





# Campus Master Plan Update

12 April 2010 City Council Review Draft

Prepared for Southern Oregon University  
by SERA Architects

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# Executive Summary

This Update of the Master Plan for Southern Oregon University has been prepared to guide the campus for the period 2010-2020. It is predicated on projections of enrollment growth to approximately 6,000 students, from a current student enrollment of 5,082. It responds to the academic planning process, which has been proceeding in parallel to the physical planning process, and several primary goals of the University:

- Create Academic Distinctiveness and Quality
- A Commitment to the Arts and the Bioregion
- A Role as a Community Catalyst
- Financial Sustainability

The Master Plan Update is intended to supersede the previous plan, prepared in 1999-2000. It plans for prioritized development within the academic precincts of the campus, including an expansion and renovation projects for the Theater Arts and Sciences buildings, as well as Deferred Maintenance projects for five key facilities.

The plan also provides a framework for a significant shift in the structure of the campus, to develop new housing to contemporary standards on the campus lands north of Siskiyou Boulevard. This proposed development is based on several factors:

- the need to develop a strong student life component on the campus, to support student retention and attraction;
- to support more sustainable development patterns, including development at densities that are both appropriate to the campus setting and supportive of transit and walkable communities; and
- a preliminary determination that the Cascade Complex requires extensive upgrades and is not a residential model that serves contemporary students well.

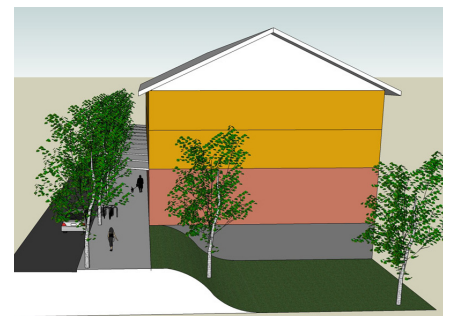
By transitioning housing to the north campus area, the plan also effectively 'land banks' areas currently devoted to housing for long range growth of the academic core of the campus.

A public-private partnership model is being explored to develop new housing, and, where appropriate, the housing could include mixed-use building types. Creation of clusters of faculty housing by the University is also planned for, in part, as a means to enhance recruitment of faculty, and reduce carbon emissions from commuting.

Additionally, the plan includes an analysis of the overall structure of the campus, in particular the open spaces that are a defining characteristic of SOU. Improvements to the open spaces are proposed that will enhance the overall quality of the campus, especially those areas that serve as 'gateways' and contribute to the first impression visitors have of the University. Circulation



*The 2010-2020 Master Plan Update addresses strategies to improve the presence of the University along Siskiyou Boulevard.*



*New campus housing is proposed for students. In appropriate areas, this might be in the form of mixed-use buildings.*



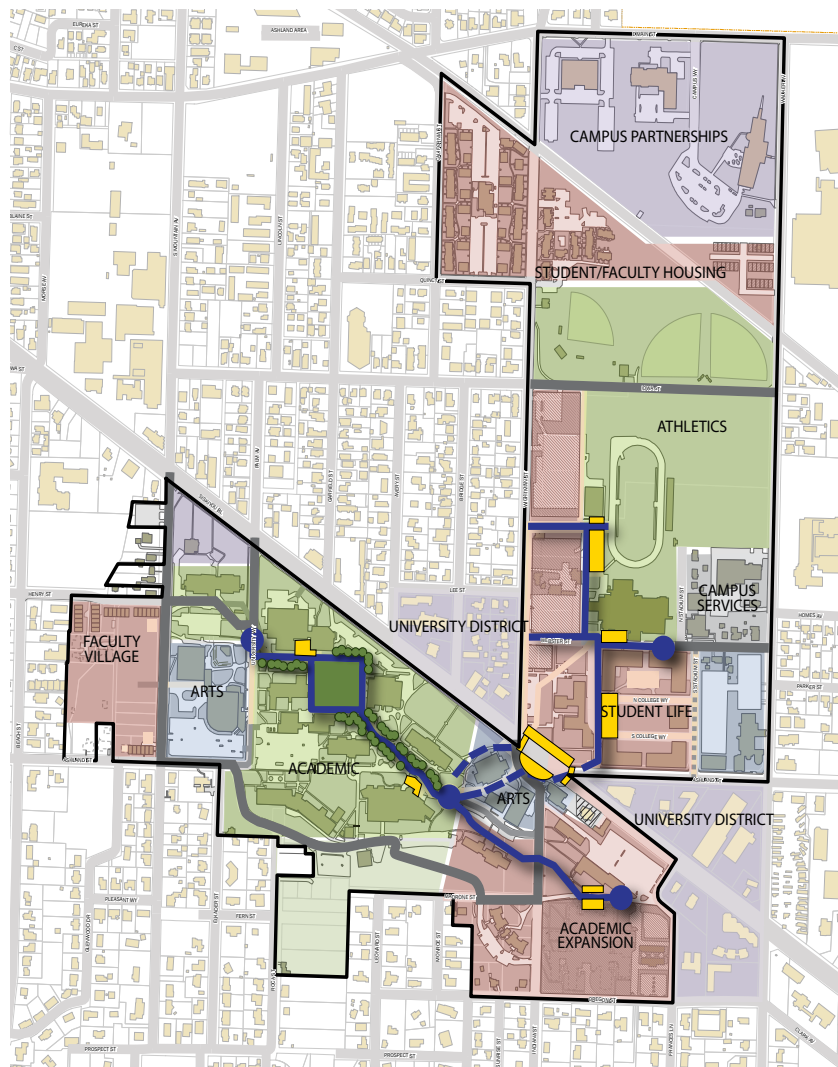
changes are proposed for University Way and adjacent service roads. Improvements to the pedestrian crossings at Siskiyou Boulevard and Indiana/ Wightman and Ashland Streets are also proposed.

The plan includes design guidelines for campus development – both buildings and open spaces – intended to enhance the best qualities of the existing campus, and provide a more consistent character to future development. Guidelines address building size, massing, orientation and setbacks, in addition to materials . There are also guidelines for open space and landscape elements.

The Master Plan Update provides a framework for sustainability planning, recognizing recent commitments by the University and the Oregon University System to set aggressive goals to reduce greenhouse gas emissions and other environmental impacts. This plan proposes that a follow-up study be done in the form of an Energy Master Plan to guide the University on energy issues affecting conservation, infrastructure investments and renewable energy development. A Transportation Demand Management strategy is also proposed to pursue alternatives to single occupancy auto commuting.



The University has signed on to the American College & University Presidents Climate Commitment, which calls for an aggressive approach to sustainability for the campus, including green building standards.



The Framework Plan, right, describes the overall structure of the campus under this plan.

# Introduction and Process

## Brief History of Southern Oregon University

Southern Oregon University began as Ashland Academy in 1872, and went through several changes in name prior to being named an official state normal school in 1887. The school was closed due to lack of funding from 1890-95, before re-opening as the Southern Oregon State Normal School [SOSNS], with state funding, in 1899. In 1904, the school became a full state school, but funding was again eliminated in 1909, leading to the closing of the campus. In 1926, the state reestablished Southern Oregon State Normal School in Ashland at a new location on land donated by the city. This is the site on which the university is still located.

The school originated in Churchill Hall, which was joined by Britt Hall in 1936, Susanne Homes in 1947, and Central Hall in 1949. In 1939, the three state normal schools were designated Colleges of Education by the state. In 1956, the Southern Oregon College of Education became Southern Oregon College, and in 1975 was again renamed to Southern Oregon State College. Many buildings were added over the post-war period – a time of growth throughout American higher education – including McNeal Pavilion [1957], Science I [1959] and II [1967], Cascade Complex [in phases from 1960-66], Taylor Hall [1965], the original wing of the library [1967], Greensprings [1968-69] and both the Music Building and the Stevenson Union [1972]. The Swedenburg home - built in 1905 - was acquired by the school in 1965, and is also known as the Plunkett Center.

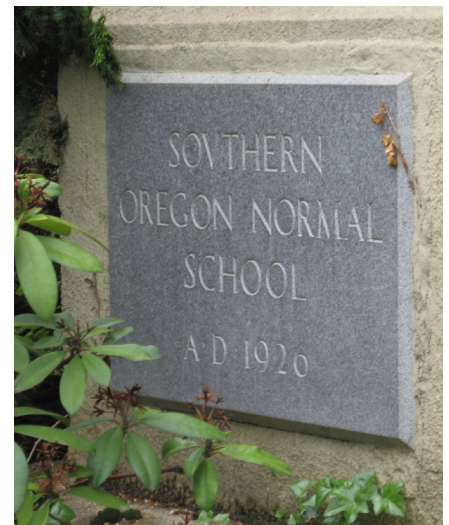
Raider Stadium was added in 1983. The Visual Arts Center [2000], Hannon Library expansion [2005] and Madrone Apartments [2005] are the most recent major additions to the campus. The name Southern Oregon University was adopted in 1997.

In 2008, Southern Oregon University entered a new phase of its history with the completion of the Higher Education Center [HEC] in Medford. This center, a collaboration with Rogue Community College, means that SOU can now offer regular courses in Medford, the population center of the Rogue Valley. This both expands the University's reach and gives existing students more flexibility to balance their education with other life commitments: work, family, etc. It also provides the University with a state of the art teaching facility with contemporary technology services. However, the HEC also introduces logistical challenges, as the University now functions somewhat as a two-campus system.

## Campus Context

Ashland and the historic SOU campus are at the southern end of a string of communities in the Rogue Valley [Figure 1]. Medford is the larger population center, with 68,000 residents to Ashland's 20,400. Staff, faculty and students live throughout the region, including the smaller communities of Talent and Phoenix.

Within Ashland itself, SOU is removed from the heart of downtown, with its pedestrian-oriented streetscapes and bustling tourism, by just over one mile's distance [Figure 2]. This is a limitation in some senses, but also allows a separate community focal point to exist in the context of the campus environment.



*The foundation plaque on Churchill Hall commemorates the roots of the University.*



*The Higher Education Center is pioneering for the University for several reasons: its partnership with Rogue Community College, its outreach to the Medford area, and its strong commitment to sustainable design.*



INTRODUCTION

Figure 1: Rogue Valley Region

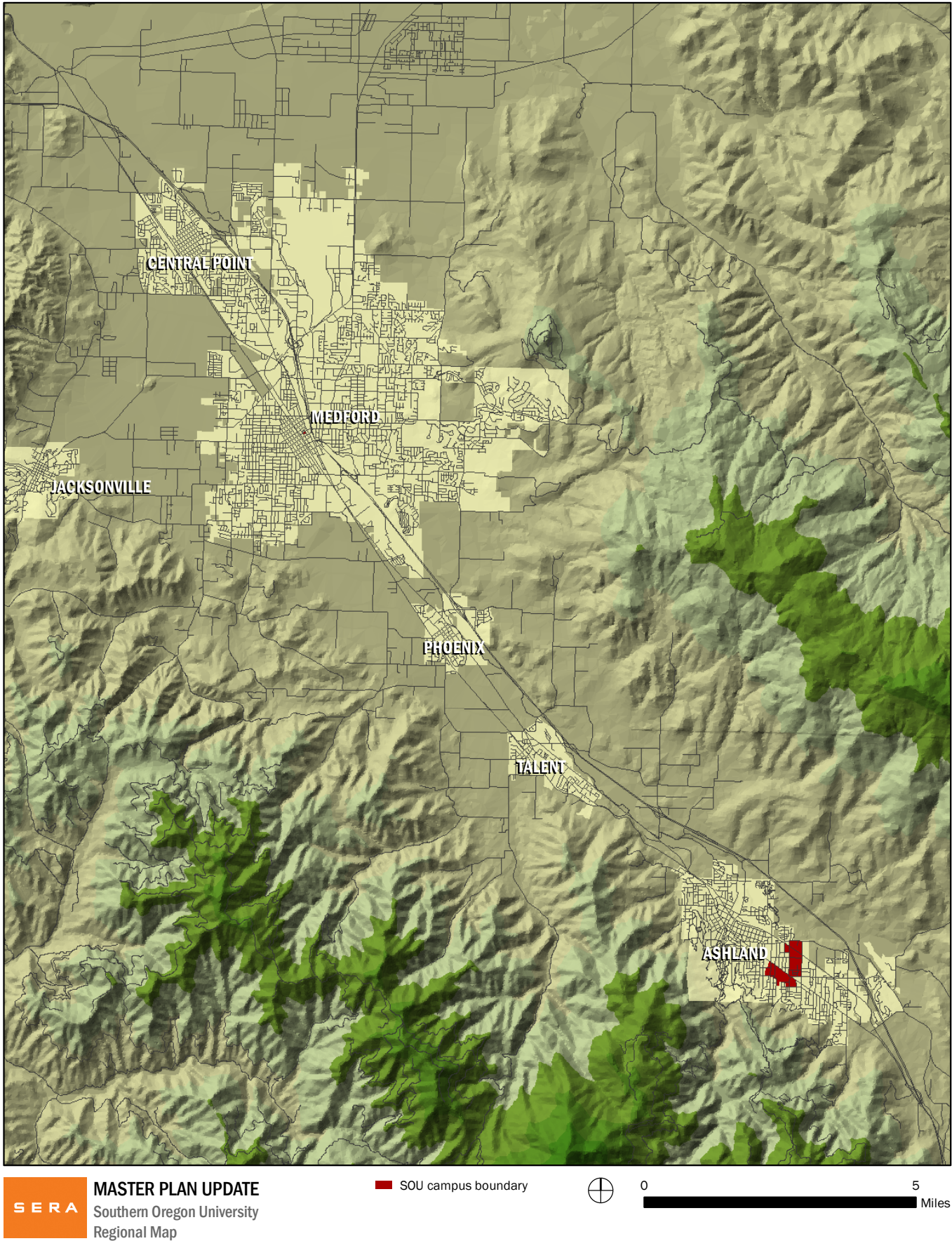
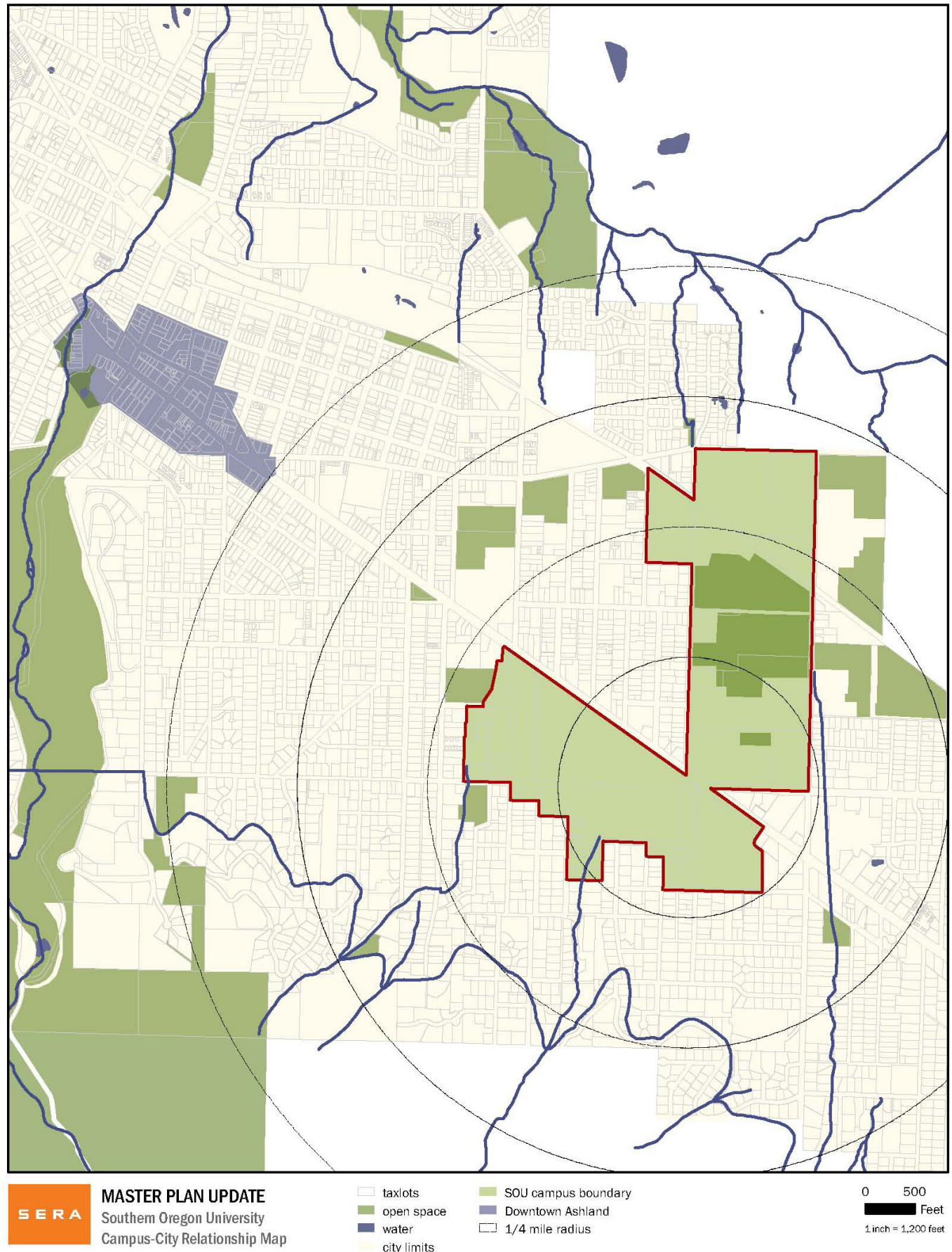




Figure 2: Ashland and SOU Community Context



## Purposes of the Master Plan

A campus master plan serves multiple purposes. The plan is both a general guide for good campus form and a basis for agreement between the University and other entities, namely the Oregon University System [OUS] and the City of Ashland. The goals of each of these parties shape the plan.

### ***Southern Oregon University Goals***

A primary objective of the Master Plan Update is to direct the University's internal planning regarding the physical facilities – buildings, infrastructure and grounds – of the campus. A master plan has numerous benefits for a campus, including:

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

Strategic planning for the University has been occurring in parallel to the physical planning process, and the key goals and emerging objectives have contributed to this Master Plan Update. These include:

- Academic Distinctiveness and Quality: *heighten and sustain a powerful university culture that supports and inspires intellectual creativity, connected learning, and a passion for making a difference.*
- Commitment to the Arts and the Bioregion: *be a regional leader in curricula, research, and outreach that inspire creativity and model the interplay of environmental, economic, and cultural facets of our bioregion.*
- Community Catalyst: *be a regional leader as an economic and cultural catalyst for external communities.*
- Financial Sustainability: *increase the University's fiscal stability through enrollment management, budget development and alignment, strategic partnerships, and fundraising.*

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

The central question underlying this master plan process is: **how can physical planning support the larger goals of attracting and retaining students?**

Academic planning projects enrollment growth to 6,000 [head-count] by 2013.<sup>1</sup> OUS Institutional Planning figures indicate the campus would reach this 6,000 figure around 2020.

A student body of 6,000 would translate to 4,547 full-time equivalent [FTE], projecting forward the current ratio of students to FTE. It is expected that this projected level of growth can be accommodated through a combination of:

- additions to Theater and Sciences buildings identified in this plan;
- renovation and efficiency improvements to other existing structures;
- expanded utilization of existing facilities through course scheduling;
- increased usage of the Higher Education Center at Medford;
- expanded distance learning and online programs.

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1. DRAFT SOU Master Academic Plan.



In addition to these measures regarding academic buildings, the University will also pursue under this Master Plan Update the provision of modern, attractive housing for students. This strategy has demonstrated benefits for improving student recruitment, retention, and academic performance, and is considered an important part of reaching the primary goals.

### **Oregon University System Goals**

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

An update of the formal statement of OUS goals for campus master plans is in process at the time of preparation of this Master Plan Update. Draft goals include:

- Develop a campus that promotes quality of life for students, faculty, staff and the community.
  - Reflection of culture, values and aspirations of campus
  - Promote community and opportunities for civil discourse
- Provide thoughtful stewardship of a resource-constrained environment whose dimensions include the eco-system[s], land/real estate and financial resources.
- All new construction shall have zero net addition of CO<sub>2</sub> to the campus emissions. All construction on existing facilities shall lower the CO<sub>2</sub> emissions of the facility by no less than 25%.
- Attain a 'right-sized campus' that makes the best use of existing infrastructure and facilities.
  - Reuse and repurpose before considering new construction
- Ensure consistency with the OUS Climate Action Plan Goals - see Sustainability section.

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

### **City of Ashland Goals**

Statewide planning laws [OAR 660-30] require that plans for state institutions, including the Oregon University System, be coordinated with the local jurisdictions that host them. The City of Ashland, which includes the SOU campus, has adopted a zoning designation [SO] that is specific to University-owned lands of the campus. This zoning is generally brief and incorporates the campus master plan – once adopted by the City – as an agreement between the University and City. Under the SO zoning, most University uses are allowed as permitted uses, with conditional use approval required in certain circumstances. At the time of this Master Plan preparation, these include buildings of more than 40 feet in height or within 50 feet of privately-owned property. Other than the SO Zone requirements, certain

### **OUS Strategic Planning Goals**

*As stated in the system-wide planning document **An Investment in Oregonians for Our Future: A Plan to 2025 for the Oregon University System**, long range goals for the OUS include:*

1. *Create in Oregon an educated citizenry to support responsible roles in a democratic society and provide a globally competitive workforce to drive the State's economy, while ensuring access for all qualified Oregonians to quality postsecondary education.*
2. *Ensure high-quality student learning leading to subsequent student success.*
3. *Create original knowledge and advance innovation.*
4. *Contribute positively to the economic, civic, and cultural life of communities in all regions of Oregon.*

other provisions of the Zoning Code also apply to the University, including site review, signage and off-street parking requirements.

As a result of earlier planning efforts, certain properties adjacent to campus lands are currently assigned the City's SO Zone, but are not owned by the University [see Figure 4]. This Master Plan does not assume any land acquisitions, and does not propose construction on any lands not owned by the University at the time of the plan's preparation.

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*Planning Director, City of Ashland*

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*Associate Vice President for Facilities Management & Planning*

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

### Planning Process

The University formed a Steering Group comprised of campus leadership to guide the Master Plan Update. The consultant team of SERA Architects of Portland partnered with Covey-Pardee Landscape Architects of Ashland was hired to create the Master Plan Update under the Steering Group's direction.

The consultant team and SOU staff met with key stakeholder groups throughout the process. Interviews with smaller stakeholder groups were held, including Athletics program staff, University Housing staff and Jefferson Public Radio. Campus Forums were held for larger groups: University faculty and staff, campus neighbors, and community residents. A question and answer briefing was held for the SOU Foundation and an on-line website was produced to solicit comments from students, neighbors, and any other interested parties.

After a review of existing conditions, including the current 2000-10 Master Plan, the consultant team developed three master plan concept alternatives [see Appendix 1] based on input from stakeholder groups. These alternatives were formed to engage decision makers in discussions about the University's overall strategic goals for long-term growth and development. Review of the alternatives led to selection of a preferred alternative, with the strongest elements of each. After further input from stakeholder groups, that preferred alternative evolved into the proposed Master Plan. City of Ashland and OUS staff reviewed a draft as well.

## SOU Master Plan      Public Workshops

Thursday, January 29th, 2009  
Faculty & Staff  
Campus Neighbors

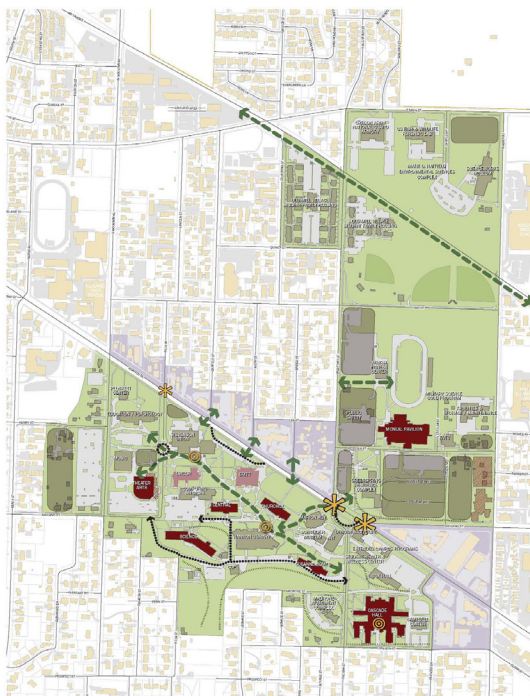
Meese Auditorium, Arts Complex  
4:30 - 5:30 p.m.  
7:00 - 8:30 p.m.

Help shape  
the future of SOU's  
Ashland campus

Southern Oregon University is in the process of updating the master plan for the Ashland campus. The planning team, led by SERA Architects, will be on campus to discuss the emerging plan, and alternative strategies that the campus could pursue.

Topics will include:

- how much student housing should be provided by the University?
- how can the campus best interface with the larger community?
- what sustainability strategies ought to be pursued?



All in the community are invited to participate in a workshop to kick off this process:  
**Faculty and staff** are encouraged to attend the **4:30 p.m.** workshop.  
**SOU's neighbors** are invited to come to an evening workshop beginning at **7:00 p.m.**

**SOUTHERN OREGON UNIVERSITY**

### Comments on SOU Master Plan Alternatives

Name [optional]:

Email address [required]:

Street Address:

City [required]:

State:

Zip:

How would you describe your primary relationship to SOU?

- |   |  |
|---|--|
| <input type="radio"/> Undergraduate Student         | <input type="radio"/> Neighbor of the Ashland Campus |
| <input type="radio"/> Graduate Student              | <input type="radio"/> Ashland resident               |
| <input type="radio"/> Staff                         | <input type="radio"/> Medford resident               |
| <input type="radio"/> Faculty                       | <input type="radio"/> Other Interested Party         |
| <input type="radio"/> City Commissioner or official |  |

Please use the following spaces to provide any comments you have on the Master Plan alternates shown on this website. Clicking on maps will open Alternatives in a separate window.

### Sidebar: Public Participation

#### Stakeholder Participation

Stakeholder meetings were held at project kick-off, after preparation of plan alternatives and after preparation of a preferred alternative.

#### Stakeholder Groups:

- Staff, Faculty and Students
- Campus Neighbors/Community Residents
- Residential Life/Housing Services
- Athletics Director
- SOU Foundation
- City of Ashland Officials
- Jefferson Public Radio

A public web site was also made available for all parties to provide input to the process [below].





Table 1: Campus Buildings, Area and Function

<b>EDUCATION &amp; GENERAL BUILDINGS</b>	<b>GSF AREA</b>	<b>PRIMARY FUNCTION</b>
DEBOER SCULPTURE [ART EAST]	8,263	ACADEMIC
ART BUILDING	19,254	ACADEMIC
BRITT HALL	66,980	ACADEMIC/ADMINISTRATIVE
CENTRAL HALL	56,544	ACADEMIC
CHURCHILL HALL	36,098	ADMINISTRATIVE/ACADEMIC
COMPUTER SERVICES CENTER	32,770	ACADEMIC/ADMINISTRATIVE
EDUCATION / PSYCHOLOGY	51,245	ACADEMIC
EXTENDED CAMPUS PROGRAMS	2,384	ADMINISTRATIVE
HANNON LIBRARY	135,282	LIBRARY
MARION ADY	36,431	ACADEMIC
McNEAL HALL	113,986	ATHLETICS/ACADEMIC
NORTH TICKET BOOTH	98	ATHLETICS
MOTOR POOL GROUNDS	2,420	MAINTENANCE
MUSIC	45,461	ACADEMIC
NORTH CAMPUS RECREATION	1,200	RECREATION
RESIDENCE HALLS MAINT/ FMP	34,375	MAINTENANCE
PLUNKETT CENTER/ SWEDENBURG	8,974	ADMINISTRATIVE
PRESIDENT'S RESIDENCE	5,285	RESIDENCE
ARMY GOLD BUILDING	1,225	ACADEMIC
RVTV	8,300	TV STATION
SCHNEIDER MUSEUM OF ART	6,108	GALLERY
SCIENCE HALL	80,998	ACADEMIC
ACCESS CENTER	9,575	ADMINISTRATIVE
SECURITY	1,749	SECURITY
OHSU/521 SOUTH MOUNTAIN	2,305	ACADEMIC
SOURS LIFE SCIENCE LAB	2,162	ACADEMIC
SOUTH HEAT PLANT	9,918	MAINTENANCE
SOUTH TICKET BOOTH	98	ATHLETICS
STADIUM FACILITY	24,256	ATHLETICS
TAYLOR HALL	45,867	ACADEMIC
THEATER ARTS BUILDING	58,782	ACADEMIC
<b>TOTAL</b>	<b>908,393</b>	
<b>AUXILIARIES BUILDINGS</b>	<b>GSF AREA</b>	<b>PRIMARY FUNCTION</b>
CASCADE COMPLEX	192,573	RESIDENCE HALL
COX HALL	48,832	RESIDENCE HALL
GREENSPRINGS COMPLEX	84,799	RESIDENCE HALL
MADRONE RESIDENCE HALL	42,825	RESIDENCE HALL
SUSANNE HOMES HALL	39,163	RESIDENCE HALL
STUDENT HEALTH & WELLNESS CTR.	11,016	HEALTH CENTER
STEVENSON UNION	96,281	STUDENT UNION
<b>TOTAL</b>	<b>515,489</b>	
<b>EDUCATION &amp; GENERAL BUILDINGS</b>	<b>908,393</b>	
<b>AUXILIARIES BUILDINGS</b>	<b>515,489</b>	
<b>TOTAL</b>	<b>1,423,882</b>	

# Existing Conditions Analysis

This Master Plan Update began with a review of existing conditions, including:

- Review of the 2000 Master Plan, its enrollment projections, space needs and proposed projects and policies;
- Visual survey of the campus, both buildings and open spaces, leading to an analysis of the structure of the campus;
- Review of University documents regarding the condition of campus buildings, primarily the facilities conditions analyses conducted in the Fall of 2008 on five buildings of primary concern and a study of Cascade Dining Hall;
- Meetings with identified stakeholder groups to understand their needs and perspective.

## University Enrollment

SOU's enrollment for Fall 2008 [including the Higher Education Center in Medford] was 5,082 students [head count], for a full-time equivalent of 3,851. This was an increase of 246 students [5.1%] in head count, and 86 FTE [2.3%] relative to the prior fall. Enrollment at SOU has been relatively steady over many years, but is projected to grow under this Master Plan Update to 6,000 students.

## Campus Structure & Zones

The 164-acre SOU campus is divided into roughly equal land areas by Siskiyou Boulevard. The southern portion [South Campus, 70 acres] represents the heart of the campus with virtually all academic uses and a majority of residential and student life activities. The north area [North Campus, 94 acres] includes athletic buildings and fields, and some residential uses and student life activities.

Several sub-areas of program concentrations exist on both the North and South Campus [Figure 3]. There are a number of opportunities to strengthen the relationship between these districts as new developments and building renovations occur.

## South Campus Sub-Areas

The South Campus is the main campus area, with most of the older buildings, and the defining open spaces of the campus.

