airport; centers in Cottage Grove and Florence; community learning centers at seven high schools; a group of rustic cabins at Siltcoos Lake near Florence; and several undeveloped parcels surrounding the 30th Avenue site. The 2006 Long-Range Campus Plan focuses on the main campus and the Downtown Center.

C. Planning History

It is common for institutions of higher education to hire consultants who specialize in campus planning during active planning cycles, or to have permanent professional campus planners on staff who direct the development of long-range and subsequent medium- and short-range plans—universally true for four-year institutions, less so for community colleges. Campus planning at this institution has historically been accomplished through a blend of professional staff and participatory process. Like many community colleges, the institution does not have a planning department *per se*. In previous years planning has been done by the facilities director, with input from the administration and from project user groups. The 2006 Long-Range Strategic Campus Plan was developed through an in-house process within the college shared-governance system.

Lane Community College came into being during the 1960s, a period of the largest building boom of campuses in history and a period during which two-year community colleges were being developed nationwide. Lane was designed in 1965 and 1966 and constructed in 1967 and 1968. The original 30th-Avenue campus was designed around two principles: 1) *egalitarian principles of community*, with spaces for vocational-technical and college-transfer programs integrated rather than segregated, and with the student center located in the heart of the campus to serve all students equally, and 2) *flexibility*, with non-structural walls to facilitate remodeling of spaces as educational needs changed. The original campus consisted

of a Center building, a central utilities plant, and ten instructional buildings. An addition to the utilities plant, later known as the Machine Technology building, was built in 1971; the Performing Arts building was constructed in 1974; and an addition to the Physical Education building was constructed in 1978.

A Bond Master Plan was completed in 1996.[1] This plan described program needs and space requirements for those needs, based on programming recommendations from project user groups. The 1996 Master Plan was used to guide decisionmaking for major new construction funded by a 1995 General Obligation Bond, which included six new buildings, two major additions, three major remodels, a wastewater treatment plant, and several smaller projects on the main campus, as well as new construction and additions at several satellite campus sites. The main campus now consists of 21 separate buildings and building groups embedded in a network of open space and circulation routes.

In 2004 a subsequent document, the "Long Range Plan," with a ten-year planning horizon, was written by staff in support of the Accreditation Self-Study process.[2] This plan synthesized space-needs requests from instructional and non-instructional units. It was based on the assumption that annual enrollment would not exceed 2002-03 enrollment levels but that additional space would nevertheless be needed; it then identified options for growth.

In 2003 Lane adopted a shared governance system of policymaking and decisionmaking. Within this system six area councils are convened with one to two representatives each from faculty, classified staff, managers, administration, and students, with *ex officio* members as appropriate. These councils are charged with developing and monitoring policy; policy implementation is beyond their purview. Subgroups form *ad hoc* to address particular policy issues. Policies approved at the level of the area council are passed to a steering group, known as College Council, for approval, then to the executive team of associate vice-presidents, vice-presidents, and the president, and finally to the Board of Education where appropriate.

The council connected with campus planning is the Facilities Council. In 2004-05 this council developed a set of policies related to physical spaces on campus. In 2005-06 the council built from this platform and from the foundation of prior master plans to begin development of the 2006 long-range strategic campus planning document. Consistent with Lane's Strategic Plan 2004-2008 and with standard professional planning practice, the Facilities Council recognizes the need for planning to be learning-centered. This means that plans for the institution's physical spaces—buildings, circulation, and open spaces—grow fundamentally out of the institution's academic plan.

D. Planning Process

The word *campus*, the Latin word for 'field,' was first used to describe college grounds, probably at Princeton in the eighteenth century. It is now used to mean the entire property including grounds, buildings, circulation, and infrastructure. Campus planning is akin to urban planning. Both campuses and cities are made of three basic types of elements: buildings, open spaces, and circulation, together with infrastructure—the utilities and systems needed for the functioning of any community. Just as a city is more than a collection of buildings, a campus, too, is the integration of buildings, landscapes, pathways, roads, parking lots, and infrastructure.

College Council, the administration, and the Board of Education are responsible for the broadest-level strategic planning at Lane. This work is assisted by the policy creation and review efforts of the college governance councils in the areas of learning, student affairs, diversity, technology, finance, and facilities. Beyond governance work, planning proceeds from policy to implementation: from general to specific, from broad to narrow. From long-range strategic plans come five- to ten-year master plans; from these master plans come specific site plans and finally, projects.

The core idea of campus planning is that it is learning-centered. Long-range campus plans, to be valid, must grow from strategic academic plans. Campus plans suggest physical form for an institution's academic plan, which consists of 1) educational policies, existing and proposed curricula, and 2) projections of population and demographics. At Lane, this academic plan is embodied in multiple documents: the Learning Plan, a policy document created by the Learning Council, and reports and plans from the Office of Instruction and Student Services.

Inputs: The 2006 Long Range Strategic Campus Plan process began with an inventory and brief analysis of existing campus conditions and with an analysis of trends with the potential to affect learning: county population and demographics, occupational outlooks, and trends in such arenas as technology and pedagogy. These data were gathered through a review of existing reports, including Lane County Demographic Trends prepared by Lane Council of Governments in 2004 and a comprehensive report to Lane's Board of Education prepared by the Office of Instruction and Student Services in 2005, and through a series of interviews conducted in joint meetings of the Facilities and Learning Councils.

Filters: Existing college policy documents were reviewed, conditions and criteria which constitute a living structure of policies and other tools built through multiple processes and by many members of the college community. Those identified as relevant to physical facilities planning were collected together. These policies are listed at the end of this report.

Development Directions: The diverse inputs discussed above were compared, woven, filtered, and synthesized through these policy documents. This synthesis developed within the work of the Facilities Council as a whole, from subgroups within the Facilities Council, and through multiple collaborative conversations in meetings referred to as "summits" between members of the Facilities and Learning Councils. Out of this synthesis obvious patterns arose, which might be summarized as the need for adequate space, the importance of environments that support learning and address the needs of our particular community in a variety of ways, the necessity of protecting college assets, and an obligation to operate in ways that are environmentally responsible. These patterns were then formalized into strategic recommendations, referred to in this plan as Campus Development Directions.

