EASTERN OREGON
UNIVERSITY

EASTERN OREGON UNIVERSITY MASTER PLAN - 2012

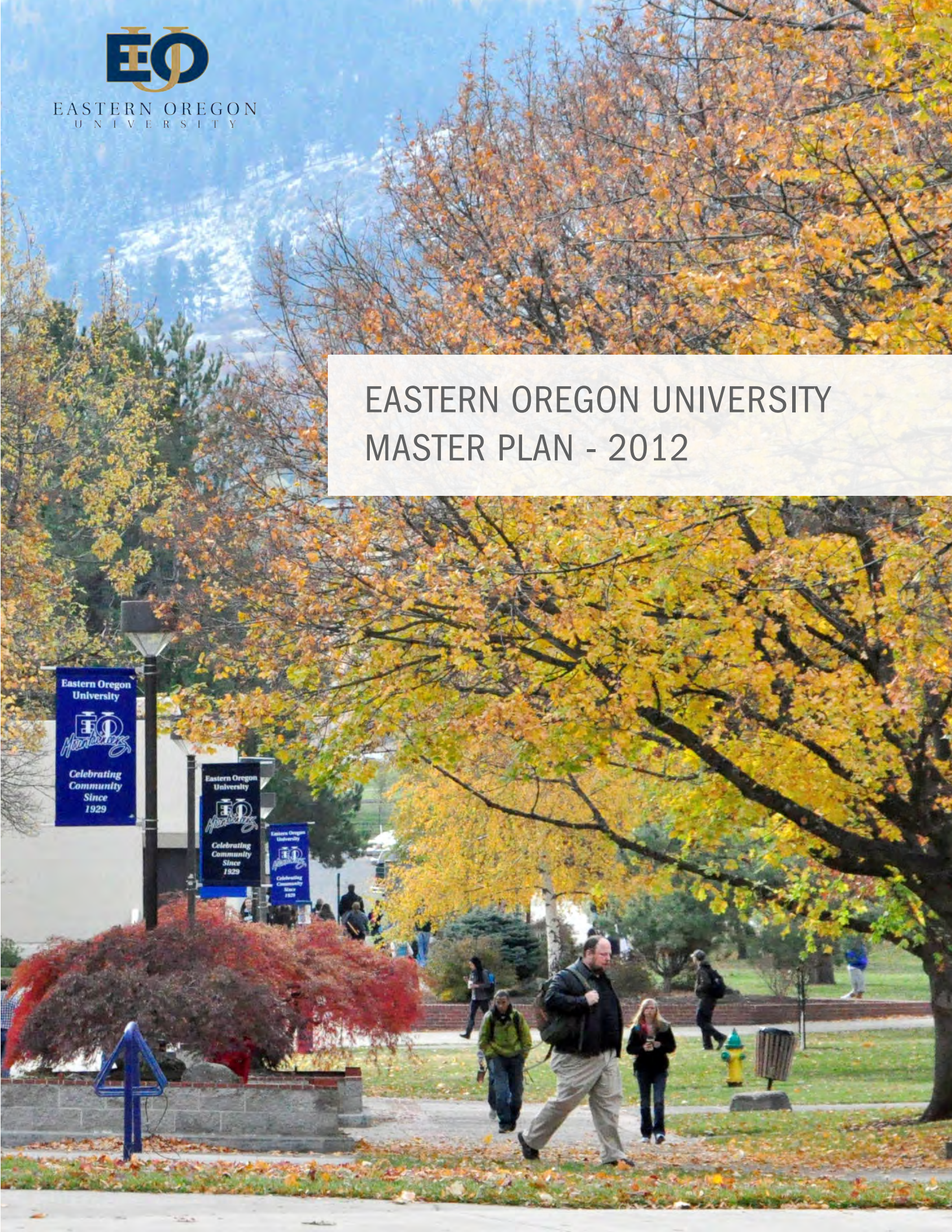

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TABLE OF CONTENTS

EOU MISSION STATEMENT

EOU guides student inquiry through integrated, high-quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world.

As an educational, cultural and scholarly center, EOU connects the rural regions of Oregon to a wider world. Our beautiful setting and small size enhance the personal attention our students receive, while partnerships with colleges, universities, agencies and communities add to the educational possibilities of our region and state.

2012 MASTER PLAN EXECUTIVE SUMMARY

Eastern Oregon University (EOU) was founded in 1929 as the Oregon Normal School in Eastern Oregon. Today, the accredited institution offers 24 bachelor's degrees, as well as graduate degrees in business, creative writing, teaching, and science in education, and partnership programs in nursing and agriculture. Eastern Oregon University is widely recognized for its commitment to student achievement and accessible education. EOU continues to attract on-campus students from across Oregon, and has expanded its educational mission to provide distance learning opportunities for off-campus students throughout the region. The University's Distance Learning program (Online and On-Site) accounts for over half of the University's enrollment.

The purpose of the EOU Master Plan is to provide a strategic planning and design framework that identifies and prioritizes physical campus investments, including buildings, grounds, and infrastructure. As a framework, the plan is intentionally non-prescriptive with respect to the exact use, size, and shape of proposed improvements, so that the University can adapt over time to changing economic, political, and programmatic influences. The Master Plan strives to meet the University's Core Themes of **Quality**, **Access**, **Engagement**, and **Affordability** through contextual, sustainable physical design that celebrates the University's strengths and its important role in the Oregon University System (OUS).

Some of the ways that the EOU Master Plan helps achieve these Core Themes include: focusing on capital investments that will improve student and faculty attraction and retention; investing in technology upgrades for flexible delivery (online and on-site); improving existing building utilization through programming, modernization, and renovations; reframing the physical campus infrastructure to be more environmentally and financially sustainable; and continuing to partner with local and regional jurisdictions on community education and economic development initiatives.

Capital investments under this master plan are directly linked to further improving the areas where EOU has had its greatest successes in recent years, primarily distance learning, but also strengthening the learning community of the traditional residential campus. The investments in programmed space support the following objectives:

- Design for modest growth: plan for on-campus growth of about 6% and 50 additional beds over the next ten years.
- Update and upgrade: Renovate existing facilities and improve technology campus-wide.

With modest on-campus growth and few additional buildings projected for the ten-year planning horizon, the EOU Master Plan identifies long-range investments in the campus grounds and infrastructure, which arise from the following campus design principles:

- Improve entry and sense of arrival: Provide a clear point of arrival and entry sequence for first time visitors.
- Design for a walkable and accessible campus: Improve wayfinding, legibility, and accessibility throughout campus.
- Enhance campus circulation: Clarify a system of paths, open spaces, and landmarks throughout campus. Improve vehicular circulation and emergency access.
- Cultivate and connect the community: Address campus edges, shared community spaces, and connections to downtown La Grande.
- Integrate local landscape palette: Improve distant views and “borrowed landscape”. Integrate native and climate-adaptive plants to reduce watering and maintenance needs.

Where new buildings are anticipated, a set of Design Guidelines are articulated, to allow EOU flexibility within the Master Plan to achieve its goals. Guidelines for open space and landscape are also provided. Sustainability policies are articulated based on OUS policies and the University’s participation in the American College and University Presidents’ Climate Commitment.

The key functional objectives of the Master Plan include:

- Reestablishing 8th Street as the ceremonial and primary entry to campus, enhancing the 8th Street corridor to better connect the EOU campus to Downtown La Grande, and creating a new internal drive in front of Inlow Hall to improve cross-campus connectivity.
- Developing a new state-of-the-art technology center - the Eastern Learning Commons - that would house the University’s data center, data equipment to support growth in the distance learning programs, and multi-purpose technology-rich classrooms.

Eastern Learning Commons would also include a residential component to provide replacement housing for existing deteriorating residential halls. Hunt Hall would be demolished as part of this plan. Supporting studies have been done indicating that replacement is more cost effective than renovation for this facility.

- Formalizing and extending Inlow Mall along University Boulevard and integrating a plaza / drop-off / turnaround between Inlow Hall and Pierce Library. Open up views to the Wallowa mountains and foothills from Inlow Mall to the south and east.
- Clustering parking on the edge of campus to enhance the pedestrian-oriented campus core, and buffering parking with careful landscaping and integrated stormwater facilities.
- Clarifying the campus landscape with a clear system of interconnected formal and informal open spaces that reinforce view corridors, accentuate natural landforms, include climate-adaptive, sustainable landscaping, and create outdoor rooms to activate campus. The open spaces would be connected with an integrated accessible pathway system. A day-lighted Mill Creek would be a unique functional, educational and aesthetic landscape feature that would help restore a natural system and revive a historic component of the University's original campus plan.
- Consolidating athletics by renovating the existing Community Stadium and installing an all-season synthetic playing field. An adjacent Field House would provide protected space for athletics year-round, and for community and University events.

The 2012 EOU Master Plan reflects a planning process assisted by SERA Architects over a nine month period starting in the fall of 2011 and finishing in the late spring of 2012. SERA collaborated with PLACE Studio Landscape Architects to integrate open space, circulation, and landscape concepts. The consultant team and EOU's Steering Committee met regularly with key stakeholder groups throughout the process. Two evening community workshops were held to elicit feedback from students, faculty, staff, and interested community members. Additionally, an online survey was developed to solicit input from students, faculty, staff, neighbors, and other stakeholders.

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INTRODUCTION AND PROCESS

BRIEF HISTORY OF EOU

In the early decades of the 20th century there was a need to establish an Oregon Normal School in Eastern Oregon in order to provide training opportunities for teachers in communities east of the Cascades. La Grande became the designated location due to its central proximity to surrounding eastern Oregon towns and generous land donations by community members. In 1929, the Eastern Oregon Normal School, a Teacher's College, opened the doors of Inlow Hall to new students. The College's continued focus on its education program warranted the name change to Eastern Oregon College of Education in 1939. Over the years, the College grew in physical size, student body and curriculum and was again renamed as Eastern Oregon State College in 1973 to reflect the College's growing emphasis on liberal arts programs.