## Academic Core and 'Outer Core'

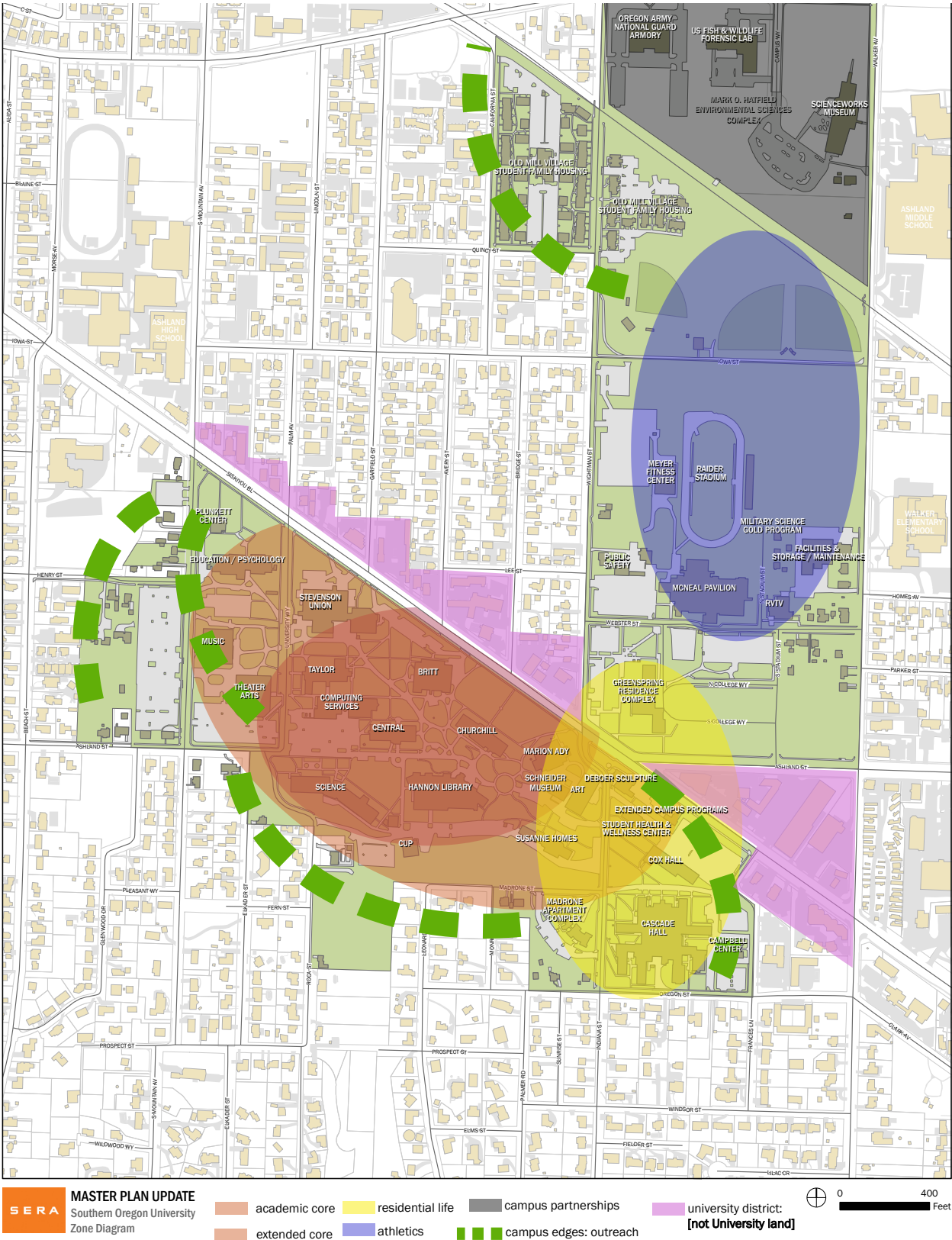
The Academic District makes up the majority of the South Campus. The inner core includes all of the academic buildings and the most central administrative buildings, including Education/Psychology, Music, Theater, Taylor, Computing Services, Central, Science, Britt, Churchill, Hannon Library, and the visual arts cluster [Marion Ady, Schneider Museum, Art and Deboer Sculpture]. There is also a discernible 'outer core' of facilities that are somewhat more isolated but have a relationship to the core. This includes the Plunkett Center, the Central Utility Plant, Cox Hall, and the Student Health and Wellness Center.



*Main ceremonial gate, on Siskiyou Boulevard, at Churchill Hall.*

EXISTING CONDITIONS

Figure 3: Campus Zones





### ***Student Life Zone***

A student life district exists up the hill from the academic district, consisting of the residence halls: Susanne Homes, Madrone, and Cascade Complex. University-owned houses are scattered along the South Campus perimeter and throughout the adjacent neighborhood.

### ***Campus Edges - Outreach Potential***

Several campus facilities provide a programmatic element that specifically includes community outreach. Typically located at the campus edges, Cox Hall [Elderhostel/conference facility], the Plunkett Center [alumni center] and the Campbell Center [lifelong learning programs] all provide a larger community interface function on campus. By nature of both their program and location, each of these are entry points to the campus for some users.

### ***Siskiyou Arboretum***

In 2003 a local multi-disciplinary planning team [including Covey-Pardee] prepared the master plan for the proposed Siskiyou Arboretum, located uphill from the Science Building on Roca Street. The facility was designed to provide the University's Biology Department with a unique outdoor classroom dedicated to the display and preservation of native Siskiyou flora on a site nestled within the Roca Creek riparian corridor. Construction documents were also prepared for the first phase of development, which will include riparian restoration earthwork and planting, accessible trail construction, site grading, and irrigation improvements. The Science faculty has identified the Arboretum as an important component for future teaching and research. The timeline to implement the first phase of construction is contingent on funding.

### ***North Campus Sub-Areas***

As shown in Figure 3, North Campus sub-areas include a student family housing district, the athletics area, a cluster of student housing [Greensprings], an expansion district, and the University District.

### ***Housing***

The student family housing district includes two groups of rental apartments [Old Mill Village Phase 1 and Phase 2] and the Schneider Children's Center, a facility that provides childcare services for SOU students, faculty and staff, and the larger Ashland community. The Schneider Children's Center also offers SOU Early Childhood Education students opportunities for practicum, research, and work experience in the field.

### ***Athletics Zone***

The athletics district is anchored by McNeal Pavilion, where most of the student athletic programs, classes, and facilities are housed. The district also includes sports fields [football, softball, soccer, and recreation], tennis courts, the Raider Stadium and running track, and surface parking for these facilities.



*The ECOS Community Garden on the western edge of campus is one example of a campus use that can help with outreach to the larger community.*



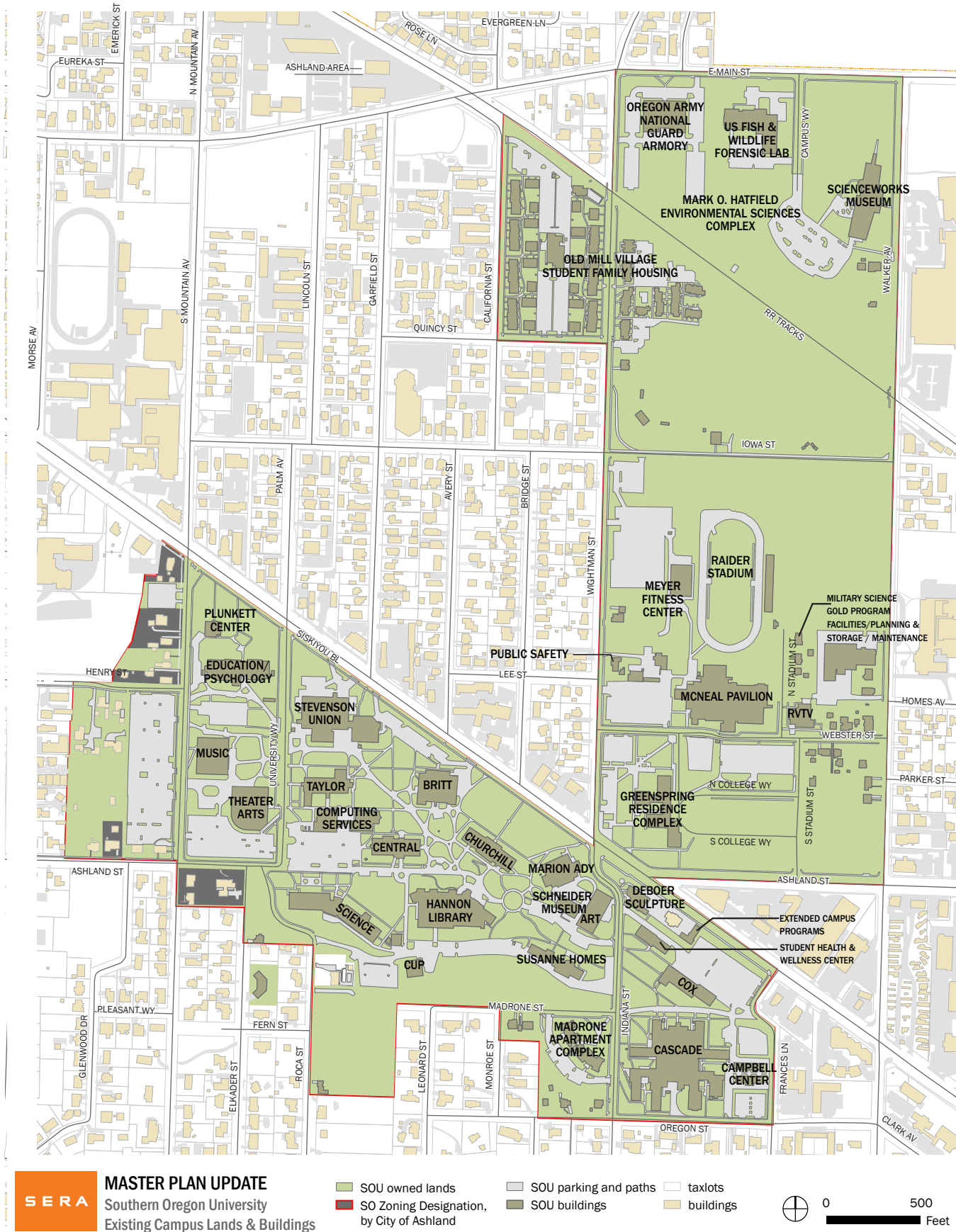
*The site for the proposed Arboretum at Roca Canyon.*



*Daycare at SOU's student family housing.*

## EXISTING CONDITIONS

Figure 4. Existing Campus Buildings and Campus Lands





### **University District**

A University district was also identified in the 2000 Master Plan and includes the area along Siskiyou Boulevard between Mountain Avenue and Wightman Street, extending approximately 400 feet north into the adjacent residential neighborhood. As proposed, the University district is intended to provide private property owners the opportunity to interface with SOU at a strategic campus crossing zone. In addition, the Master Plan identified two key interface areas [Churchill Core and Stevenson Core, located opposite from those two campus buildings, respectively] that are suitable for larger mixed-use developments that could benefit both the SOU community and private property owners.



*Businesses along Siskiyou benefit from the presence of the University.*

An expansion district was also identified in this area by the 2000 Master Plan as being an area for additional student housing and public-private, mixed-use development along Ashland Street, and the proposed Jefferson Public Radio development. This area also includes the facilities of Rogue Valley Television [RVTV], the facilities and housing maintenance and yard, and other campus uses that are appropriately more remote from the core of the campus.



*The National Forensics Lab is one of several partnerships located at the far northern edge of the campus.*

### **University Partnerships**

A satellite district [Mark O. Hatfield Environmental Sciences Complex] exists north of the railroad tracks and Creek to Crest multi-use trail. The complex is comprised of the Oregon National Guard Armory, a US Fish and Wildlife Forensic Lab, and the ScienceWorks Museum. The organizations housed in the complex lease the land from the University but otherwise generally act independently.

## **Buildings**

The scope of this Update did not include a full building-by-building assessment of the University's building stock. However, several buildings with particular known needs were assessed in parallel with the planning process.

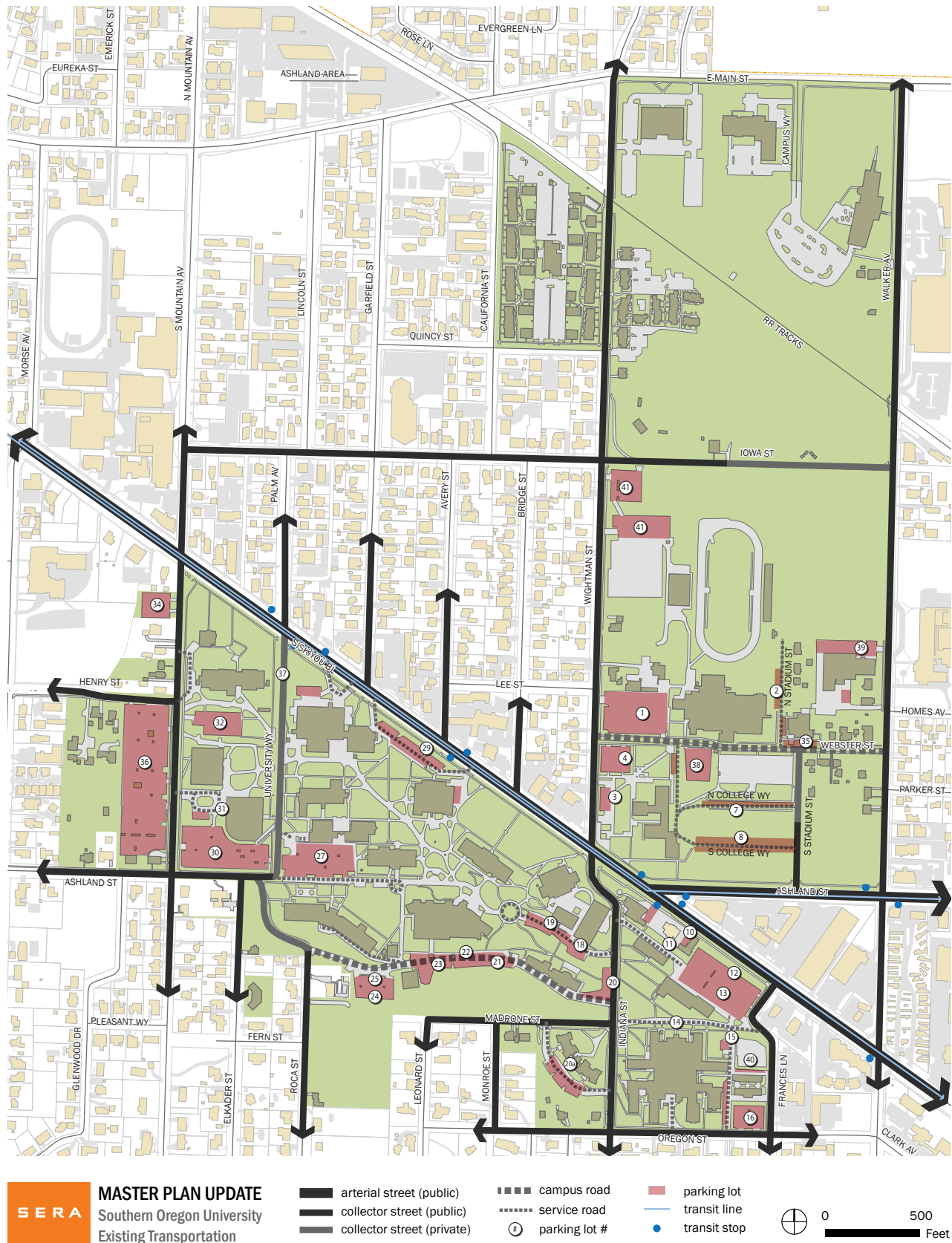
SOU has recently commissioned a series of five facility condition analysis [FCA] studies, on the following buildings: Churchill Hall, Britt Hall, Central Hall, Science I, and McNeal Pavilion. These reports are summarized briefly in Appendix 2. In general terms, all five buildings require upgrades to most systems evaluated and would therefore benefit from a systematic upgrade. The University hopes to incorporate modest but needed program-driven improvements to these facilities as they are upgraded.

The Theater Arts building has identified programmatic shortcomings and is currently serving roughly four times as many students as its design supports. A *Statement of Need for Modification* of this facility was prepared in 2000, and identified a strategy to improve the facility that includes both addition and renovation. Major needs included a rehearsal studio separate from the performance spaces, a new classroom, an upgraded costume shop, and several improvements to the existing design loft, lab and offices.

The Cascade Complex is also projected to need either replacement or major re-investment under this Master Plan Update. A study conducted in 2008 found that



Figure 5. Existing Vehicular Circulation & Parking Facilities



it would require approximately \$7.6 million in construction costs alone to upgrade the kitchen and dining facilities in place to current standards<sup>2</sup>. The study also noted several limitations of the building that would not necessarily be addressed under the project as described: the poor location and access to the loading dock and impacts on circulation within the residence halls that comprise the rest of the complex.

The Cascade residence halls themselves have several known limitations, including:

- Undesirable configuration with central toilet/bathing facilities;
- Security concerns related to the many entry points;
- Observed structural damage due to corrosion of pipes embedded in slabs;
- Identified seismic deficiencies;
- Systematic inefficiencies and deferred maintenance in the heating and plumbing systems;
- General age of the building and negative perceptions by students.

Many SOU campus buildings would benefit from some degree of reinvestment and/or reconfiguration of programs to improve utilization. However, with limited resources anticipated in the coming years, it will be necessary to set clear priorities for pursuit of both OUS funding and other sources. Priorities should be set based on a strategy of [i] increasing programmatic efficiencies, [ii] reducing maintenance costs and [iii] improving the campus layout.

## Vehicular Circulation and Parking

### *Siskiyou Boulevard Corridor*

Vehicular circulation to the campus is along public local streets with the large majority accessing the campus from Siskiyou Boulevard. Traffic from points east and south uses a combination of Siskiyou Boulevard and Ashland Street to approach the campus. These two roads converge at the campus with a complicated intersection that is linked to the intersection of Siskiyou Boulevard, Indiana and Wightman Streets. Siskiyou Boulevard is a major arterial with ultimate administrative control by the Oregon Department of Transportation [ODOT]. The highway through Ashland was recently improved, including access management [driveway formalization and consolidation] and improvements to the segment from Wightman Street to Walker Avenue to include full sidewalks, bicycle lanes, four travel lanes and a landscaped median/center turn lane.

Pedestrian crossing safety has been improved at the four non-signalized intersections along Siskiyou Boulevard subsequent to the installation of tactile warning strips, pedestrian refuges, lighting, advance stop bars, and flashing beacons. Still, crossing Siskiyou remains an uncomfortable and potentially dangerous pursuit and was raised as a key concern by SOU students, faculty and staff. Since 2000, there have been 90 accidents on Siskiyou Boulevard [46 of which have involved pedestrians in the crosswalks] including a fatality in February of 2008.

2. SERA Architects, for SOU, Cascade Commons Vision Study, 2008.



*Diverse architectural styles and ages of campus buildings.*



Figure 6. Existing Bicycle Facilities and Parking

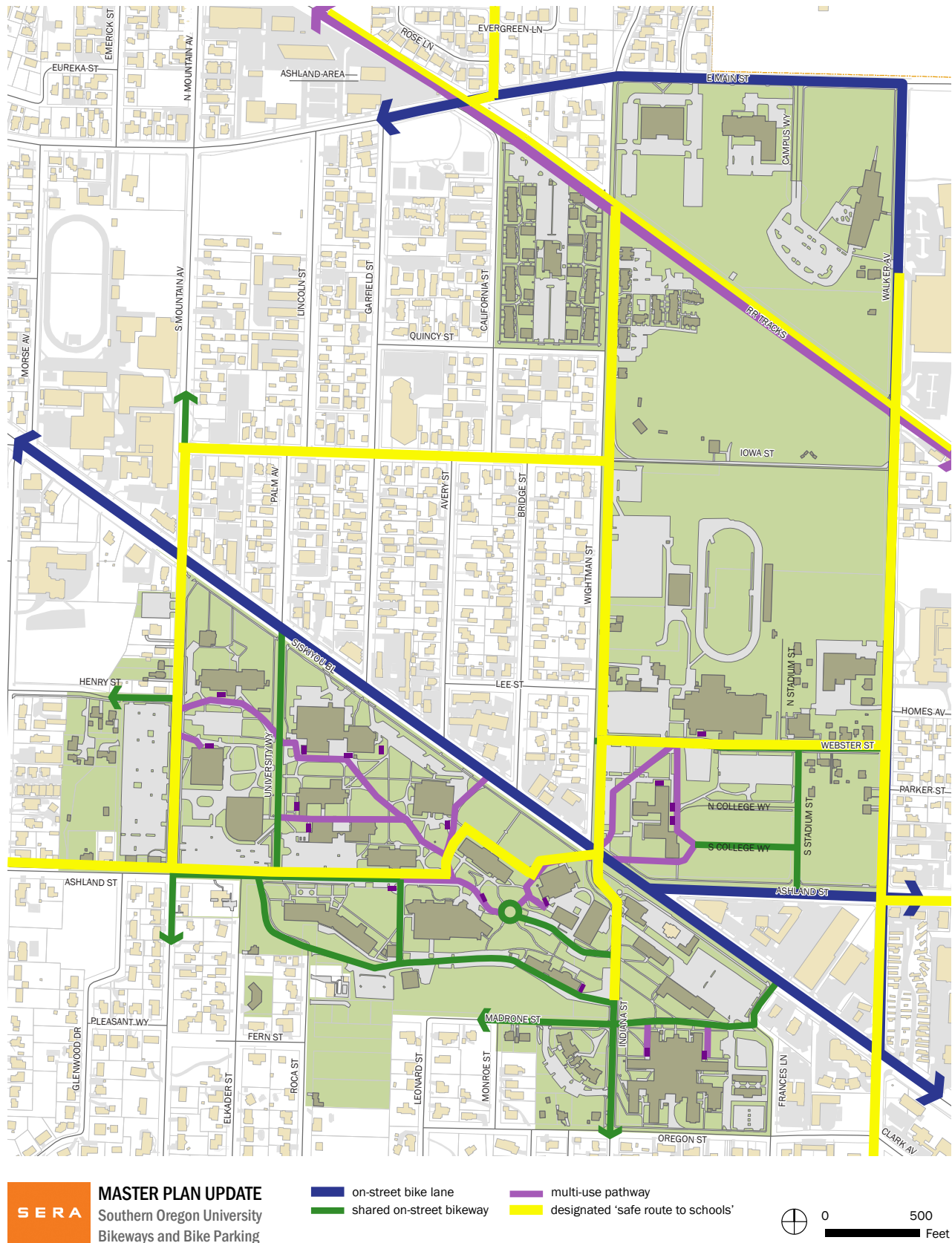
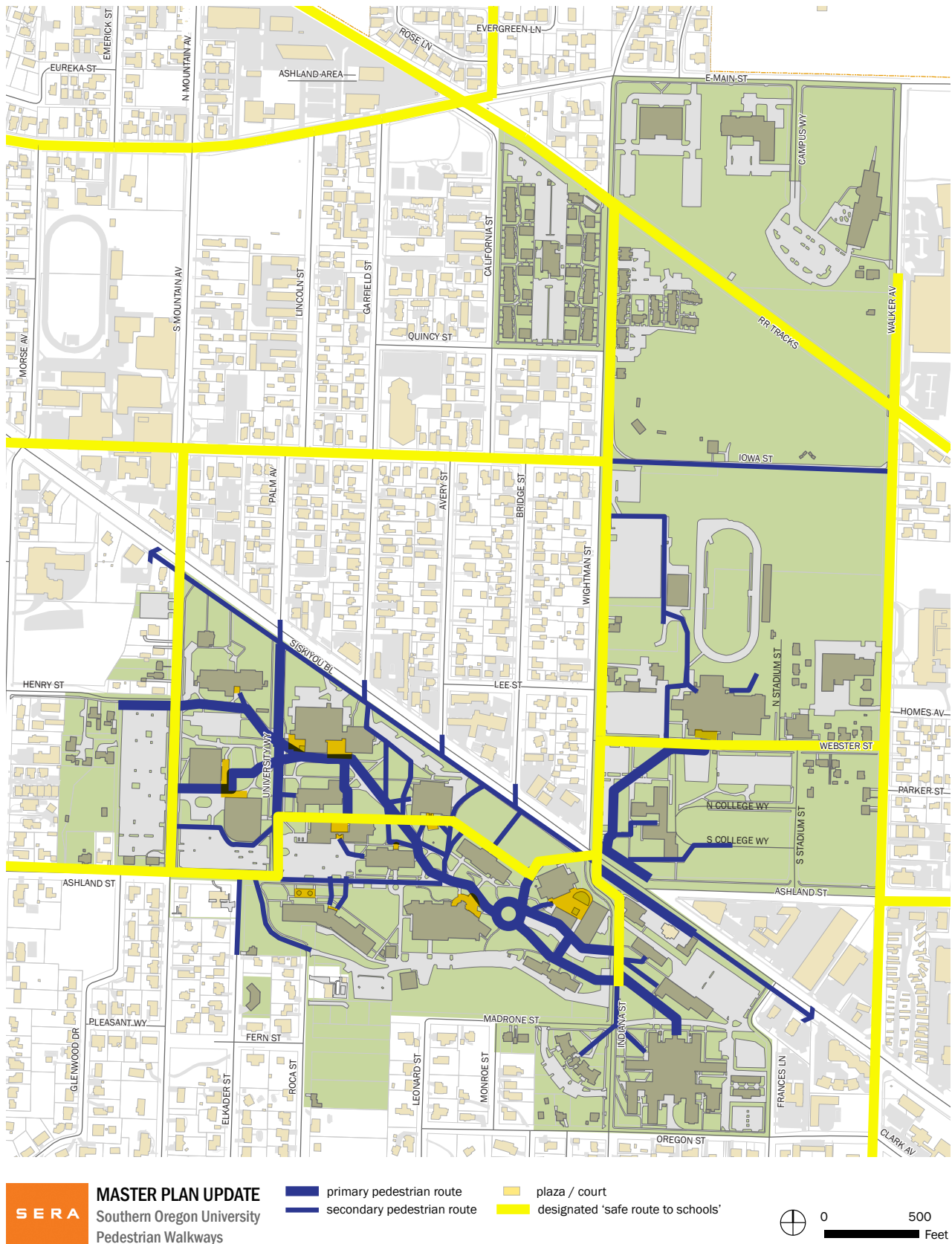


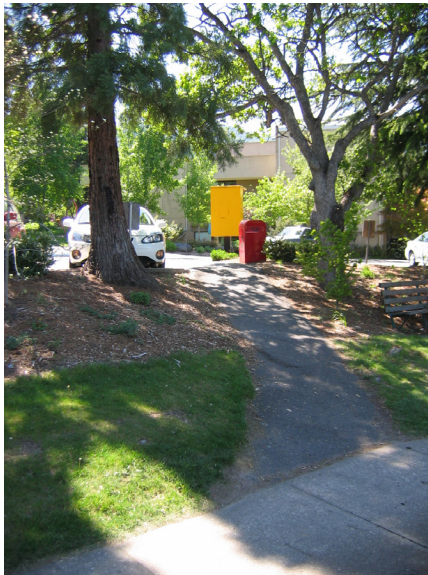


Figure 7. Existing Pedestrian Corridors





*Crosswalks at Siskiyou Boulevard.*



*Many of the entry paths off of Siskiyou Boulevard are informal and ad hoc.*



*Some parking areas double as major pedestrian ways. Campus parking lots do not typically include good pedestrian circulation and tree plantings.*

Transit service to the campus is part of the regional Rogue Valley Transportation District [RVTD], which serves Ashland and Medford, as well as Talent, Phoenix, Central Point, Jacksonville, and White City.

### Vehicle, Bicycle and Pedestrian Circulation

South of Siskiyou Boulevard, a general pattern of circulation limits vehicles to perimeter areas, and reserves the heart of the campus for non-motorized uses, including bicyclists, pedestrians and skaters. The perimeter circulation system is largely dedicated to vehicle movement and parking [Figure 5] and includes Mountain Avenue, University Way, Indiana and Ashland Streets, internal service roads, parking drives, and Siskiyou Boulevard. The southern portion of this loop is somewhat unclear as it relies on a circuitous route of unmarked service roads and parking lots. On this southern perimeter loop, in particular, vehicular circulation and parking lacks clearly defined boundaries, a condition which creates potential conflicts with the numerous pedestrian movements through this portion of campus.

For the pedestrian, the heart of the South Campus is linked by a northwest-southeast network of pathways and open spaces that connects the major buildings [Figures 6 and 7]. The buildings along this corridor generally have two ‘fronts:’ one that is oriented to the central campus green and the other to parking lots or Siskiyou Boulevard. This consistent pattern is one aspect of the campus that should be clarified and enhanced with future development or renovations [See Design Guidelines section].

The North Campus is roughly bordered by Ashland, Wightman, East Main and Walker Streets, which provide vehicular access and limited pedestrian access [sidewalks are generally on one side of the road]. Bicycle access is provided on Ashland Street, Walker Avenue and East Main Street, via striped bicycle lanes; Wightman is a shared roadway. The Creek to Crest multi-use trail travels through the northern portion of the North Campus and provides a regional connection to Downtown Ashland, the Bear Creek Greenway and, ultimately, to Medford. Iowa Street bisects the North Campus and links Ashland High School, Ashland Middle School and Walker Elementary School.

The southern portion of the North Campus has vehicular access on Stadium Street, Webster Street, and College Way [Figures 5, 6 and 7]. Pedestrian and bicycle access is formally and informally provided on these roads, and consists of a loose network of sidewalks and pathways between McNeal Pavilion and the South Campus. One of the bigger pedestrian circulation challenges on the North Campus is providing clear access to Raider Stadium. Stadium pathways and entrances are ambiguous and accessing them requires navigating through parking lots and loading areas. In addition, most of the North Campus athletic fields are fenced and restrict pedestrian access along Walker Avenue and Iowa Street, which can contribute to out-of-direction travel and create a disincentive to walking.

There is no sidewalk on the west side of Walker Avenue between Ashland and Iowa Streets, and there is only a short length of sidewalk on the west side of Walker Avenue between Iowa and East Main Streets. The lack of sidewalks on the west side of Walker Avenue limits Safe Routes to Schools for students walking to Walker Elementary School and the Ashland Middle School.

### **Parking**

Campus parking is primarily in off-street parking lots owned by the University [see Figure 5 for numbered parking lot locations]. Commuter student parking in the South Campus is located off Mountain Ave, adjacent to the Theater and Music buildings [in Lot 36, west of Mountain and Lot 30, East of Mountain]. Commuter students can also park in the small lots south of the Science Building [Lot 24] and west of the Plunkett Center [Lot 34]. Faculty and staff parking is provided along University Way [on-street], behind the Computing Services Center [Lot 27], behind the Hannon Library [Lot 21/22], Britt [Lot 29], and the Center for the Visual Arts [Lot 19]. The Cox Hall parking lot [Lots 12/13] is a multi-use lot, serving on-campus students, commuter students, faculty, and staff and university visitors. However, short-term university visitors are currently directed to the fee lot between Britt Hall and Siskiyou Boulevard [Lot 29], where the admissions office is located. Residence hall parking is located behind Madrone Hall [Lot 20a] and on the east side of Cascade [Lots 15 & 16]. Limited on-street parking is available on Indiana and Madrone.

North Campus parking lots are generally located at the southern end of the district near McNeal Pavilion and Greensprings housing [Lots 4 and 38 and Lots 5, 7, 8 and 9, which are arrayed along the Stadium Street loop]. These permit lots serve both commuter students and resident students with cars. Two large parking lots [Lots 1 & 41] between Webster and Iowa Streets serve stadium and sports field events as well as commuter students. On-street parking is available on Wightman Street and one side of Walker Avenue.

Since there are no residential parking restrictions in the neighborhood north of Siskiyou Boulevard, many students, faculty and staff park on the residential streets. This results in increased pedestrian crossings of Siskiyou Boulevard at the four non-signalized intersections.