Demonstration Projects: The next step in the campus planning process is to apply these directions in the setting of priorities for funding. This prioritization is the responsibility of the administration and the Board, in consultation with staff and with the governance system. The Long Range Strategic Campus Plan offers a suggested set of priorities, shown in section VI, Demonstration Projects, as one example of how the Campus Development Directions might be applied. The priorities agreed to by the Board can be formalized in a five- or ten-

year campus master plan. Project details can then be planned in two-year facilities plans, updated annually.

Once projects are prioritized and funding is secured, implementation can begin. Design consultants will be selected; the consultants will use College policies and design guidelines (currently under development) to guide schematic design, design development, and participation by stakeholders. Projects will be constructed, based on the design consultants' construction documents and College construction policies. Post-construction evaluation will take place as a formal process which includes building commissioning, post-occupancy evaluation, and evaluation by the Facilities Council.

Long-range campus planning is a continuous and ongoing process. A long-range plan is a living document; no one plan can be 'the final plan.' By carrying on planning as a continuous activity, it is possible to identify changing trends in advance, to accommodate growth efficiently, and to incorporate changes in basic assumptions.

Long-range campus planning is a participatory process. A basic principle for any kind of planning, whether urban planning, community planning, or campus planning, is that those affected by planning outcomes should be involved in the planning process. This does not mean that users design buildings; it does mean that users and professionals each have their own areas of expertise, and that solutions can come out of guided exchanges between users and design professionals. It also means that any process must be inclusive, public and visible, and that information must be readily accessible by anyone. Past planning efforts have used a Project User Group (PUG) process; participants reported both strengths and opportunities for improvement. A suggested next step in the ongoing strategic campus planning process would be to develop strategies for enhancing Lane's public participation process as it relates to campus planning.

III. Inputs: Trends, Inventory and Analysis

A. Trends

Population Projections: According to a population study (the 2004 Lane Council of Governments report, *Lane County Demographic Trends*[3], included in the 2005 Office of Instruction and Student Services report to the Board[4]), population for the state as a whole during the period 2003 to 2015 is projected to increase 1.2%, while the population in Lane County during that same period is projected to increase 0.9%.

Real estate development trends point to a redevelopment of downtown Eugene around the Downtown Center within the next several years and increased development density surrounding the 30th Avenue campus.

Enrollment: A significant increase in enrollment is not projected for the next five to ten years. Enrollment data from the 2005 OISS report[4] include:

2000-01 enrollment: 12,760 FTE
2001-02 enrollment: 13,265 FTE
2004-05 enrollment: 10,173 FTE
2005-06 enrollment: 10,738 FTE

Enrollment projections from the 2004 Lane Self-Study, COCN 8A2, Facilities Assessment Form, include[7]:

2007-08 enrollment projection: 11,517 FTE
2012-13 enrollment projection: 12,716 FTE

Diversity Trends: The report *Lane County Demographic Trends*[3] from the Lane Council of Governments forecasts an increase in non-native English speakers and an increase in diverse cultural backgrounds. The report also forecasts a rise in average age; an aging and increasingly active population means colleges can expect a larger percentage of students to be nontraditional and can expect increasing support for, and demand for, universal accessibility.

Occupational Trends: The 2005 OISS report[4] (pages 5-6) forecasts that the largest increases in numbers of openings and in salary for the years 2002-2012, both statewide and locally, will be in the health professions; for example, local openings for registered nurses are projected to increase 29.5%, and local openings for health services generally are projected to increase 28.3%.

The OISS report forecasts that the second-largest increase in number of local job openings, 20.5%, will be in business and professional services. The changing structure of the labor force generally will continue to require educated workers, with an increased demand for so-called white-collar workers and less demand for laborers or blue-collar workers.

The OISS report[4] (page 18) recommends providing a variety of educational programs that support local and state trends, including an emerging need for skills related to energy efficiency and sustainability. A burgeoning body of literature points to rapidly-emerging environmental issues, which include increasing energy costs and market pressures toward sustainability.

Financial Trends: A disinvestment in higher education at the national and particularly state levels is resulting in a continuing decline in revenue rates. This, coupled with rising personnel costs and rising demand for training and services, drives a continued effort to do more with fewer staff. It also drives the need to find ways to adapt existing physical facilities to changing needs without large infusions of capital.

Technology Trends: Major changes in technology constitute perhaps the most visible and durable trend in higher education. Digital technology plays a central role in the lives of students, particularly those of traditional college age, who increasingly demand the flexibility and freedom offered by online delivery methods. Facilities planning will need to consider that space needs will change as some physical spaces are replaced by virtual spaces, and as the trend toward smallness, invisibility, and portability of technology continues.

As the mix of physical and virtual classrooms changes the need will remain for physical spaces which allow social interactions and the exchange of ideas, a fundamental element of learning.

Pedagogy Trends: The dissolving of rigid boundaries is an emerging theme in higher education: between college and community, credit and noncredit, teacher and student, between subjects, and between disciplines. These trends grow out of an increasingly global economy and the central place of knowledge in the modern economy. They are visible among colleges nationwide, and have been explicitly identified by planning groups at Lane including OISS and the Learning Council. It will be noted that many of the trends enumerated below are interrelated. These trends imply, among other requirements, the need for flexible, adaptable spaces.

Pedagogical trends with relevance for physical facilities planning include:

- Development and promotion of community collaboration and partnerships with the business community
- Increased significance of service learning, the incorporation of real-world experience into the learning process
- Linking of noncredit to credit courses, providing a smooth transition to higher education for students who are building their knowledge incrementally
- Connected learning, as opposed to the one class-one teacher-one discipline model
- Increased interdisciplinary collaboration, while retaining collegiality within disciplines
- Small-group collaborative learning, as opposed to the conventional pure-lecture model
- Recognition of organizations as adaptive systems with emergent properties, and the fostering of organizational learning and evolution

B. Existing Conditions: Main Campus

This section begins the process of inventory and analysis which is the first step in all campus planning. Inventory and analysis will be more general at the strategic planning level and more detailed at the master planning level. The section gives a brief inventory of primary campus elements. "Assets" and "challenges" are identified for some elements. Input for this preliminary analysis comes from observations by Facilities Council members, responses from Learning Council members, "Participatory Photography," a visual preference survey conducted in 2005 by the Facilities Council, informal conversations with a random sample of new and continuing students, staff, and visitors over a period of years, a wayfinding survey of a small sample of Lane students conducted in 2004, and standard professional planning practice.