In 1997, Eastern Oregon State College was changed to Eastern Oregon University to reflect the school's growth and the diversity of its academic programs, faculty, staff, and students. Today, Eastern Oregon University (EOU) is the smallest of the Oregon University System's seven state-funded, four-year universities of higher education. Eastern Oregon University continues to attract on-campus students from the east side of the Cascades, and has expanded its educational mission to provide distance learning opportunities for off-campus students.

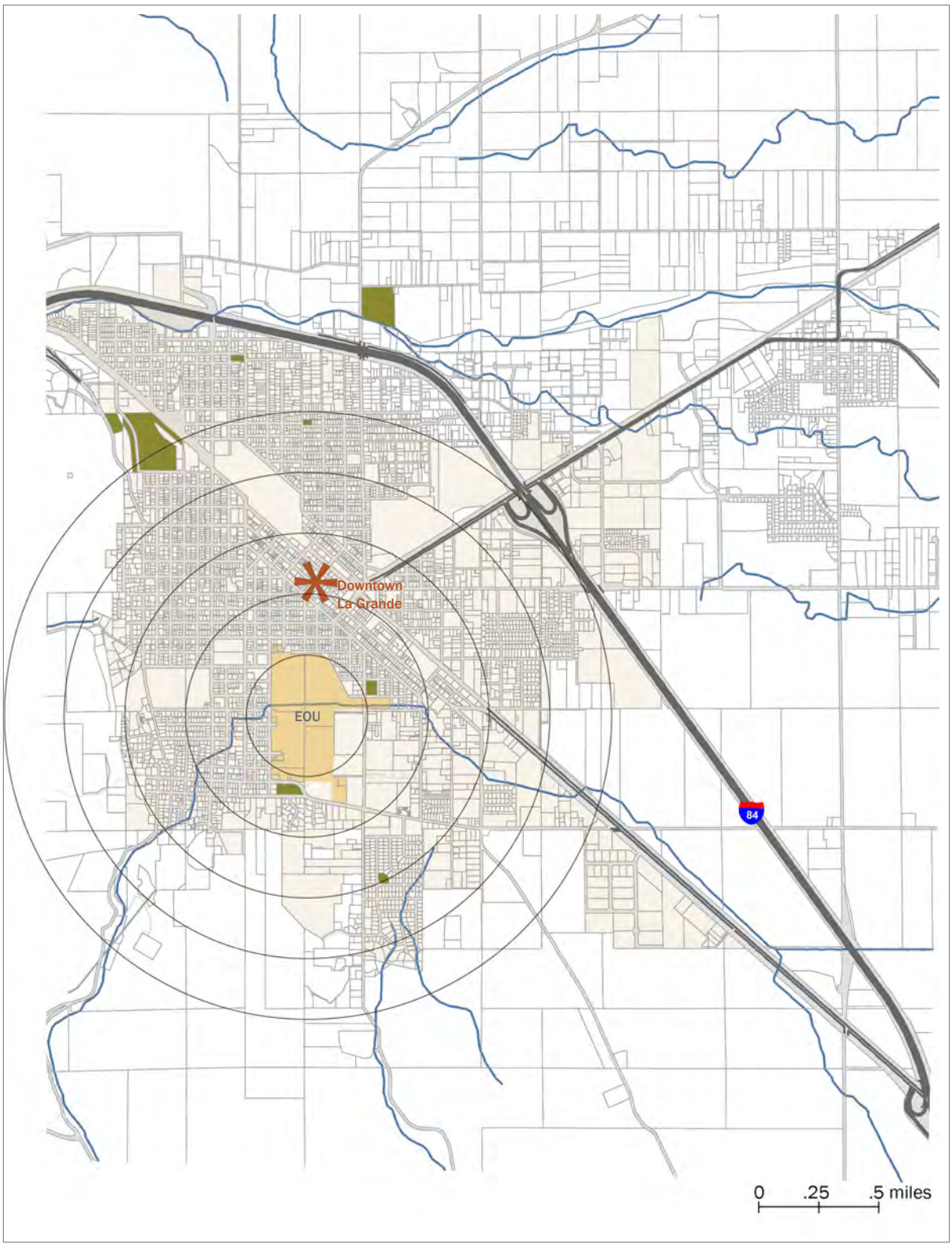


Figure 1. EOU and Surrounding Context

CAMPUS CONTEXT

Northeastern Oregon is a landscape comprised of cattle ranches, wheat farms, pine-covered mountains, and high desert. Located on the western edge of the Grand Ronde Valley along the Oregon Trail, La Grande was settled for its beauty, proximity to gold mines and the agricultural fertility of the valley soils. La Grande and the Eastern Oregon University campus sit between the Blue Mountains and the more distant Wallowa Mountains, which provide spectacular vistas, contribute to the University's sense of place, and impact the general climate, topography, and watershed conditions of the campus.

Eastern Oregon University sits on an elevated bluff within a half-mile distance from downtown La Grande (Figure 1). The campus is located within the context of single family housing mixed with professional and service uses along its edges. The University is a major source of jobs, sports entertainment and culture for the city of roughly 13,000 residents. Students are attracted to La Grande's small town qualities, as well as the University's proximity to outdoor activities. As one student quoted on the College Prowler website:

> *"La Grande is a great community...if you enjoy being outside the options are limitless. There are places to go rock climbing, fishing, hunting, backpacking, mountain biking, and so much more! The best thing of all is it is right outside your back door."*[1]

Downtown La Grande is an easy 15-minute walk from campus and maintains the character of a traditional Main Street lined with historic buildings and local shops. The retail uses are mainly focused on serving the larger community with few catering specifically to EOU students.

1. www.collegeprowler.com, *School reviews by students, for students.*

PREVIOUS PLANNING EFFORTS

Eastern Oregon University has a rich and storied planning history. The original campus, known then as the Eastern Oregon State Normal School, was planned by Erline Green Landscape Architects and Bennes & Herzog Architects (Portland, Oregon) in 1928 (Figure 2). The original plan included an Administration Building situated at the top of the slope above L Avenue (the current location of Inlow Hall), a Library, a Practice School, a Women's Dormitory and Gymnasium, and a power house. Notable landscape features included "The Mall", a large formal lawn between the Administration Building and the Library and Practice School buildings; an "Overlook Terrace" on the north side of the administration building (today called the Grand Stair); the "Grass Panel", a narrow open space in front of the women's dormitory oriented along the slope of the hill; and "The Lake" and "The Meadow", which comprised a large open area with two creeks meandering through it to a large water feature, pathways, and an outdoor theater. Proposed buildings were dashed for future development along 8th Street, which was a fully open and connected street in 1928.

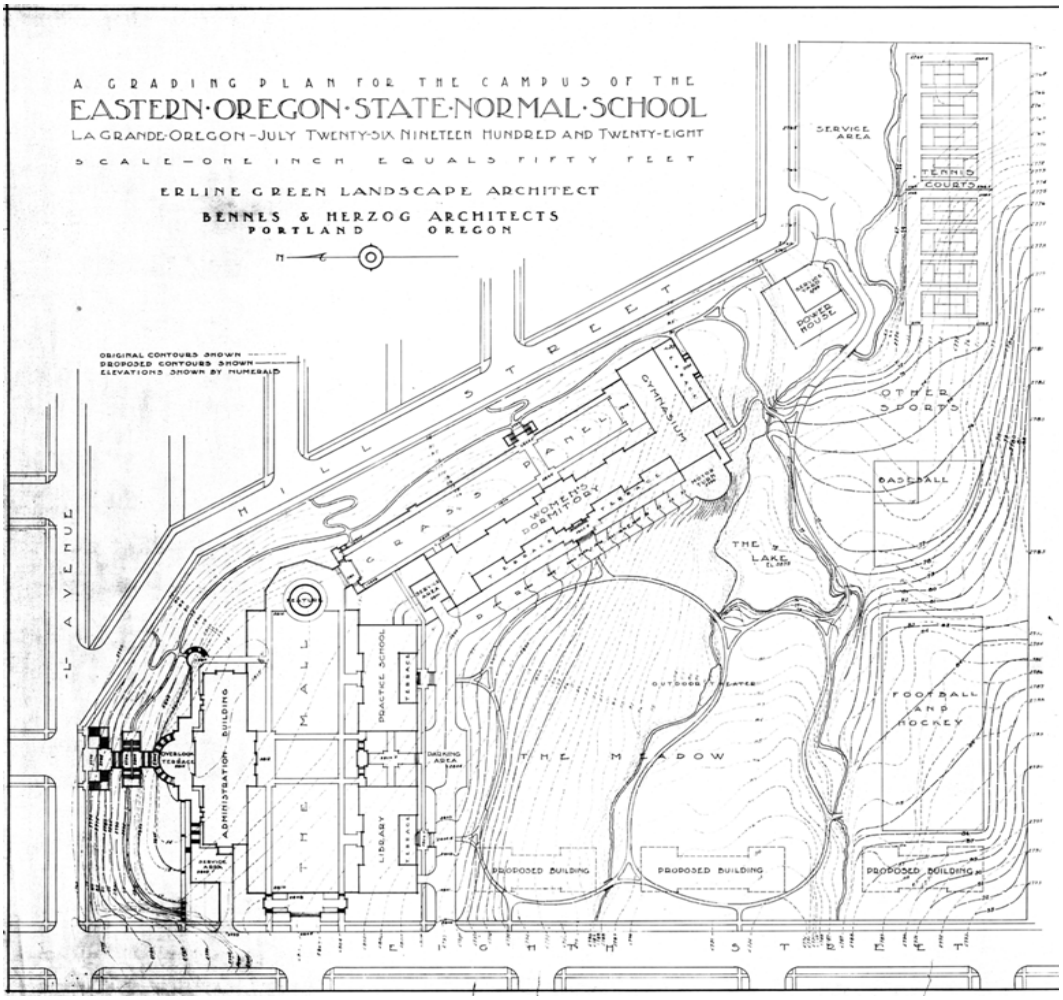


Figure 2. Eastern Oregon Normal School Master Plan (1928)

The Administration Building (Inlow Hall), the “Overlook Terrace” (Grand Stair), and portions of “The Mall” were the only components of the 1928 plan that were constructed. By the time the next planning effort was underway in the early 1940s, Ackerman Hall and Gymnasium had been constructed along 8th Street, and a small rectangular dormitory building was constructed in the approximate location of the proposed Women’s Dormitory. This latter building was perhaps intended to be the first phase of a larger dormitory building – which has subsequently evolved to be Hunt Hall – but the shape and orientation of the building changed dramatically between the 1928 plan and the 1941 plan.