*Table 2: Parking spaces by lot/cluster.  
See Figure 5 for lot locations.*

<b>Lot</b>	<b>Location</b>	
1	West of McNeal	167
2	N. Stadium Way	27
3	West of Greensprings	20
4	Northwest of Greensprings	39
5	Drive east of Greensprings	22
6	Webster Street	24
7	East of Greensprings	34
8	North of S. College Way	42
9	South of S. College Way	40
10	East of Art East	14
11	North of Student Health	17
12/13	North of Cox Hall	163
14	Madrone Street	18
15	Street east of Cascade	34
16	South of Campbell Center	36
18	South of Art Building	9
19	South of Marion Ady	25
20	East of Suzanne Homes	21
20A	South of Madrone Apts.	36
21	South of Library [East]	51
22	South of Library [West]	22
23	East of Heat Plant	11
24	West of Heat Plant [North]	46
25	West of Heat Plant [South]	10
26	South of Central Hall	16
27	S. of Computing Services	108
29	On Siskiyou Blvd.	52
29A	North of Stevenson Union	19
29B	East of Britt Hall	8
30	South of Theatre Bldg.	133
31	West of Theatre Bldg.	9
32	South of Ed./Psych. Bldg.	47
34	West of Plunkett Center	38
35	South & West of RVTV	21
36	Large Mountain Ave. lot	404
37	University Way	56
38	South of McNeal	23
39	FMP/Housing Maintenance	46
40	North of Campbell Center	5
41	Wightman & Iowa Streets	60
		<b>1982</b>





*Landmarks along major paths can help with wayfinding, in addition to creating points of interest and commemorating campus history.*



*North-facing spaces are less utilized than south-facing. Due to the orientation, spaces such as the entry to the SU and the south side of Britt Hall have a better chance of success than those on the north side of buildings, such as Taylor or Sciences.*



## Campus Legibility

Good campus and urban planning practice recognizes that people tend to experience a place by moving along paths that connect activity areas, or “nodes.”<sup>3</sup> Landmarks help to demarcate areas and provide a framework for wayfinding, and gateways help people to understand when they are moving from one zone to another.

In general terms, the core of the SOU campus has many of these organizing principles – an integrated system of pathways, buildings, and open space – which, if strengthened, will help make the campus more ‘legible’ to visitors and regular users. Campus legibility has several direct and indirect benefits. In pragmatic terms, it contributes to wayfinding by assisting new and occasional campus visitors to navigate the campus easily and to locate their destinations.

In more abstract terms, legibility and physical appearance can also help make a campus more memorable. There is some evidence that the ability to cultivate a memorable place can translate into higher rates of involvement – and ultimately support – from alumni. According to one 1987 study,<sup>4</sup> 62% of high school seniors chose their institution of higher learning based on the appearance of the campus architecture and landscape, and most of them made the decision within the first fifteen minutes of arriving. Later studies have supported this conclusion.

## Open Space and Grounds

Open spaces on the SOU main campus fall into several categories: active gathering spaces, contemplative spaces, and passive spaces, such as the sloped lawn areas, that are used for studying and recreation. There are also several spaces which have been provided as gathering spaces, but remain underutilized. Several of the building entry landscapes – especially those on the north side of buildings – reportedly do not get the level of use befitting the investment made in them. Examples include the plazas north of the Science building’s west wing, the north entry to the Cascade complex, the terraces north of Stevenson Union, the south entry plaza of Britt Hall and to a lesser extent, the Visual Arts Complex Plaza.

Some spaces, such as the south entry to Britt Hall, have optimal orientation and connection to pedestrian activity, and could be much more successful if they were renovated to replace outdated design elements and overgrown vegetation.

Much of the core open space on the campus is used primarily as a circulation space and for casual use by students. The series of open spaces that start at Hannon Library and reach toward the Stevenson Union and further west are primarily spaces to move through, though there are some successful contemplative areas within them. Opportunities exist along this circulation spine in the heart of the campus to enhance existing activity nodes or develop new ones.

The campus has a need for more centrally located outdoor gathering areas for students, faculty, and public assemblies. Developing clearly defined plazas and

3. Kevin Lynch developed the vocabulary of urban design elements in *The Image of The City*, and it has been built upon throughout planning literature.

4. Ernest Boyer, “College: The Undergraduate Experience In America”. Harper & Row, 1987.

'sub-plazas' in this area can strengthen open space continuity and enhance visual legibility. The paving materials connecting these nodes are mixed and generally lack a clear hierarchy between primary and secondary circulation routes. Delineating circulation hierarchies with standardized paving materials can help improve visual clarity and wayfinding throughout campus.

### ***Trees and Vegetation***

In the spring of 2008, an Environmental Studies student completed a capstone project to convert specific conventional landscape areas on campus to xeriscape, or low water usage, planting areas. Environmental Studies faculty members have encouraged subsequent students to continue expanding on the initial Xeriscape Plan in their capstone projects. The campus has begun to implement selected demonstration xeriscape plots identified in the Xeriscaping Plan, to assess its performance and introduce the concept to the campus community. Several sites have been discussed for this type of installation, including the southeastern end of the system of paths in front of Churchill Hall, facing Siskiyou Boulevard.

The existing campus tree canopy is exceptionally diverse and rich in horticultural value, particularly in the central zone of the South Campus. A balanced mix of deciduous and coniferous species, including Oregon and California natives, provide a pastoral campus atmosphere and ample shade for pedestrians. The North Campus has less tree cover and could benefit from additional planting in strategic locations to increase shade canopy for athletic facility participants and spectators.

Due to a high level of care and management by campus maintenance personnel, the tree canopy is in a healthy state and has increased steadily over the last several decades. Although specific maps of campus trees currently do not exist, maintenance staff has an interest in developing a GIS database of tree canopy in cooperation with the geography department, and this study could be an invaluable tool in monitoring the overall health of existing trees. The horticultural staff of the Ashland Parks and Recreation Department has developed a list and a walking tour of significant trees, primarily on the South Campus.

In the older portions of campus, the existing understory landscape is overgrown and aging, and presents a safety risk to pedestrians traversing campus at night. An inventory of existing landscape plantings to assess their condition and recommendations for replacement would benefit the overall effort to upgrade campus grounds.

### ***Site Furniture and Lighting***

As a result of development over several decades through periods of divergent architectural styles, the site furniture lacks consistency in style and materials. The current facilities planning staff has made a concerted effort to establish and implement a uniform style for benches, trash receptacles, bike racks, guard rails, sign bases, skateboard deterrents, pedestrian shelters, and other miscellaneous site amenities throughout campus. Similarly, facilities staff has begun to replace aging and mismatched styles of existing site lighting with a standardized light pole, luminaire design, and lamp type.



*Main campus path.*



*The lawns are a defining landscape of the campus and are popular for studying, meeting, and other activities.*



*Plaza at Britt Hall.*

## Opportunities and Constraints

The existing conditions analysis is summarized in the form of an Opportunities and Constraints diagram [Figure 8]. This type of planning diagram is a map that indicates the places where opportunities for development and/or improvement to the campus structure exist, as well as constraints or factors that represent problems or limits to campus development.

Opportunities include potential development sites but also features that are successful amenities which should be maintained or enhanced. Constraints include specific limitations to development, and known or perceived problems that need to be addressed.

1. One of the major opportunities to increase the quality of the campus is to continue to reinforce the main pedestrian spine through new plantings, development of plazas and outdoor activity nodes, improved sight lines, and better orientation and articulation of building entries.
2. The Siskiyou Boulevard face of the University presents several opportunities for improvement. Current entries to the campus often approach loading docks and service uses [Stevenson Union and Britt Hall, in particular], which are not well screened from public view. There is a need for a more deliberate and welcoming approach both from the west and the east.
3. The pedestrian crossings of Siskiyou Boulevard are indicated as a constraint, largely because they were identified by a cross-section of stakeholders as a perceived safety concern, which was likely increased due to the pedestrian fatality in 2008, as noted above.
4. Cascade Complex's long-term status and the need to re-evaluate housing options emerged as a major opportunity.
5. The needed renovation and expansion of Theater Arts introduces an opportunity to improve the campus in this immediate area.
6. The expected improvements to the Sciences complex create an opportunity to better link these critical programs to the academic core of the campus
7. Renovations of buildings under the deferred maintenance program will allow for modest improvements to selected buildings.
8. There are several opportunities to infill housing or other development in campus areas with inefficient current usage.
9. The campus edges offer an opportunity to infill appropriate development types such as faculty housing.
10. The softball fields north of Iowa Street are no longer used by the City of Ashland's Parks and Recreation Department, and present an opportunity.
11. Important links, such as the multi-use Creek to Crest Trail, also present opportunities to encourage alternative transportation and links to surrounding neighborhoods.
12. The Roca Canyon area has been identified as an arboretum, and a plan has been created for this area [see Appendix 3]. This project is an exciting opportunity for the campus and the community at large.



*The presence of loading docks along the main public frontage of the campus undermines the first impressions of the campus.*



Figure 8. Campus Opportunities and Constraints

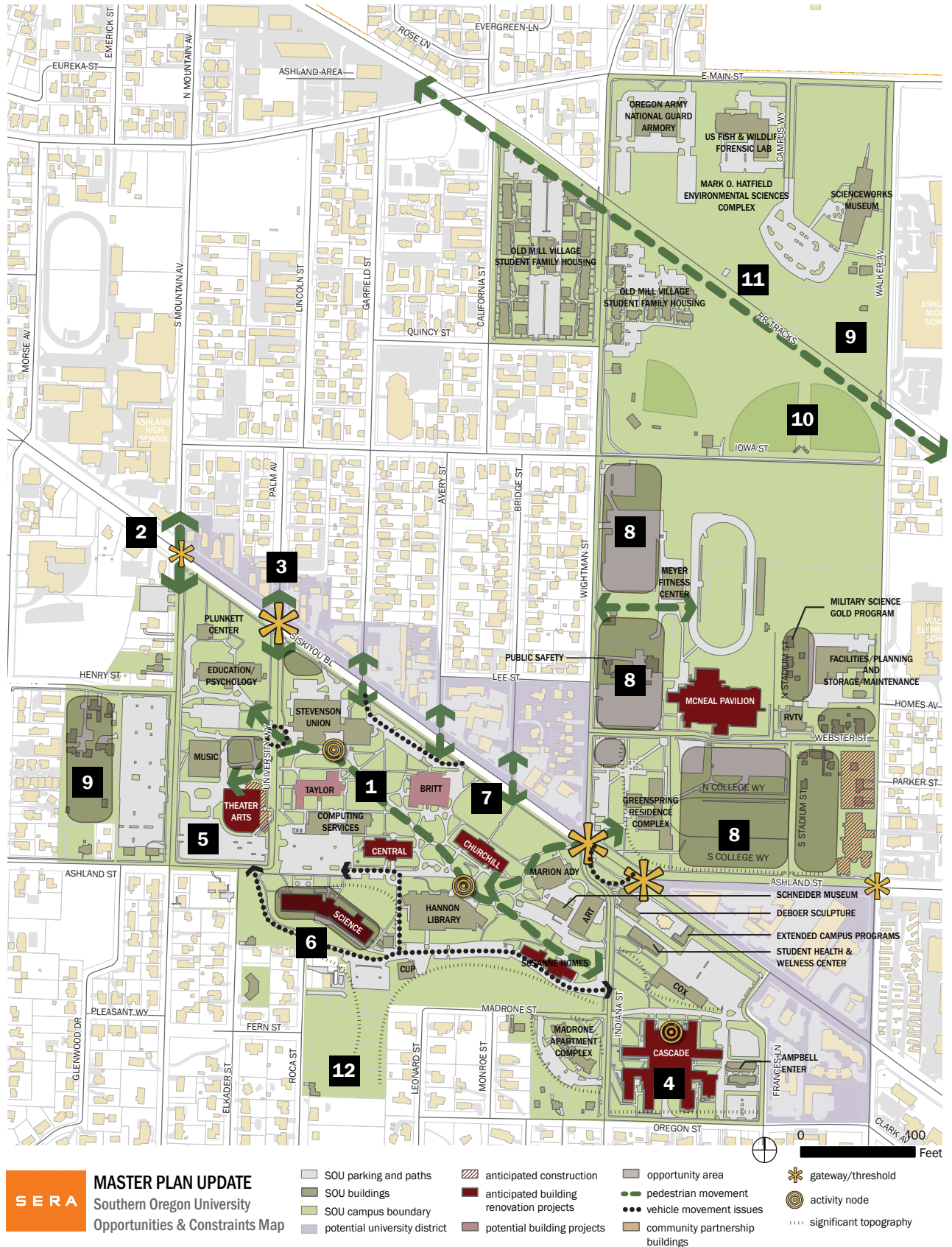
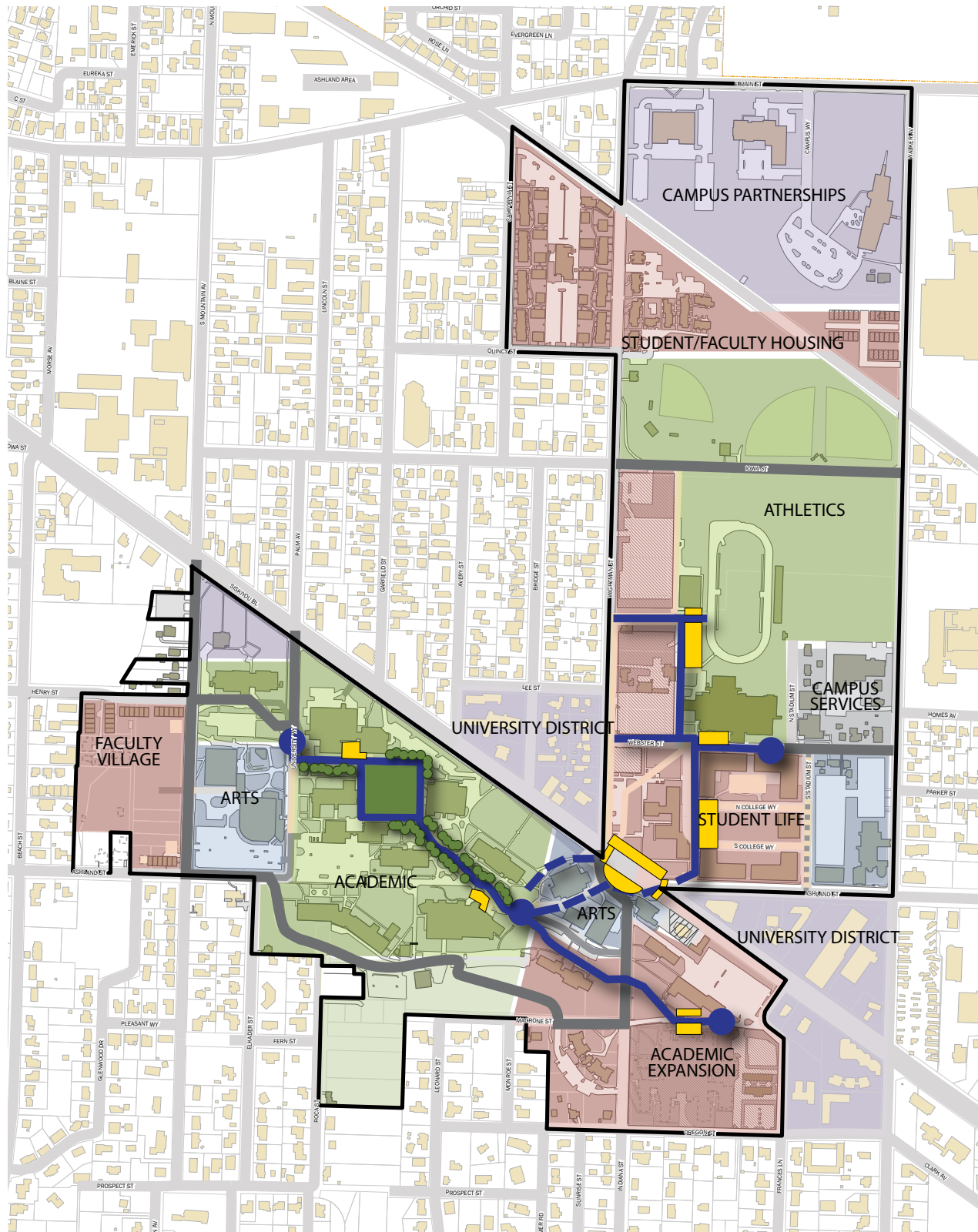


Figure 9. Framework Diagram



**SERA** MASTER PLAN UPDATE  
Southern Oregon University  
Framework Plan

- SOU parking and paths
- SOU buildings
- SOU campus boundary
- non-university property
- buildings removed
- opportunity sites
- pedestrian gateways
- primary pedestrian route
- primary vehicle route
- primary public gathering area

0 400 Feet

# Master Plan

## Framework Plan and Campus Structure

The Master Plan Update provides a long-range vision for the campus based on a clear organizational structure or framework that meets several goals, all of which act together to build a sense of place, support learning, and help attract and retain students:

- Enhance student life by increasing the percentage of students living on campus and by providing modern housing with amenities that have been demonstrated to attract students.
- Plan for long-term growth of the campus by reserving land for future academic needs.
- Improve the approach and entry sequences to the campus to build its presence within the community.
- Reinforce the main campus open space as the heart of the campus and extend this spine to other areas of the academic core.
- Improve connections to the north campus area and continue to improve pedestrian safety with appropriate measures at Siskiyou Boulevard crossings.
- Provide for appropriate development types and scale at campus edges that border residential neighborhoods.

This section describes the proposed and recommended projects that the University will undertake within this planning cycle in order to advance this long range vision.

The following sub-sections address specific aspects of the plan: Open Space, Buildings [including Academic and Housing], and Circulation [including parking].

## Open Space

### ***Enhanced Pedestrian Core***

SOU has a strong and recognizable campus core, but there is room to enhance and add definition to the campus that will both improve wayfinding and the overall quality of the campus grounds.

A passenger drop-off is proposed on University Way at Stevenson Union to anchor the west end of the pedestrian core of the campus; the intent is similar to the role the circle at Hannon Library plays on the eastern end of the core. Motor vehicles would only be allowed to penetrate the southern campus core as far as these two locations, allowing the rest of the campus core to be entirely pedestrian-oriented. [See Circulation section for more detail.]

The vehicle drop-off point would be coupled with improvements to the segment of University Way between the Stevenson Union and Ashland Street to the south, including:

- Improved pavement at pedestrian crossings in this area to improve the sense of connection between the core campus and the performing arts area at the Music and Theater buildings;
- Closing University Way in this area either at all times or during peak pedestrian times and prior to events at the performing arts buildings.



*The central campus walkway connects the Stevenson Union and Hannon Library, and extends east to the Cascade Complex, as well as west to the Music Building and student parking areas.*

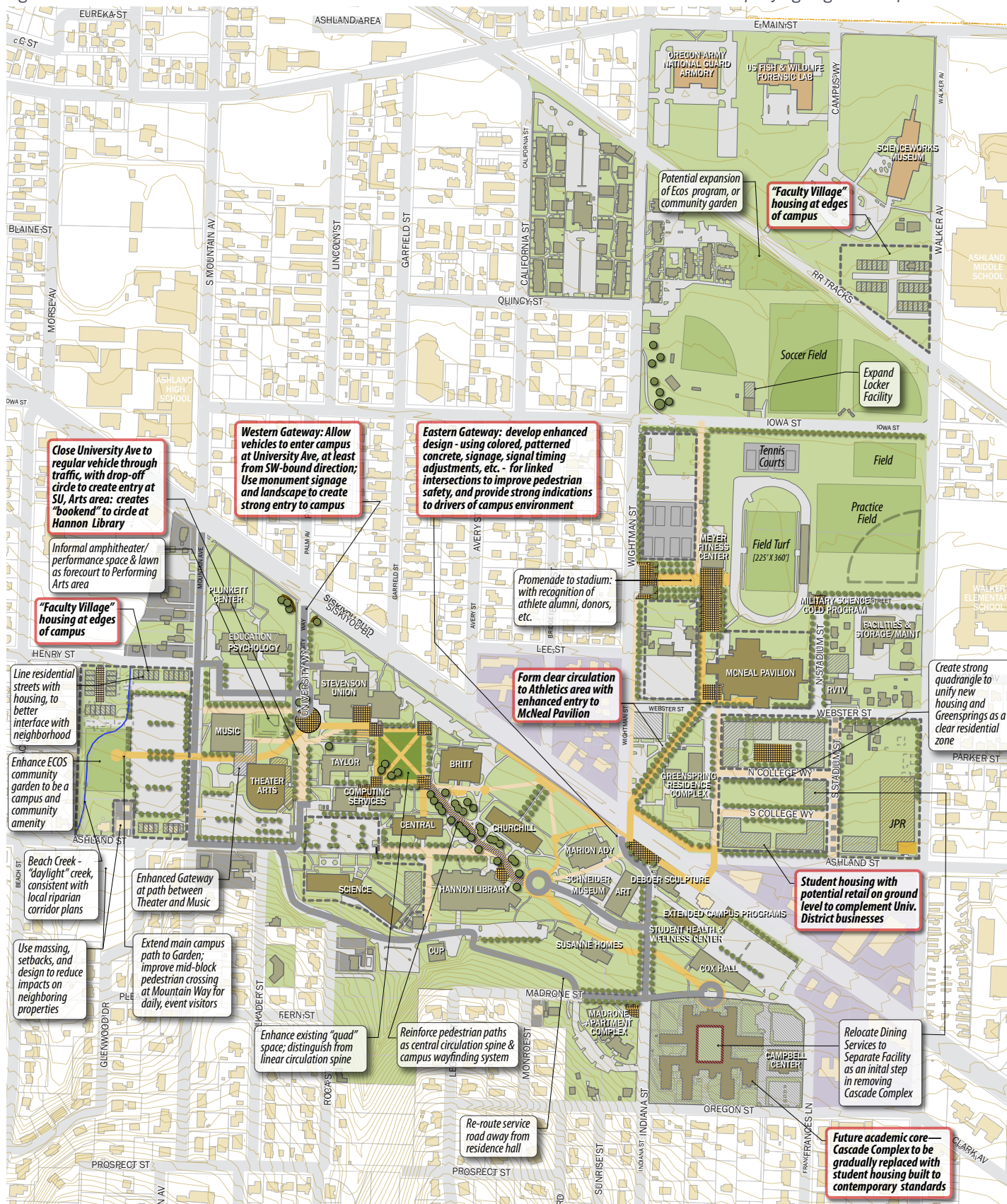
*With the current plantings, one can just see the front of the SU from the area in front of Hannon Library.*



## MASTER PLAN

Figure 10: Master Plan




*Also see accompanying large format plan*



**SOUTHERN OREGON UNIVERSITY**  
**MASTER PLAN UPDATE**

■ SOU buildings  
■ SOU campus boundary

 renovations  
 building additions  
 new buildings  
 opportunity site  
 university district  
 SO zone (City)

-  pedestrian path system
-  primary pedestrian routes
-  square/plaza

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 SOU parking and paths

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Fee

king and paths

SERA

In order to link the core campus open spaces together in a manner that creates a clear and deliberate sequence of spaces, several recommendations are made:

### **Main Campus Quadrangle**

The existing main open space - generally bounded by Stevenson, Taylor, Central, Britt, Hannon, and Churchill - is the defining open space of the campus, although it is in some ways two distinct spaces. The upper segment, closer to the Hannon Library and Churchill Hall, is more enclosed and wooded, and the path feels like a meander through the woods. The lower segment of this main campus spine is more open and in some ways resembles a traditional campus quadrangle [quad], although there is somewhat steep topography descending from southwest to northeast.

Depending on the season and amount of tree canopy, one can see from the library plaza to the SU plaza, and thereby orient to the campus layout. The path from the Library to the Stevenson Union is the widest of the many paths through this area, but some minor measures could improve wayfinding through here and 'celebrate' this important heart of the campus. For example, there is some potential for confusion as to which path is the major spine at the point where Ashland Street diverges toward the south side of Central Hall. It is recommended that the main campus path from Hannon Library to Stevenson Union be upgraded to clearly signify that is the primary pedestrian route through the campus. The path should use enhanced paving, that incorporates color and texture, and furnishings.

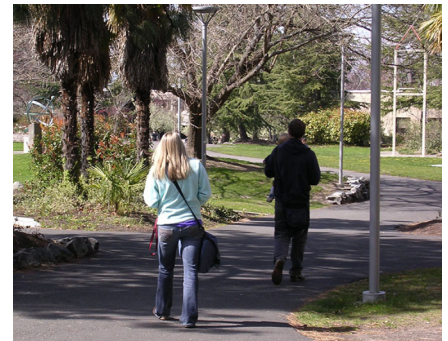
As currently configured, this central sequence of spaces offers few opportunities to stop and congregate. Although the main quadrangle and path may continue to function best as a circulation space, adding small gathering areas – in the form of sub-plazas – can strengthen open space continuity in the heart of the campus.

There is also an opportunity to take better advantage of the southern orientation of the Britt Hall entry. The existing plaza space should be updated by connecting it to the main path, removing trees, and opening up a space to improved sun exposure on the main circulation spine.

### **Stevenson Union Plaza**

The plaza in front of the Stevenson Union is one of the liveliest spots on campus and has southern exposure. Many campus open spaces are oriented to the north, compromising their solar exposure. For example, the upper level outdoor terrace at Stevenson Union is north-facing and rarely used.

This entry plaza is one of the best locations on campus for a single large plaza space, and the Stevenson Union program supports the further development of this space as an actively programmed space where people can meet. The existing hardscape surface is appropriate to this use and could be expanded further into the northwest corner of the main quad to accommodate larger events. This plaza is one of the primary gathering spots on campus, and would benefit from adding more places for people to sit, eat, study, and congregate. Adding well-placed and coordinated site furniture can begin to define the space and make it more usable.



*The main campus open space transitions in character from a wooded meandering path near Churchill Hall to a more open lawn in the area north of Central Hall.*



*The plaza at the SU is clearly one of the most active outdoor spaces on campus. The SU itself attracts students, and the southern exposure helps to shape the space. Seating and tables help encourage people to gather.*





*A strong sculptural installation at the drop-off circle would create a major anchor at this major juncture in the campus.*

*[example: Tanner Fountain, Harvard University]*



*The lawn northeast of Theater and Music is overlooked by slopes and could readily be established as an informal amphitheater, encouraging performance to spill out from the surrounding buildings and activate the space.*

*[example below: A bold sculptural element- like this canopy at Coffee Creek, Indiana – could act as a shelter and as a landmark for the Arts area.]*



The sloping, landscaped area between the south side of Stevenson Union and the north side of Taylor Hall offers an excellent opportunity to enlarge the existing plaza space along the central walkway. This area could be designed as a small, stepped plaza with additional seating, to enhance separation between activity nodes and the main circulation routes.

### **Stevenson Union Drop-Off Circle**

The drop-off circle proposed for University Way is a primary opportunity for a main vehicular entry plaza. This element would help to engage the visitor with more detailed campus informational signage and directional guidance.

Design elements of the plaza should focus on the visitor's arrival sequence, pick-up and drop-off, and the transition from auto to pedestrian circulation. This is an ideal location for a low-volume or zero-depth water feature, possibly with a sculptural element, that acts as an interior gateway for first time campus visitors.

### **Informal Amphitheater**

Presently the performing arts complex is separated from the Stevenson Union activity node by a large grade change, overgrown vegetation, and vehicle traffic on University Way. The small lawn area east of Music and north of Theater has slopes on the west and south, and could be easily transformed into a small informal gathering area. The following improvements are suggested:

- Verify that surrounding uses do not create inappropriate noise sources; close University Way to vehicles during larger events in the space.
- A small platform at the northeast corner of the space would encourage informal performances by musicians or actors from the adjacent facilities. If a simple shell covering were included, its visibility from the Stevenson Plaza area would help to visually link the performing arts to the main area of campus.
- Extend pedestrian improvements from University Way into the amphitheater space, and strengthen visual and physical linkages to the Arts core.

### **Madrone Plaza**

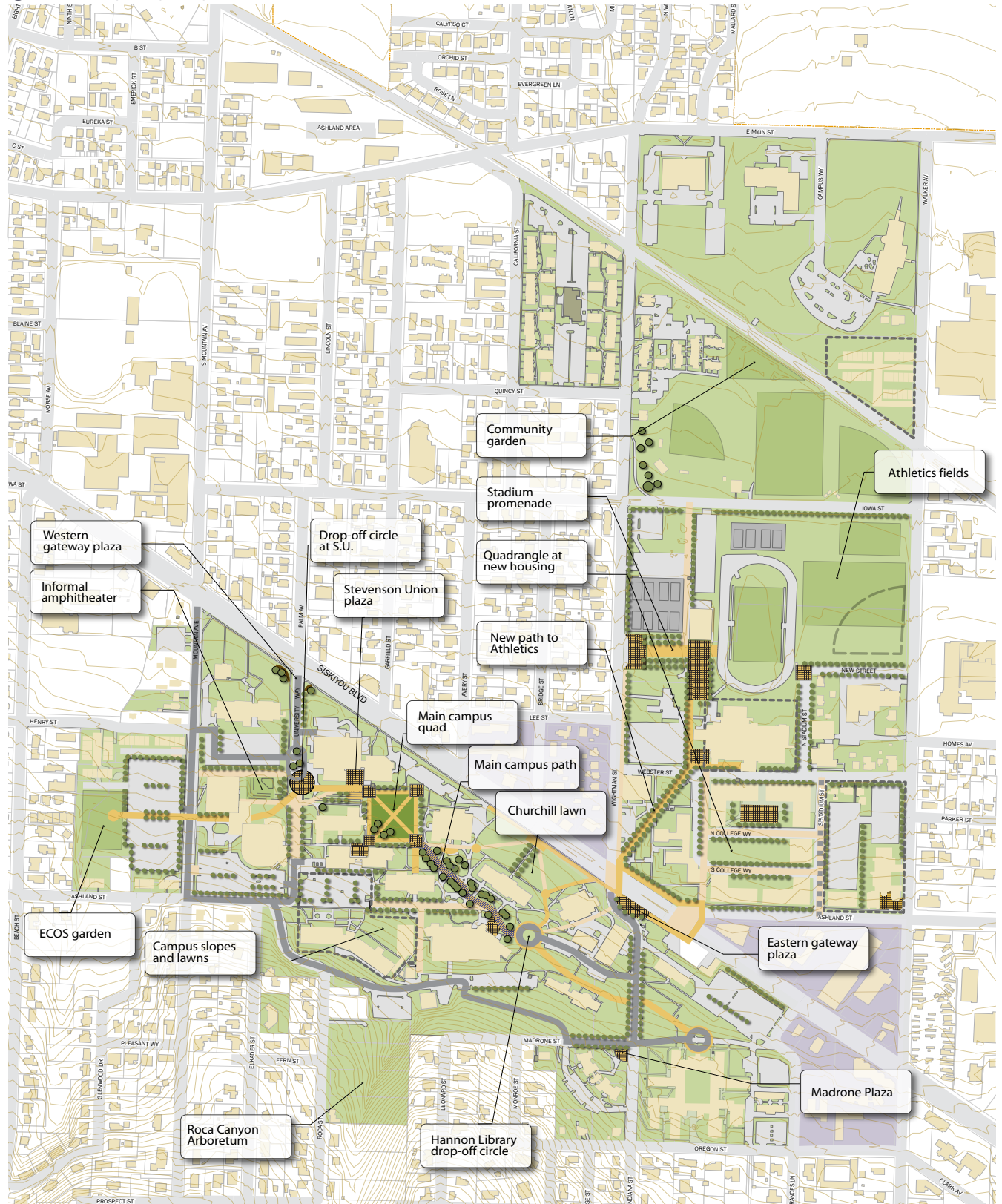
Although the location for student housing will gradually shift from the South Campus to the proposed new residential core in North Campus, an apparent need exists now for an outdoor gathering area for on-campus residential students in the vicinity of Madrone and Indiana. One strategy would be to initially develop this plaza as a 'soft' open space – with mostly plant materials – that can be converted into a hard-scaped active space when this area of the campus transitions to academic facilities.