Context:

The Lane Community College main campus is located on 30th Avenue, east and south of the Eugene city limits and the Eugene urban growth boundary. Situated on a north-facing slope between Eugene's South Hills and the foothills of the Cascade Mountains, with compelling views in nearly every direction, Lane's main campus occupies one of the most spectacular settings of any American college campus.

The 30th-Avenue campus consists of five parcels of land: The main parcel of approximately 153 acres includes a developed campus core of approximately 35 acres, about 28 acres of parking lots, about 7 acres of wastewater-treatment lagoons, and about 83 acres of roads and open space. College land also includes two parcels, over 10 acres each, of mixed Douglas-fir forest and wetland west and south of Gonyea Road; approximately 30 acres of forested,

shrub-scrub, and emergent wetlands and disturbed upland north of 30th Avenue; and ~~over~~ more than 127 acres of mixed Douglas-fir forest southeast of the main campus. Russel Creek runs through portions of the site; some of the creek drainage has been disturbed or is interrupted by the wastewater-treatment lagoons, while other parts of the creek give rise to functioning wetlands and wildlife habitat.

Land Use:
While future development around the main campus is possible, it cannot occur without changes to county land use zoning. Lands to the west and south are zoned F2, Forest Lands, with an 80-acre minimum lot size. Lands to the east and north are zoned E25, Exclusive Farm Use, with a 25-acre minimum lot size. Land along Bloomberg Road, north of Lane's 30-acre wetland site and within the campus viewshed, is zoned RR5, Rural Residential, 5-acre minimum lot size.

Five basic land uses comprise the main campus: academic, administrative/student service, athletic, service, and natural ecosystems. Lane is a commuter college; commercial, retail, and residential land uses do not exist on this campus. Within the 35-acre developed campus core, buildings make up approximately 37 percent of the ground area; circulation and open space make up approximately 63 percent. A large proportion of the open space is concrete and functions as part of the circulation system. Mature tree canopy covers only a very small percentage of the campus.

Buildings:
Architectural style: Lane Community College was built in a modernist architectural style, popular during the 1960s, known as New Brutalism. The term comes from the French *béton brut*, literally "raw concrete." The style features visible concrete surfaces, visible structure and mechanical systems, asymmetry, and multiple levels.

Assets:
- Use of pure geometric shapes in both original buildings and new construction
- Unity of style
- Unity of materials. Concrete and brick express a sense of permanence and durability.
- Variety of spatial structure creates interesting places. Spatial variety is balanced by unifying characteristics of style and materials.

Challenges:
- Wayfinding. Building interiors and outdoor spaces are highly confusing to visitors and new students. The great spatial variety characteristic of this style is particularly challenging for people with impaired vision.
- Walls without windows
- Numbered buildings: Some respondents believe that numbers contribute to a prison-like feel. In addition, building numbers on any new construction will be out of order.
- Some respondents believe that a combination of building module size and unarticulated surfaces results in a large scale that limits psychological comfort. This finding is consistent with contemporary architectural theory.

Space Utilization:
The 2004 Lane Self-Study found an average classroom space utilization rate of 47% during daytime hours and 26% during evening hours[20]. A 2006 classroom utilization report revealed an average peak time utilization of approximately 60 percent[5], where peak time was defined as weekday hours from 8:00 a.m. to 2:00 p.m. In the 2006 report building 12, Mechanical Technology, showed peak time utilization rates of zero to 26 percent; this building needs reprogramming or renovation to increase functionality and efficiency. Building 17, Forum, showed peak time utilization rates of 10 to 19 percent; this building needs renovation to increase functionality and efficiency. Operational space needs and utilization were not included in these studies, and need to be included in a future detailed space evaluation.

For comparison, legislatively-adopted utilization standards used by the California Community Colleges is 66 percent for classrooms[22]. A survey included with Lane's 2004 Self-Study documents found space utilization rates in California Community Colleges was 71.4 percent; rates for community colleges in other states ranged from 60 to 80 percent[21].

Instructional issues are a primary factor in under-utilization of space. Examples include changing pedagogy, changing training needs, increasing credit hours for some existing courses, and the scheduling needs of students with children.

Open Space:
Assets:
- Views
- High-quality plantings by current groundskeeping staff are beginning to form a coherent planting palette and sense of place.

Challenges:
- Inadequate planning in past decades has resulted in visual chaos and some unhealthy vegetation.
- High proportion of concrete surfaces and low proportion of vegetation
- Very significant wayfinding problems

Circulation:
Assets:
- Strong pedestrian spine connects main entry to Center building.

Challenges:
- Visual effect is destroyed by prominent, vast parking lots.
- Service roads between buildings break up connections between spaces and create inhuman feel.
- Main vehicle entrance is awkward; south parking lot traffic is funneled through this narrow, awkward space.
- Accessibility for users with mobility challenges

Urban Structure:
Campuses and urban plans can be evaluated in similar ways. Both campuses and cities are structured by three basic types of elements: buildings, open spaces, and circulation. To be

able to function in these places, users of both campuses and cities must be able to discern a clear structure of landmarks, districts, boundaries, entrances, and paths.

The Center for Meeting and Learning and the Student Services building constitute the primary campus front door, especially for visitors. Because of the location of the Performing Arts and Center buildings, the northeast parking lots function as a secondary but important entrance to the campus.

The main campus site features a 50-foot elevation change from north to south. This can be an asset in terms of architectural design and an obstacle in terms of accessibility. Complex layering of levels is a prominent spatial feature, particularly at the center of the campus.