The “Future Campus Plan” for the Eastern Oregon College of Education was completed in 1941 by Fred A. Cuthbert, University Landscape Architect (Figure 3). Significant components of the Cuthbert plan included a “Future Dormitory” that wrapped around the original dormitory building, a “Future Library and Administration Building” (Pierce Library), a “Future Men’s Dormitory”, “Future Class-Rooms”, and a “Future Auditorium”. The Cuthbert plan was the first to introduce the idea of closing 8th Street, which is shown terminating just south of J Avenue. The plan also shows a driveway and an auto court in front of Inlow Hall, and a parking area next to the dormitory. Notable landscape components included significant modifications to “The Meadow” and “The Lake” by adding playing fields and moving the outdoor theater to the east.

The campus continued to grow throughout the 1950s, 1960s, 1970s and 1980s with the additions of all the Hunt Hall wings, Dorian Hall, Badgley, Quinn, Hoke, Zable, Loso and the facilities buildings. The campus generally grew to the south and west, expanding as far west as 6th Street, as far east as 12th Street, and as far south as C Avenue / Gekeler Avenue, as the City of La Grande grew around it. At some point, Mill Creek, which flowed freely through campus, was piped and diverted from its original route. This has subsequently contributed to periodic flooding on campus, as the culverts are sometimes blocked with debris and run overland during high water. Most of the local streets that connected through campus were either vacated or terminated, including 8th Street, which was closed to all vehicular traffic and converted into a pedestrian promenade between University Boulevard and G Avenue.

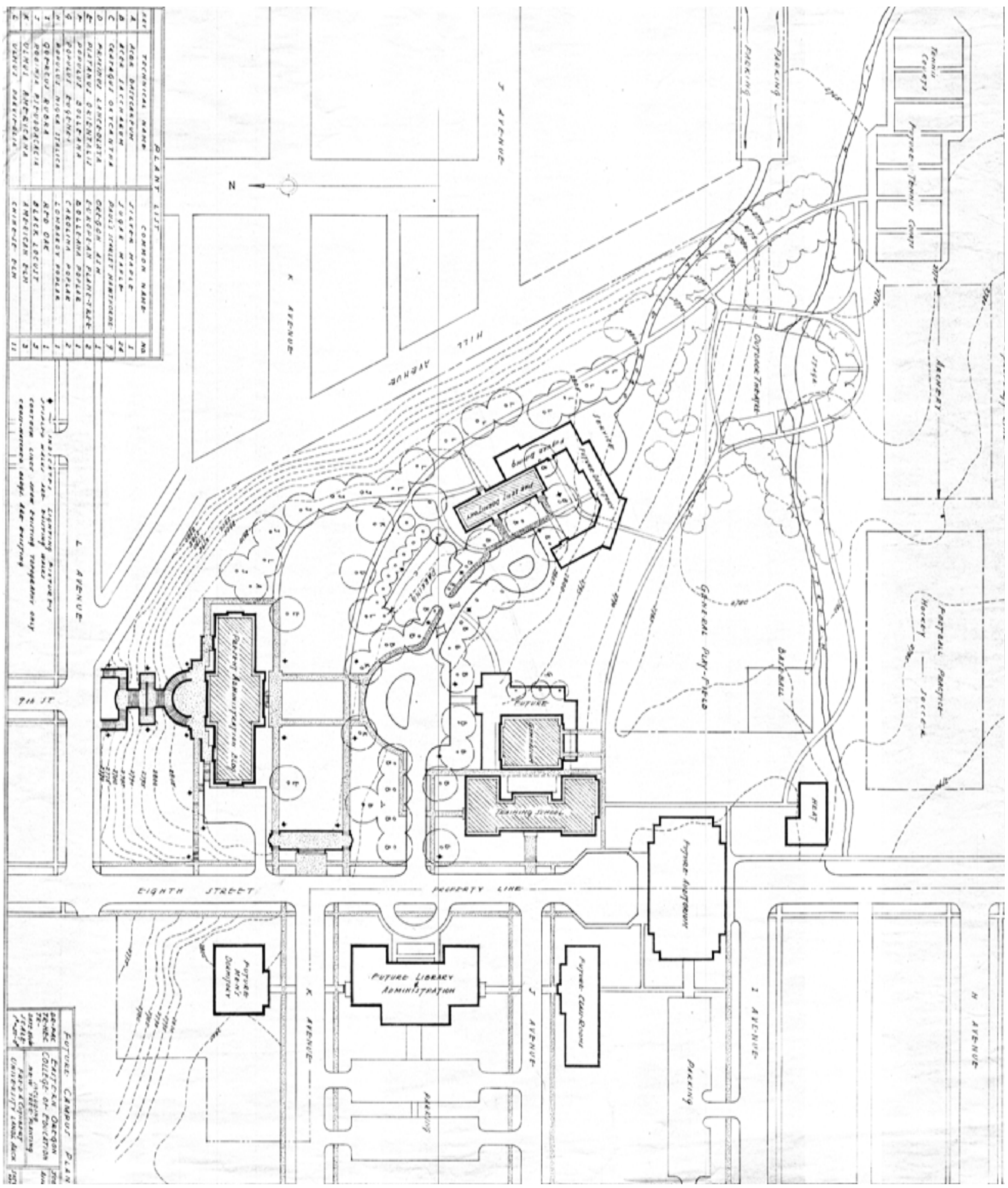


Figure 3. Eastern Oregon College of Education, “Future Master Plan” (1941)

Historic photos of the EOU campus in the 1940s (credit: EOU archive)

Historic photos of the EOU campus in the 1960s (credit: EOU archive)

Soderstrom Architects developed the Eastern Oregon State College Master Plan Update in 1995-1996. The plan was intended to guide the growth of the physical campus for the next 20 years. This plan proposed several sites for student housing (including the location of Alikut), a new academic building on the Dorian Hall site, a Field House and expansion of Quinn Coliseum, a new administration building on the corner of K Avenue and 6th Street, and a new academic building adjacent to Badgley. The plan also included consolidating and expanding many of the sports fields in a "Relocated Activity and Athletic Zone" south of G Avenue.

In 2001, SERA Architects and Walker Macy completed the Eastern Oregon University Master Plan, a 20-year guide for what was expected to be unprecedented enrollment targets and on-campus growth (see Figure 4). At the time, EOU had an existing building area of 633,000 gross square feet (gsf); 138,000 gsf of residential space (540 beds) and 495,000 gsf of non-residential space. The goal for the 2001 Master Plan was to expand its non-residential gsf to 1,488,000 gsf (a 200% increase), and to provide on-campus housing for 30% of the total Full Time Enrolled (FTE) enrollment target, which translated to 177,000 additional gsf in Phase 1 and 291,000 additional gsf in Phase 2 (a 239% increase over 20 years). These development figures were predicated on enrollment targets of 3,000 students for Phase 1 (by 2010) and 4,250 students for Phase 2 (by 2021).

With this substantial growth in projected gross square footage, the 2001 Master Plan responded by siting over 25 new academic and residential buildings. The proposed open space framework was organized around a central pedestrian corridor along 8th Street, ceremonial open spaces flanking Inlow, a series of building courtyards, and a "quad" in the campus core. The proposed buildings and open spaces helped to define and clarify campus legibility, two site planning issues that have evolved from "opportunistic" planning methods over the years.

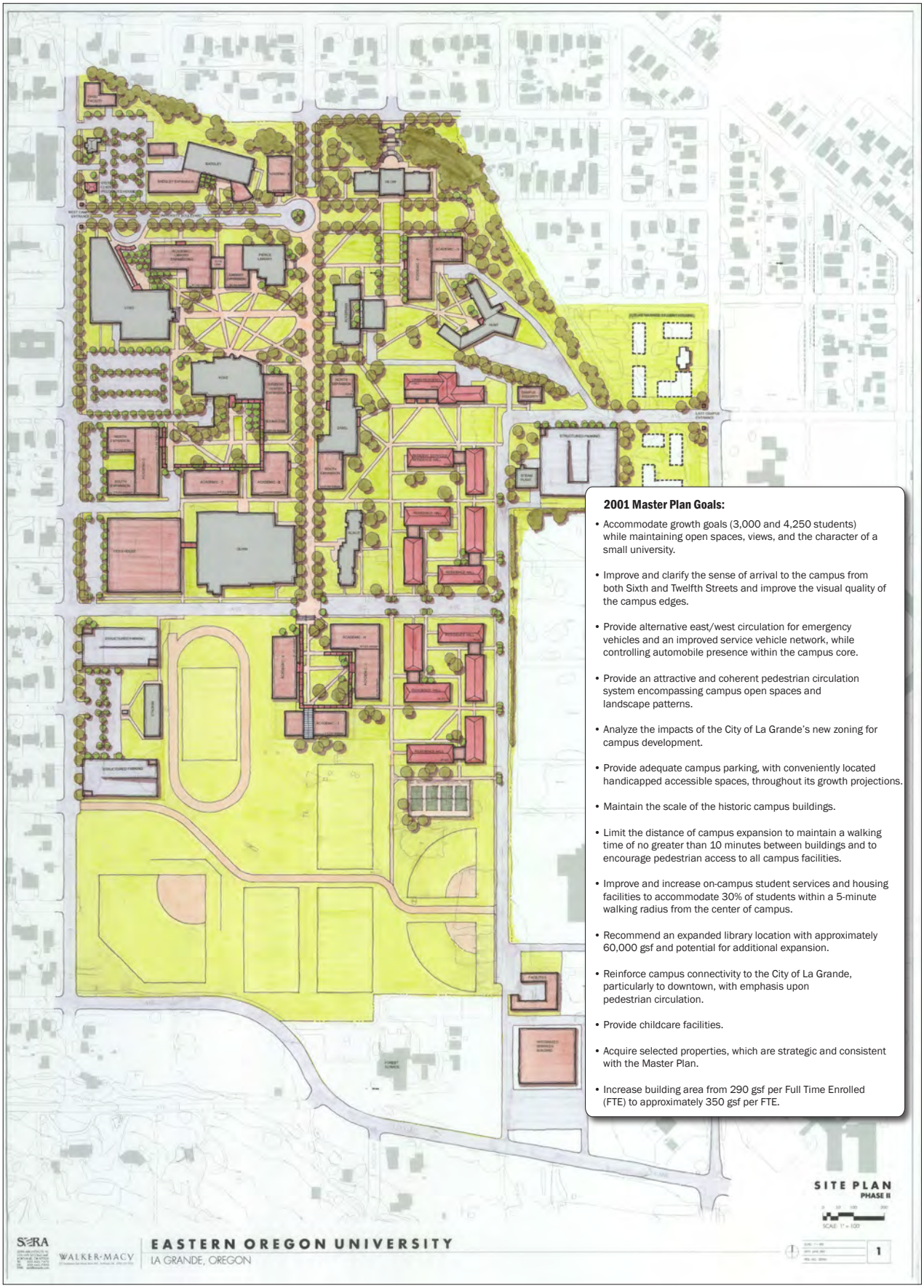


Figure 4. Eastern Oregon University Master Plan (2001)