### **Outdoor Classrooms**

While significant new plaza spaces may be developed best in conjunction with larger capital improvement projects, small outdoor classrooms and 'pocket plazas' could be developed sooner for a relatively low cost. The goal of adding these pedestrian-friendly spaces is to improve connections to the central open space spine and create more opportunities for students, faculty, and visitors to interact. Additions such as these can yield significant improvements in wayfinding and visual clarity.



Figure 11. Campus Open Spaces



**SOUTHERN OREGON UNIVERSITY**

**MASTER PLAN UPDATE**  
Campus Open Spaces

- SOU buildings
- SOU campus boundary

- renovations
- building additions
- new buildings

- opportunity site
- university district
- SOU parking and paths

- pedestrian path system
- primary pedestrian routes
- square/plaza





*Study - alone or in groups - is an important role of the many lawns on campus.*



*Plans for an Arboretum at Roca Canyon - for teaching and general enjoyment - have been developed.*

### **Arboretum**

The Roca Canyon Arboretum plan will be developed as resources allow. This plan [shown in Appendix 3] will establish the arboretum as a learning resource. This facility will also help with outreach to the larger community, with interpretive signage. It is strongly recommended that the Roca Street frontage be improved as the Arboretum is developed, to create a character more defined by the Arboretum and less by the existing residential sub-division character.

## **Academic Buildings**

### **Anticipated Capital Projects: Renovations and Expansions**

Generally speaking, projected university enrollment under this Master Plan can be accommodated in existing academic buildings, as there are opportunities to expand scheduling and classroom utilization. As detailed in Table 1, current campus buildings total 1,423,882 square feet of area, and current FTE is 3,851, a ratio of 370 SF per FTE enrolled. If that ratio is projected out to the projected FTE of 4,547 FTE, it would correspond to 1,681,223 SF, an additional 257,000 square feet.

*Plan Detail 1: Master Plan Detail of Academic Core*





However, two specific buildings are expected to require significant capital investment for renovation and expansion in the planning cycle covered by this Master Plan Update: the Theater Arts complex and the Science I & II building complex [see Plan Detail 1]. The University intends to submit for OUS Education and General [Article XI-G Bonds] funding of these projects in this master planning period. These funds require a local matching contribution from the campus, which will likely be a limit on when the projects can move forward.

An expansion of the Theater Arts complex was identified in the 2000 Master Plan as a priority project, based on enrollment three times the design capacity of the space. Since that plan, enrollment has grown to four times the facility's design capacity. A conceptual design for renovation and modest expansion of the Theater Arts complex – including a review of deferred maintenance and specific needs – has been completed, and the University and Foundation have undertaken local fund-raising in support of this renovation. Among academic building projects, this is considered the top priority project for both OUS and private funding.

The Science cluster – two joined buildings dating from 1959 and 1967 – is also in need of significant reinvestment and expansion. The University has conducted an initial study to define a project that would address major renovation needs. A follow-up study will be conducted to more tightly define the project prior to seeking OUS funding. As discussed below, other sources of funds for remediation are also being pursued for the older of the two wings [Science I].

It is likely that some expansion of the Science complex will be needed to support contemporary teaching and research needs. It is also possible that the programming and design team for this project will determine that part of the Science complex warrants replacement rather than renovation. The area north of the existing Science complex, including parking lot 27, is included in the opportunity site for this project to allow flexibility to replace part of the complex, if needed.

### ***Deferred Maintenance and Seismic Remediation Projects***

As discussed in the Existing Conditions section and summarized in Appendix 2, five campus buildings have been identified as priority projects, subject to Facilities Condition Assessments. The University intends to pursue dedicated funding for these projects through the OUS Combined Deferred Maintenance and Seismic Remediation Program. For Science I, the intent would be combine these funds with OUS XI-G Bond funds to undertake needed upgrades to the building efficiently and holistically.

### ***Programmatic Improvements***

Consistent with the 2000 Master Plan, several programs would benefit from modest improvements and/or consolidation of their program spaces. As building renovations for rehabilitation needs are scheduled, it is recommended that a programming component be included in the design phase to identify appropriate enhancements to accommodate programs likely to be housed in each facility. Figure 12 summarizes the future status of campus buildings.



*The work at Theater Arts will include a much-needed upgrade of the facilities. It should also include exterior elements to improve the qualities of the area between Theater and Music, to make a more welcoming gateway for visitors attending events here and daily campus users.*



*A preliminary program for renovation and expansion of the Sciences buildings has been created, and will be updated prior to this project.*



MASTER PLAN

Figure 12. Building Status



**SERA** MASTER PLAN UPDATE  
Southern Oregon University  
Building Status Plan

- SOU parking and paths
- SOU buildings
- SOU campus boundary
- non-university property
- buildings to upgrade
- buildings with additional deferred maintenance needs
- buildings to relocate/remove

0 400  
Feet

## Housing and Student Life

### Residence Halls

Under this Master Plan Update, the major changes in the physical structure of the campus will be associated with student and faculty housing. The University will pursue construction of new housing to current standards to serve three goals:

- replace older housing structures that are near the end of their useful life;
- expand the percentage of students housed on campus in order to increase the number of upper division students who live in campus housing and to help improve student retention;
- maintain a compact campus with housing within a 5-minute walk of the campus core.

New student housing will be constructed on the north campus, but within a walkable distance from the heart of campus. The intent is to create a cluster of housing that will support a more pronounced student life zone on campus, and still contribute to a walkable scale [see Plan Detail 2].

There is significant national evidence that increasing the number of students living on or near a campus can improve student involvement, retention and academic performance.<sup>5</sup> Studies have linked the provision of modern, quality housing for first year students to a university's appeal to incoming students. Internal analysis by the University indicates that lack of appropriate housing for upper division students contributes to less-than-desired retention. The University is undertaking market preference studies in parallel with this Master Plan Update to attain a more detailed assessment of housing types and their expected reception in the market.

Currently, the University houses approximately 25% of students in campus housing, with approximately 690 residents in the Cascade Complex. The University aspires to increase this percentage, in order to accomplish two key goals:

- improve the student experience by supporting a strong undergraduate residential experience;
- reduce the impacts of commuting to campus by automobile by increasing the amount of housing close to the campus.

5. See Mimi Benjamin and Craig M. Chatriand "The Role of Residence Life Programs in Recruitment, Transition and Retention" in *Residence Life Programs and the New Student Experience*, William J Zeller, editor, ACUHO.



*The Cascade complex is eight residential halls organized around the dining hall and kitchen.*



*Susanne Homes ["Suzie"] is the oldest residence hall on campus and is considered popular among the current housing options, due to its higher ceilings and larger room sizes. Its location at the edge of the academic core could also lend it to other uses over time.*



*Greensprings and Family Housing are already located north of Siskyou Boulevard.*



*Plan Detail 2: Master Plan Detail at new quadrangle on North Campus.*

*Blue lines indicate approximate 5 minute walking distance from Hannon Library.*





Madrone Hall has offered SOU students an apartment option for housing, and has proven to be a popular model.



Housing for students with families is complementary in scale and design with adjacent residential neighborhoods.

Figure 13A. Suite-style student housing

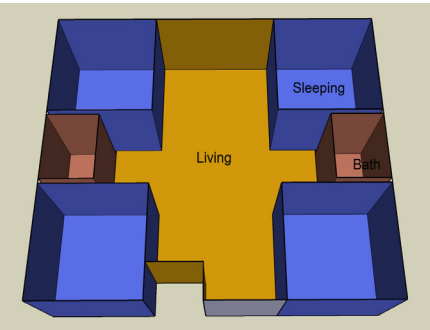


Figure 13B. Apartment-style housing

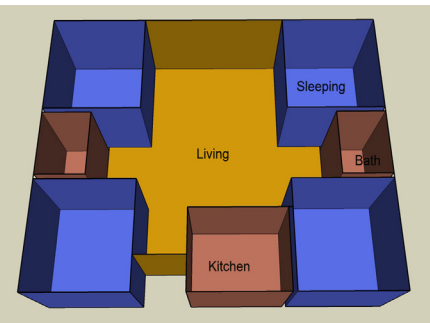


Table 3: Current Campus Housing, by Facility

University Housing	# of Students
Cascade Complex:	
Aspen	approx 70
Baker	approx 70
Cedar	60
Diamond	80
Emerald	89
Forest	86
Glacier	54
Hawthorne	87
Ivy	96
<b>Cascade Total</b>	<b>approx 692</b>
Greensprings	376
Susanne Homes	108
Madrone Apartments [24 4-student quad apartments]	96
<b>Total, Design Capacity</b>	<b>1272</b>
<b>Current Functional Capacity*</b>	<b>980</b>
<b>*Represents reduced capacity, based on utilization for non-residential uses.</b>	
Family Housing:	
Old Mill Complex	165
Individual Houses	33

As indicated in Table 3 above, total residence hall housing equals 1,272 beds. A recent housing survey conducted for the University identified that a reasonable near-term goal would be to build 670 beds of new housing to serve the existing student body. This figure includes an estimated demand of approximately 400 beds from current commuting students and approximately 270 from residents of the Cascade Complex that would likely locate to new campus housing. It is also possible that Susanne Homes would be adapted away from residential uses, and that these beds would be replaced by new housing.

Therefore, the University expects to build new student housing under this master plan to replace the quantity currently provided by Cascade Complex [approximately 692 beds], as well as the quantity currently provided by Susanne Homes [108 beds]. Taken together, the University’s goal under this Master Plan Update is to build up to 800 beds of new student housing, replacing older buildings. Successful new housing will contribute to the above goals of reduced commuting and improved community because existing housing is under-utilized currently.

Housing Types

The standard of quality for undergraduate college residences has improved in the decades since most of SOU’s campus housing was built. Contemporary student housing tends to offer more privacy, independence, and amenities than older dormitory models. This has been demonstrated to improve both interest in a campus by prospective students and student retention. There is growing evidence that the community building activities that typically occur in well-designed, well-operated housing also contribute to improved academic performance.



### ***Suite and Apartment-Style Housing***

Figures 13A and 13B show two conceptual residential configurations. Both differ from traditional dormitory models by including bathrooms adjacent to smaller clusters of private rooms. In the case of a suite, two private rooms – which could be either single- or double-resident – share a bathroom. In the same suite, there is another pair of sleeping rooms with a shared bath. The cluster of four rooms and two baths then share a common living area. Residents typically take all their meals in a campus dining hall.

Another possible model, which offers an increased level of independence, is the apartment style unit. This is often structured similarly to the suite, but the living area also includes a kitchen. Residents often prepare some meals in the apartment and take others at the dining hall. This housing choice is especially attractive to older and more independent students.

### ***Mixed-Use Construction***

The University will pursue mixed-use construction in areas where it is appropriate. In particular, the opportunity site located on the north side of Ashland Street, east of Greensprings is an ideal site for a mixed-use building with the potential for shops below and housing above. This development approach provides a cost-effective way to develop by sharing fixed costs between university residential and commercial development.

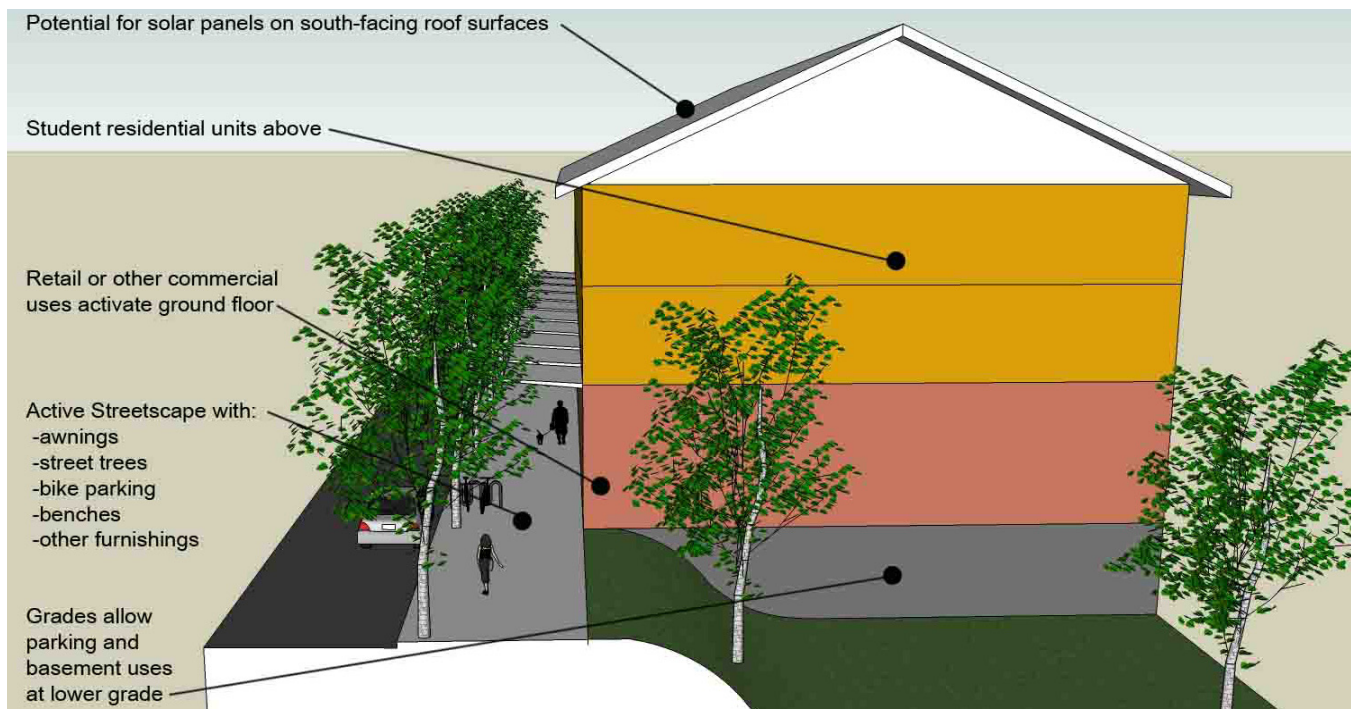
Mixed-use development also provides a better urban environment, as there tend to be both day and night activities in a mixed-use area, providing ‘eyes on the street’ at more times. In order to ensure a viable project, a variety of ground floor uses would be allowed, including office and potentially academic uses; retail would be preferred when economic conditions will support it. Figure 14 shows a diagram of one way that this type of project could be configured.



*Mixed use construction: the combination of retail below and housing above helps activate a street for more times of day, contributing to more interest and safety.*

*[example: Portland, OR]*

*Figure 14 [below]. Mixed-use development concept along Ashland Street*





### Cluster and Courtyard Housing models

Where site configuration allows, faculty housing can be configured in courtyard and other cluster arrangements that provide shared open space, which can help support community building.

There are many time-tested examples of cluster housing including bungalow courts, cottage clusters and co-housing.

[examples below from Portland, OR and Denver, CO]



### Sidebar: FACULTY HOUSING: Infill Strategies for Strong Neighborhoods



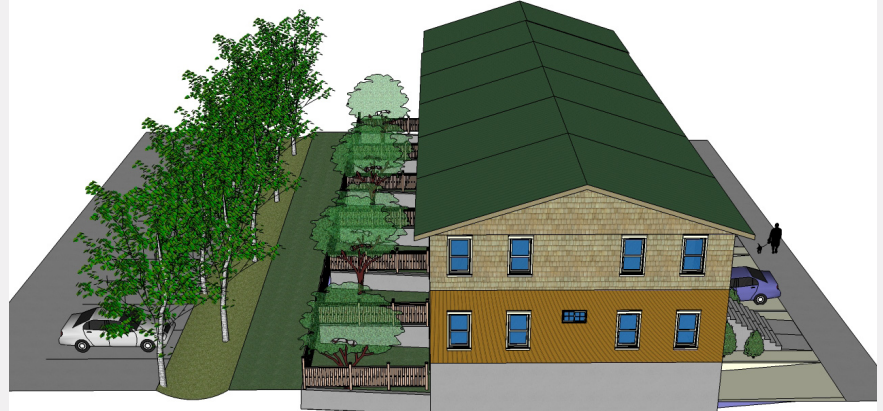
#### Strategies to Develop Faculty Housing on Infill Sites

For the faculty housing adjacent to Parking Lot 36, private homes will need to be buffered from the parking lot.

This can be accomplished with landscape elements, including storm drainage swales and appropriate buffer plantings as shown in Option A.

Options B includes an alley to buffer homes from the parking lot and has the added benefit of locating garages to the rear. This in turn improves the relationship between the front of the homes and the street, supporting walkable communities.

#### A: Driveways at front, landscape buffer at rear



#### B: Rear alleys as buffer



### Public-Private Partnership Model

The University plans to pursue much of the new housing development under this Master Plan through a partnership model, whereby the University would maintain land ownership and ensure coordination with other campus housing, while the private partner would finance, build, and operate the housing.

### Faculty Housing

The construction of family housing for faculty will help the University to attract and retain quality faculty. This housing type is proposed for sites where the campus borders residential neighborhoods. See the sidebar on the opposite page for appropriate concepts for this housing type.

This development type is proposed at two locations:

- along Walker Avenue, where neighborhood amenities such as schools and shopping are within a short walking distance and the center of campus is accessible by a slightly longer walk and an easy bike ride, and;
- on the west side of campus, where it will help ease the transition from the larger scale of the campus to the smaller scale of neighborhoods.

Infill housing in such proximity to the campus is clearly preferable to more remote locations where faculty currently can find affordable housing, and thus will help reduce vehicle miles traveled and pressure for the area to sprawl.

Faculty Village Housing proposed along both Ashland Street and Henry Street, west of Mountain Avenue is approximately 50-feet from privately-owned property. Consequently, future development at these locations shall be subject to approval of a Conditional Use Permit in order to address neighborhood context.

See the Circulation sub-section and Design Guidelines section for additional requirements related to the approval of these and other housing projects.

### Athletics

SOU men's varsity sports include basketball, cross-country, football, track and field, and wrestling. Varsity sports for women include basketball, cross-country, soccer, softball, tennis, track and field, and volleyball. There are also club and intramural sports, as well as a popular Outdoor Program [see Plan Detail 3].

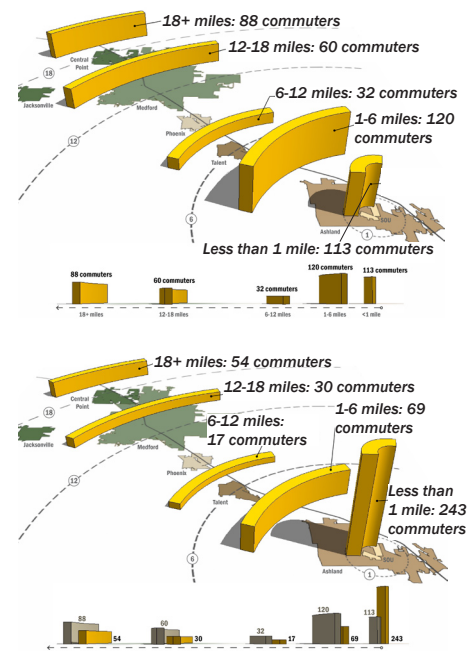
### McNeal Pavilion Renovation

The current condition of McNeal Pavilion represents a liability for the University. The widespread problems associated with deferred maintenance significantly limit the building's usability. Moreover, in an age when recreational opportunities have been demonstrated to be a strong attractor for student recruitment, the lack of a modern well-equipped facility is a missed opportunity to build enrollment.

McNeal is one of the priority projects for which dedicated deferred maintenance funds will be sought during this planning cycle. Program improvements will be incorporated into the physical upgrade to the greatest extent feasible.



Faculty housing has been successfully built at many campuses recently, and tends to be most successful in constrained and expensive housing markets, such as these units at the UC Santa Cruz campus. [Photo courtesy of UCSC]



The top figure shows current commute patterns of 413 SOU respondents to an Oregon University System survey. Bottom figure shows how the number of commutes from each distance range could be affected by construction of 100 student housing units and 30 faculty/staff units.

Each mile of commuting avoided equals approximately a pound of CO<sub>2</sub> not emitted to the air, on average. Therefore, over a school year, a new unit of housing that prevents a commute from Talent or Phoenix could result in over a ton of CO<sub>2</sub> not emitted.





*Redevelopment of the football field with field turf is a University goal, to provide greater flexibility in field scheduling and use.*

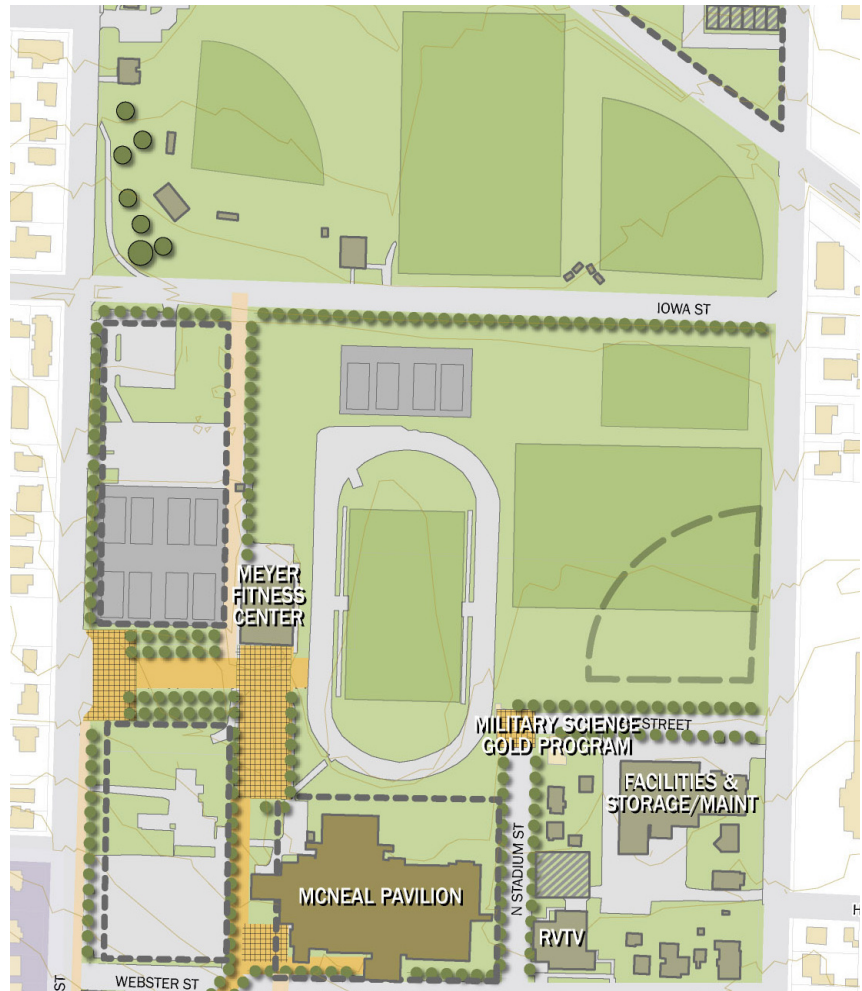


*The grandstand dominates this area of the campus, but there is no direct way to access it.*



*The existing concession and locker facilities north of Iowa are proposed for expansion as a hub for women's sports.*

*Plan Detail 3: Master Plan Detail at Athletics*



### **Raider Stadium Field Improvements**

The University will pursue a project to convert the existing grass field to a field turf surface, which will allow it to be used more intensively for both practice and competition. This upgrade would allow other field areas to be re-configured.

### **Field Area Reconfigurations**

Several reconfigurations of the field areas are being evaluated by the Athletic Department, including potentially moving the soccer field to the area north of Iowa Street. The existing softball fields along the eastern end of Iowa Street, used until recently by the City's Parks and Recreation programs, are no longer needed for that purpose.

One goal of reconfigurations will be to consolidate and improve facilities for women's sports. The combined concession, locker, and restroom facility north of Iowa Street will be expanded to provide a locker facility for these softball, soccer, and tennis programs.

Both sets of existing University tennis courts are indicated as potential building sites in this Master Plan. If both of those sites should be needed for housing development, tennis courts would be relocated to a site north of the stadium field.

## Other Campus-Related Development

### *Physical Facilities*

The University has replaced two of the four boilers in the primary central heat plant, adjacent to the Science Complex. The other two boilers will be replaced in phase two of the project but significant changes to the structure will not be required. Campus infrastructure upgrades will be accomplished as needed and feasible in conjunction with regular maintenance and building projects.

### *University Partnerships*

Currently, the University lands include three ‘partner’ programs which lease land from the University but otherwise function independently: the ScienceWorks Museum, the National Forensics Laboratory, and the Armory. Rogue Valley Television [RVTV] is also an independent institution within the campus lands in a purpose-built building east of McNeal Pavilion. Jefferson Public Radio [JPR] is an independent institution that currently operates in Central Hall. JPR has developed conceptual plans to create a dedicated facility [See Appendix 3], which is envisioned to include community facilities such as a museum of western radio history, a small auditorium, and a café, in addition to offices and broadcasting studios. Preliminary conversations with the University have identified a site for this use at the NW corner of Ashland Street and Walker Avenue. This site and use was originally presented as part of a focused update to the 2000 Master Plan, and is identified as part of this Master Plan Update.

### *University-Owned Single-Family Structures*

The University owns 37 single-family homes that lie within or near the campus boundary [Figure 15]. Several of these may require removal from their current site to allow for new uses. The Building Status diagram [Figure 12] indicates which buildings are slated for removal over time. In preparing the sites of the buildings for new construction, the University will assess the condition of the existing structures.

In compliance with City of Ashland policies on housing demolition, the structures will be relocated to appropriate new sites, except when structurally unsound. If intact relocation is not feasible due to deterioration, the structures will be deconstructed in order to recover materials with re-use or recycling potential to the extent supported by the existing local building industry. Demolition or relocation of existing campus structures shall comply with the provisions of Ashland’s Municipal Code section 15.04.



*ScienceWorks Museum, on the far northern edge of campus lands.*



*Scattered single-family homes in the campus area are owned by the University.*





*A University District will be cultivated, with private businesses that benefit from proximity to the University.*

### ***University District***

The 2000 Master Plan called for establishing a University District Overlay Zone with the intent to collaborate with private land owners and developers to create mutually beneficial businesses. This concept remains valid, and while there is not a University District Overlay per se, the City has Design Guidelines for its Detailed Site Design Review process, which applies to commercial areas in the campus environment. These guidelines are intended to support the pedestrian environment in this area.

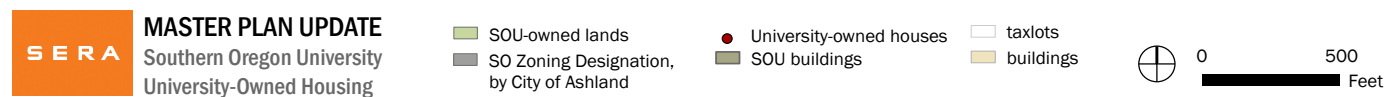
In 2007, the City of Ashland participated in a state-sponsored Transportation Growth Management [TGM] study of the Siskiyou Boulevard corridor. This study identified three nodes of activity that should be approached as mixed-use activity nodes, two of which are in the University District: the corners of Siskiyou/Bridge and Ashland/Walker. Both of these areas are important gateways to the campus and have adjacent parcels which could be redeveloped to help create active nodes. The concept of creating more pedestrian-oriented activity in the area adjacent to the campus supports this goal.

A successful University District provides several benefits:

- contributes to a more dynamic urban environment, which can increase students' sense of community and engagement;
- allows for private businesses to benefit from the student market;
- a thoughtfully designed urban environment can increase pedestrian safety by creating a streetscape supportive of pedestrian circulation.

The University will continue to work with the City and campus neighbors to support and encourage this district. Public-private development on campus lands will follow the City's urban design guidelines regarding building orientation, entries and parking location [see *Design Guidelines* section].

Figure 15. University-owned single-family houses







*Plunkett Center is a strong iconic presence that should be cultivated to form an even stronger gateway presence.*

## Circulation

A welcoming, safe and inspiring campus has been demonstrated to contribute to the success of a university. There is growing evidence that the sense of belonging and community that are fostered by a strong campus setting support the academic achievements of students. The combination of circulation and open space improvements to the campus structure proposed here are intended to support these goals by promoting a strong ‘sense of place’ for the campus.

Improvements to the circulation system in coordination with building-related projects will add value to the overall campus. Minor open space improvements to support these goals should be linked to adjacent capital projects. Larger projects – such as an upgrade to the major campus pedestrian path or the proposed entry to the stadium – would likely be attractive to private donors.

All streets that travel through the campus – whether public or private – should be pedestrian-friendly and offer safe crossing locations. Improvements along these streets should include lighting, landscaping, and other street furnishings to define the campus limits.

### Western Gateway

The approach to the campus from the east along Siskiyou Boulevard needs improvement to create a more welcoming entry for campus visitors [See Plan Detail 4]. Although the Plunkett Center presents a strong image to the public, the combination of its setback, the relatively small signage, and the existing circulation pattern make the entry sequence in this area unclear. The campus is not prominent until one has passed the entry point at Mountain Avenue.

Several changes are proposed for this area to address these shortcomings:

- The University will work with the City and other stakeholders to pursue a change in the circulation of University Way. Currently a one-way street that runs northbound [i.e. out from the campus], this street will be re-routed to allow two-way traffic.
- Significant monument and directional signage will be added in the block of campus between Mountain Avenue and University Way to increase the visibility of the campus to first-time visitors and passers-by.
- A drop-off circle is proposed on University Way adjacent to the Student Union to anchor the eastern end of the campus and more clearly define the pedestrian-oriented core.
- Additional measures will be taken to better screen the loading dock function of the Stevenson Union from the view of people on Siskiyou Boulevard. Initial review suggests that access to this loading area could be provided off of University Way. An existing berm would need to be reconfigured, but grades appear compatible. This option should be evaluated as a means to minimize conflicts at the existing driveway for the SU loading dock.
- A mid-block crossing at Mountain Avenue will be pursued to provide a safe path for daily and special event visitors. The main campus circulation system will be extended to better include Parking Lot 36 and the ECOS Community Garden area.



*Improved entry signage - including monument signage at major entries will help create a more prominent impression of the campus.*

As noted above, a change in the circulation pattern for University Way is proposed to improve campus access and wayfinding on the western edge of campus. University Way is a campus street, but it intersects Siskiyou Boulevard at the north. Therefore circulation changes need to be coordinated and approved with the City potentially including review by the Oregon Department of Transportation [ODOT]. Due to the volumes of traffic on Siskiyou Boulevard, it is unlikely that the University Way/Siskiyou Boulevard intersection would be able to have full turning motions, including left turns to and from westbound lanes of Siskiyou. However, a configuration allowing 'right-in, right-out' turns to and from the eastbound lanes would improve circulation and access to this area of the campus.

At the far western edge of the campus, several changes are proposed to create a strong and appropriate interface between the campus and the larger community. This is one area where housing for faculty is proposed. New housing development in this area will be consistent with the City of Ashland's policies on removal of existing housing, and will be developed with sensitivity to the scale of the surrounding neighborhood. The ECOS Community Garden will be maintained and enhanced to ensure that it remains a positive element in the mix of uses in this area. New faculty housing on Ashland Street [west of Mountain Avenue] would be no taller than the existing houses on that street frontage.