Assets:

- Landmark quality, west entrance of campus: Center for Meeting and Learning and Student Services building
- Strong design framework grows from landmark buildings at west entrance, main entry pedestrian path, prominence of Center building, and Bristow Square.
- Bristow Square can functions as a public village square. Surrounded by "community" spaces: Center Building, Performing Arts, Physical Education.
- Organization expresses original egalitarian philosophy.
- Scale of buildings, horizontal expanse of campus, and proportions of each contribute to suburban character of college.
- Multiple interesting spaces, with variety

Challenges:

- Main campus entrances are tentatively marked and not clearly recognizable.
- Bristow Square: Spatial definition is missing. Some respondents believe that the Performing Arts addition has issues of scale and design which create dissonance with open space and with views to the north.
- North side of Center Building is not perceived as a front door; traffic often bypasses this grand entry.
- Cafeteria entrance, west side of Center Building, lower level, is dark. Entry is visuall y connected to loading docks and service drive.
- Wayfinding is confusing, even for continuing students. The degree of wayfinding challenges are at odds with the college role as a public resource in service to the community.

<u>Accessibility</u>

Although the campus was considered forward-thinking in its time, accessibility is now one of the major challenges facing the college. Multiple levels, with stairs, create extra difficulties for people with impaired mobility.

Assets:

- Existing ramps and elevators provide some accessibility.

Challenges:

- User comments and measurement exercises by students indicate that people who are able to use stairs must adapt to awkward rise/run ratios.
- People who use ramps or elevators must travel long, circuitous routes relative to people who are able to use stairs.

- Spatial structure and wayfinding problems make it difficult for people with impaired mobility to find the accessible routes they need.
- The physical separation of people who use ramps or elevators from those who use stairs is counter to Lane's egalitarian philosophy.

C. Existing Conditions: Downtown Center[19]

The Downtown Center occupies a three-story building plus basement totaling approximately 56,500 square feet, built in 1930 and formerly a department store. The building occupies an L-shaped lot, wrapping around several small one-story shops not owned by the College. Students and staff park in an adjacent city-owned parking structure, the Overpark.

Assets:

- Central location is important for students.
- Availability of transportation options is important for students. The Downtown Center is across the street from the Lane Transit District central bus station.
- Parking structure is nearby.
- Location and compact size encourage attendance in a non-threatening setting for first-time college students and for second-language learners.
- Location supports college role as active community participant.
- Location at the intersection of two major downtown streets and near urban redevelopments has high potential for visibility and community partnerships.

Challenges:

- Spaces are inadequate in size, configuration, and functionality. A majority of classrooms have a peak time space utilization rate of 100 percent[19].
- Maintenance: Regular maintenance is costly. Need for future major maintenance is highly probable.
- Great expense would be involved in upgrading mechanical systems, remodeling to gain more usable space, and bringing the building up to code.
- Building and parking structure are not physically connected, creating security issues for evening students and staff.
- Building lacks sense of place and lacks well-marked, welcoming entrance.
- The College does not own the corner lot; the building does not have a public face at the corner of 11th and Willamette Streets.

IV. Filters, Conditions, and Criteria

The word 'filter' is a metaphor. A filter can be a physical screen that winnows a mass of elements to select just what is essential, pulling out some types of elements and letting others pass. Or a filter can be a specialized glass put onto a camera lens to bring out a certain class of light waves; through filters, different people may take photographs of the same scene and reveal different aspects of reality. 'Filter' is a metaphor for different ways of seeing the world. Lane's campus community consists of many groups—strategic planning teams, accreditation evaluators, governance councils, Disability Services, and many others—each of whom will see the world in a valid but slightly different way. Any view taken by itself will present a technically correct but incomplete and thus unreal perspective; brought together, they begin to form a rich and integrated whole.

The 'filters' set forth below represent those selected elements from larger documents deemed to be relevant to facilities planning. They are presented in the form of brief lists, without narrative explanation, to avoid further coloring their meaning.

A. College vision, mission, core values, strategic directions[15]

Core Values:

- Learning: Work together to create a learning-centered environment
- Innovation: Respond to environmental, technological, and demographic changes.
- Innovation: Anticipate and respond to internal and external challenges in a timely manner.
- Collaboration and Partnership: Encourage/expand partnerships with community organizations and groups.
- Integrity: Promote responsible stewardship of resources and public trust.
- Accessibility: Minimize financial, geographical, environmental, social, linguistic, and cultural barriers to learning.

Strategic Directions:

- Transforming the Learning Environment: Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities.
- Transforming the Learning Environment: Create, enhance, and maintain inviting and welcoming facilities that are safe, accessible, functional, well-equipped, aesthetically appealing, environmentally sound.
- Transforming the College Organization: Achieve and sustain fiscal stability.

B. Accreditation Self-Study, Standard 8: Physical Resources [7]

- Accessibility challenges: Some areas need further development . . . Some ramps take roundabout ways. . . Civil Rights Audit cited a few areas with access issues.
- Challenges: While DTC is a valuable resource for many in the community, it has been difficult to make major modifications there.
- Improvement plans: Lane has placed DTC, Health and Wellness Building, and Library Information Commons as its top three priorities for state capital construction.

C. Facilities Council Policies [8]

- All new college facilities, remodels and additions shall be constructed in accordance with applicable building codes, regulations, sustainable principles, and safe practices.
- All college facilities shall be maintained, operated, and developed in a safe and healthy manner, and used for intended purposes.
- The College shall provide, develop and maintain functional enclosed and exterior spaces to realize optimum, accessible and aesthetic learning environments.
- The College shall ensure that interior and exterior spaces are used in the most effective and efficient manner possible.
- The College is committed to sustainable development that meets its present needs without compromising the ability of future generations to meet their own needs.