Other significant components of the 2001 Master Plan included moving Facilities and Maintenance to the very southern edge of campus on Gekeler Road, constructing three 3-story parking garages to accommodate anticipated parking demand, and acquiring adjacent residential properties to develop additional married student housing. To accommodate the additional building growth, the athletic fields and facilities were consolidated and shifted to the southern edge of campus.

While Eastern Oregon University has exceeded its projected 10-year enrollment target (4,298 headcount as of fall 2011), the 2001 Master Plan did not anticipate the substantial shift to distance learning and its impact on on-campus development. As a result, only two capital projects were constructed from 2001-2012: North and Daugherty Halls, and the Badgley addition. These projects were sited according to and met the design intent of the 2001 Master Plan. Since 2001, the University has focused on building maintenance and modernization, and has secured funding to renovate Inlow Hall, Pierce Library, Ackerman Gym, Zabel Hall, and, in 2012-13, Hoke Union Building and Quinn Coliseum. The Grand Stair and other substantial open space/landscape projects were deferred during this period, but art, memorials, and courtyards were installed as part of some renovations and construction projects.

PURPOSE 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, the Oregon University System (OUS) and the City of La Grande. The goals of each of these parties shape the plan. The 2012 EOU Master Plan is intended to provide a framework for on-campus growth rather than a specific prescriptive development plan in order to allow the University the flexibility to adapt to changing conditions, while providing the OUS and La Grande guidance for anticipated changes.

OREGON UNIVERSITY SYSTEM GOALS

As part of the Oregon University System, EOU's campus planning efforts need to respond to 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 capital projects funding and sets priorities for the seven campuses. Therefore, coordination with OUS helps both entities to better plan for major capital expenses.

The Oregon University System issued a Campus Master Plan outline, dated November 2009, that itemizes the primary goals for EOU's master plan:

- 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 CO2 to the campus emissions. All construction on existing facilities shall lower the CO2 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 moving towards compliance with the '40-40-20' goal, established by the Governor's office in the interest of raising the bar for educational attainment over the next 10-15 years. The goals aim towards:

- Forty percent of Oregonians earning a four-year degree
- Forty percent earning an Associate's degree or post-high school certificate
- The remaining 20 percent to have a high school diploma or equivalent and ready to enter the workforce

CITY OF LA GRANDE'S 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. Eastern Oregon University is included in the City of La Grande's Comprehensive Plan Ordinance 3182, Series 2009, which is consistent with the Oregon Statewide Planning Goals. Specific reference to EOU in the Comprehensive Plan include:

> *Goal 5 - Open Spaces, Scenic and Historic Areas, and Natural Resources*
>
> *Goal 6 - Air, Water and Land Resources Quality*
>
> *Goal 9 - Economic Development*

The EOU Campus is zoned as part of the City of La Grande's Public Facilities (PF) zone., which includes includes standards for the following:

- Vehicular Access and Circulation
- Street Trees, Curbs, Gutters and Sidewalks
- Street Names, Numbers and Signs
- Site Drainage and Grading
- Public Street Standards
- Public Water System
- Public Wastewater and Stormwater Collection System
- Utilities
- Solid Waste
- Special Site Standards (i.e., building setbacks and heights, landscaping, parking and loading, etc.)

In addition to zoning compliance, the City's main interest in EOU's Master Plan is determining ways in which connections from campus to downtown La Grande might be improved.

EASTERN OREGON UNIVERSITY MASTER PLAN OBJECTIVE

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

- 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

During the planning process, the Master Planning team, comprised of SERA and PLACE Studio, held several workshops with a variety of stakeholders.

PLANNING PROCESS

The Master Plan development process was an iterative and interactive study performed over a nine-month period starting in the fall of 2011 and finishing in the late spring of 2012. Eastern Oregon University formed a Steering Committee comprised of faculty, student and administration representatives, and University staff leadership to guide the creation of the Master Plan (refer to Acknowledgements for the list of Steering Committee members). SERA Architects of Portland was hired to develop the Master Plan under the Steering Committee's direction. In addition, PLACE Studio of Portland was contracted concurrently to partner with SERA on the Master Plan process, focusing specifically on open space concepts and improvements. The consultant team and the EOU Steering Committee met regularly throughout the process. Two campus open house forums were held for larger groups that included University faculty and staff, campus neighbors, and community residents. Refer to Appendix 6 for minutes from the planning process meetings.

PROCESS & CALENDAR

EOU Campus Master Plan Community Workshop (January 2012)

The Master Plan kick-off meetings were held on campus in November of 2011 and included a strategic meeting with the President's Executive Committee, a Steering Committee meeting, and a campus open house forum. Additionally, the consultant team met with the City of La Grande to familiarize them with the Master Plan process and gain understanding of their goals and desires. The initial Steering Committee meeting included a backcasting exercise that challenged Steering Committee members to imagine what EOU could look like in 2022, with particular emphasis on educational delivery and academics, student life, and campus use of energy and resources. That evening, a student, faculty, and community forum was held on campus in order to determine general thoughts and attitudes towards EOU. A questionnaire asked attendees for information on what they like about the campus, what elements are working / not working, what are considered to be the special places on campus, and what EOU's role is in the community and region. This feedback from the campus open house forum and the Steering Committee meeting was summarized into the following points:

- **Identity and character**: Students are attracted to La Grande's small town feel and surrounding natural beauty. EOU's small size yields more individual attention for students and a strong sense of community.
- **Improve connections**: The campus would benefit from better pedestrian circulation, cross-campus vehicle connections, and links to downtown La Grande.
- **Sensible, well-designed projects**: Future campus projects should be collaborative, easy to operate and maintain, durable, multi-faceted, and climate-sensitive.
- **Third Places**: Create opportunities to provide more 'third places' on campus to improve sense of community. *(As defined by Ray Oldenburg, an urban sociologist, third places are considered bars, coffee shops, grocery stores and other destinations where you may connect with people in your community outside of your first place (home) and second place (work).)*

An online survey was developed to solicit additional comments from students, neighbors, and any other interested parties. Questions generally echoed those that were asked at November community forum. A total of 246 participants responded to survey questions: 42.3% were faculty and staff, 54.9% were students, and about 2% were community members. A complete summary of the results can be found in Appendix 3. Responses were summarized as follows:

- **What people love about EOU:** Small classes, location, and faculty
- **What people love about the campus:** Grand Staircase, well-maintained grounds, the quad, Stenard Garden
- **Student hang outs:** The residence halls, Mac's Grill, Loso lobby, the Library, and Quinn
- **Faculty and staff hang outs:** Their offices, Mac's Grill, and many don't hang out on campus
- **What people would change about EOU:** More late night activities, improved technology and schedule options
- **What people would change about campus:** Better sidewalks, improved ADA accessibility, Hoke, more parking, and the Grand Staircase

Survey participants were also asked more specific questions about Hunt Hall and the location of a more formal entry to campus. Responses were summarized as follows:

- Attitudes towards Hunt Hall: 52% of respondents said that Hunt Hall is an important building on the EOU campus and should be renovated, but only if it costs less to renovate than to build a new residence hall; 31% said that Hunt Hall is at the end of its useful life and should be replaced; 17% said that Hunt Hall is an iconic part of EOU campus and should be restored at any cost
- Formal entry location: 76% of respondents said that 6th Street / University Boulevard should be the location of EOU's formal entrance; 15% said 8th Street; 9% said 12th Street

Concurrent with the visioning workshops, SERA Architects researched and performed a high-level observation of existing campus buildings to determine their general condition and highlight specific deferred maintenance, accessibility, or other issues that require remediation. A more-detailed building assessment for 16 additional buildings was also performed under this Master Plan in order to gain a more thorough understanding of the buildings' structural and mechanical conditions. A summary of the findings is documented in the "Existing Conditions" chapter of this document. The detailed building assessments can be found in Appendix 1.

To gain familiarity with existing site conditions, SERA and PLACE Studio developed a series of maps and diagrams to document site analysis conditions, campus accessibility, campus zoning, and opportunities and constraints. These maps and more detail on the existing conditions analysis can be found in the "Existing Conditions" section of this Master Plan. This research, in addition to information provided at the November meetings, informed the development of three preliminary campus framework concepts (see Appendix 4). These concepts were presented at a second series of on-campus workshops held in January 2012, which included a Steering Committee meeting and a Campus Open House forum for students, faculty and staff. From these meetings and follow-up discussions a preferred Master Plan framework was created and presented to the Steering Committee in April 2012.

The consultant team gathered various information from the stakeholder and community input as well as the design process to create a draft version of the Master Plan report. The draft Master Plan report was presented to the Steering Committee for comment and revision in May 2012. The draft Plan will be revised to reflect input from the Steering Committee and will be presented to the EOU Steering Committee, and the City of La Grande for final review, comment and approval.