Extension of the main campus circulation system across Mountain Avenue and through Parking Lot 36 will serve to better connect the ECOS area to the heart of the campus and to provide a more welcoming gateway to the many campus users who enter from this edge [see Plan Detail 4].

*Plan Detail 4: Master Plan Detail Western Gateway & New University Way Drop Circle, with extension of circulation system to Lot 36 and ECOS Community Garden area.*



*Changes to University Way should offset the potential loss of parking.*



*Drop-off circle at Hannon Library.*



The City's planning for stormwater includes a long term goal to daylight streams. A corridor has been identified in the western edge of the campus, for Beach Creek. Site planning for development in this area will take into account this goal and specific policies for streams.

[Source: City of Ashland Draft Wetland and Riparian Map]





*The current configuration of the campus entry at Indiana St. does not provide a strong welcoming gesture. Existing signage is small and often obscured by landscape. Buildings do not have prominent entries facing the area, and circulation is indirect.*

### Eastern Gateway

The complex pair of intersections at Siskiyou/Ashland and Siskiyou/Indiana/Wightman together form the most important entry point to the eastern end of campus, as well as the entry to the entire north campus area. They also are a critical crossing point for pedestrians traveling between the North and South Campus areas. Even under the current campus configuration, where most uses are to the south of Siskiyou Boulevard, the safe crossing of this intersection is essential to the safety of pedestrians and participation in campus life. This will become much more true in the future as activity north of Siskiyou is increased.

Several potential improvements to this gateway area were discussed during the planning process, including grade separated pedestrian crossings and potential signal changes. Several of the suggested changes are described and discussed in the side bar “Intersection Treatment Options for Eastern Gateway.” To improve pedestrian safety and the overall pedestrian orientation of this area, the University will work with the City and other stakeholders to create a specific plan to improve the crossings with enhanced pavement design and on-going monitoring of pedestrian flow and safety issues [see Plan Detail 5]. **As described at the end of this section, this area will be subject to additional transportation studies.**

It should be noted that increasing pedestrian volumes can improve pedestrian safety by increasing the awareness of pedestrians on the part of drivers. To succeed, development should be accompanied by good urban design, including special pavings, appropriate setbacks, and other measures.

### Sidebar: Conceptual Intersection Treatment Options for Eastern Gateway:

*The Siskiyou/Ashland/Wightman/Indiana intersection serves as a central node on the SOU campus linking the academic uses to the south to the proposed residential and student life services to the north. Pedestrian safety at this intersection will become paramount to the success of an integrated SOU campus as the community continues to grow. Below are five approaches that would both improve pedestrian safety and enhance the intersection as a gateway feature of the campus.*

*It is recommended that Option 1 be pursued, with detailed design input from both a traffic engineer and an urban designer. The intersection’s performance should be monitored on an-going basis as development takes place. If warranted or feasible, signal phase improvements as discussed in Option 2 should be incorporated.*



*Use of pavements in downtown Eugene, OR to create a pedestrian zone.*

#### Option 1: Improved pavement design

*Texture, color and lighting can enhance and draw attention to this intersection and, as such, calm traffic and improve pedestrian safety. Motorists are more inclined to slow down and pay attention in roadway areas that are substantially different from the normal road condition. Option 1 proposes using a variety of high-visibility materials to accentuate the intersection, including colored pavers, stamped concrete, highly-reflective crosswalk materials, and better lighting.*

*These treatments support street-level pedestrian activity, which improves pedestrian safety and visibility by both motorists and other pedestrians. The interventions are relatively inexpensive, as they do not impact signalization, the public right-of-way, or adjacent land uses.*

Plan Detail 5: Master Plan Detail Eastern Gateway Concept



### Siskiyou/Ashland & Siskiyou/Wightman/Indiana



*In downtown Ashland, the combination of urban design factors signal to drivers that they are in an environment where pedestrians should be anticipated: on-street parking, streetscape design, zero-lot-line setbacks, the relationship of building height to street width and the active presence of pedestrians. Near SOU, these elements are not as strong and this difference may contribute to higher vehicle speeds and the perception among some that crossings are less safe.*



### South Campus Circulation

As noted above, a drop-off circle is proposed for University Way at the Stevenson Union as part of the Western Gateway. This builds on the success of the circle at Hannon Library and ‘bookends’ the pedestrian core of the campus. Ultimately, this pedestrian spine will also connect to any new academic development at the current Cascade Complex site.



*The existing service road between Hannon Library and Sciences buildings is not needed and tends to bisect central areas of the campus. It is proposed that this be closed to all but emergency vehicles.*

To better connect Theater Arts and Music to the campus core, University Way is proposed to be a pedestrian-only area between the new circle at the Stevenson Union and the parking lot behind Computing Services [Lot 27]. Closing this road to cars is recommended at least during times of peak pedestrian flow and during events at the Performing Arts facilities. At a minimum, an enhanced pedestrian crossing should be developed along this major pedestrian path. In addition, a mid-block pedestrian crossing of Mountain Avenue should be provided to extend the campus circulation system to Lot 36 and the ECOS Community Garden.

The perimeter access road behind Hannon Library could be realigned away from Susanne Homes to connect to Madrone Street in the vicinity of the Madrone Apartment Complex driveway. This detail will significantly improve privacy and safety concerns for Susanne Homes residents, particularly for those who are living at street level on the south side of the building.

The service road running north-south along the west side of the Library will be closed to regular vehicle use in order to extend the pedestrian zone to the Science area.

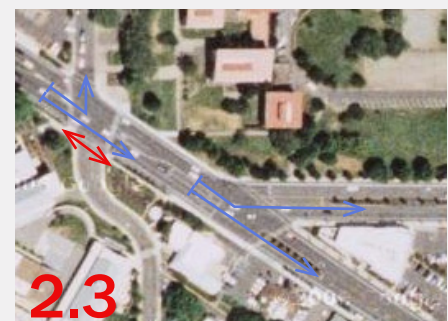
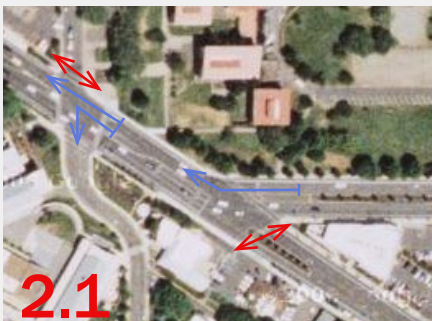
**Signal Phasing for Pedestrian Crossing:** the Option 2 diagrams below show phasing to accommodate pedestrian crossings while vehicles are flowing on intersections legs where they will not be in conflict. The Option 3 diagram shows a full pedestrian cycle, for potential use when future pedestrian volumes become high enough to warrant this phasing.

Red arrows represent pedestrian movements, while blue represent vehicular movements.

#### Option 2: Pedestrian phases combined with vehicle phases

*Pedestrians could be better accommodated with relatively minor adjustments to signal phasing and timing within the existing intersection signal design. With adequate signal timing, pedestrians can typically be accommodated while vehicles are moving on other ‘legs’ of the intersection. The diagrams below show which pedestrian movements can be made during each signal phase.*

*By limiting queuing between the two intersections [e.g., diagram 2.4], more direct pedestrian travel would be accommodated, with minimal impact on vehicular travel.*



### North Campus Circulation

Development of the north side of the campus to include more campus housing is likely to necessitate upgrades to some of the local circulation system in that area. Currently, Webster Street is one-way for key stretches and has aggressive traffic calming measures in the form of steep speed bumps and back-up prevention devices. South Stadium Way – which is partially public and partially owned by the University – runs northward from Ashland Street. Both of these roads may require upgrades in order to accommodate access to new campus housing. The master plan map indicates a potential new road from Walker Avenue toward the stadium. This road would only be pursued if it was found that it could improve circulation to new athletics facilities.

There is a need for clear and prominent access from the main campus area to Raider Stadium and McNeal Pavilion. The connection between the eastern gateway and McNeal Pavilion should be enhanced to establish a clear circulation pattern in this area. This connection should tie into a plaza element in front of the main entrance of McNeal Pavilion or overlooking the stadium field prior to the slope that drops down to the field area.

A promenade/plaza has been proposed to provide a clear and prominent entrance to Raider Stadium from Wightman Street. This plaza could also serve as a gathering place for pre-game events. This feature would be attractive to private donors if designed as a commemoration of past student athletes or others worthy of special recognition.

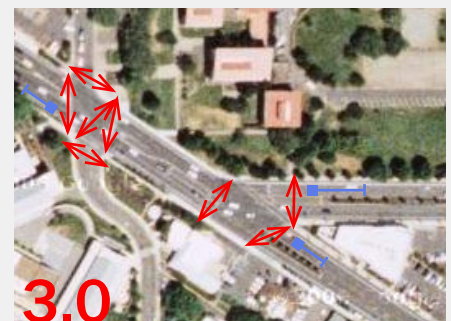
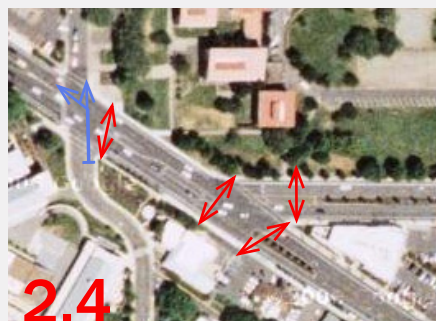


*Currently, pedestrians travel through the parking lots on the north side of campus to get to the Athletics areas along the straightest path, or 'desire line.' This raises potential safety issues, and tends to isolate the Athletics areas and contribute to an impression that this part of the campus is disjointed.*

### Option 3: Full 'pedestrian scramble' signal phase

*Scramble signals are a type of traffic signal that give pedestrians exclusive access to an intersection by stopping vehicular traffic on all approaches, allowing pedestrians to cross diagonally or conventionally. These treatments are used throughout the United States at select intersections with both heavy pedestrian and motor vehicle use. The objective of the scramble is to eliminate conflicts between pedestrians and motor vehicles, particularly from turning movements.*

*The benefits of a scramble signal are clear: numerous professional studies have demonstrated that auto-pedestrian conflicts are dramatically reduced when a scramble signal has been introduced. The costs to implement the system are relatively inexpensive [signal engineering and some new hardware] when compared to other interventions. Drawbacks include the real or perceived traffic flow disruption on Siskiyou Boulevard.*







A color-coded parking permit program assigns parking to preferred users: red for residential students, green for commuting students and yellow for faculty and staff.

### Parking

Campus parking is provided in numerous off-street lots of various sizes and is supplemented by parking on public and private streets internal or adjacent to the campus. A permit is needed to park in all but visitor spaces, and these can be purchased on an annual, quarterly, or daily basis. Anecdotal evidence suggests that numbers of students, faculty, and staff currently park in on-street spaces in the neighborhoods adjacent to the campus and walk to campus. There are currently no residential parking permit programs in place that would limit this behavior.

Minimum and maximum parking requirements are established by the City of Ashland through the Land Use Ordinance [18.92.020]. Those standards require that parking be built both for academic buildings and residential halls, though a shared parking provision would allow up to a 35% reduction in parking for uses which do not occur at the same time.

Applying the City's parking ratios to the current campus configuration results in a requirement for 1,218 spaces for non-residential uses, broken out below. A parking ratio of 0.67 spaces per residence hall room has been applied under past plans for campus residential uses. Use of this figure leads to a requirement for 657 additional space, for a total of 1,887. Currently, there are 1,982 spaces on campus, as detailed in Table 2 [Existing Conditions section].

Category	Quantity	Ratio	Spaces Required
Classrooms	142	1.50	213
Enrollment	5,082	0.20	1017
Campus Housing	980	0.67	657
<b>Total</b>	<b>n/a</b>	<b>n/a</b>	<b>1,887</b>



### Option 4: Pedestrian overpass

*Pedestrian overpasses allow for the uninterrupted flow of pedestrian movement separate from the vehicle traffic. These facilities are typically used as a measure of last resort where safe pedestrian crossing requires a grade-separated facility, like over freeways, waterways, and train corridors. Pedestrian overcrossings need to meet Americans with Disabilities Act [ADA] access requirements, which include either a mechanical lift system or a ramp system that does not exceed an 8 percent grade with landings.*

*The potential benefits of a pedestrian overcrossing are that it would provide exclusive grade-separated pedestrian access across Siskiyou Boulevard and could be designed to serve as a pronounced gateway to the district. The drawbacks include its high construction and development costs, its impact on surrounding land uses, and the likelihood that pedestrians would chose a more convenient crossing location than travel out of direction to access the overcrossing. Pedestrians take the easiest and most direct route despite real and perceived barriers to their destination. Studies have shown that many pedestrians will not use an overcrossing if they can cross at street level in about the same amount of time or less. At this particular location, many pedestrians would be less likely to use the pedestrian overcrossing, because it would be perceived as too onerous to access; some pedestrians would risk dashing across the road on a more efficient line of travel.*

Given that this Master Plan Update provides for a potentially significant increase in the percentage of students housed on campus, it is recommended that parking standards appropriate to a more residential campus be developed. The University will collaborate with the City in the development of these standards.

Provisions in the City's Parking Ordinance [e.g., 18.92.060.A] requiring that parking be within a 200' distance of a particular development have not traditionally been applied to university projects. This is due to a recognition that the SOU campus as a whole is a destination for many users, rather than a particular building. The appropriate location of parking relative to campus uses should also be addressed as part of a review of parking standards for the campus. For example, providing resident parking in remote lots is one strategy that can help reduce incentives to driving, but could conflict with policies requiring parking be proximate to buildings.

Prior to submission of a planning application for campus housing, the University shall develop, through collaboration with city staff, specific parking standards for on-campus housing. The standard is intended to avoid over-provision of off-street parking, and stress the use of alternate modes of transportation, by maximizing the efficiency of established and future campus parking facilities through consideration of the following strategies:

- The University's development and implementation of Transportation Demand Management strategies listed in the Sustainability section;
- Review of contemporary research and professional publications evaluating parking generation;
- Analysis of shared parking scenarios; and
- Review of potential impacts to neighborhood on-street parking supply.

#### Option 5: Pedestrian undercrossing

*Like a pedestrian overcrossing, a pedestrian undercrossing allows for the uninterrupted flow of pedestrian movement separate from the vehicle traffic. Similarly to pedestrian overcrossings, many pedestrians will not use an underpass if they can cross at street level in about the same amount of time or less. Pedestrian undercrossings have special design considerations to ensure that they are well-lit, adequately drained, well ventilated, and secure. Personal safety is a major concern with pedestrian undercrossings as they are often hidden from public view and tend to attract undesirable activities.*

*This treatment is not recommended for the Siskiyou/Wightman/Indiana intersection because the drawbacks far outweigh the benefit of eliminating pedestrian-motor vehicle conflicts. In addition to personal safety issues, the drawbacks include high design, construction and development costs, design issues regarding an extreme change in grade between the north and south sides of Siskiyou, and the potential impacts on utilities and ground water.*

#### Option 6: Center travel lane underpass

*This treatment would lower the through lanes of travel on Siskiyou to allow pedestrians and local traffic to maneuver at-grade at the intersection. There are considerable design challenges to this treatment including signalization issues at the intersection, lack of vehicle queuing space on the bridge over the travel lanes, and the distance needed to transition from grade to 17' below grade. Other drawbacks include extremely high design, construction and development costs, impacts to adjacent land uses [additional right-of-way and restricting access to existing businesses], and the potential impacts on utilities and ground water.*





### **Additional Transportation Analyses Required**

The following circulation assessments will be required prior to significant development under this Master Plan update. The assessments may be conducted on a project-by-project basis, or, when appropriate, nearby planned developments can be consolidated in a circulation assessment for a sub-area of the campus.

#### ***Transportation Impact Analysis and Access Management Standards***

All future housing projects proposed in this Master Plan shall be subject to a transportation impact analysis [TIA] and access management standards as described in the City of Ashland Transportation System Plan [TSP]. The final scope of this requirement will be evaluated at the pre-application meeting preceding the land use application for Site Design Review approval.

Modifications to the University's Eastern Gateway area shall also be subject to this requirement.

#### ***Pedestrian Safety Plan***

The University will work with the City, Oregon Department of Transportation and other stakeholders in developing a specific plan for implementation that addresses pedestrian safety issues. This planning shall be undertaken concurrently with the transportation impact analysis and access management strategy, and prior to submission of a planning application for the development of new student housing north of Ashland Street and Siskiyou Boulevard,

The Plan shall include, but not be limited, to improved crossings with enhanced pavement design and access controls with on-going monitoring of pedestrian flow and safety issues. Design strategies shall be coordinated and prepared based upon input from both a traffic engineer and urban design professional.

#### ***Transportation Demand Management [TDM] Strategies***

A list of potential Transportation Demand Management strategies accompanied by a time line for implementation shall be developed and submitted to the City in conjunction with campus housing applications.

#### ***Emergency Vehicle Access***

Prior to any changes to the campus circulation system including vehicular and pedestrian access ways, a site plan shall be provided to and approved by Ashland Fire & Rescue which demonstrates that the proposed modifications are in compliance with the emergency access provisions of the Oregon Fire Code.

#### ***Parking Requirements for On-Campus Student Housing***

Prior to submission of a planning application for campus housing, the University shall develop, through collaboration with city staff, specific parking standards for on-campus housing, as described in the Parking sub-section, above.

# Design Guidelines

The design guidelines for development under this Master Plan Update are intended to serve several goals:

- Provide for buildings at a density appropriate both to a significant university and to the scale of the Ashland community;
- Ensure that the scale and articulation of buildings enhance the 'sense of place' of the campus and support walking within the campus environment;
- Express the permanence and long-term role of the University in the community.

## Building Density

Development density is a complex issue, with advantages and disadvantages at both ends of the spectrum. Lower development densities can allow large unbuilt areas around each building, but can also promote sprawl and hinder attempts to foster pedestrian activity and support transit. Higher densities can lead to undesirable shading of neighboring buildings or open space and increased traffic, if the density is not accompanied by strong transit and other TDM measures.

Several factors specific to SOU support campus development at medium densities:

- SOU is relatively land-locked, and both the cost of land and the fact that the campus is surrounded by established neighborhoods limit the potential for expansion of the campus. Any future growth of campus enrollment to meet OUS system-wide goals will likely need to be accommodated within this limited land area.
- The nature of academic programs warrants durable construction at a scale that is cost effective and supports individual academic programs under one roof.
- Creating a cohesive campus community that is dense enough to support short walking distances –and ultimately improved transit – requires a density higher than low residential densities.

However, the University also recognizes that it exists within a community with existing neighborhoods and that its developments ought to be of a compatible scale with those neighboring uses. In particular, the edges of campus need to be of a similar scale. This is recognized by the SO Zoning provisions calling for tighter restrictions on development within 50 feet of the campus edges.



*Taller buildings are appropriate to sites interior to the campus and on commercial and mixed-use street edges. Buildings adjacent to residential neighbors should generally be more in-scale with that context.*





*Thoughtful orientation of buildings can help create sunny outside spaces and assist with management of sunlight as an energy strategy within the building as well.*



*The unfortunate shading strategy employed at Taylor Hall disconnects building interiors and the landscape, creating a sense of 'deadness' around the building, and limiting daylight inside.*

## Building Massing and Orientation

Thoughtful orientation of buildings supports several important development goals. Orientation of entries to the pedestrian circulation system increases the walkable nature of the campus. A generally east-west orientation can help support energy efficiency in building design. And the treatment of building scale – how it is articulated and expressed – can help larger institutional buildings be compatible with nearby residential uses. To accomplish the goals described above, the following guidelines apply to new campus construction and major renovations under this Master Plan Update:

### Maximum Building Height

New construction will be limited to four story construction. Height in feet will be dependent on specific construction types, and in some cases could require conditional use approval per current requirements of the City's SO zone.

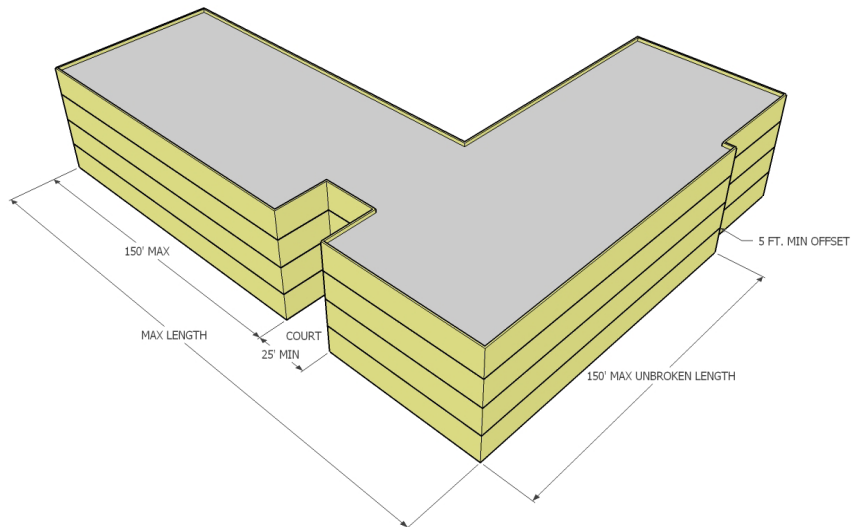
In areas adjacent to existing residential neighborhoods, building height will typically be lower in order to make an appropriate transition to the surrounding context. However, in order to create a campus that is compact, walkable and more supportive of transit, single story buildings are strongly discouraged in all campus areas. **See the section below for guidelines applying specifically to the Faculty Village Housing type.**

### Maximum Building Size

In order to avoid potentially monotonous conditions, individual buildings shall be limited in overall length and footprint [i.e. ground area covered] as follows [See Figure 16]:

- 300' maximum length for academic buildings
- 250' maximum length for residential buildings
- 45,000 SF maximum footprint for academic buildings
- 35,000 SF maximum footprint for residential buildings

Figure 16: Building Length and Articulation Guidelines



### **Building Articulation**

For any building longer than 200 feet, the plan shall include design elements to prevent unbroken wall lengths greater than 150 feet. These elements shall be an offset or 'jog' in the plan or a significant recessed entry or court of at least 25' in width [Figure 16].

### **Building Entries**

Buildings that face a major street shall have a significant entry facing the street. Buildings facing the main campus open space shall have a major pedestrian entry facing that open space. Where a building faces both a significant street and the main campus open spaces, entries shall be provided to both. Entries shall be strongly articulated and clearly understandable as entries.

### **Development Along Siskiyou Boulevard**

Any development or redevelopment along the south side of Siskiyou Boulevard shall seek to reinforce a strong relationship between the campus and the boulevard, through an appropriate combination of the following strategies:

- Development of a strongly articulated façade and pedestrian entries facing Siskiyou Boulevard.
- Minimization of service functions on the Siskiyou Boulevard face of the building, and enhanced screening of these functions where they exist.
- Improved, consistent and significant signage acknowledging that visitors have entered the campus.

### **Building Orientation**

Wherever consistent with other design goals, such as street orientation, align buildings with the longer dimension in the east-west configuration, to improve potential for building design to capture energy savings related to passive solar management.

### **Setbacks**

Where campus development occurs across a street from off-campus private housing, buildings shall be set back from the public right-of-way by at least 15 feet, to provide a buffering landscape.

Where campus development is across from commercial development and includes ground-floor non-residential uses, buildings shall be allowed and encouraged to be sited at the back of the public right-of-way, to encourage a pedestrian-oriented urban streetscape pattern.

### **Materials and Character**

Materials and construction systems shall be selected for long-term durability, and shall be generally consistent with existing campus buildings. While there is not a clear established palette of materials for campus buildings, preference should be given to materials similar to the more significant buildings on campus – such as Churchill Hall and Hannon Library – including red brick, concrete and stucco.



*Churchill Hall represents a successful example of a building that fronts onto two faces, and makes both approaches feel welcoming.*



*University development adjacent to existing neighborhoods should be designed to be appropriate to that context.*





Where campus development occurs adjacent to or across a street from off-campus private housing, the character of the development shall be appropriate to that context. Scale, materials and massing shall be used to create an appropriate transition from the campus to the neighborhoods.

### **Guidelines for Faculty Village Housing**

The following guidelines apply specifically to the areas designated for Faculty Village Housing, including all development in the block bounded by Ashland Street and Henry Street, west of Mountain Avenue.

1. Building footprints shall be limited to 6,000 square feet total for a multi-family building. Example: six attached 1,000 sf townhouses.
2. Buildings shall be no more than 120 feet long. For buildings longer than 60 feet, a significant offset [5 feet or more] in the plane of the façade shall be created so that no major façade plane is more than 60 feet in length. Projecting elements and/or recesses [such as decks, bay windows and recessed entries] shall be applied to façades to avoid long planar walls facing the street.
3. Buildings shall be limited to 3 stories above grade generally, and 2 stories west of Mountain Avenue.
4. Building façades shall face the primary street or a shared open courtyard space which in turn fronts on the street.
5. Building entries shall include porches, stoops and similar elements to create a transition zone between the public street and the private home.
6. Individual entries to each dwelling unit are preferred. In no case shall more than four dwelling units share a common entry from the street or common open space. Example: traditional four-square style building, with two units above and two at the ground floor, sharing an entry.
7. Buildings shall be designed with appropriate placement of interior spaces and exterior windows to provide views from active areas to the public street and/or common open spaces [sometimes known as “eyes on the street”].
8. Shared parking shall not be located between the street and the primary façade of dwelling units. To the greatest extent feasible, parking shall be located at the rear of units. Where parking is located at the front of units, it shall be only in the form of personal driveways serving individual units. In this configuration, garage entries shall be set behind the primary façade of dwelling units by a minimum of 5 feet.
9. Exterior building finishes shall be similar to existing buildings in the surrounding neighborhood. Vinyl siding is not an allowed finish material; metal siding is discouraged, except as an architectural accent. Allowed materials include:
  - Wood siding or shingle;
  - Cementitious wood products;
  - Brick, stone and artificial stone.
10. Design elements that are representative of the surrounding residential neighborhood context are encouraged, although literal repetition of historic styles is not required or expected.
11. Landscape materials shall be consistent with palette of the Ashland bioregion. Native plants and drought-tolerant, non-invasive plantings are strongly encouraged.



Significant paths should be differentiated with improved paving, to assist with wayfinding. Below: an allee on the Penn State campus is a central area where students cross paths throughout the day.





### Sustainability Guidelines

Additional guidelines relating to Sustainability best practices – including materials and orientation – are described in the Sustainability section.

### Open Space Guidelines

These guidelines are intended to improve the quality of outdoor spaces on the campus and create a consistent visual look for the campus.

1. The hierarchy of paths on campus should be clarified through the use of design elements that help distinguish between the major paths through the campus and secondary paths. Path width, materials and furnishings should help signify the most important paths on campus. In particular, the main circulation spine through the campus should be upgraded to serve as a major wayfinding element through the campus.
2. Two different types of paving materials may be used for primary paths; one for the portions of the pathway that are primarily for circulation, and a different, accent material to mark prominent crossings or activity nodes. Unpaved, frequently used pedestrian routes, commonly referred to as ‘cow paths’ or ‘desire lines’ should be paved with a more durable solid or semi-permeable material to decrease erosion and improve pedestrian safety.
3. The south-facing entry areas at major campus buildings should be enhanced as activity nodes within the campus structure. Seating, tables and similar amenities should be provided to encourage use of these spaces for meeting, group study and actively programmed uses. Primary activity nodes for larger spaces should also include some of the following additional amenities:
  - A variety of seating types, including benches, retaining or seat walls, and building ledges
  - Special paving materials and/or patterns
  - Planters for trees and landscape plantings
  - A mixture of sun and shade exposure
  - Protection from wind by buildings or other screening structures, such as pergolas or trellises
  - Outdoor eating areas
  - Water features
  - Public art
  - Terraced levels in areas with significant slopes
4. A campus standard for furnishings should be adopted and used consistently across campus open spaces. A common palette of materials should be utilized for these elements, to create a recognizable look for the campus, and ensure that furnishings have a durable and timeless design. Campus site furnishings standards should address the following elements:
  - Benches
  - Tables and chairs
  - Exterior lighting fixtures and lamp types
  - Trash and recycling receptacles
  - Handrails and guardrails
  - Bicycle racks



*Integrated seating create a comfortable place for individuals and small groups to gather.*



*A full inventory of existing trees will help with long-term landscape management.*



A fully developed and well-maintained garden program can offer numerous benefits, as a working learning experience, as an interpretive element to educate visitors and as an amenity for campus residents. Like the ECOS garden at SOU [above] these programs provide outreach to the larger community.

Example: the Farm and Garden project at UC Santa Cruz is the backbone of an agro-ecology program. It is a major part of the Environmental Studies curriculum and a campus amenity. The Alan Chadwick Garden [below] in particular is maintained to be attractive and welcoming to campus visitors.



- Bollards and other traffic-control devices
- Bus and pedestrian shelters
- Tree grates
- Skateboard deterrents

### **Landscape Standards**

#### **Trees**

New tree plantings should be selected from the many species that will thrive in the Ashland micro-climate, with careful consideration given to drought tolerance and disease resistance. Annual rainfall is significantly lower and summer temperatures higher than most of Western Oregon, and choosing appropriate, water conserving plant materials will become more important as population increases in the Rogue Valley. Consultation with the campus grounds and maintenance staff is recommended when specifying new trees so that the existing diversity of tree species on campus is maintained. When designing new landscapes adjacent to campus boundaries, the City of Ashland Recommended Street Tree Guide should be consulted. The City Guide contains requirements that may apply to campus grounds when public rights of way are involved, and the comprehensive lists of trees for a variety of special conditions can also be applied to interior campus landscapes.

#### **Shrubs and Understory Plantings**

As aging, overgrown shrub and understory plantings are removed, they should be replaced with materials selected for drought tolerance, ease of long-term maintenance, and pedestrian safety. Planting locally available native and adapted species will help meet the University's sustainable development goals for landscape management. Implementation of the Xeriscape Master Plan recently developed by capstone students in the Environmental Studies program should be strongly considered where appropriate to convert turf areas and older shrub plantings to water-saving landscape materials. Use of water-loving plants such as exotic shrubs and flowering annuals should be limited to concentrated areas near campus gateways and significant building entries.

#### **Irrigation**

As the University continues to replace outdated and inefficient components of the campus irrigation system, a comprehensive long-term plan for minimizing landscape water consumption should be developed. Utilizing emerging technologies in low-volume irrigation design and regulating consumption with automated weather monitoring can help reduce irrigation demands. Reducing large lawn areas wherever possible will help decrease the reliance on the Talent Irrigation District water supply, which is seasonal and highly variable. An open dialogue between Facilities staff, the SOU Sustainability Council, and interested student groups can help move the campus towards a more integrated strategy for saving water in the landscape.



### **Community and Educational Gardens**

Existing and future gardens for teaching and for production of food by campus residents – like the ECOS Community Garden off Mountain Avenue – is encouraged. The gardens should be developed and maintained to be neat and welcoming, and should include interpretive information to inform students and campus visitors about the benefits of organic practices, water saving strategies and other best practices demonstrated by the garden.

### **Parking Lots**

Parking lots shall include safe, dedicated pedestrian paths and trees at a spacing consistent with the City's Site Design and Use Standards:

#### *"II-D-3 Landscape Standards*

- 1. Parking lot landscaping shall consist of a minimum of 7% of the total parking area plus a ratio of 1 tree for each 7 parking spaces to create a canopy effect."*

To the greatest degree feasible, parking lots shall be designed to include localized stormwater treatment and infiltration facilities. Whenever possible, these stormwater treatment facilities should be above-ground structures that incorporate appropriate plantings for pre-treatment and filtering of particulates and pollutants.