D. Other Council Plans[9]

Learning Plan:

- Learning environment, C: . . . Provide a welcoming and safe environment.
- Learning environment, C: . . . Address under-preparedness for college learning.
- Learning environment, D: Support cross-discipline and inter-disciplinary efforts.
- Learning environment, E: Develop collaborative connections, smooth transitions, and clear articulation between credit and non-credit classes and programs.
- Learning environment, F: Improve non-classroom learning facilities such as library and computer labs.
- Learning environment, F: Improve physical classroom facilities.
- Learning environment, F: Expand student non-classroom space.
- Learning environment, F: Increase accessibility to network resources.
- Learning environment, F: Evaluate . . . scheduling procedures to support student learning . . . and student needs. . . .
- Community collaboration, B: Strengthen transitional pathways from developmental and non-credit classes to college credit classes.
- Community collaboration, C: Expand partnerships with local businesses and community groups. . . .
- Community collaboration, D: Offer programs in response to identified current/emerging community employment opportunities.
- Community collaboration, D: Increase opportunities for lifelong learning for demographically increasing populations such as Latinos and seniors.
- Community collaboration, D: Encourage and support workforce and career development activities for disadvantaged groups.
- Technology, D: Commit additional resources to . . . distance learning courses and degree programs.

Instructional Technology Plan:

- Curriculum, b: Support library and computer labs as vital connection points for students accessing the learning environment.
- Curriculum, b: Ensure ADA compliance in online environments and all computer facilities.
- Institutional capacity, b: Equip and support larger percentage of classrooms with . . . "smart classroom" technologies.

Student Affairs Plan:

- Global themes: Provide a welcoming environment to all and at every point of contact . . .
- Retention and engagement: Create physical spaces that promote academic and social engagement for students, i.e., lounges, study areas, recreational areas.
- Goal attainment/transition: Develop a safe and welcoming campus environment that is inclusive, respects the diversity of Lane's students, and recognizes the potential of each student.

E. Sustainability: Design and Construction Policy [10]

- Fully use existing space prior to considering construction of new space.
- When there are new or expanding programming needs, preference will be given in this order: a) retrofitting, b) remodeling, c) building additions, d) new buildings only if strong burden of proof that it is required.

- Offset negative impact of construction such that there is no net loss of current ecological functions on the college's property.
- Construct climate-responsive energy-efficient facilities using integrated design.
- Meet or exceed . . . Leadership in Energy and Environmental Design [LEED] Green Building Rating System certified standards.

F. Sustainability: Energy Conservation Policy [11]

- Make annual measurable progress toward energy independence through conservation, use of efficient systems, life-cycle purchasing, and use of on-site renewable resources.
- Incorporate sustainable practices into construction and remodeling projects . . . by using [LEED] and the State Energy-Efficient Design program [SEED].
- Continually improve energy efficiency in existing buildings by using [LEED].

G. Talloires Declaration [12]

- Increase awareness: Openly address the urgent need to move toward an environmentally sustainable future.
- Educate: Establish programs to produce expertise in environmental management, sustainable economic development, population, and related fields . . .

H. Asset Protection: Board of Education Policy A.070 [16]

- The president shall assure that assets are protected, adequately maintained, and not placed at risk.
- The president shall assure that plant and equipment are not subjected to improper wear and tear or insufficient maintenance.

I. Transportation Policy [13]

Lane's 2006 Long-Range Transportation Planning Group Final Report was evaluated and found not to impact the long-range strategic campus plan.

J. Space standards [14]

Neither the College nor the State of Oregon has formally-adopted space standards. A standard specifying classroom station size was formerly used by the now-disbanded FMT, Facilities Management Team. These standards specified the amount of square footage per student or per station. They can be used to evaluate whether existing spaces are standard or substandard. In their current form they do not address the need for a range of classroom sizes or describe what those sizes and their distribution should be, and they do not specify a target for space utilization rates.

Two standards in common use by institutions in other locales are the 2006 *Space Planning Guidelines for Institutions of Higher Education,* a revision of the 1985 edition, from the Council of Educational Facility Planners International (CEFPI), and the 1971 *Higher Education Facilities Planning and Management Manuals* from the Western Interstate Commission for Higher Education (WICHE); individualized higher education space planning standards, including standards developed for community colleges, have been adopted by various other state legislatures including California.

In the absence of specific space standards, space needs constitute a continually-shifting target, influenced by changes in enrollment, curricula, pedagogy, and delivery methods. As

instructional units develop plans for changes in class sizes or for changes in numbers of credits per class, for example, the amount of needed classroom space changes as well.

V. Campus Development Directions

This section presents a list of development directions which are already present in the college's current strategic instruments. They grow out of the inputs of the academic plan, demographic trends, and existing conditions, as filtered through the institution's extant policies and other criteria. These are strategic directions; they are not projects.

Facilities for health occupations training

Significant health-occupations programmatic needs exist; expansion of Lane's programs is a priority to respond to these needs. Key occupational trends predict shortages of critical training spaces in the near future, with numbers of job openings and salaries projected to grow significantly.[4] These trends make upgraded or new facilities imperative.

Lane's Core Value 'Innovation' commits to responding to "environmental, technological, and demographic changes" and to responding to "internal and external challenges in a timely manner."[15] Standard 8 of the Self- Study identified perceived areas of need that were submitted as priorities for state capital construction.[7] The Facilities Council policies direct that the college shall provide functional spaces to realize optimum learning environments.[8] The Learning Plan calls for the college to "improve physical classroom facilities" and to "offer programs in response to identified current and emerging community employment opportunities."[9] The Design and Construction Policy calls for the college to "fully use existing space prior to considering construction of new space;"[10] according to space utilization data from the 2004 Self-Study, this is already the case for health occupations training spaces.[20]

Other program trends

Emerging trends in pedagogy and delivery methods lead to changing requirements for instructional space. Area council plans within the governance system, aligned with this reality, call for upgraded spaces to meet changing demographic, pedagogic, and curricular needs. The Learning Plan calls for dissolution of traditional boundaries and the provision of flexible space, small group space, and interdisciplinary space; spaces to support partnerships with community organizations; and spaces to allow transition between non-credit, developmental, and credit programs. The Instructional Technology Plan calls for an increasing percentage of instructional space to be equipped with "smart classroom" technologies and the Learning Plan further calls for additional resources to be committed to distance learning.

Spaces to serve an increasingly diverse student population

Several social and demographic trends will influence the composition of groups the college must be positioned to serve in the years ahead. These include an increase in the percentage of the population made up of non-native English speakers, primarily native Spanish speakers; an increase in the average age, and a corresponding increase in the percentage of nontraditional students as the Baby Boomer demographic ages; and increasing legal and social support for providing universal access to people of all abilities and groups.