EXISTING CONDITIONS

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

- Review of the 1928 original campus plan, by Erline Green Landscape Architects and Bennes & Herzog Architects;
- Review of the 1941 “Future Campus Plan” by Fred Cuthbert, University Landscape Architect;
- Review of the 1995 and 1996 Master Plan Updates, by Soderstrom Architects;
- Review of the 2001 Master Plan document, its enrollment projections, space needs and proposed projects and policies, by SERA Architects and Walker Macy;
- Review of the 2008 Inlow Hall Grand Staircase Study, by SERA Architects;
- Visual survey of the campus, both buildings and open spaces;
- Meetings with identified stakeholder groups to understand their needs and perspective.

EOU ANNUAL FTE ENROLLMENT

2000-01 through 2010-11

Year	Total Combined FTE	% Change
2000-01	2,322	
2001-02	2,495	7.45%
2002-03	2,640	5.81%
2003-04	2,565	-2.84%
2004-05	2,558	-0.26%
2005-06	2,609	1.96%
2006-07	2,460	-5.69%
2007-08	2,435	-1.02%
2008-09	2,550	0.95%
2009-10	2,870	12.55%
2010-11	3,080	7.32%

Table 1. EOU Annual FTE Enrollment

UNIVERSITY ENROLLMENT TRENDS

In the years leading up to and immediately following the 2001 Master Plan, EOU experienced steady enrollment growth of about 5% per year. The 2001 Master Plan reflected this trend, which anticipated the University's desire to double the on-campus student population by 2020. The plan optimistically envisioned over 25 new campus buildings to support the growth, including a substantial increase of on-campus housing. In fact, a significant goal of the 2001 Master Plan was to make EOU more of a residential campus by providing housing for as many as one-third of the students on campus.

The decade did not proceed as expected. Enrollment at EOU declined from 2003 through 2008. During this period, the student population also began to shift from on-campus to satellite and distance learning models. In 2009, the trend abruptly reversed, with growth and record enrollments in 2010 and 2011 (Table 1). During this period, the entire Oregon University System also experienced significant growth, perhaps most attributable to the national economic downturn. However, near the end of the decade, EOU made policy and organizational changes that positively impacted the growth and stability of the University.

One factor was the Eastern Promise initiative, "a commitment and promise between and among Eastern Oregon University, Blue Mountain Community College, Treasure Valley Community College, and the InterMountain Education Service District to work with, collaborate with, and partner with PK-12 Schools to promote the values of education and to advance the number of students who graduate from High School in rural Oregon ready to attend, and eventually graduate, from a post-secondary educational institution." EOU has also recently seen increases in student retention rates, incoming transfers, growth in philanthropic contributions, and overall increased student satisfaction levels.

EOU has maintained a focus on small class size (averaging about 15 students per class) and affordable education; tuition and fees are the same for residents and non-residents. At the same time, EOU has focused on increasing distance learning opportunities; more than half of EOU's 2011 FTE enrollment was through its Distance Education and On-Site programs. EOU currently offers 24 bachelor's degrees, graduate degrees in business, teaching, and science in education, and partnership programs offering degrees in nursing and agriculture. EOU offers nine degrees and 20 minors entirely online and at regional sites and centers across the state.

ENROLLMENT PROJECTIONS

Despite the remarkable enrollment growth of the past three years, EOU does not anticipate that this trend will continue at the same pace. Even with the statewide "40-40-20" goal, which seeks to provide 40% of Oregon's adults with a bachelor's degree or higher, EOU believes that its role in this equation will come from improved outreach efforts such as Eastern Promise and a focus on increased retention and matriculation of its student body.

EOU expects to see steady enrollment of traditional age undergraduate students on campus, with approximately 80% of its on-campus housing catering to this population. Off-campus, EOU anticipates growth in the 24-35 year old student population.

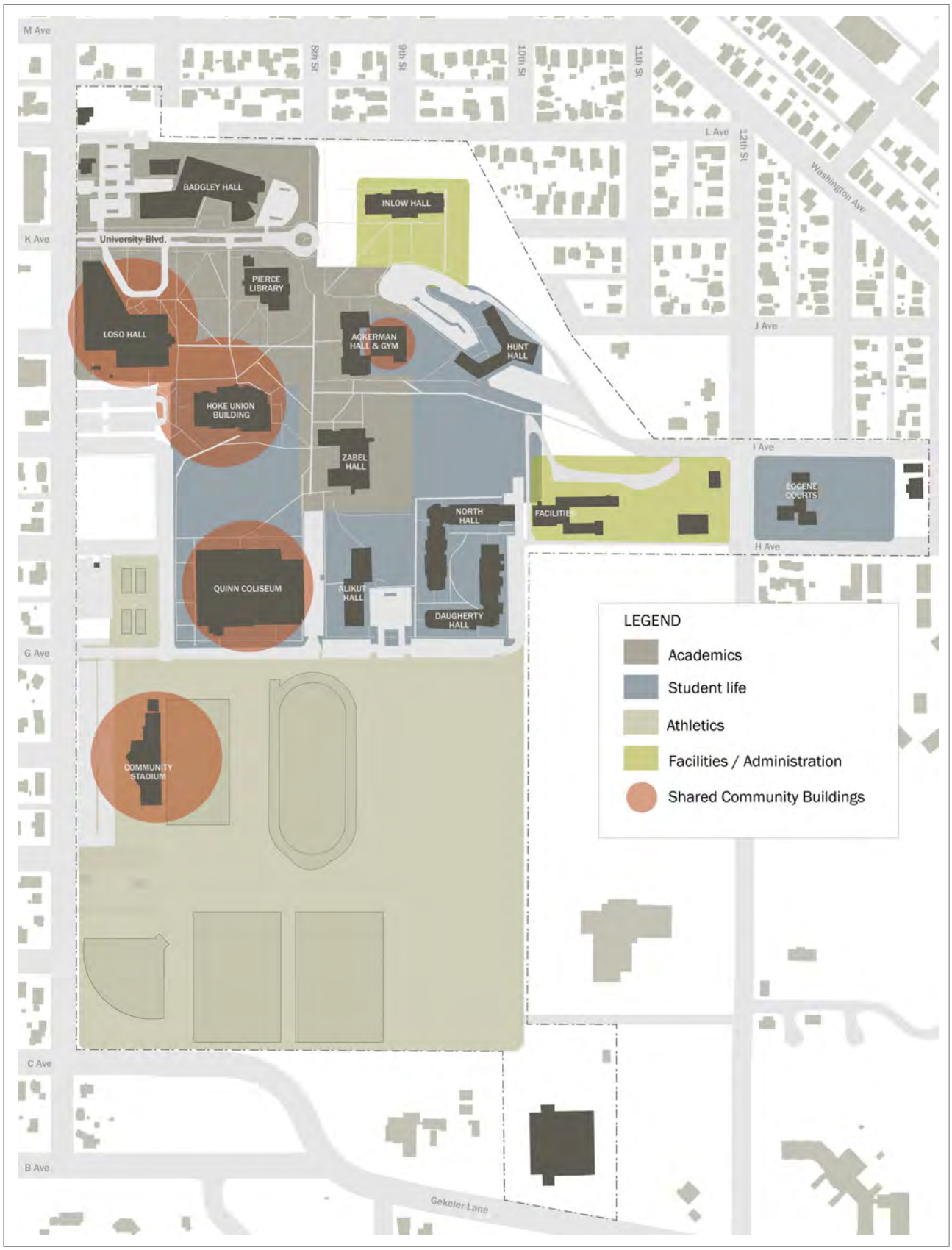


Figure 5. Campus Zones

CAMPUS STRUCTURE AND ZONES

The Eastern Oregon University campus is roughly 110 acres. The University's campus core is concentrated north of G Avenue between 6th Street and (vacated) 10th Street. The existing buildings are compactly organized and roughly oriented to the original campus grid with the Hoke Union Building located at the 'center' of the campus core.

ACADEMIC ZONE

The Academic Zone on campus is a compact area of academic buildings and open spaces that includes Badgley Hall, Pierce Library, Loso Hall, Ackerman, and Zabel, all roughly situated around the central "quad" open space. This area is a lively and active place on weekdays – particularly on nice days; however, it is largely deserted in the evenings and on weekends, when most students and faculty have left campus. While Student Life Zones are close by, there is little integration or use of the academic buildings in the evenings – with the exception of evening cultural events in Loso Hall. Though Pierce Library was closed for renovation during the time this Master Plan was developed, it should be noted that many students, faculty and staff said that Pierce was one of the liveliest places on campus – day or night -- and that it will likely be the same way when it re-opens in 2012.

STUDENT LIFE ZONE

The Student Life Zone consists of buildings and spaces where students participate in other activities outside of the classroom. Student Life includes the residence halls and student family housing, Quinn Coliseum, Hoke Union Building, and open spaces such as the intramural fields south of Hunt Hall, the community garden area east of Eocene Courts, and the sand volleyball court between Hoke and Quinn. The Student Life zones are well-distributed throughout campus, but could be strengthened by integrating with the Academic Zone uses.

ATHLETICS ZONE

The Athletics Zone is located almost entirely south of G Avenue with the exception of the tennis courts and Quinn Coliseum, which is largely considered to be part of the Student

Life zone because of its amenities for the entire student population. The Athletics Zone is comprised of football, softball and soccer fields, the track, and the Community Stadium. Free on-campus parking is available adjacent to the Community Stadium in an unpaved lot. Opportunities exist to further develop the athletics facilities for the University, but also to host regional events for eastern Oregon. G Avenue has the potential for improvements that would further define this portion of campus as the Athletics zone.

FACILITIES / ADMINISTRATION ZONE

Inlow Hall is largely used for administrative purposes and caters to University staff, current and prospective students, and visitors. Inlow Hall houses the registrar's office, student finance office, financial aid, academic advising, and the office of Student Affairs. While the programmatic uses of Inlow Hall are unlikely to change, opportunities exist to enhance the formal terraced lawn south of Inlow in order to create a more activated student open space.

Facilities and Maintenance is located on the east side of campus, south of I Avenue. The central location on campus is efficient and convenient, but the lack of on-site organization and appropriate screening contributes to the "back door" character of the 12th Street campus entry. If properly screened and buffered from the entry, this location will continue to function well as an everyday entry for the University.