### **Signage**

#### **Monument Signs**

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

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

#### **General Signage**

The University and City of Ashland have developed a Sign Program, which guides the placement and design of signs on campus. That program will be maintained and updated as needed to accommodate new signage needs, with appropriate standards for signs directed to the pedestrian and the vehicle driver. When consistent with the Sign Program and this Master Plan, signage may be approved via the City's permitting process rather than a conditional use process.



*Parking lots should be developed with dedicated walkways, trees to provide shading, and stormwater management facilities to treat and infiltrate run-off water.*



*Signage and furnishings can be blended, to create a strong design element that helps blend the landscape and buildings.*

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

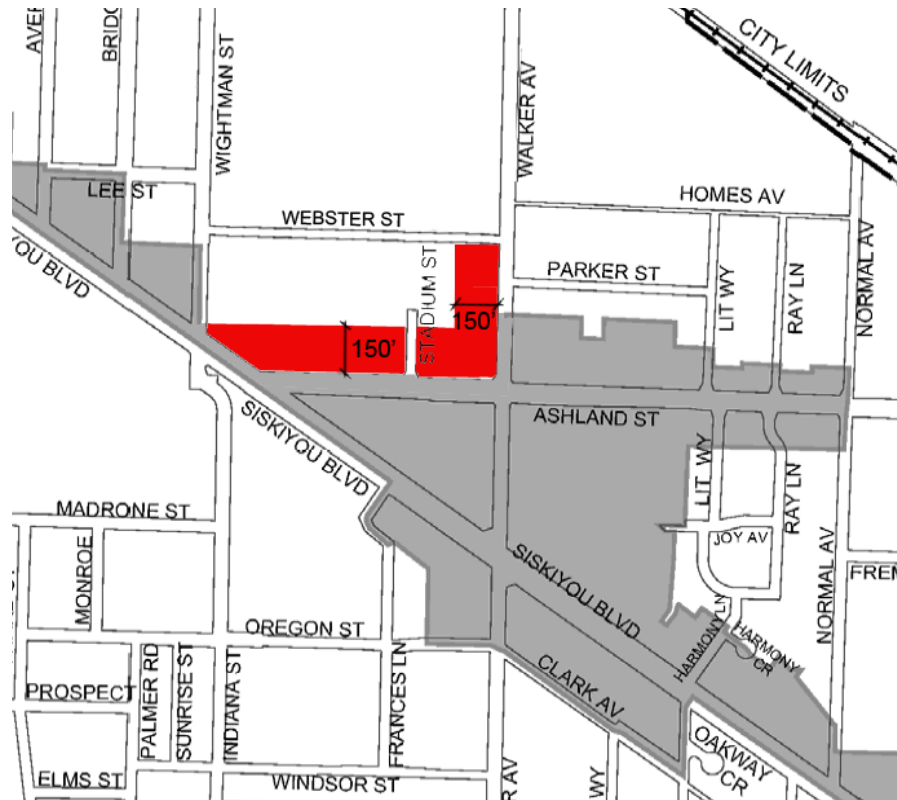
### Urban Design Guidelines for University District Development

The University District is intended to be a walkable neighborhood, serving the campus and the surrounding neighborhood with services and gathering places. Development in this area should be designed to support pedestrian activity. The following areas designated for new development shall be subject to Ashland's approval standards for development within the Detail Site Review Zone [II-C-2], including those additional standards for Large Scale Projects [II-C-3]. [See map below. The design standards are in Appendix 5]:

- Along Ashland Street between Walker Avenue and Wightman Street within 150 feet of the near edge of the Ashland Street right-of-way
- Along Walker Avenue between Ashland and Webster Streets, within 150 feet of the near edge of the Walker Avenue right-of-way.

The following specific provision of the above-referenced standards shall not apply to the University:

- II-C-2a] Orientation and Scale #1 - Maximum Floor Area Ratio [FAR]



Campus area where Detail Site Review applies. Detail Site Review Zone: Siskiyou Boulevard, Ashland Street and Walker Avenue

# Sustainability

Environmental initiatives are not new at Southern Oregon University. There have been numerous student-led and University-led efforts in the past to address environmental impacts. In 2000, a 5 kW photovoltaic array was placed on the roof of the Hannon Library. The ECOS Community Garden and Bike Program are on-going examples of programs to create a hands-on learning experience on low-impact systems, as are student-led efforts to pursue xeriscape landscapes. The Environmental Studies academic program continues to attract students interested in many aspects of environmental leadership.

The recently completed Higher Education Center in Medford – a partnership with Rogue Community College – was a successful foray into green building. The building is projected to receive the USGBC's LEED® Platinum rating, pending completion of a planned photovoltaic solar array. It is designed to save 37% of energy relative to a conventional code-minimum building.

At this time, as part of on-going strategic planning, SOU is making a new coordinated and systematic commitment to sustainability in its operations and as a unifying theme in its teaching. State policies and University initiatives commit the University to certain specific actions toward reducing environmental impacts and acting as leaders for environmental stewardship. A new position – Director of Planning and Sustainability – has been created to direct the sustainability programs, in conjunction with the campus-wide Sustainability Council.

In September 2007, President Cullinan signed the *American College & University Presidents Climate Commitment*, which commits the campus to significant steps toward reducing the University's impacts related to carbon emissions. This commitment puts the University on a path to carbon neutrality, including both on-campus operations and transportation impacts. As a tangible action, it requires that new construction by the University attain LEED® Silver certification. See sidebar for the full commitment.

In addition, State and OUS policies require SOU to meet energy conservation targets. Executive Order 06-02 provides for the OUS to assess the feasibility of green strategies and calls for the OUS to take a leadership role in research into the fields of green building, sustainable forest products, water systems management, and renewable energy. OUS has set the following goals as part of its Climate Action Plan:

- Achieve climate neutrality [Scopes 1 and 2] by 2020
- Develop a vibrant economy and strong communities
- Ensure sustainable use of resources
- Enhance economic self-reliance and human well-being
- Maintain and restore natural systems
- Preserve Oregon's economic, social, and environmental assets for future generations

Oregon's State Energy Efficiency Design [SEED] program requires "that all cost-effective energy conservation measures [ECMs] are included in state buildings and that the building meets the 20 percent better than code provision".<sup>6</sup>



*The Higher Education Center integrates stormwater treatment and bike parking near the entry.*



*Solar PV array on the Hannon Library*



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

SOU is currently in the process of developing its own Climate Action Plan. This will comply with OUS goals, including:

- By 2010, arrest the growth of greenhouse gas emissions and begin to reduce greenhouse gas emissions.
- By 2020, achieve greenhouse gas levels that are 10 percent below 1990 levels.
- By 2050, achieve climate neutrality.

### Natural Resources and Related Services

In increasing the sustainable practices of the University, it will be important to partner with utility service providers and others who help shape the campus' 'ecological footprint.' The following is a summary of those service providers.

#### Energy Systems

**Electricity** is supplied to the campus by the City of Ashland Power utility, which provides distribution, and generates a limited amount of hydroelectric power. Power is purchased from other utilities such as the Bonneville Power Administration, and increasingly from distributed renewable sources such as the PV array on Hannon Library.

**Heat** for campus buildings is provided by the central heat plant, located adjacent to the Sciences Complex. Two of the four boilers in this facility were upgraded in 2008, and the remaining two boilers will be replaced in 2010. A secondary heat plant exists on the west side of McNeal Pavilion.

**Cooling** is provided to selected central campus buildings with sensitive equipment and/or large internal heat loads; the central plant includes two chillers which meet most of this demand, though some buildings have localized air conditioning. Ashland's favorable climate and the reduced use of the campus in summer mean that residence halls do not need cooling to provide comfort for users. It has been the University's policy to provide limited mechanical cooling to these facilities.

**Potable water** from the City of Ashland is provided to all buildings and is used for irrigation to a limited extent. Most of the irrigation water used on campus comes from the Talent Irrigation district [TID]. It is significantly less costly to the University to use the TID water, but it is not available in some areas of the campus and it is not available in early spring and late fall.

**Campus recycling programs** send collected materials to Ashland Sanitary, which



Campus central heat plant.



Waste collection offers an opportunity to promote campus recycling efforts.

6. [www.oregon.gov/energy](http://www.oregon.gov/energy).

permits commingled recycling for a number of recyclable materials, including paper fibers, metals, etc.

**Trash** is trucked to or picked up by Ashland Sanitary and is landfilled at their landfill north of Ashland.

## Transportation

Transit service in the Ashland area is provided by the regional Rogue Valley Transportation District [RVT], which serves Ashland and Medford, as well as Talent, Phoenix, Central Point, Jacksonville and White City. Current transit service to Ashland, including the SOU campus, is served by the #10 bus line [between Ashland and Medford] and the recently added # 15 bus line [with stops at Tolman Creek Road, the SOU campus, and the Plaza]. RVT only offers service during workday hours Monday-Friday. This limits the population that can rely on transit for regular access to and from the campus.

As indicated in the chart below, most campus users travel to the campus by automobile, with some of these commuting in carpools. As noted in the Circulation section, on-campus parking is by permit, with a modest fee associated.

Campus commuting by mode of travel	Students	Faculty	Staff
Commuting in private vehicles	39%	62%	76%
Driving Alone	33%	56%	65%
Carpool Participants	5%	3%	10%
Bus Transit Riders	4%	2%	4%

## Environmental Policies under this Master Plan Update

For the reasons indicated above, the University is adopting the following policies:

1. All major renovations and new construction will meet energy efficiency performance targets consistent with the Presidents Climate Commitment and the implementing Action Plan that will accompany that commitment.
2. All new construction and major renovations by the University will be designed and constructed to meet a minimum of Silver rating under the U.S. Green Building Council's LEED® Rating System. The costs and benefits of certifying to a higher level will also be evaluated.
3. The OUS-established goal for carbon-neutrality will be pursued, assuming that funding strategies can be identified that recognize the potential for increased capital costs, accompanied by reduced operating costs.
4. For projects serving the University but built and operated by private partners, the University will offer incentives as available to encourage the builder to meet the LEED® Silver minimum standard.
5. The University will create an Energy Master Plan that will address energy consumption in a comprehensive way and identify the most cost effective means to comply the President's Climate Commitment [see sidebar]. As part of energy master planning, the University will evaluate the potential to create an "eco-district"<sup>7</sup> with the campus and surrounding neighbors.

7. Eco-districts are an emerging mechanism to manage resources at a neighborhood scale. They are being assessed by other OUS campuses as a means to partner with local private sector businesses to reduce impacts and create business opportunities.



*Transit service is limited but available during weekdays.*

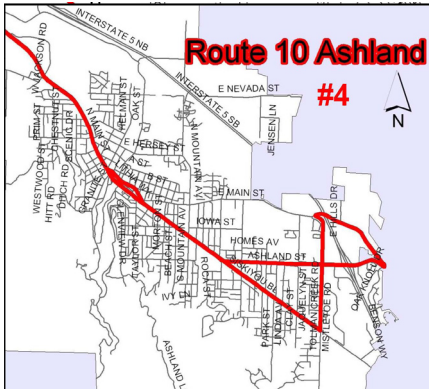


*LEED® has emerged as the industry standard for evaluating green buildings.*





Car sharing provides flexibility for people who choose not to own a personal car



RVTD's Line 10 bus route.



The ECOS Community Garden and the Bike Library projects help promote a 'hands-on' approach to environmental learning. It is recommended that these be expanded and improved, and that a strong interpretive element be created. Well-managed community gardens could also serve as an amenity to family housing and other campus residents.

6. In line with the energy master planning process, the University will continue to evaluate opportunities to develop renewable energy infrastructure. A review of potential capacity for photovoltaic installations has been conducted for the campus, and is attached as an Appendix to the Master Plan Update.

7. The University will make a coordinated effort to reduce water consumption through the following means:

- Review of landscape irrigation practices, including exploration of xeriscape landscapes where appropriate;
- Use of low-flow fixtures and other emerging technologies that demonstrate significant water savings;
- Future buildings projects will assess the feasibility of both greywater and rainwater reuse for appropriate purposes such as irrigation, toilet flushing, and cooling water; and
- Replace existing manual irrigation systems with automated irrigation system to increase efficiency and reduce consumption of TID water.

8. The University will continue to manage solid waste streams to reduce waste sent to landfill. Recyclable material collection facilities will be accommodated in new construction and renovation projects.

9. The University will continue to partner with other relevant agencies – including the City and RVTD – to develop appropriate Transportation Demand Management strategies. Strategies that will be assessed include:

- Development of campus housing to facilitate full-time students ability to live close to campus and reduce or eliminate dependence on automobiles for basic commuting;
- Review parking policies and parking facilities to create disincentives to single-occupancy driving;
- Cooperate with City staff to help ensure that campus parking policies do not create an excessive burden on surrounding streets;
- Provide bicycle parking, showers and other amenities to serve bicycle commuters;
- Continue to advocate for improved transit service to the University, and cooperate with RVTD on programs designed to encourage transit usage;
- Investigation of specialized transit options such as carpool matching programs, preferred parking incentives, vanpools and/or reservation-based shuttles to events at the Higher Education Center;
- A 'guaranteed ride home' program for staff that commute by bus but may occasionally miss the final bus home due to work demands;
- Appropriate partnerships with local car sharing programs.



## Sidebar: Energy Master Plan Outline

The goal of energy master planning is to evaluate the potential for an institution to make wide-ranging and systematic improvements to its infrastructure and transportation patterns to reduce the environmental impacts of conventional energy.

### Buildings

1. Existing Conditions analysis
  - a. Review of available data:
    - i. Historical utility billings
    - ii. Sub-meter data
    - iii. Climate data
      - a. Temperature, degree days, etc.
      - b. Insolation
      - c. Rainfall, humidity, etc.
      - d. Prevailing winds
  - b. Inventory of existing equipment
    - i. HVAC
    - ii. lighting
    - iii. plumbing fixtures
    - iv. etc.
  - c. Collection of additional data, where needed
    - i. Add critical sub-meters
    - ii. Comfort surveys
    - iii. Light levels
2. Analysis
  - a. Comparison of existing resource patterns with standards:
    - i. Code
    - ii. ASHRAE
    - iii. Energy Reduction performance targets
  - b. Review of energy use "balance" (i.e., heat-gaining v. heat losing patterns by season, time of day)
  - c. Review of energy use by fuel type/application (i.e., 'high' v. 'low' grade uses/fuels)
  - d. Review of water consumption patterns by use [interior, landscape, etc.], time of year
  - e. Definition of projects:
    - i. Deferred maintenance
    - ii. Systems upgrades
    - iii. Envelope upgrades
  - f. Prioritization of projects:
    - i. Payback analysis
3. Establishment of standard(s) for new construction:
  - a. Linked to larger program goals

### Energy Sources

1. Assess current energy portfolio:
  - a. Fuels used for on-campus systems (Central Heat Plant, etc.)
  - b. Source mix by utility providers (coal, natural gas, nuclear, renewables, etc.)
2. Assess potential for renewable energy production
  - a. PV/insolation/hours assessment
  - b. Wind potential
  - c. Alternate fuels for central utility/district energy
  - d. Assessment of applicable incentives

### Transport

1. Review of commute patterns
  - a. Commute distance by population (i.e., students, faculty, staff)
  - b. Commute mode (i.e., walk, bike, bus, rail, carpool, single-occupant vehicle, etc.)
2. Evaluation of transportation demand management (TDM) strategies against core functions
  - a. Commute reduction
    - i. Provision of housing near institution
    - ii. Tele-commuting
  - b. Voluntary trip reduction
    - i. Commuter education
    - ii. Services: carpool matching, etc.
    - iii. Incentives: subsidized transit passes, etc.
  - c. Transit provision: shuttles, etc.

## Sidebar: American College & University Presidents Climate Commitment

### American College & University Presidents Climate Commitment

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

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

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

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

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

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

Signed,

**The Signatories of the American College & University  
Presidents Climate Commitment**

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

# **APPENDIX 1**

## **ALTERNATIVES ASSESSMENT**



## Master Plan Alternatives Assessment

The changes to academic buildings expected under this Master Plan Update are not expected to include major new construction, but rather renovation and modest expansion to existing facilities. Therefore, the primary differences between the alternatives considered focus on faculty housing and student residential life (housing and dining). The alternatives demonstrate several manners in which growth in residential life aspects of the campus can be strategically used to shape and refine a long-range structure for the campus.

### Alternative 1:

This alternative represented the least change to the campus, proposing in student and faculty housing and academic buildings. In addition to the features mentioned above in the Common Element section, some of the key features of Alternative 1 include:

- Renovate academic buildings; expand Theater and Sciences complexes, as noted above.
- Renovate Cascade Complex in place: update and rehabilitate the first-year student housing and dining facilities in the same general configuration as the existing complex.
- Create new mixed-use student housing development: new apartment-style student housing with ground-floor retail on Ashland Street.
- Build new faculty housing ‘village:’ new cluster housing development (approximately 12 units) for faculty members on Henry Street west of Mountain Avenue.

### Alternative 2:

The focus of Alternative 2 was to develop a new significant student housing node on the north campus that would provide a variety of graduated housing types for students and establish this area as a distinct residential district. Student housing facilities in this district could include quad dorms, suite-style housing, and apartment-style housing.

In this alternative, the dining hall would be de-coupled from Cascade Complex, and developed in a separate facility – possibly adjacent to Cox Hall. The site indicated in this alternative for dining services would enable campus food services to be more widely available to students, faculty, and staff on the east side of campus. The residential facilities in Cascade Complex would be renovated and kept as first-year student housing during the academic year and potentially conference lodging in the summer.

Alternative 2 also indicated a faculty housing village of about 36 units at the corner of Iowa Street and Walker Avenue. This location was targeted because of its proximity to the local elementary and middle school on Walker Avenue, and to the Old Mill Village student family housing complex.

### **Alternative 3:**

Conceptually, Alternative 3 represented the greatest change from the existing campus structure. It located the vast majority of student housing and dining services on the North Campus to develop a vibrant residential life node that is coupled with athletics, student health, and residential life services.

Major student housing development expansion in the north campus would occur in a quadrangle between Ashland Street and Webster Street. This model could be extended as demand warrants northward along the east side of Wightman Street, from Webster Street to Iowa Street. Under this alternative, Cascade Complex, Cox Hall, and the Student Health and Wellness Center would be removed entirely and “land banked” for future academic core expansion on the east side of campus. The existing Elderhostel, conferencing and Lifelong Learning programs would be transitioned to Susanne Homes or a new purpose-built facility.

An expanded faculty village of approximately 48 units would be developed behind the existing long-term parking lot on Mountain Avenue. This location for the faculty housing village was chosen because of its compatibility with the adjacent existing single-family housing and the opportunity to provide a positive interface between the University and the adjacent neighborhood.

Other key concepts in Alternative 3 include:

- Re-routing the perimeter road behind Susanne Homes away from the building to improve safety and privacy.
- Extending the perimeter road into the future academic core expansion area and terminating the entry with a circle, similar to the facility near Hannon Library.
- Relocating the existing tennis courts to vacant land along Iowa Street.

### **Preferred Alternative**

The Preferred Master Plan represents the best elements from each of the three alternatives, and includes modifications based on feedback from university faculty, staff, and students. The overall concept of the Preferred Master Plan relies on creating a significant student residential cluster on the north campus, substantially improving the pedestrian circulation system to better connect the new student residential life node to the academic core. The preferred alternative also called for new faculty housing, in some combination of the sites identified in the original alternatives: around Lot 36, or along Walker Avenue, near the railroad and multi-use path crossing. In both cases, these sites would let the faculty housing serve as an interface between the University and the adjacent neighborhoods.

SOUTHERN OREGON UNIVERSITY

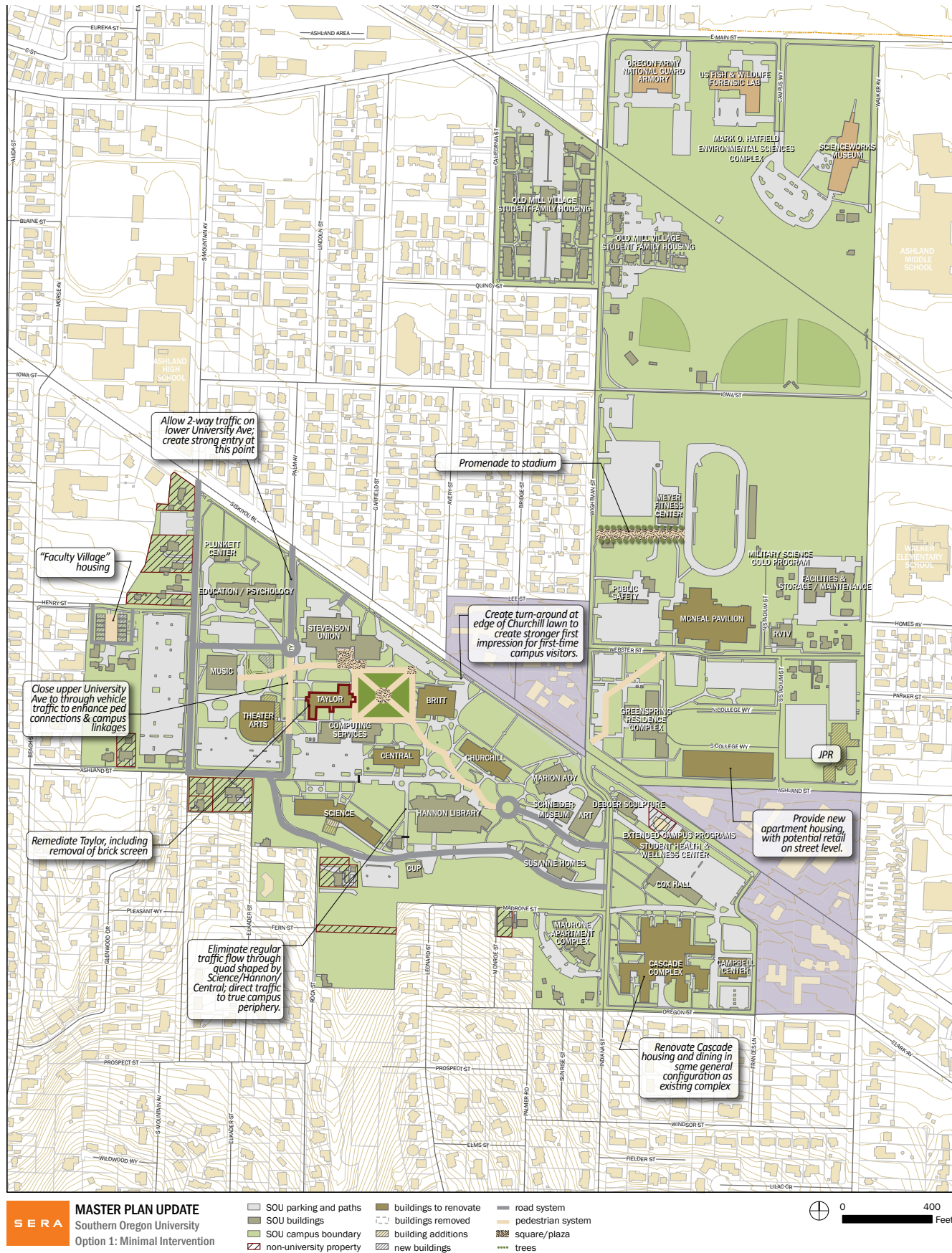
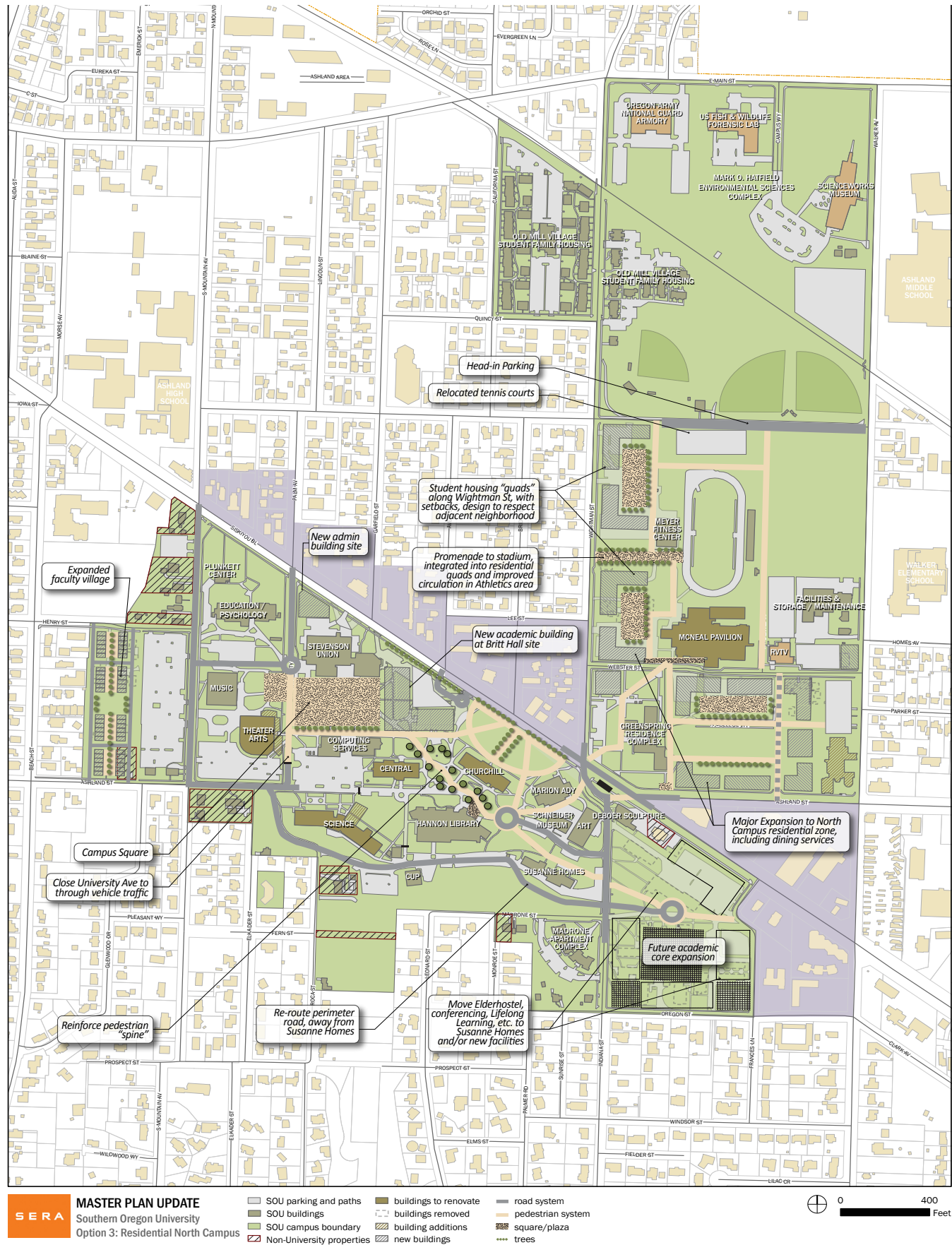






Figure 17. Alternative 3 - Residential North Campus



# **APPENDIX 2**

## **SUMMARY OF FACILITIES CONDITIONS ASSESSMENTS**



## Facilities Conditions Assessment

In late 2008, SOU contracted with ISES Corporation to conduct detailed Facility Conditions Analyses of five major campus buildings: **Churchill Hall, Britt Hall, Central Hall, Science I, and McNeal Pavilion**. These reports were reviewed and the types of work recommended are very briefly summarized below, as well as the costs identified for those items. ISES' reports represent a review of work related to deferred maintenance, and used a ten-year period as the horizon to determine if major reinvestment is warranted.

The ISES reports note - and it bears repeating here - that these costs do not include other types of work that may be appropriate during a major renovation, such as program changes, telecommunications, furnishings, window treatments, 'swing space' and contingency. In other words, these reports do not yet describe a full renovation project.