The College has positioned itself philosophically to respond to these trends. The Core Value 'Innovation' calls for the College to respond to demographic changes, to anticipate and to respond to internal and external challenges in a timely manner. The Core Value 'Accessibility' calls upon the College to minimize barriers to learning: financial, geographical, environmental, social, linguistic, and cultural. The Strategic Direction 'Transforming the Learning Environment' calls for the creation of a diverse and inclusive learning college able to respond to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities. The Learning Plan calls for the College to increase opportunities for lifelong learning for demographically increasing populations such as Latinos and seniors, and to encourage and support workforce and career development activities for disadvantaged groups.

The College's position with respect to these trends has implications for facilities. It must provide an increasingly diverse array of programs to an increasingly diverse population. The College must assess program needs and provide facilities to serve a growing Latino community, which must be easily accessible from public transportation. It should offer programs which develop life skills in alignment with current advancements in pedagogy theory; these programs, too, must be accessible from public transportation. It should provide opportunities for learning new skills for an aging population, as well as positioning itself to benefit from the experience and knowledge this group offers. And in all its programs, all its facilities, it must work toward achieving universal accessibility.

Upgrade spaces to maximum utilization of existing space.

The Learning Plan, Facilities Council policies, and the Strategic Direction 'Transforming the Learning Environment' call for the College to provide an adequate number of effective, efficient, and appropriately-sized instructional spaces which meet current space standards, meet current sustainability and air quality standards, provide flexibility to support evolving pedagogical practices and program delivery methods, and support the institution's strategic vision for learning.

Program needs served by quantitatively and qualitatively inadequate spaces should be identified and the inadequacies corrected. Existing classroom spaces with low utilization rates should be identified; contributing causes of low utilization should be evaluated and the under-utilization corrected. Causes may include obsolete facilities or equipment, sizes inappropriate to curricular needs, or other factors.

Upgrade environments that promote learning for both students and staff.

The Learning Plan, in alignment with the college vision, mission, core values, and strategic directions, has responded to recent significant advances in pedagogy. It calls for classroom and non-classroom spaces which are inviting for small-group collaborative learning, spaces which are flexible and adaptable, and spaces which provide a welcoming and safe environment.

These policies are consonant with a body of research which identifies the kinds of environments that support learning. Physical environments have an impact on behavior and development. The most powerful learning environments offer both coherence and interest; they are spaces that offer a sense of security and inclusion, mechanisms for involvement, and

an experience of community. Conversely, lack of perception of either safety or inclusion can create a potentially hostile environment for activities of personal development and learning. In order to fulfill its vision of transforming lives through learning, and its mission as a learning-centered college, the institution will need to make changes, either incrementally or dramatically, to the configuration and detailing of its indoor and outdoor spaces.

The College should: Provide flexible instructional and non-instructional spaces which can be easily adapted to a variety of learning activities and delivery methods. Provide large numbers of places in buildings and outside for formal and informal learning that allow social interaction, spontaneous meetings, and collaboration, including a wide variety of sizes and types, with ample seating. Provide spaces where students can develop a sense of belonging, niches where they can stake out small territories, lounge areas for social connection and private reflection, and spaces that readily allow communities of practice to develop. Provide indoor and outdoor spaces and circulation routes that are coherent and easy to comprehend with minimal effort. Create active outdoor spaces. Intentionally evaluate all spaces, including primary, secondary, tertiary, and service spaces, and identify opportunities for enhancing function and for providing psychologically-supportive environments.

Protect college assets.

Board of Education Policy A.070 'Asset Protection' mandates that assets be protected, adequately maintained, and not placed at risk. The Strategic Direction 'Transforming the College Organization' formalizes the requirement to achieve and sustain fiscal stability.

This Strategic Long-Range Campus Plan has two primary purposes: to protect the assets of the college and to support learning. Within the context of facilities, protecting assets includes 1) timely addressing of maintenance issues before they lead to major reconstruction issues and 2) executing responsible risk management. The college has plans in place for responding to risk from fire, flood, and civil unrest; however, its physical facilities are relatively unprepared for catastrophic seismic events, and this needs to be addressed.

Address ongoing need to control costs.

Protecting college assets also includes protecting financial assets through good stewardship. With respect to facilities, this translates to controlling and reducing operating costs. Over a 35-year life cycle for a typical building, only about 18% of the costs are design and construction; the remaining 82% are operating costs. Cost reduction is, in the final analysis, learning-centered. With finite resources available, the less funds are spent on ongoing operational costs, the more can be spent on student learning.

In projects for new or remodeled spaces, both stakeholders and designers must be required to consider not just construction cost but entire life-cycle cost. In existing facilities, opportunities should be identified for upgrades which can reduce net long-term life-cycle costs.

Present an effective, welcoming, and high quality public face

The Strategic Direction 'Transforming the Learning Environment' calls for the college to create, enhance, and maintain inviting and welcoming facilities that are safe, accessible, functional, well-equipped, aesthetically appealing, environmentally sound. The Learning Plan calls for the college to provide a welcoming and safe environment. The Student Affairs

Plan calls for the college to provide a welcoming environment to all and at every point of contact and to develop a safe and welcoming campus environment.

The College should: Provide clearly marked, welcoming entrances. Provide legible, coherent spaces that support learning. Rework spaces which may feel intimidating or inhuman or which do not adequately serve learning. Provide an effective and positive public presence in the downtown core.

Address accessibility challenges

The Core Value 'Accessibility' calls upon the College to minimize barriers to learning: financial, geographical, environmental, social, linguistic, and cultural. The Strategic Direction 'Transforming the Learning Environment' calls for the creation of a welcoming and accessible environment able to respond to students, staff, and community members of all abilities. The Student Affairs Plan calls for a campus environment that is welcoming and inclusive. Standard 8 of the Self-Study reported that with respect to accessibility, some areas need further development and some access issues identified in a Civil Rights Audit need to be addressed.