SHARED COMMUNITY BUILDINGS

Loso Hall, Hoke Union Building, Quinn Coliseum, the Community Stadium and the Ackerman Gymnasium are buildings that are resources for both the University and the larger community. These shared event spaces allow for community members to engage with the University and strengthen the relationship between the University and the larger community.

Figure 6. Climate Conditions

Diagram courtesy of PLACE Studio

SITE CONDITIONS

CLIMATE

EOU enjoys a four-season climate with average summer temperatures reaching the mid-80 degrees Fahrenheit and average winter temperatures dropping down into the mid-20 degrees Fahrenheit. At 2,788 feet above sea level, the campus receives approximately 18 inches of precipitation, including an average annual snowfall of approximately 30 inches.

EOU's ample open spaces and density of campus buildings allow for abundant access to solar gain (Figure 6). Outdoor 'rooms' (outside areas adjacent to buildings used as gathering spots) benefit from south-facing exposure and could be comfortable outdoor spaces in the cooler fall and spring months. However, these aspects are often susceptible to the southerly winter winds and would need selective landscaping or structures to provide wind breaks for comfortable year-round use.

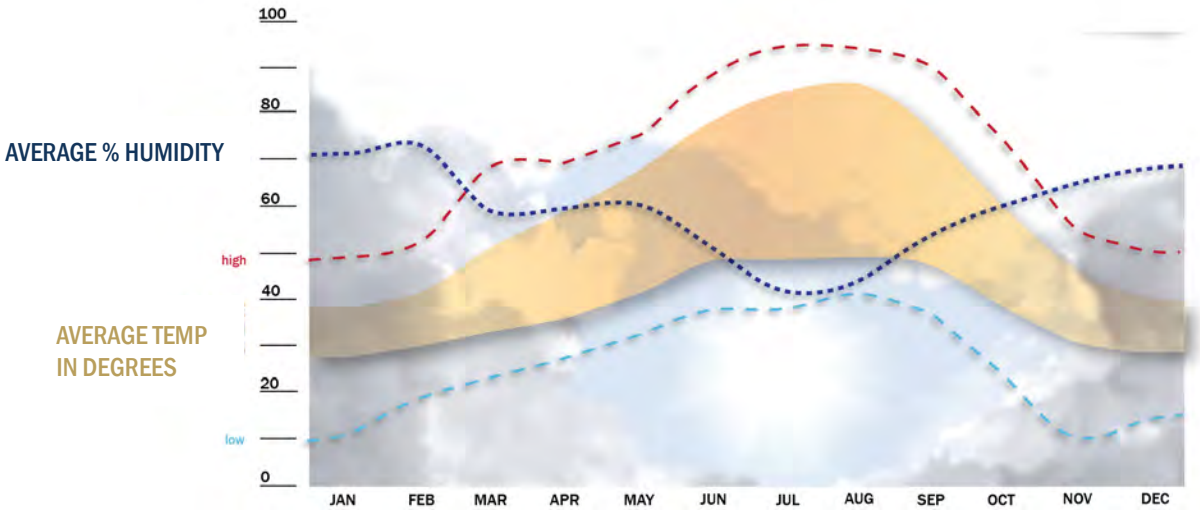


Figure 7. La Grande Average Annual Temperature and Humidity

The Grand Ronde Valley is a unique part of Oregon. (credit: Jarnott, Flickr)

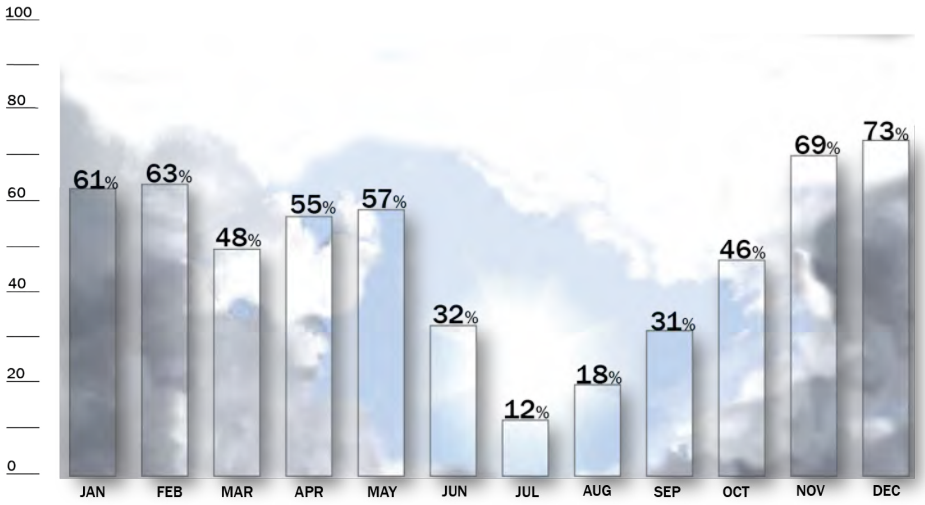


Figure 8. La Grande Average Annual Cloud Cover

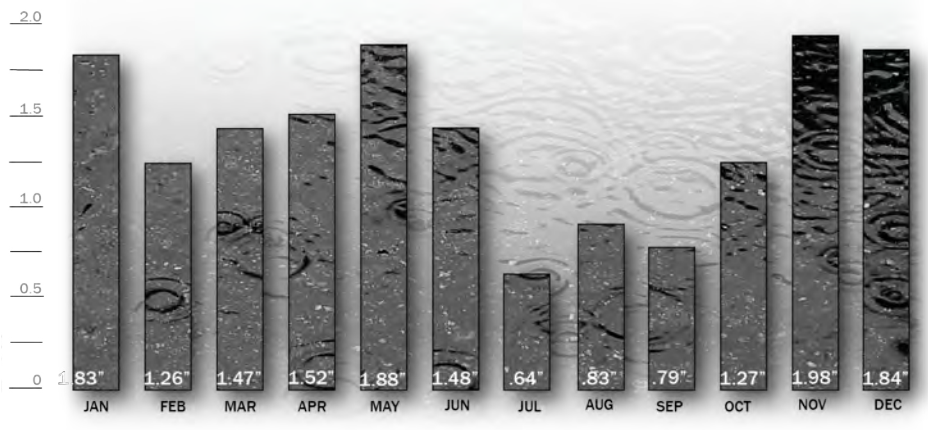


Figure 9. La Grande Average Annual Precipitation

DRAINAGE

The campus is divided into three drainage areas (Figure 10). The northern portion of the campus drains northeast towards Downtown La Grande. In addition to capturing its own stormwater on campus, the central campus area accepts stormwater runoff from the drainages west of campus and diverts it through an existing east-west 60-inch storm drain, which empties into Mill Creek. The southern portion of the campus drains overland to a drainage way on the south side of the Armory and then into Lower Mill Creek. While topography falls gently across the campus from west to east and north to south, the northernmost edge of the campus drops precipitously from Inlow Hall to L Avenue.

A major component of the stormwater system is the large inlet that feeds directly into Mill Creek in the open space amphitheater between Hoke Union Building and Quinn Coliseum. This area was a designed to be a stormwater detention facility during times of flooding, with ancillary benefits as a campus gathering space in dry conditions (there are currently sand volleyball courts in the space). The area is defined on three sides by lawn-covered berms that limit sight lines and obstruct pedestrian flow between the Hoke Union Building and Quinn Coliseum.

Due to the design parameters of the open space serving as a stormwater facility, the area isn't being used to its full potential as a campus open space. There is a significant opportunity to accommodate stormwater runoff in a more naturalized form by daylighting Mill Creek and developing a series of stormwater swales and planters throughout the drainage area to pre-treat and filter stormwater before it enters the creek. The daylit Mill Creek would also serve as a key educational and significant campus feature.

This article from Eastern Oregon University, "Through the Decades" illustrates the 1978 flooding of Hoke.

Figure 10. Campus Drainage

Diagram courtesy of PLACE Studio

OPEN SPACE AND GROUNDS

The existing open spaces on campus include a series of open lawns, copses, plazas and courtyards, circulation corridors, and athletic fields. Most of the open spaces are defined by the network of pedestrian paths and internal streets and drives, and campus buildings. While the existing campus preserves the open space necessary to make an attractive campus landscape, many of the outdoor areas lack clear definition and distinctive identities. This lack of hierarchy in spaces weakens the ability of the landscape to serve as an organizing element for the campus.

THE QUAD

The main Quad on campus is defined by Hoke Union Building, Loso Hall, Ackerman Hall, and Pierce Library. This open space currently serves as both the traditional campus green and as the nexus for most pedestrian connections across the campus core. On sunny days during the school year, this quad is lively with students and has the potential to serve as a true heart of campus. The surrounding buildings and mature landscaping provide a sense of enclosure, with the exception of the northeast corner where the quad lacks proper definition. The quad has the potential to be extended to engage Badgely Hall to the north, but is currently interrupted by University Boulevard and does not have a clearly defined connection for pedestrians across it.

8TH STREET PEDESTRIAN PROMENADE

The 8th Street pedestrian promenade is a tree-lined corridor that runs north and south through the center of campus, from University Boulevard to just north of G Avenue. This extension of the city street grid has served as an important organizing element for the campus in the past and continues to be a significant north-south connection. The pathway is 20-feet wide and comfortably accommodates bicycles, skateboarders, and masses of pedestrians traveling to and from various buildings on campus. At the north (high) end of the pedestrian promenade, there are incredible views of Mt. Emily and the foothills surrounding campus, a memorable view of Inlow Hall, and a charming prospect across campus grounds.

Figure 11. Campus Open Space Analysis

Diagram courtesy of PLACE Studio

Figure 12. Campus Viewshed Analysis

Diagram courtesy of PLACE Studio

INLOW HALL FRONT LAWN

The historically-significant open space that fronts Inlow Hall is maintained with terraced lawn and some planting beds. A pathway connecting Inlow Hall to the 8th Street pedestrian promenade is lined with an allee of trees that provides a formal approach to the building and potentially reinforces the perception that Inlow is disconnected from the campus core. Stakeholders noted during the planning process that Inlow Hall feels physically far from the campus core and is viewed as “the big house on the hill.” Inlow’s hilltop location yields spectacular views of the campus and the surrounding landscape. There are numerous opportunities to maximize access to these views with some selective landscaping thinning and activating the adjacent open spaces with a mixture of everyday and ceremonial uses.