### Churchill Hall

- ADA: first and second priority upgrades needed for code compliance
- Elevator – plan for future replacement
- Abatement of any remaining asbestos-containing materials: piping insulation, fire protection, finishes
- Fire/Life-safety:
  - widespread upgrades to corridor elements, interior doors, hardware
  - replacement of non-compliant fire alarm system
  - install fire suppression throughout, replace at catwalk area
  - install egress lighting
  - exit signage to be replaced – LED recommended
- Exterior masonry & paint finish – ivy damage
- Water infiltration at basement/foundation wall
- Repair/replacement of eave gutter/downspout system
- Replace older [approx. 60%] exterior doors & windows
  - Windows with historic profiles, modern assemblies
  - Basement level service doors
- Roof:
  - Single-ply membrane: localized repair of membrane roof [new in 2008, but poorly installed]
  - Tile roof areas: repair of valley flashings, past patches, etc.
- Foundation, timber posts: full seismic review recommended
- Mechanical:
  - replace all HVAC equipment: VAV-CAV systems, based on space, w/ DDC and VFDs, as appropriate;
  - add local chilled water component.
- Electrical - major upgrades throughout: install new transformers, switchgear, conductors, connections, terminations, power panels, switches, raceways, conductors, and devices.
- Plumbing – widespread replacement of supply piping and fixtures
- Interior wall finishes, widespread selective repair and upgrades
- Interior floors: selective VCT replacement, full carpet replacement

### Britt Hall

- Replacement of ground floor exterior doors
- Exterior painting at wood trims
- Evaluation by SE of timber-framing, in selected areas
- Correct water infiltration at foundation walls, including at conduit penetrations
- Roof: single-ply membrane poorly installed, will require periodic repairs
- Remove and re-install attic insulation
- Ceiling finish repair, replacement and upgrades
- Consider cosmetic upgrades of floor finishes, integrated with other work
- Replace hardwood flooring at second floor stage area
- Upgrade interior door handles for ADA and fire/life-safety compliance
- Stairways and first floor raised terrace need compliant guardrails, handrails and nosings
- Fire/Life-safety:
  - compliant fire separations needed throughout
  - replacement of approx 30% of interior corridor doors
  - replacement of non-compliant fire alarm system
  - install fire suppression throughout, replace at catwalk area
  - exit signage to be replaced at basement & second floor – LED recommended
- Mechanical: replace all HVAC equipment [including ductwork, terminals, fans, heat exchangers, controls, etc]: VAV-CAV systems, based on space, w/ DDC and VFDs, as appropriate
- Electrical: widespread upgrades of whole system, including service from transformer
- Lighting: interior upgrade at second and basement levels
- Plumbing: widespread replacement of supply and drain piping; replace fixtures
- Elevator – plan for future comprehensive renovation

**Science I**

- Exterior paint in 2-5 years, wood trims need more frequent re-painting
- Window replacement throughout
- Replacement of basement and roof service doors, and first floor egress doors
- Consider cosmetic flooring, interior wall and ceiling finish upgrades as part of major renovation
- Complete replacement of laboratory cabinets, furnishings
- Priority one and two accessibility upgrades: entries, paths, restrooms, signage, counters, etc.
- Abatement of any remaining asbestos-containing materials: piping insulation, fire protection, finishes
- Stairways need compliant guardrails, handrails and nosings
- Fire/Life-safety:
  - compliant fire separations needed throughout
  - upgrade of interior fire separation doors and hardware
  - replacement of non-compliant fire alarm system
  - install fire suppression throughout
  - exit signage recommended to be replaced– LED recommended
  - upgrade, expand eyewash stations
- Mechanical:
  - provide new central HVAC for first floor and basement: VAV/CAV, including ductwork, terminal units, piping, controls, electrical, etc.
  - add air-cooled package chiller w/ HVAC upgrades
  - full replacement of fume hoods with VAV exhaust
- Electrical:
  - request upgrade of transformer
  - upgrade full distribution network
  - upgrade interior lighting, including egress lighting
- Plumbing:
  - replace most supply and all drain piping
  - upgrade all fixtures, except in few rooms recently upgraded
  - replace hot water [exchanger-type] generator due to scaling, deterioration

**Central Hall**

- Repaint masonry in 6-10 years
- Repair, repaint wood trims
- Replace single-ply roof membrane
- Repair tile roofing systems
- Repair of sealant/caulking systems at windows, especially on south façade
- Water infiltration at basement/foundation wall, especially in northwestern area
- Replace exterior deck coating on first floor terrace [off Room 142]
- Inspect floor structure and slab at former file storage area for integrity, due to observed slope; correct structure or apply topping slab to correct slope, depending on results of structural study
- Consider cosmetic flooring, interior wall and ceiling finish upgrades as part of major renovation
- Priority one and two accessibility upgrades: entries, paths, restrooms, signage, counters, etc.
- Upgrade interior door hardware per ADA requirements
- Stairways need compliant guardrails, handrails and nosings
- Fire/Life-safety:
  - compliant fire separations needed throughout
  - upgrade of interior fire separation doors and hardware
  - replacement of non-compliant fire alarm system
  - install fire suppression throughout
  - exit signage recommended to be replaced– LED recommended
  - upgrade egress lighting system to utilize select normal lighting fixtures
- Mechanical: Install a new modern HVAC system with VAV and terminal VAV reheat, including new air handlers, ductwork, terminal units, heat exchangers, pumps, piping, controls, and electrical connections. Incorporate VFDs as applicable, and DDCs.
- Electrical: complete upgrade of all service and distribution equipment, which is 'timeworn' and obsolete
- Lighting: redesign and upgrade all interior lighting, including occupancy sensors
- Provide generator-based emergency power system
- Plumbing:
  - Upgrade supply and drain pipes, including sump pump; provide backflow prevention at supply service
  - Selective upgrade of service sink faucets, replacement of toilet seats

**McNeal Pavilion**

- Full structural assessment of bearing frame and walls
- Exterior paint in less than 5 years; repair & repaint wood trims sooner and more often
- Replace all older exterior doors and frames, including roll-ups; replace interior trims
- Replace exterior clerestory windows at gym
- Water infiltration at basement/foundation wall, especially at north and east walls
- Replace membrane roof and associated insulation, flashings, penetrations, etc.
- Replace deck coating on terrace deck to north
- Extensive inspection and corrective repair to flashings, gutters of metal roof area
- Consider cosmetic flooring, interior wall and ceiling finish upgrades as part of major renovation
- Hardwood floors:
  - refinish floor at basketball gym, with selective replacement
  - replace floor at wrestling gym
  - refinish and repair hardwood floors at dance studio and practice gym
- Pool:
  - replace/upgrade all equipment
  - replace poolside deck
- Comprehensive renovation of locker rooms, including new furnishings
- Priority one and two accessibility upgrades: entries, paths, restrooms, signage, counters, etc.
- Abatement of any remaining asbestos-containing materials: piping insulation, fire protection, finishes
- Stairways need compliant guardrails, handrails and nosings
- Fire/Life-safety:
  - compliant fire separations needed throughout – especially at basement to stairs connections
  - upgrade of interior fire separation doors and hardware – approx 75% of doors
  - replacement of non-compliant fire alarm system
  - complete installation of fire suppression throughout
  - exit signage recommended to be replaced– LED recommended
  - complete upgrade of egress lighting system to utilize select normal lighting fixtures
  - provide source of emergency power adequate for full building load
- Mechanical upgrades to building HVAC:
  - direct in-kind replacement of newer (but worn) components
  - re-design and upgrade of older components
  - replacement of supply piping and selected older drain piping
  - fixture replacement in older area and element replacement as needed
  - replacement of steam-coupled water generator
- Elevator renovation



# **APPENDIX 3**

## **CONCEPT DESIGNS of PROPOSED PROJECTS**

Figure A2-1. Proposed Jefferson Public Radio rendering

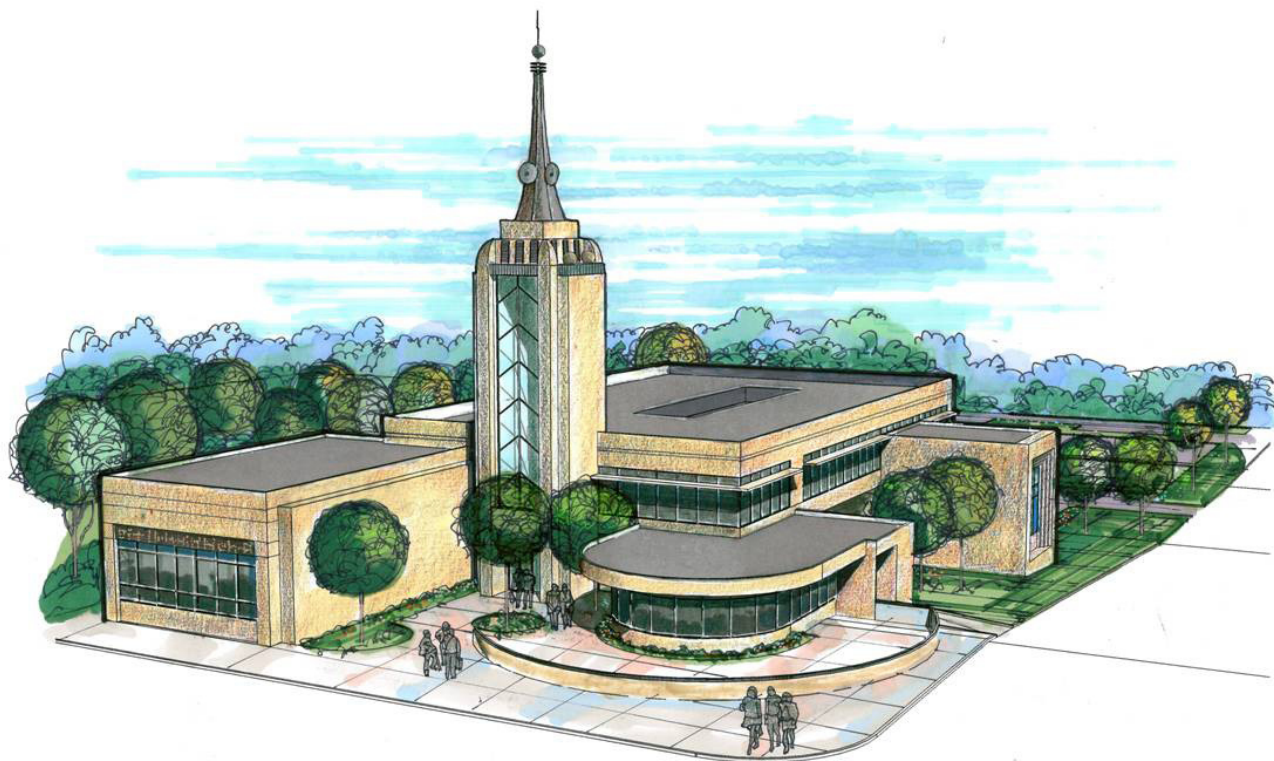


Figure A2-2. Proposed Jefferson Public Radio floor plan

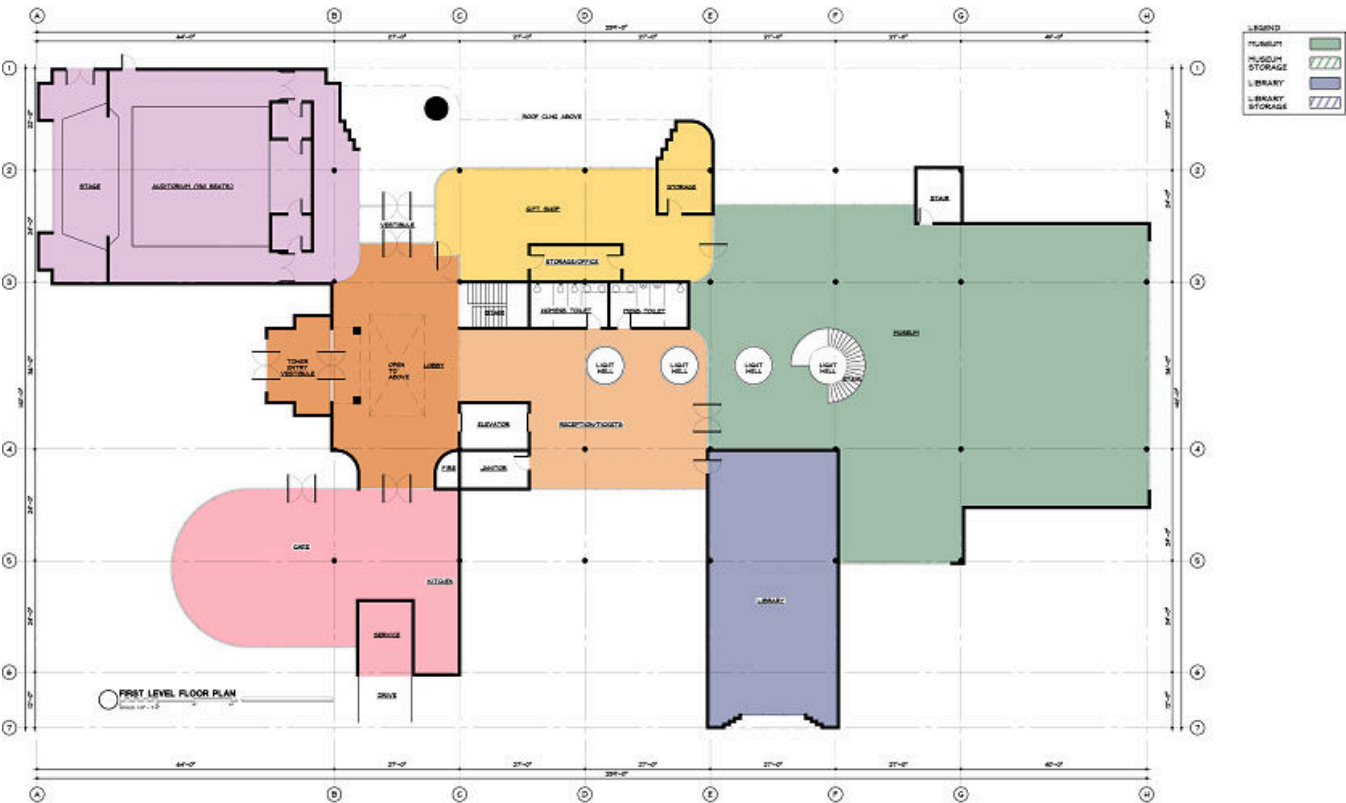


Figure A2-3. Proposed Theater Arts building expansion - second floor above, first floor below

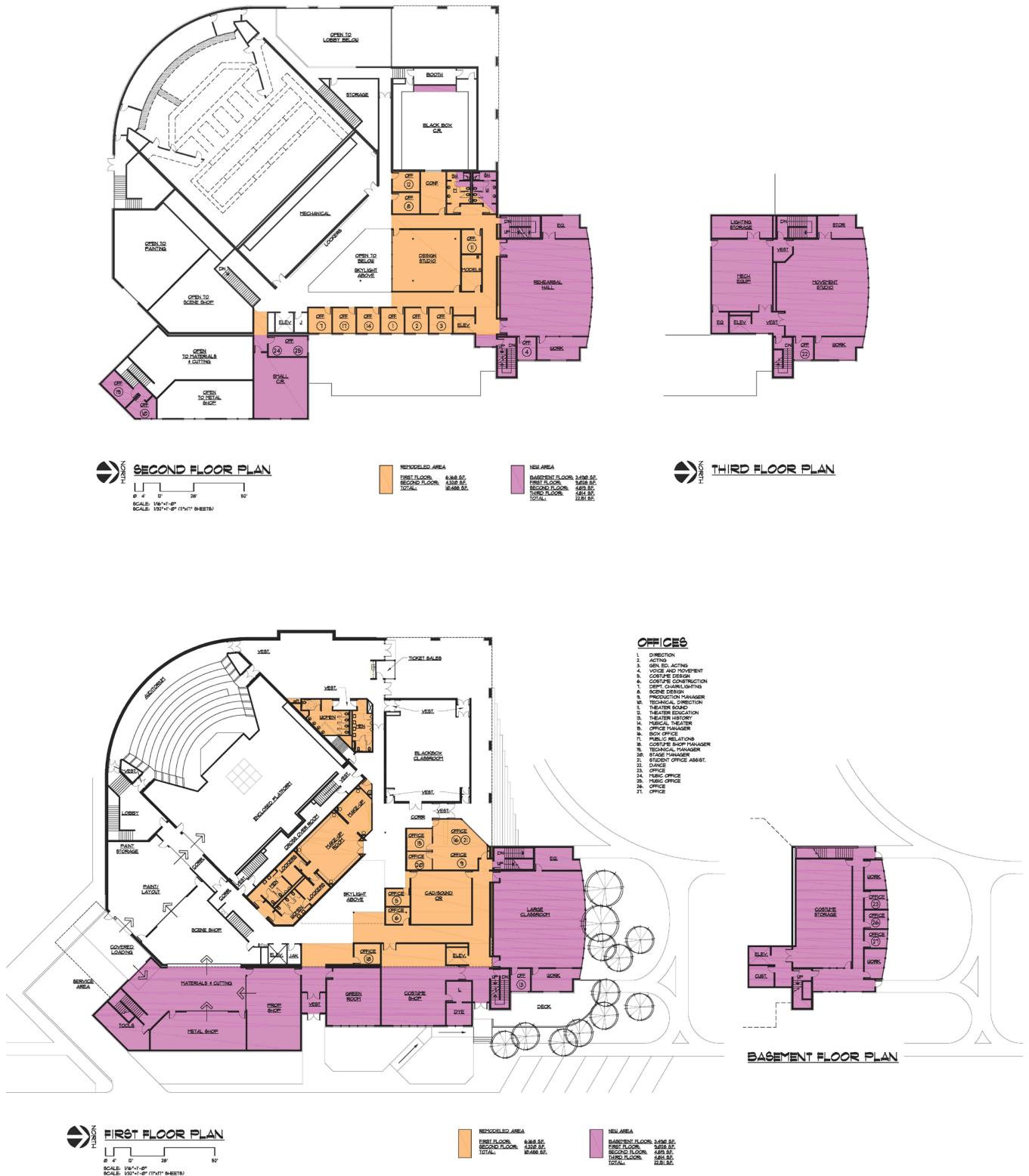




Figure A2-4. Proposed Siskiyou Arboretum at Roca Canyon





# **APPENDIX 4**

## **ANALYSIS OF POTENTIAL FOR SOLAR ENERGY PRODUCTION**

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# **SOUTHERN OREGON UNIVERSITY**

## Ashland

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Table 1 Summary Table for SOU Ashland

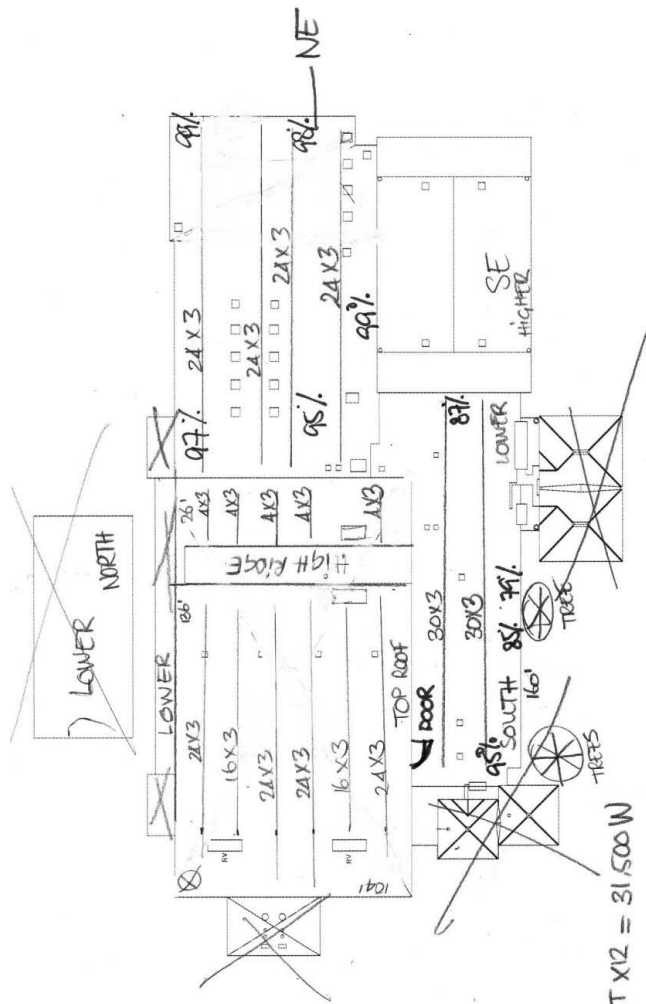
Building Name	Sub-Building	Roof Pitch	Orientation	Roof Area sq ft	Roof Material	re roof due	Inspected by BacGen	Obstructions	Parapet	Shading	Est. Array size (W)	Combined Array Size (W)	# strings	DC amperage (A)	Proposed Solar Technology	Disconnect	Voltage	Comment	Rating
Hannon Library		flat	na	44,303	white membrane EPDM		Y	"penthouses, existing array, vents	12"	trees, penthouses	65,100	65,100	31	152	Crystalline 30 degree tit 3 panels in landscape	on roof	480 3 ph	existing array, shade from trees	P3
Music Hall		flat	na	21,080	white membrane EPDM	2009	Y	vents	12"	trees minimum effect	65,100	65,100	31	152	Crystalline 30 degree tit 3 panels in landscape EW 18 panels, 7 rows	mechanical room 2 # 225 amp panels second floor	110/208V	re roof 2009, install racks during re roof	P2
McNeal Pavilion		flat		62,498	white membrane EPDM	2009	Y												
	S	flat	na	6,800	white membrane EPDM	2009	Y	vents, skylights	no	trees, higher buildings, vents	31,500				Crystalline 30 degree tit 3 panels in landscape EW 30 panels, 2 rows			alternative: Sunlink racks, single rows, minimum penetration	
	NE	flat	na	11,050	white membrane EPDM	2009	Y	vents, skylights	no	higher building part	50,400				Crystalline 30 degree tit 3 panels in landscape EW 18 panels, 4 rows				
	highest (top roof)	flat	na	17,000	white membrane EPDM	2009	Y	vents, skylights	sloping, half roof	vents	67,200	149,100	71	347	Crystalline 30 degree tit 3 panels in landscape EW 16 and 9 panels, 5 rows	mechanical room, existing conduit outside bid wall		to be re roofed	P1
education & psychology		flat and tilt		10,640	corrugated, membrane epdm		N				78,120	78,120	186		First Solar panels, use SS! Clamp on tilted roofs and unircac or Sunlink on flat roof parts				



## McNeal Pavilion

Building Name	McNeal Pavilion			
Sub-Building		S	NE	highest ( top roof)
Roof Pitch	flat	flat	flat	flat
Orientation		na	na	na
Roof Area sq ft	62,498	6,800	11,050	17,000
Roof Material	white membrane EPDM	white membrane EPDM	white membrane EPDM	white membrane EPDM
reroof due	2009	2009	2009	2009
Inspected by BacGen	Y	Y	Y	Y
Obstructions		vents, skylights	vents, skylights	vents, skylights
Parapet		no	no	sloping, half roof
Shading		trees, higher buildings, vents	higher building part	vents
Solar Area sq ft				
Est. Array size (W)		31,500	50,400	67,200
Combined Array Size (W)	149,100			
# strings	71			
DC amperage (A)	347			
Proposed Solar Technology		Crystalline 30 degree tilt 3 panels in landscape EW 30 panels, 2 rows	Crystalline 30 degree tilt 3 panels in landscape EW 18 panels, 4 rows	Crystalline 30 degree tilt 3 panels in landscape EW 16 and 9 panels, 5 rows
Structural	To be checked			
Disconnect				mechanical room, existing conduit outside bld wall
Power usage	TBD			
Voltage	TBD			
Comment		alternative: SunLink racks, single rows, minimum penetration		to be reroofed
Rating				P1





SOUTH 180 # 15 ST X 12 = 31,500 W  
SE 0  
NE 288 24 ST X 12 = 50,400 W  
TOP 384 32 ST X 12 = 67,200 W  
149,100 W

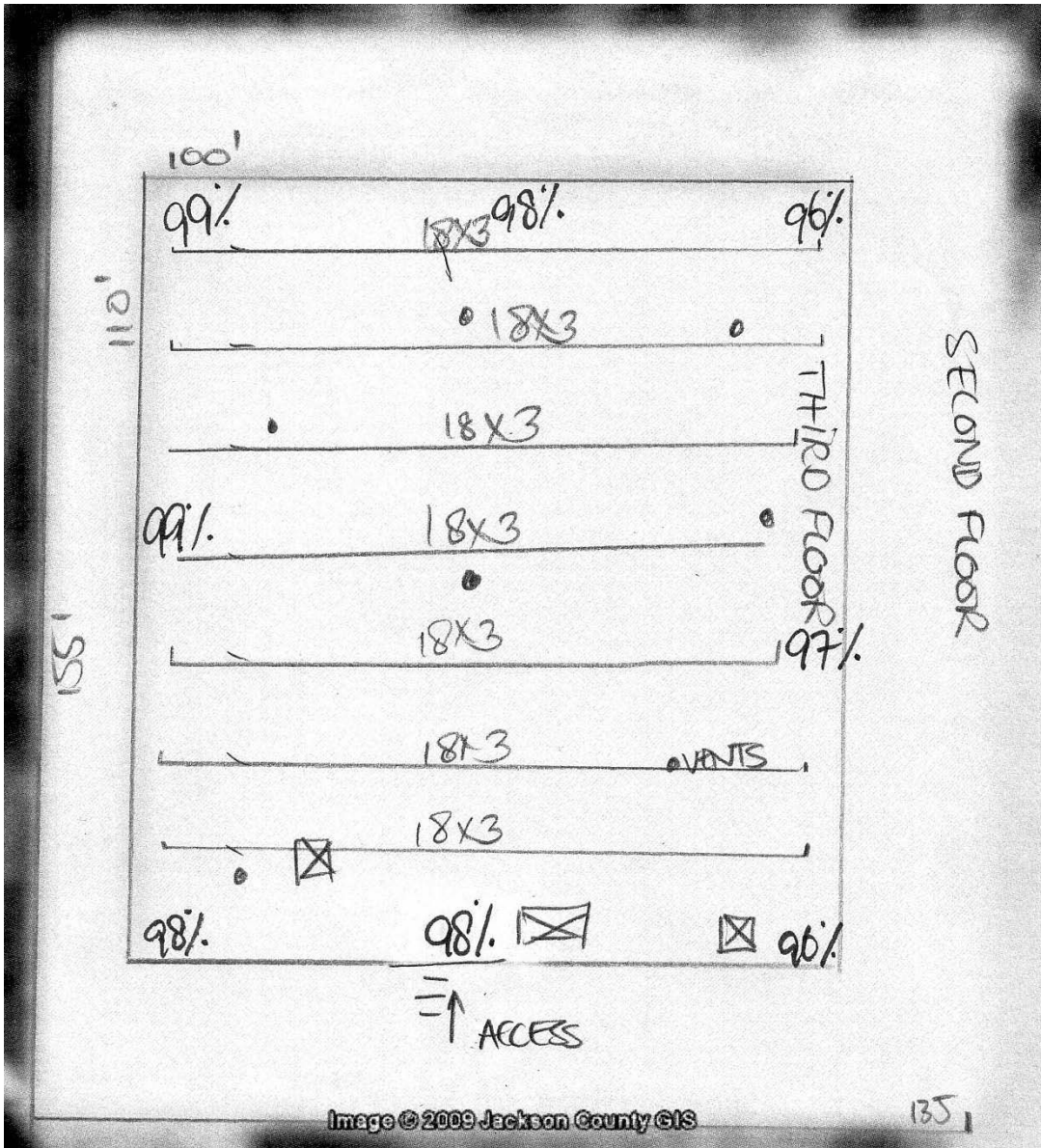
ROOF PLAN

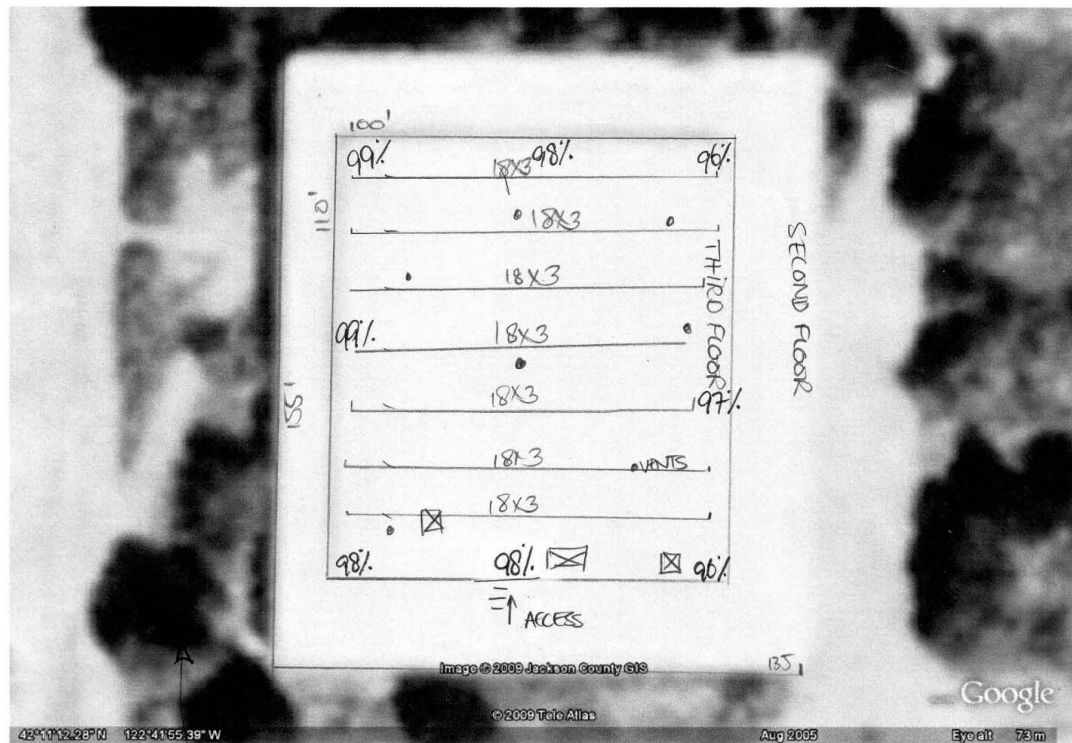
		FEET	32	64	SHEET	BUILT	1989	McNEAL HALL 1465 Webster St.	SOUTHERN OREGON UNIVERSITY	BUILDING 015 <small>Architectural &amp; Engineering Services</small>
			71	141		LAST DRAWN	08/08			



## Music Hall

Building Name	Music Hall
Sub-Building	
Roof Pitch	flat
Orientation	na
Roof Area sq ft	21,080
Roof Material	white membrane EPDM
last reroofed	
reroof due	2009
Inspected by BacGen	Y
Obstructions	vents
Parapet	12"
Shading	trees minimum effect
Solar Area sq ft	11,000
Est. Array size (W)	65,100
Combined Array Size (W)	65,100
# strings	31
DC amperage (A)	152
Proposed Solar Technology	Crystalline 30 degree tilt 3 panels in landscape EW 18 panels, 7 rows
Structural	
Disconnect	mechanical room 2 # 225 amp panels second floor
Power usage	
Voltage	110/208V
Comment	Reroof 2009. Install racks during reroof?
Rating	P2





EW 18 panels

3 panels landscape

7 rows

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31 strings - 372 panels

65,100 W

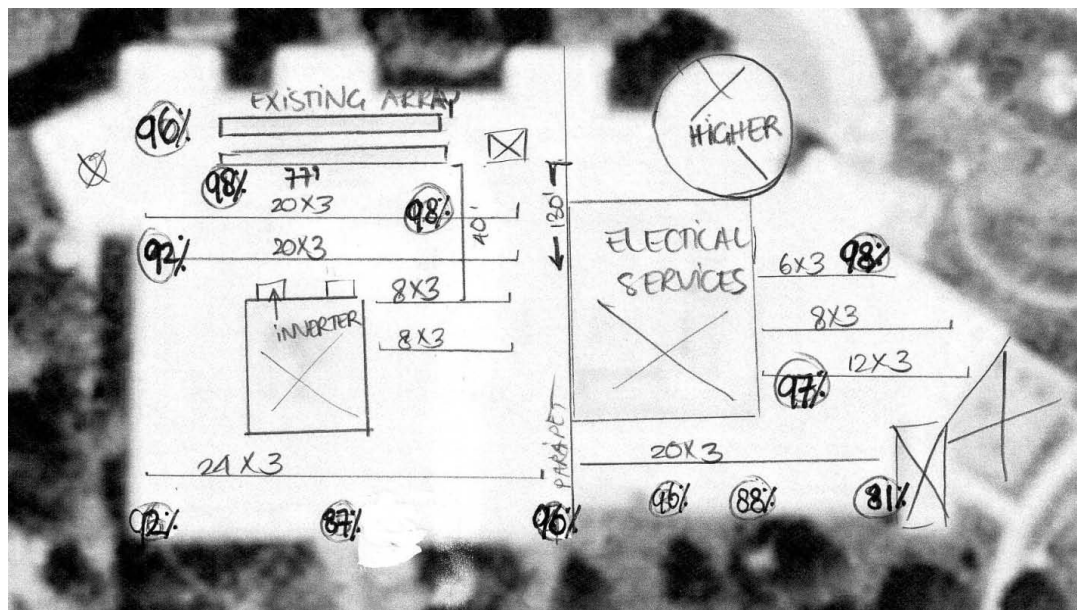




## Hannon Library

<b>Building Name</b>	<b>Hannon Library</b>
<b>Sub-Building</b>	
<b>Roof Pitch</b>	flat
<b>Orientation</b>	na
<b>Roof Area sq ft</b>	44,303
<b>Roof Material</b>	white membrane EPDM
<b>last reroofed</b>	
<b>reroof due</b>	
<b>Inspected by BacGen</b>	Y
<b>Obstructions</b>	penthouses, existing array, vents
<b>Parapet</b>	12"
<b>Shading</b>	trees, penthouses
<b>Solar Area sq ft</b>	
<b>Est. Array size (W)</b>	65,100
<b>Combined Array Size (W)</b>	65,100
<b># strings</b>	31
<b>DC amperage (A)</b>	152
<b>Proposed Solar Technology</b>	Crystalline 30 degree tilt 3 panels in landscape
<b>Structural</b>	
<b>Disconnect</b>	on roof
<b>Power usage</b>	
<b>Voltage</b>	480 3 ph
<b>Comment</b>	existing array, shade from trees
<b>Rating</b>	P3





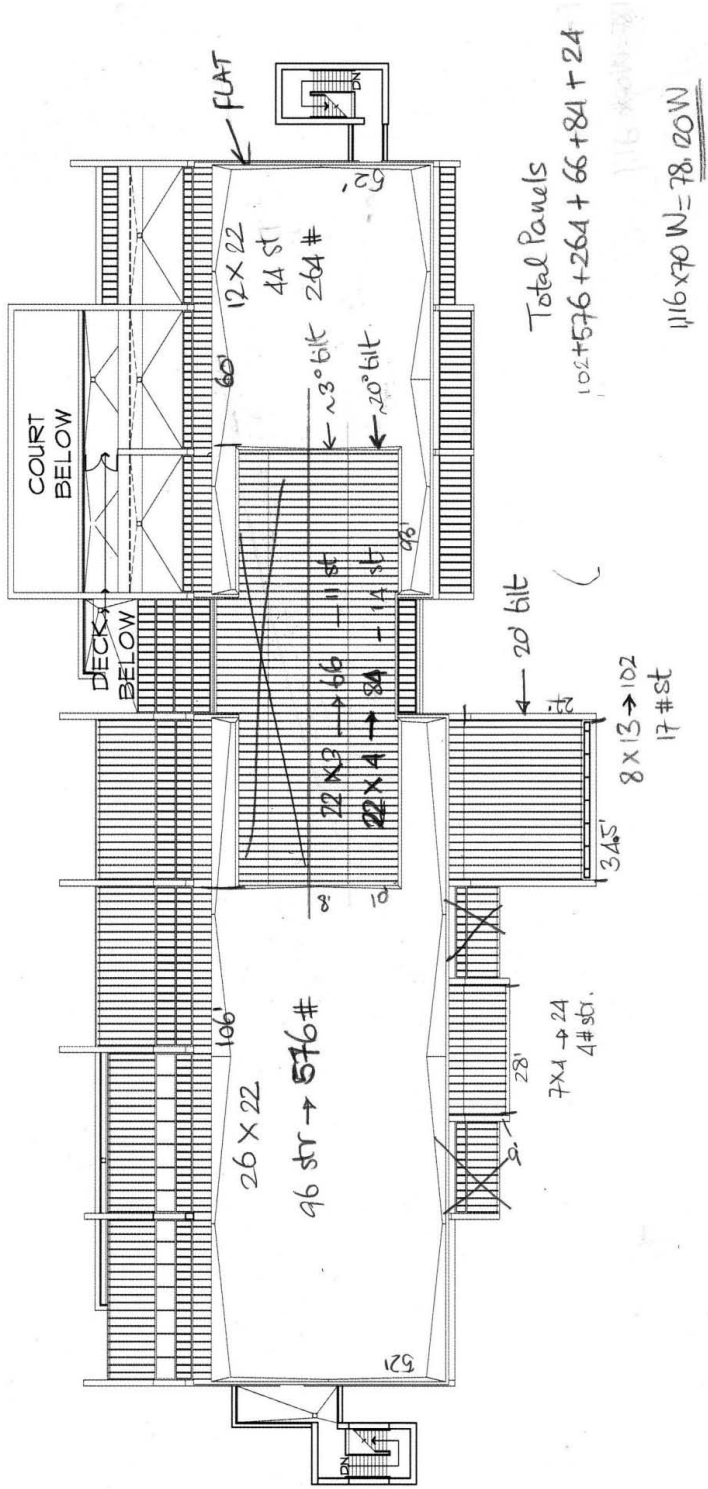


## Education & Psychology

<b>Building Name</b>	<b>Education &amp; Psychology</b>
<b>Sub-Building</b>	
<b>Roof Pitch</b>	flat and tilt
<b>Orientation</b>	
<b>Roof Area sq ft</b>	10,640
<b>Roof Material</b>	corrugated, membrane epdm
<b>last reroofed</b>	
<b>reroof due</b>	
<b>Inspected by BacGen</b>	N
<b>Obstructions</b>	
<b>Parapet</b>	
<b>Shading</b>	
<b>Solar Area sq ft</b>	
<b>Est. Array size (W)</b>	<b>78,120</b>
<b>Combined Array Size (W)</b>	<b>78,120</b>
<b># strings</b>	<b>186</b>
<b>DC amperage (A)</b>	
<b>Proposed Solar Technology</b>	First Solar panels, use S5! Clamp on tilted roofs and unirac or Sunlink on flat roof parts
<b>Structural</b>	
<b>Disconnect</b>	
<b>Power usage</b>	
<b>Voltage</b>	
<b>Comment</b>	This example was added to show a Thin Film Design
<b>Rating</b>	







ROOF PLAN

	FEET 16 24 MM	32	SHEET 05 OF 06	BUILT LAST DRAWN	1974 08/06	EDUCATION PSYCHOLOGY 370 S. Mountain Ave.	SOUTHERN OREGON UNIVERSITY	BUILDING 020
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# **APPENDIX 5**

## **CITY OF ASHLAND SITE DESIGN AND USE STANDARDS [EXCERPT]**

## C. Commercial, Employment, and Industrial Development

Commercial and employment developments should have a positive impact upon the streetscape. For example, buildings made of unadorned concrete block or painted with bright primary colors used to attract attention can create an undesirable effect upon the streetscape.