The College should: Make significant progress toward the goal of universal access, that is, spaces which allow anyone to access the environment without having to identify themselves as needing "special" access or help of any kind; educational and social institutions are increasingly coming to understand that "separate is not equal." Improve physical access for users with limited mobility, visual impairment, and cognitive or psychological impairment. Provide a psychologically and physically safe and welcoming environment that is easy to understand and to navigate for users with visual impairment, for users with cognitive impairment or other invisible disabilities, for non-native English speakers, for visitors and new students, and for all users. Provide strategies by which users with invisible disabilities, including developmental and mental health challenges, can get help without having to disclose their condition.

Address environmental issues

The concept of sustainability and environmental stewardship is fundamental to planning and decisionmaking at Lane and central to its role as a learning-centered institution. The philosophy is woven throughout the core values and strategic directions, Facilities Council policies, sustainability policies, and Board-adopted Talloires Declaration, and has been embraced by students, faculty, and staff at all levels of the organization. These policies mandate an active, intentional approach.

The College should: Practice strategies that contribute positively and that minimize the institution's negative impact on the planet including its contribution to climate change, pollution, and loss of biodiversity. Undertake a transition to renewable energy sources. Reduce demand by reducing heating and cooling loads in existing buildings. Model behavior and provide exemplars, for example by showcasing green building and ecological restoration methods. Maximize the educational potential of buildings and open spaces.

Infrastructure

The technological support systems needed for the functioning of a campus are often overlooked in the writing of policy. Infrastructure, literally "the structure below," is the

veins and arteries of a campus, essential but unseen. Nearly all infrastructure is made of flows—electricity, water, waste, gas, automobiles—and that means it has a finite capacity. Lane's infrastructure is adequate to serve existing structures and current enrollments; the addition of new buildings will necessitate additional infrastructure.

In the absence of extant policy guidance, strategic planning must make recommendations based on data, logic, and judgment. Development directions which should be considered include new infrastructure designed to accommodate future development, parking reconfigurations or additions to accommodate future growth, sustainability upgrades of parking and roadways, and improved stormwater management.

VI. Demonstration Projects

Final responsibility for the selection and prioritization of specific projects resides with the President and the Board of Education. The projects listed below are examples which illustrate one way the Development Directions in section V might be translated into more-specific project recommendations in a campus master plan or at the next level of the planning process when capital funding becomes available.

These demonstration projects are listed in recommended order of priority. Obviously, the percentage of these needs which can actually be addressed at a given time depend upon funding. For example, if State Capital Improvement funds were awarded for the first listed project, funding from other sources, including any bond issue, could be directed to subsequent projects on the list.

A. Health and Wellness Facility

Occupational forecasts have identified a growing national shortage of health care professionals, with job openings and salaries projected to grow significantly. Lane's already robust dental hygiene and nursing programs will see sharply-increasing demand as a result. These programs' facilities are outmoded and at maximum capacity, with no additional space available for growth. Therefore, construction of a new health profession training facility is recommended as a first priority.

The proposed location of this facility is near the college main entrance, where it will have high visibility. This is an appropriate location for Lane's first new facility to be built under an umbrella of policies mandating that new construction result in climate-responsive, energy-efficient facilities using integrated design, that it result in no net loss of current ecological functions, and that it meet or exceed LEED-certified standards. In its prominent location, this project will provide significant opportunities to address new design guidelines for spaces that support learning, provide strong sense of place, and incorporate universal access.

B. Downtown Center

A multitude of factors indicate renovation or reconstruction of a Downtown Center as the second priority. The structure is outdated both in terms of mechanical systems and use of space. Sufficient options for existing programs in this facility do not exist. This is a function of both quantity and quality of space; options for existing programs cannot develop unless the Center is a desirable space. Its central location, accessible from public transportation,

make it an ideal location for many curricula, including life skills development, services to the Latino community, and programs that increase connections to the business community. A new or renovated facility would allow desperately-needed expanded program options. The location at the heart of Eugene's downtown offers the as-yet unrealized potential for the College to present a public face in the urban core; the timing of construction within the next five to ten years would allow the College to respond coherently to projected revitalization in the downtown core.

Substantial pre-design studies will be required, each utilizing a team of College task force members plus design consultants. A study will be required which analyzes renovation versus new construction. A feasibility study will be required to evaluate the potential for land acquisition at the corner of 11th and Willamette Streets, tax lot 12900. Programming will need to be developed.

The location of this facility is in the heart of downtown Eugene in a highly-visible location; therefore careful consideration of design issues is critical. This project will provide significant opportunities to address new design guidelines for spaces that support learning, provide strong sense of place, and incorporate universal access, and will provide significant opportunities to be a prominent exemplar of Lane's sustainable design and construction policies, with a new or renewed Downtown Center that is a LEED-certified green building showcase.

C. Asset protection

Buildings on the main campus comprise a large percentage of the college's assets. One area of need for protecting the assets of the college is major maintenance of these structures. The majority of buildings on the main campus are now 40 years old and as should be expected, some structural elements are in need of replacement in the near future. Investment in these elements now will prevent incurring even larger structural-failure costs in the future. Examples include exterior wooden space frame trusses and various roofs.

It is now known that all of western Oregon lies within an area with high potential for a major earthquake. However, the majority of campus buildings were constructed with structural systems not designed to resist the types of lateral loads that will occur during a seismic event. A major earthquake will severely damage buildings and may result in injury or loss of life. The college faces the financial risk of significant reconstruction or building replacement costs and the risk of high costs associated with legal liability in the event of personal injury or death. However, preliminary geotechnical studies conducted in 2005 indicate that the main campus may lie within a seismic low-risk area. More detailed geotechnical analysis is needed, followed by the retrofitting of college structures for earthquake stability if required, based on identified level of risk.

An engineering report on seismic safety at the main campus, with prioritized recommendations for retrofitting, was prepared for the college in 1997, with a subsequent cost estimate prepared in 1998. The cost estimate must be revised, funding must be secured, and structural changes must be made.

D. Cost reductions

By far the largest costs in any physical facility are incurred not during construction but in operating over the lifetime of the facility. Some building elements are difficult or impossible to change—basic structural materials, for example. Other elements can be upgraded even long after original construction. Energy use makes up the largest percentage of operating costs, and relatively modest investments in energy infrastructure will yield significant financial returns over the lifetime of a building. The rate of return is projected to increase in the future as petroleum and related energy costs rise.