INTRAMURAL FIELD

The large lawn area located between North and Hunt Halls is currently used as the University’s intramural and football practice field. This area is ideally located for informal recreation or just hanging on a sunny afternoon because of its proximity to the residential halls. Due to the field’s athletic use, pedestrian paths that connect the campus core to North and Daugherty Hall purposefully avoid crossing the field. Students prefer to travel the shortest distances possible and often walk through the center of the field in a northwesterly direction towards the academic buildings. Given that the field is in a low-lying area on campus (originally a drainage basin) and has been graded for athletics, the area is slow to drain after heavy rains or snowmelt and can be easily damaged. Future plans to develop a year-round stadium field/track facility south of G Avenue present an opportunity to move the intramural field from this location and transform it into a more naturalized open space.

AMPHITHEATER

For a detailed description on the amphitheater open space between the Hoke Union Building and Quinn Coliseum refer to the Drainage section of this chapter.

View of the main quad from the third floor of the Hoke Union Building

Figure 13. Campus Vegetation
Diagram courtesy of PLACE Studio

CAMPUS LEGIBILITY

Legibility and wayfinding are terms that are used to describe how to help people find their way around and understand a place. Legible places are distinctive, easily understood places, with recognizable characteristics and patterns that make them attractive and welcoming. Aesthetics also contribute to the sense of place – how something looks, feels, and makes one feel when they are in that place. The EOU campus has some strong components of legibility – clear activity zones, recognizable open spaces, unified architecture – but it lacks a comprehensive thread that knits all of these things together to create a truly legible place. One example is the lack of consistent site furnishings, which include lighting, benches, trash receptacles, drinking fountains, and bollards. Ideally, these should items should be consistent or complementary with one another, to create a comprehensive “look and feel” that can be recognized as the EOU campus.

Other campus components that contribute to good legibility include a clear pathway hierarchy, defined open spaces, places of concentrated activity and gathering (nodes), clearly defined districts, and gateways that provide a clear transition from one place to another.

Existing campus entries (clockwise: University Boulevard, 12th / I Avenue, I Avenue, 8th Street)

VEHICULAR CIRCULATION AND PARKING

VEHICULAR CIRCULATION

EOU's formal campus entry is located at 6th Street and K Avenue, which extends the street grid into the campus and becomes University Boulevard. University Boulevard has begun to establish an appropriate 'front door' entry for the campus with its gateway "scroll", however, it lacks the visibility and character necessary to define the campus boundary and the University's identity. Secondary entrances are located along 6th Street at G, H, and I Avenues, although the H and I Avenue entrances lead to parking lots and the Hoke loading dock. These secondary entrances tend to be unmarked, weakening the campus edge and making visitor orientation difficult. An additional secondary entry is located on the east side of the campus at 12th Street and I Avenue. While this entry has a new formal monument sign, it has the appearance of a 'back door' entrance because of its proximity to the Facilities yard. Many visitors from the east enter campus at this location, as it takes you directly to the parking lot in front of Inlow Hall and provides a direct route from Gekeler and the Interstate.

The majority of intra-campus vehicular connections are short and often lead to dead-ends or parking lots. While recognizing the University's goal to preserve a pedestrian-oriented campus, the Steering Committee has expressed a desire to provide a direct east-west vehicle connection through the campus to benefit students and emergency vehicles.

The view to the parking lot behind Hunt Hall as visitors enter campus from the 12th St / I Ave entrance

PARKING

As a campus in a rural area with a small on-campus resident population and limited public transit options, it can be expected that many of EOU's students, faculty, and staff drive to and park on campus. However, a travel and parking study was not completed as part of this Master Plan process and so the definitive parking demand is not known at this time. There was some anecdotal evidence of spillover parking on the local streets in adjacent neighborhoods, but the problem hasn't been officially studied or is not extensive enough to enforce permit or metered/timed parking in these locations.

Existing parking is located largely along the campus perimeter with the exception of residence hall and permit parking that penetrates the campus core northwest of Hunt Hall. Large (paved and unpaved) surface lots and campus on-street parking accommodate the bulk of student, faculty and staff parking needs. The majority of campus parking requires purchasing a permit; free parking is available in the large gravel lot west of the Community Stadium but it does not meet ADA accessibility standards. Designated free visitor parking is limited and difficult to find due to the lack of signage and wayfinding for visitors on campus.

There are approximately 1,058 designated parking spaces on the EOU campus today (excluding the Integrated Services Building's parking lot on Gekeler). EOU currently does not have any on-campus parking policies or specific requirements that dictate the total number of vehicle parking spaces to be provided on campus. The City of La Grande zoning code off-street parking requirements are based on the number of classrooms, dormitory beds, employees, fleet vehicles, and event space seats on campus, but these requirements are only triggered when new development occurs. City staff has expressed an interest in exploring alternative methodologies to determine how parking should be provided for campus facilities, particularly with regard to shared parking.

Based on the City of La Grande's zoning code and existing development on campus, approximately 1,900 parking spaces should be provided within the campus boundary. On-street parking (e.g., along 6th Street) cannot count toward the total number of spaces. Strategies and recommendations for parking best practices on campus are discussed in the Master Plan chapter.

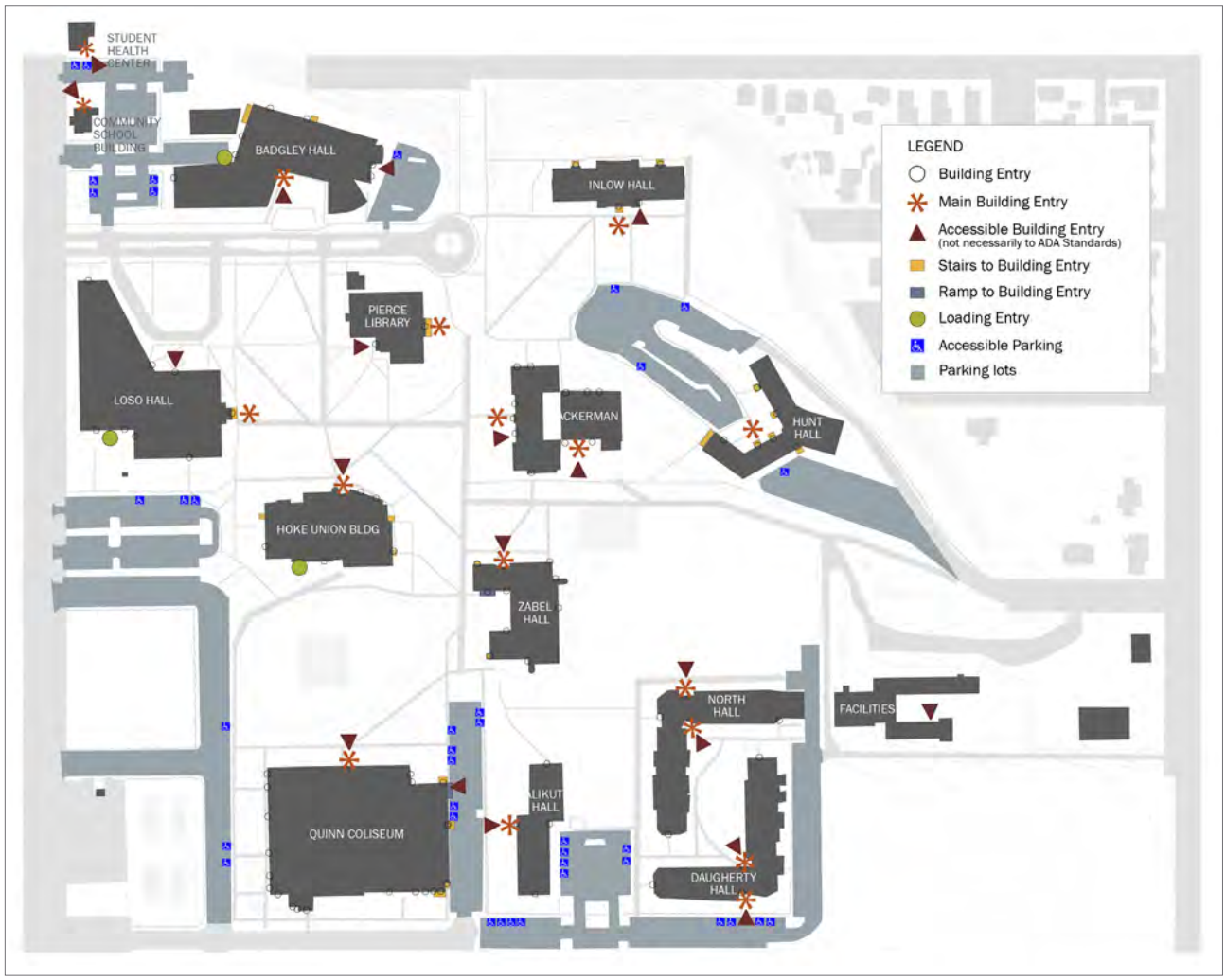


Figure 14. Campus Entries & Accessibility

BICYCLE & PEDESTRIAN CIRCULATION

All major academic and residential buildings on the EOU campus are easily reached within a 10-minute walk. The campus has a comprehensive pathway network that connects key origins and destinations across campus, rendering the campus itself compact and very pedestrian friendly. In fact, the closeness of the buildings and grounds was one of the things that people liked most about the campus, as reported in the project's online survey. But the campus lacks a true pathway hierarchy and fails to meet ADA accessibility standards in some locations. Many pathways are simply "demand paths" that have been paved and do not have a logical organizational structure. And though they haven't been designed in this way, all of the pathways on campus are considered "shared use" (where they are shared by pedestrians, bicyclists, skateboards, and wheelchairs), and conflicts can occur if the pathway is too narrow to accommodate all of these uses at the same time.