Landscaping and site design for commercial and employment zones is somewhat different from that required for residential zones. The requirement for outdoor spaces is, of course, much less. The primary function is to improve the project's appearance, enhance the City's streetscape, lessen the visual and climatic impact of parking areas, and to screen adjacent residential uses from the adverse impacts which commercial uses may cause.

One area in which Ashland's commercial differs from that seen in many other cities is the relationship between the street, buildings, parking areas, and landscaping. The most common form of modern commercial development is the placement of a small buffer of landscaping between the street and the parking area, with the building behind the parking area at the rear of the parcel with loading areas behind the building. This may be desirable for the commercial use because it gives the appearance of ample parking for customers, however, the effect on the streetscape is less than desirable because the result is a hot, open, parking area which is not only unsightly but results in a development form which the City discourages.

The alternative desired in Ashland is to design the site so that it makes a positive contribution to the streetscape and enhances pedestrian and bicycle traffic. This is accomplished through the following three level review process.

The following development standards apply to manufacturing and commercial zones. Their application depends on what area of the City the property is located. Generally speaking, areas that are visible from highly traveled arterial streets, and that are in the Historic District, are held to a higher development standard than projects that are in industrial parks. This difference is detailed by the maps, which delineate a Detail site Review Zone. Properties outside the zone only have to comply with Basic Site Review Standards, while projects in the Zone have to comply with both Basic and Detail Site Review Standards.

### II-C-1 Basic Site Review Standards

#### **APPROVAL STANDARDS**

***Development in all commercial and employment zones shall conform to the following development standards:***

#### **II-C-1a) Orientation and Scale**

1. Buildings shall have their primary orientation toward the street rather than the parking area. Building entrances shall be oriented toward the street and shall be accessed from a public sidewalk. Where buildings are located on a corner lot, the entrance shall be oriented toward the higher order street or to



the lot corner at the intersection of the streets. Public sidewalks shall be provided adjacent to a public street along the street frontage. Buildings shall be located as close to the intersection corner as practicable. (Amended September 23, 2003 Ordinance # 2900)

2. Building entrances shall be located within 20 feet of the public right of way to which they are required to be oriented. Exceptions may be granted for topographic constraints, lot configuration, designs where a greater setback results in an improved access or for sites with multiple buildings, such as shopping centers, where this standard is met by other buildings. Automobile circulation or parking shall not be allowed between the building and the right-of-way. The entrance shall be designed to be clearly visible, functional, and shall be open to the public during all business hours. (Amended September 23, 2003 Ordinance # 2900)
3. These requirements may be waived if the building is not accessed by pedestrians, such as warehouses and industrial buildings without attached offices, and automotive service stations. (Amended September 23, 2003 Ordinance # 2900)

#### **II-C-1b) Streetscape**

One street tree chosen from the street tree list shall be placed for each 30 feet of frontage for that portion of the development fronting the street.

#### **II-C-1c) Landscaping**

1. Landscaping shall be designed so that 50% coverage occurs after one year and 90% coverage occurs after 5 years.
2. Landscaping design shall utilize a variety of low water use and deciduous and evergreen trees and shrubs and flowering plant species.
3. Buildings adjacent to streets shall be buffered by landscaped areas at least 10 feet in width, except in the Ashland Historic District. Outdoor storage areas shall be screened from view from adjacent public rights-of-way, except in M-1 zones. Loading facilities shall be screened and buffered when adjacent to residentially zoned land.
4. Irrigation systems shall be installed to assure landscaping success.
5. Efforts shall be made to save as many existing healthy trees and shrubs on the site as possible.

#### **II-C-1d) Parking**

1. Parking areas shall be located behind buildings or on one or both sides.
2. Parking areas shall be shaded by deciduous trees, buffered from adjacent non-residential uses and screened from non-residential uses.

#### **II-C-1e) Designated Creek Protection**

1. Designated creek protection areas shall be considered positive design elements and incorporated in the overall design of a given project.
2. Native riparian plant materials shall be planted in and adjacent to the creek to enhance the creek habitat.

#### **II-C-1f) Noise and Glare**

Special attention to glare (AMC 18.72.110) and noise (AMC 9.08.170(c) & AMC 9.08.175) shall be considered in the project design to insure compliance with these standards.



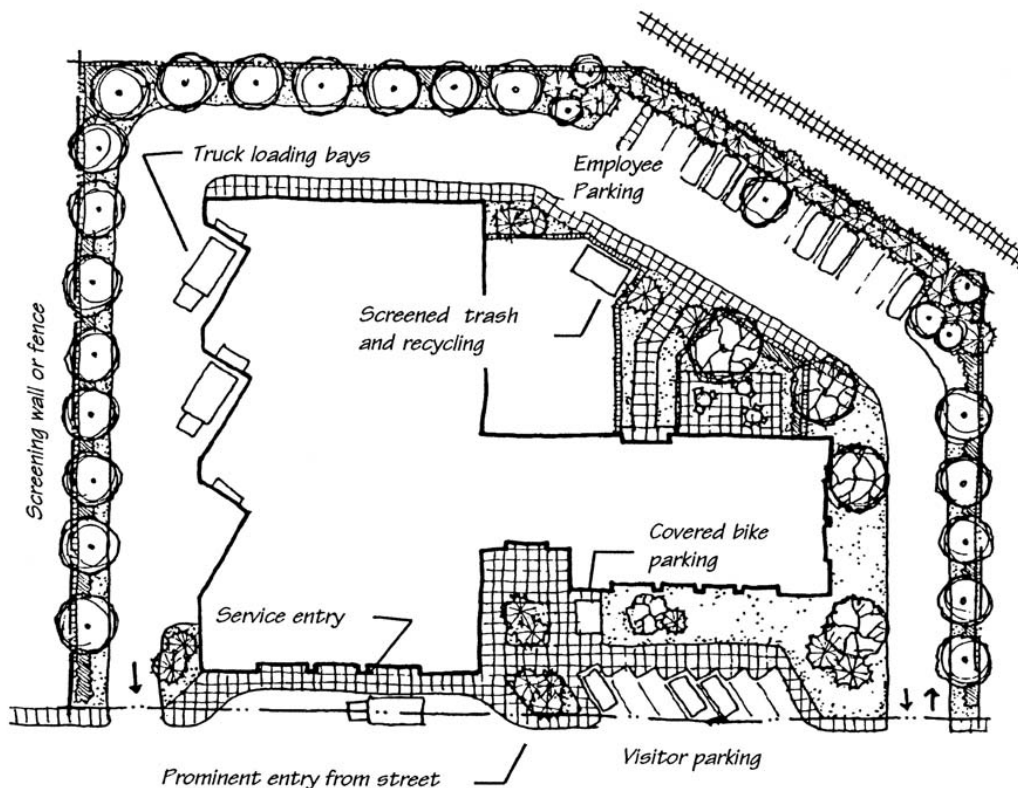
**II-C-1g) Expansions of Existing Sites and Buildings**

For sites which do not conform to these requirements, an equal percentage of the site must be made to comply with these standards as the percentage of building expansion, e.g., if a building area is expanded by 25%, then 25% of the site must be brought up to the standards required by this document.

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### BASIC SITE REVIEW CONCEPTUAL SITE PLAN

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**II-C-2 Detail Site Review****APPROVAL STANDARDS**

*Developments that are within the Detail Site Review Zone shall, in addition to complying with the standards for Basic Site Review, conform to the following standards:*

**II-C-2a) Orientation and Scale**

1. Developments shall have a minimum Floor Area Ratio of .35 and shall not exceed a maximum Floor Area Ratio of .5 for all areas outside the Historic District. Plazas and pedestrian areas shall count as floor area for the purposes of meeting the minimum Floor Area Ratio.
2. Building frontages greater than 100 feet in length shall have offsets, jogs, or have other distinctive changes in the building façade.
3. Any wall which is within 30 feet of the street, plaza or other public open space shall contain at least 20% of the wall area facing the street in display areas, windows, or doorways. Windows must allow view into working areas or lobbies, pedestrian entrances or displays areas. Blank walls within 30 feet of the street are prohibited. Up to 40% of the length of the building perimeter can be exempted for this standard if oriented toward loading or service areas.
4. Buildings shall incorporate lighting and changes in mass, surface or finish to give emphasis to entrances.
5. Infill or buildings, adjacent to public sidewalks, in existing parking lots is encouraged and desirable.
6. Buildings shall incorporate arcades, roofs, alcoves, porticoes, and awnings that protect pedestrians from the rain and sun.

**II-C-2b) Streetscape**

1. Hardscape (paving material) shall be utilized to designate “people” areas. Sample materials could be unit masonry, scored and colored concrete, grasscrete, or combinations of the above.
2. A building shall be setback not more than 20 feet from a public sidewalk unless the area is used for pedestrian activities such as plazas or outside eating areas. This standard shall apply to both street frontages on corner lots. If more than one structure is proposed for a site, at least 65% of the aggregate building frontage shall be within 20 feet of the sidewalk. (Amended September 23, 2003 Ordinance # 2900)

**II-C-2c) Parking and On-site Circulation**

1. Protected raised walkways shall be installed through parking areas of 50 or more spaces or more than 100 feet in average width or depth.
2. Parking lots with 50 spaces or more shall be divided into separate areas and divided by landscaped areas or walkways at least 10 feet in width, or by a building or group of buildings.
3. Developments of one acre or more must provide a pedestrian and bicycle circulation plan for the site. One-site pedestrian walkways must be lighted to a level where the system can be used at night by employees, residents and



customers. Pedestrian walkways shall be directly linked to entrances and to the internal circulation of the building.

**II-C-2d) Buffering and Screening**

1. Landscape buffers and screening shall be located between incompatible uses on an adjacent lot. Those buffers can consist of either plant material or building materials and must be compatible with proposed buildings.
2. Parking lots shall be buffered from the main street, cross streets and screened from residentially zoned land.

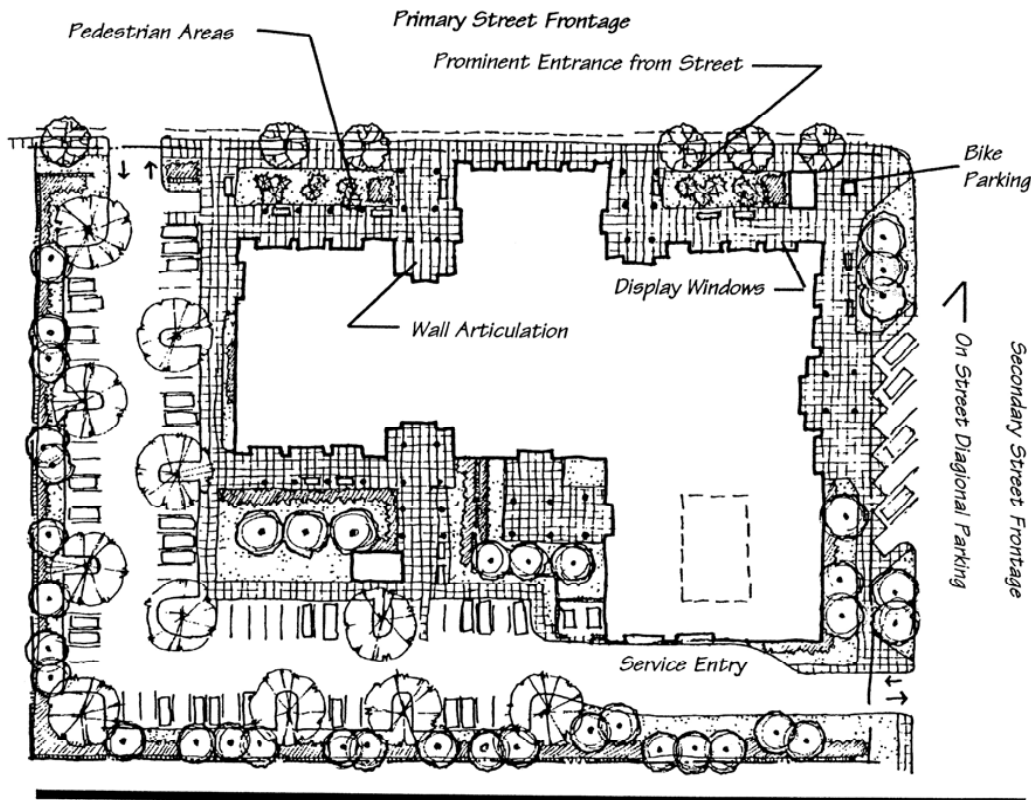
**II-C-2e) Lighting**

Lighting shall include adequate lights that are scaled for pedestrians by including light standards or placements of no greater than 14 feet in height along pedestrian pathways.

**II-C-2f) Building Materials**

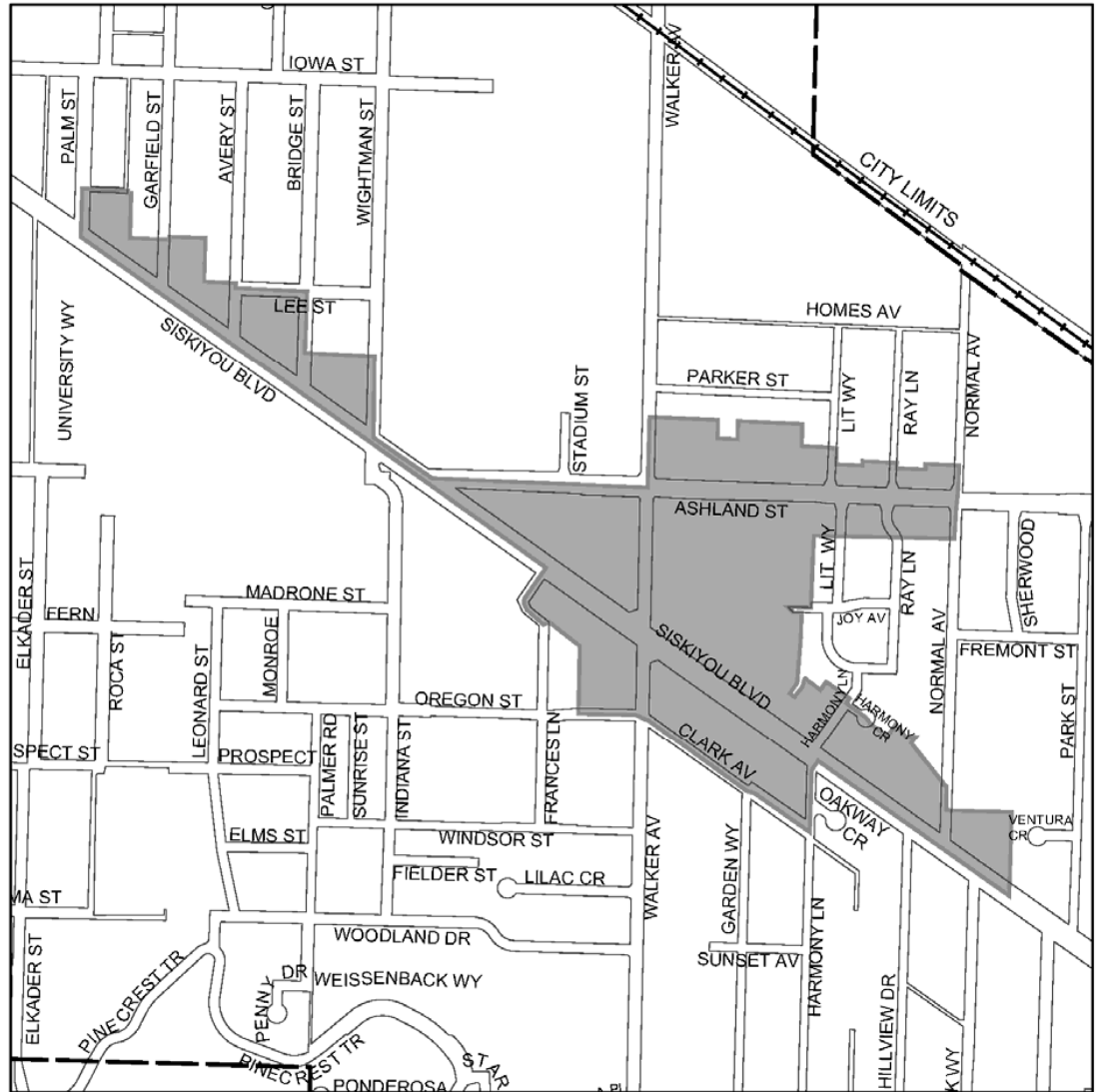
1. Buildings shall include changes in relief such as cornices, bases, fenestration, fluted masonry, for at least 15% of the exterior wall area.
2. Bright or neon paint colors used extensively to attract attention to the building or use are prohibited. Buildings may not incorporate glass as a majority of the building skin.

### DETAIL SITE REVIEW CONCEPTUAL SITE PLAN

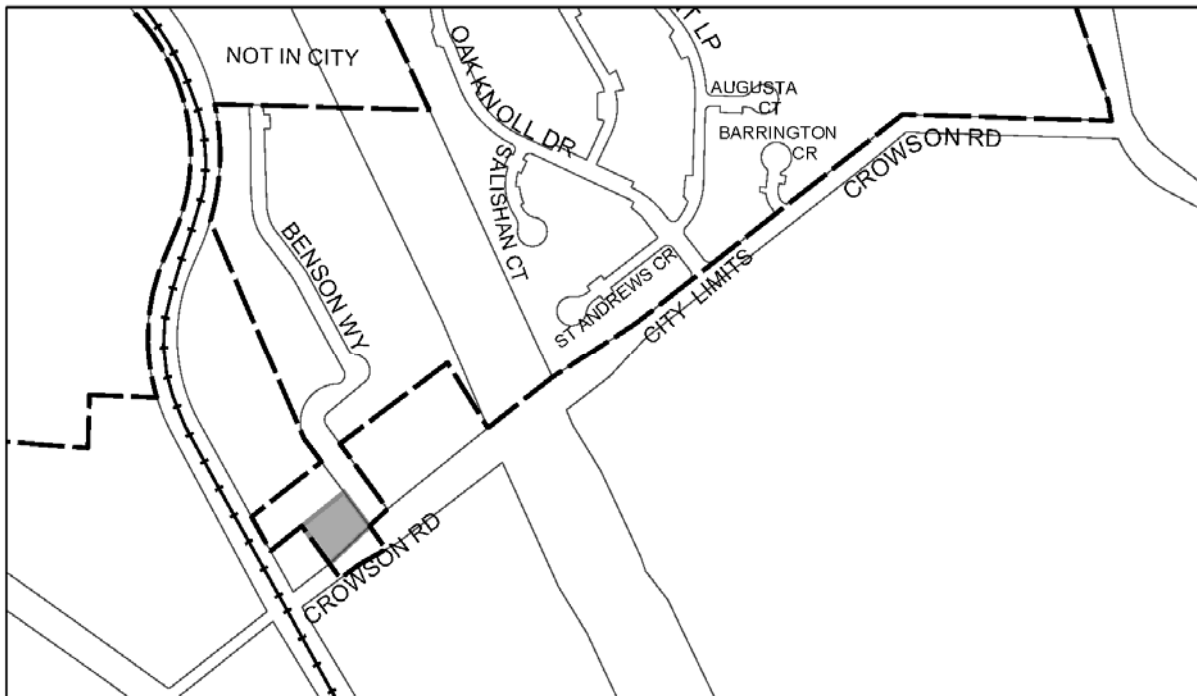




## Detail Site Review Zone Siskiyou Boulevard, Ashland Street and Walker Avenue



## Detail Site Review Zone Crowson Road



### II-C-3 Additional Standards for Large Scale Projects

#### **APPROVAL STANDARDS**

***Developments (1) Involving a gross floor area in excess of 10,000 sq. ft. or a building frontage in excess of 100 feet in length , (2) located within the Detail Site Review Zone, shall, in addition to complying to the standards for Basic and Detail Site review, shall conform to the following standards:***

#### **II-C-3a) Orientation and Scale**

1. Developments shall divide large building masses into heights and sizes that relate to human scale by incorporating changes in building masses or direction, sheltering roofs, a distinct pattern of divisions on surfaces, windows, trees, and small scale lighting.
2. Outside of the Downtown Design Standards Zone, new buildings or expansions of existing buildings in the Detail Site Review Zone shall conform to the following standards: (Amended September 23, 2003 Ordinance # 2900)
  - a. Buildings sharing a common wall or having walls touching at or above grade shall be considered as one building.

- b. Buildings shall not exceed a building footprint area of 45,000 square feet as measured outside of the exterior walls and including all interior courtyards. For the purpose of this section an interior courtyard means a space bounded on three or more sides by walls but not a roof.
- c. Buildings shall not exceed a gross floor area of 45,000 square feet, including all interior floor space, roof top parking, and outdoor retail and storage areas, with the following exception:

Automobile parking areas located within the building footprint and in the basement shall not count toward the total gross floor area. For the purpose of this section, basement means any floor level below the first story in a building. First story shall have the same meaning as provided in the building code.

- d. Buildings shall not exceed a combined contiguous building length of 300 feet.

Inside the Downtown Design Standards Zone, new buildings or expansions of existing buildings shall not exceed a building footprint area of 45,000 square feet or a gross floor area of 45,000 square feet, including roof top parking, with the following exception:

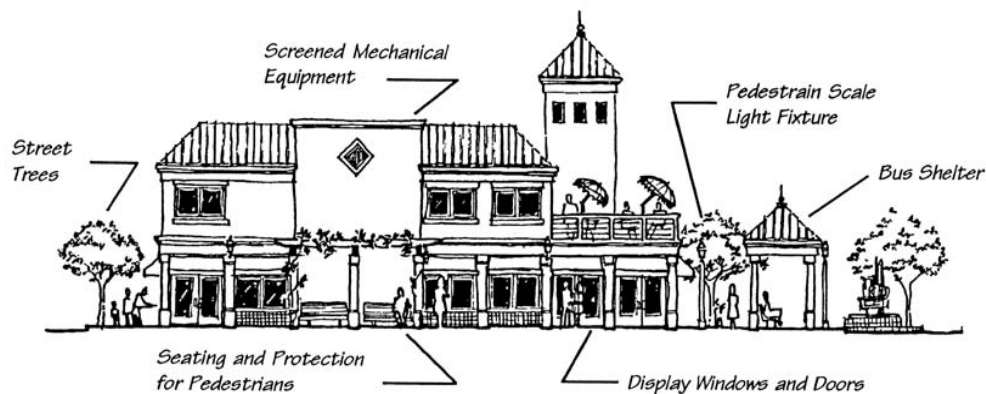
Automobile parking areas locate within the building foot print and in the basement shall not count toward the total gross floor area. For the purpose of this section, basement means any floor level below the first story in a building. First story shall have the same meaning as provided in the building code.

- 3. Buildings not connected by a common wall shall be separated by a distance equal to the height of the tallest building. If buildings are more than 240 feet in length, the separation shall be 60 feet.
- 4. All on-site circulation systems shall incorporate streetscape which includes curbs, sidewalks, pedestrian scale light standards and street trees.

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### LARGE SCALE DEVELOPMENT CONCEPTUAL ELEVATION

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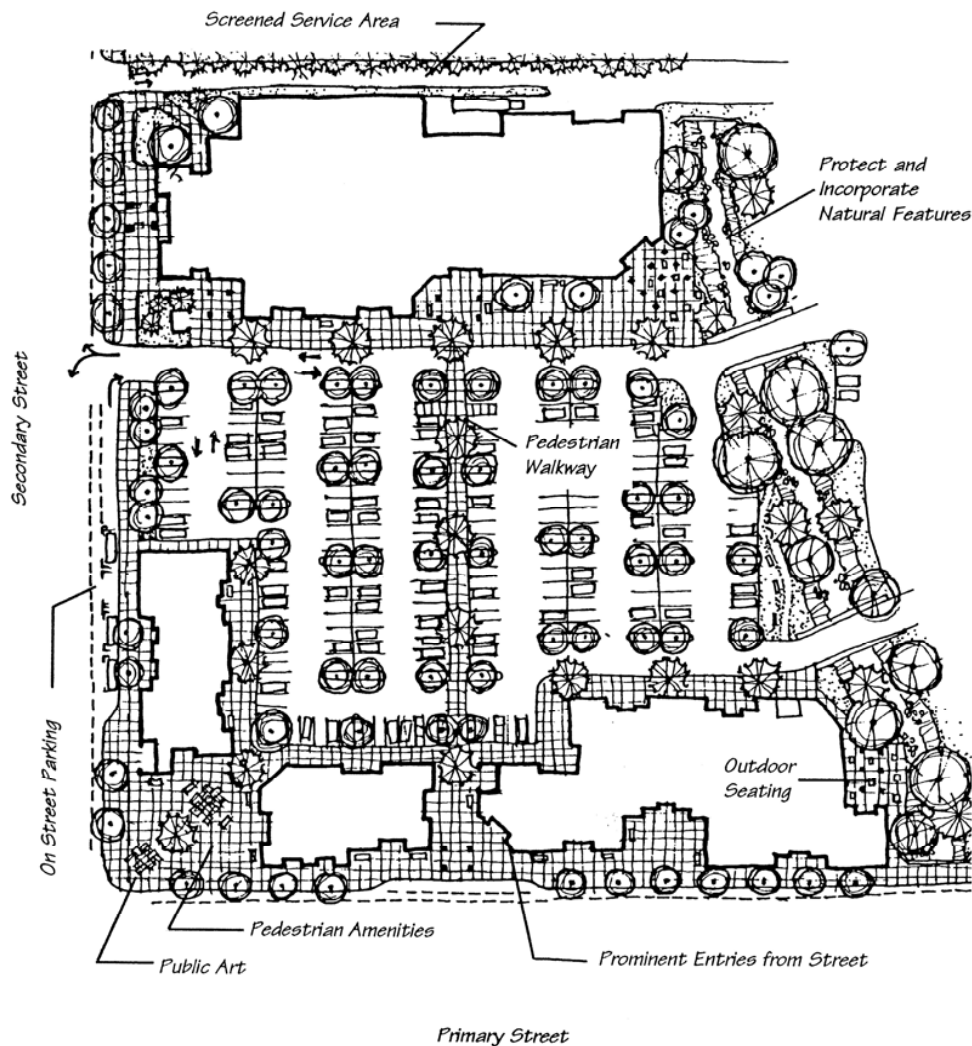




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## LARGE SCALE DEVELOPMENT CONCEPTUAL SITE PLAN

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### II-C-3b) Public Spaces

1. One square foot of plaza or public space shall be required for every 10 square feet of gross floor area.
2. A plaza or public spaces shall incorporate at least 4 of the 6 following elements:
  - a. Sitting Space – at least one sitting space for each 500 square feet shall be included in the plaza. Seating shall be a minimum of 16 inches in height and 30 inches in width. Ledge benches shall have a minimum depth of 30 inches.
  - b. A mixture of areas that provide both sunlight & shade.
  - c. Protection from wind by screens and buildings.

- d. Trees – provided in proportion to the space at a minimum of 1 tree per 500 square feet, at least 2 inches in diameter at breast height.
- e. Water features or public art.
- f. Outdoor eating areas or food vendors.

**II-C-3c) Transit Amenities**

Transit amenities, bus shelters, pullouts, and designated bike lanes shall be required in accordance with the City's Transportation Plan and guidelines established by the Rogue Valley Transportation District.

**II-C-3d) Recycling**

Recycling areas shall be provided at all developments.