The college can pursue two directions to invest in lower energy-related operating costs. The first is an investment in self-generation of power, for example, by retrofitting existing building roofs with photovoltaic panels. The college has in-house expertise that can keep planning and design costs, and possibly installation costs, under control, and at the same time offer invaluable learning opportunities for students.

The second course of action which the college should pursue involves investigation and implementation of strategies to reduce heating and cooling loads in existing buildings. Strategies can include reconfiguring zoning for greater efficiency, and modifying air flow patterns and solar exposure. Planning and design costs can be kept under control both by using in-house expertise and by taking advantage of a developing partnership with energy experts at the nearby University of Oregon.

E. Forum Building remodel

The Forum Building, also known as building 17, currently contains a large amount of space that is not usable. The 2006 in-house space utilization study, Classroom Scheduling Update, reveals a peak time instructional-space utilization rate in existing classrooms of only 10% to 19%. In addition, one of the building's major tenants, the radio station KLCC, plans to relocate to a downtown site, which will leave its current studio space vacant; this space would need to be reconfigured in order to be usable for classroom functions. A major remodel of this building will be required in order to maximize utilization of existing space.

A remodel would be implemented under Lane's policies, now in place, that require construction to meet or exceed LEED-certified standards. This building is in a visible location and is currently often used by non-college community groups. Its renovation following LEED standards for building remodels should make it a showcase of green building renovation methods. In addition, the remodel should incorporate guidelines for spaces that support learning and should incorporate guidelines for universal access.

Open space outside building 17 is also not usable and needs upgrading in order to serve the learning mission of the college. Two issues in particular need to be addressed. One is an east-to-west service drive which severs the spaces around buildings 17 and 18 from the Center building and severs building 1 from building 19. The other is a dark, poorly-defined space along the west main entry face of the cafeteria.

Building 1 is the Student Services building, typically the first introduction new or potential students have to the campus. Building 19 houses multiple academic functions as well as the Center for Meeting and Learning and Workforce Network; it is the space most often used by members of the non-matriculating community at large. These buildings function as the

college's "front door." The service drive between them makes this entrance to the campus forbidding, unfriendly, and disorienting. The Center building is the heart of the campus, the space where students can go to eat, study, and relax. The west side of this building, adjacent to the service drive, is excessively dark. Its direct connection to service areas makes it appear that this is not a place for people. The cafeteria entrance is dark and difficult to find.

The hard paved surfaces of the service drive, from building 17 westward, should be removed and replaced by welcoming, well-lit, human-scale social spaces and pedestrian paths. Service deliveries should continue to arrive from the east entrance to this drive, accessed from Eldon Shaefer Drive. Green open spaces from building 17 westward should be planned to permit passage of emergency vehicles; vegetated emergency access routes are commonly constructed and not unique.

F. Accessibility

It is recommended that the college make a focused effort and significant progress toward the goal of universal access. This project requires a multi-dimensional strategy.

The most obvious needed correction is to improve physical access for users with limited mobility. Provide shorter, more direct routes between destinations and improve spatial definition to make the routes clearly recognizable. Provide ramps with slopes of less than 8% as alternate routes adjacent to all outdoor stairs where possible. Provide egress from the library by elevator. Provide lightweight doors and accessible door operators at all accessible building entrances. Provide ample strategically-located seating, including benches, chairs, and seatwalls, along routes, near entrances, and in potential gathering spaces.

Make spaces and routes in buildings, outdoor spaces, and circulation systems clear and legible for users with visual impairment, for users with cognitive or psychological impairment or other invisible disabilities, for non-native English speakers, and for visitors and new students. Provide a psychologically and physically safe and welcoming environment that is easy to understand and to navigate. Reinforce sight lines; provide hierarchical or otherwise legible spaces; clearly identify districts, nodes, paths, landmarks, and edges; reinforce directional routes with well-designed plantings. Mark buildings and routes in such a way that they can be identified from a distance. Provide an enhanced, unified system of signage and informational kiosks.

Develop wayfinding cues for users with visual impairment. Provide physical details which allow "shorelining" by people who navigate with Hoover canes. Evaluate routes for obstacles to navigation by users with low vision and correct problems. Evaluate the legibility and orientation cues of the campus LTD bus station with respect to users with visual impairment, and correct problems. Develop tactile maps of the campus as a whole and of individual buildings, using current best practices for tactile mapping; develop a process for providing such maps to appropriate users. Fine-tune spaces for subtle differences in sound and temperature. Consider providing auditory cues with small water features integrated with a new stormwater management system.

Equip classrooms for assistive technology. Examples include wiring for assistive listening and computer workstations accessible to users with low vision.

G. Infrastructure

Investment in infrastructure can be phased to include current and then future systems. Elements in the upgrading of current infrastructure include the following: Develop a loop road to improve traffic circulation and increase safety. Reconfigure and upgrade parking areas and institute transportation demand management strategies. Upgrade parking areas for sustainability: install stormwater best management practices; use vegetation to increase shade and reduce pollutant loads, as well as to reduce scale and harshness; and consider photovoltaic panels on structures over some stalls to provide shade and generate electricity.

Lane's infrastructure is adequate to serve current enrollments and existing and planned structures; however, growth in the campus will mean a need for additional infrastructure. At the next stage of master planning and funding, develop new infrastructure to accommodate future development.

H. Ecological enhancement

College land holdings include forest, upland, wetland, and riparian zones in various states of ecological health. Ecological restoration projects within these sites can provide ample opportunity for classroom projects, for service learning, for collaboration with University of Oregon programs, and for collaboration with community groups.

Recommended programs include the following: Develop functioning wetlands integrated with sewage lagoons. Develop a restoration program for wetlands both south and north of 30th Avenue. Develop a restoration program for the Russel Creek drainage southwest of campus. Repair the ecological function of the southwest parking lots and others. These programs will result in healthy habitat, interpretive opportunities, outdoor classroom use, and community recreational sites.

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