During the planning process, the design team was told anecdotes about student and faculty perceptions that cross campus distances are "too far" to walk and that some students have been known to drive from one part of campus to another. As a result, there was an expressed need for increased campus parking closer to the campus core. The design team briefly studied this important issue and found that the walking time from the Community Stadium parking lot (where free parking is provided) to Inlow Hall or from the Daugherty Hall to Badgley Hall is, in fact, ten minutes or less.

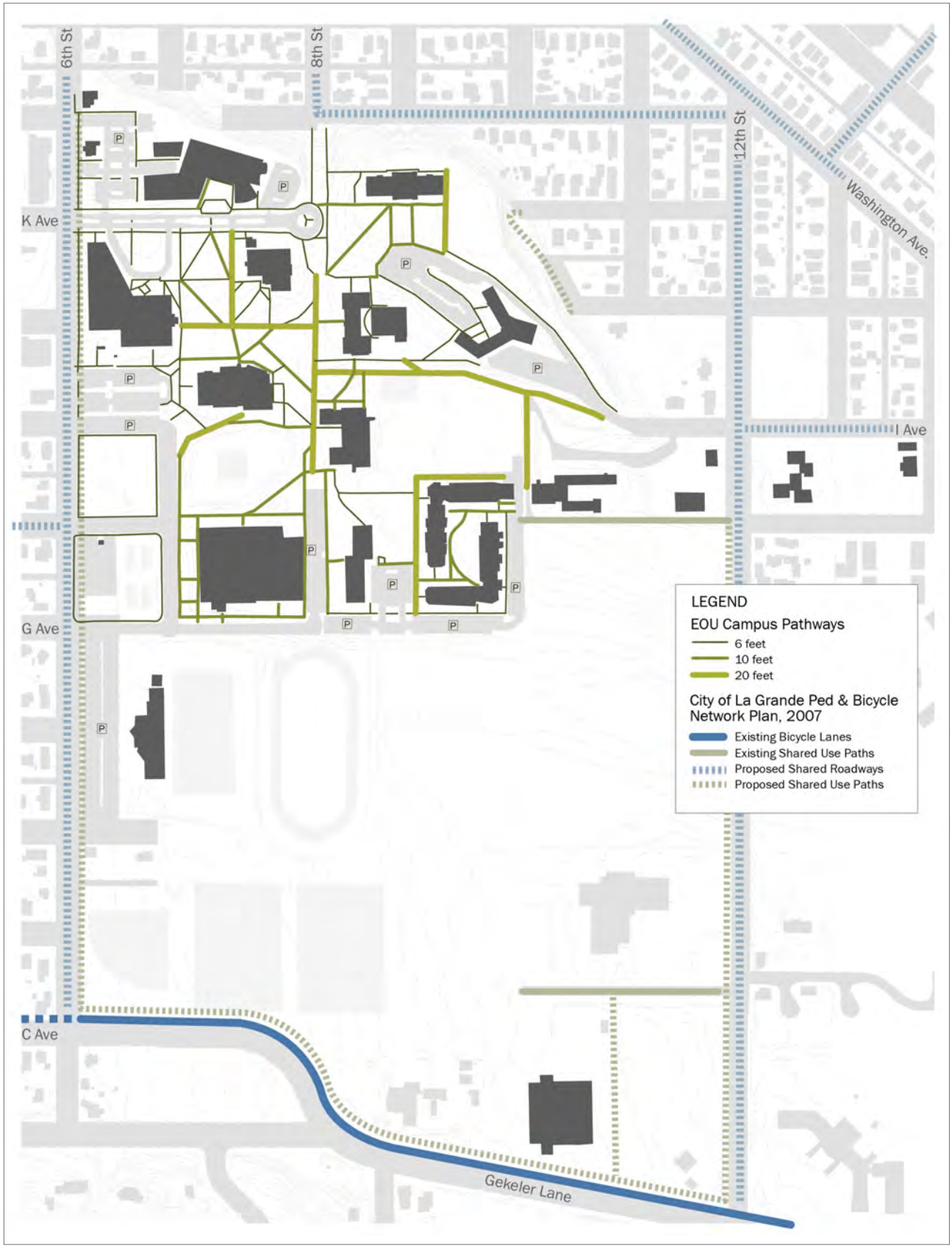


Figure 15. Campus Pedestrian and Bicycle Circulation

The perception of distance is likely a result of blocked views to key points on campus, indirect paths, and the potential exposure to the weather. Some design solutions that will help reinforce the walkable nature of campus include providing visual access from building to building, creating wind breaks and covered areas to provide protection from weather, and developing a series of “nodes” along pedestrian routes to help break up the monotony of a particular route.

There is generally good sidewalk connectivity throughout the neighborhoods surrounding campus, but the accessibility and condition of City sidewalks and curb ramps is unknown. Currently, there are no striped bicycle lanes or marked bikeway connections through the surrounding neighborhoods and bicyclists have to share the roadway with cars. On quiet residential streets, sharing the roadway is not a problem, but existing traffic volumes and speeds on 6th and 12th may warrant a dedicated bicycle facility. The City of La Grande Pedestrian and Bicycle Network Plan (2007) proposes shared use paths along 6th and 12th Streets; a bicycle lane has been striped on Gekeler, but does not connect to any other dedicated facilities.

BUILDINGS

As part of the EOU Master Plan process, SERA Architects performed a two-stage assessment of campus building assets. See Appendix 1 for the report of the assessment process, Building and Site Utilities Assessment.

INITIAL OVERVIEW BUILDING ASSESSMENT

The Master Plan process initially included an overview of campus building assets. That review, conducted in October 2011, was intended to set the context for the Master Plan. It entailed a visual observation of 26 campus buildings to record general architectural characteristics and conditions. It was brief, impressionistic and involved no engineering consultants or specific observations. That initial overview assessment is attached to the Building and Site Utilities Assessment report.

ENHANCED BUILDING ASSESSMENT

During Master Plan process, the University requested an enhanced assessment of buildings and site utilities for the purpose of prioritizing capital improvement requests. Buildings were included in the assessment if they had not been recently constructed, renovated or assessed, while outbuildings and other minor structures were excluded. Ultimately 16 buildings were identified for the February 2012, enhanced building assessment.

Housing and Bed Inventory		
Residence Halls	**GSF**	**# of Usable Beds**
Hunt Hall	72,296	100
Alikut Hall	43,820	86
North Hall	42,195	135
Daugherty Hall	42,195	135
Total # of Usable Beds		456

Figure 16. Campus Building Ages

ASSESSED BUILDINGS

- Ackerman Hall (not including the Gym or Annex)
- Alikut Hall
- Badgley Hall
- Community School of the Arts
- Community Stadium
- Eocene Courts
- Facilities Central Plant
- Facilities Services
- Facilities Warehouse
- Highland House (President's residence)*
- Hunt Hall
- Integrated Services Building*
- KEOL
- La Grande Head Start*
- Loso Hall
- Student Health Services

** Not included in October, 2011, overview assessment.*

ASSESSMENT SCOPE AND LOGISTICS

The assessments consisted of physical tours of the buildings to make visual observations of building conditions including structural systems, roof and envelope systems, basic accessibility (ADA) accommodations, mechanical and electrical systems, and civil infrastructure. In addition, for Hunt Hall only, the assessment included an evaluation of basic fire and life safety conditions and a cost-benefit opinion for renovation versus replacement.

The civil engineering assessment focused on a high-level, campus-wide overview of civil infrastructure, rather than a detailed review of individual building connections.

SERA Architects led an assessment team that included PAE Consulting Engineers (mechanical, electrical and plumbing) and KPFF Consulting Engineers (structural and civil). The team was on campus February 20-23, 2012.

ASSESSMENT CONDITIONS AND LIMITATIONS

The assessment report is based on cursory observations of building systems and components that were readily accessible to view, in order to identify distinct visual deficiencies. Described conditions are to be understood as representative and illustrative of a building's general conditions.

The assessments did not include detailed, specialist assessment of the building envelope (i.e. exterior walls and roofing systems). It is therefore recommended that the University periodically have building envelope systems reviewed by a specialist building envelope consultant in order to safeguard the value of campus building assets.

HIGHLIGHTS OF KEY OBSERVATIONS AND RECOMMENDATIONS*

ACKERMAN HALL

- *Only accessible entry to upper floors is via basement elevator lobby; Accessible route from some portions of basement to rest of building requires exiting and re-entering the building*
- *Structural system is unlikely to meet current seismic codes*
- *Much of plumbing system is recommended for replacement*
- *Minor HVAC upgrades are recommended*
- *Addition of heat trace to sprinkler main should be investigated for resolution of freezing problem*

ALIKUT HALL

- *Appears to be generally compliant with accessibility requirements*
- *Structural system would be expected to perform reasonably well in a seismic event*
- *EIFS (Exterior Insulation and Finish System) cladding should be evaluated for potential moisture-control problems*
- *Building envelope should be investigated for suspected and potential problems with air, moisture and thermal control*
- *Code review should be performed to determine whether new Oregon fire regulations require installation of carbon monoxide detectors in sleeping units*

** For more information on the Building and Site Utilities Assessment, refer to Appendix 1.*

BADGLEY HALL

- *Appears to be generally compliant with accessibility requirements*
- *Structural system would be expected to perform reasonably well in a seismic event*
- *Severe slab deflection at northwestern corner is not believed to be a structural strength or safety concern*
- *Building envelope should be investigated for known, suspected and potential problems with water intrusion and consequent moisture damage*
- *HVAC systems require various miscellaneous repairs and replacements*
- *Emergency generator starting problems should be systematically addressed*

COMMUNITY SCHOOL OF THE ARTS

- *Building has limited accessibility beyond main entry; primary instruction space is on inaccessible second floor*
- *Structural system should be evaluated for seismic deficiencies prior to any renovation*
- *Water intrusion at basement walls results in standing water, which has caused damage to at least one wood column, and poses a hazard to electrical and communications equipment*
- *All plumbing and mechanical (HVAC) systems are recommended for replacement*
- *Code review should be performed to determine whether fire protection and detection/alarm systems are required*

COMMUNITY STADIUM

- *Building appears to be generally compliant with accessibility requirements, but stands do not provide equal accommodation*
- *Structural system would be expected to perform reasonably well in a seismic event*
- *Masonry construction is below average quality, with widespread efflorescence and water intrusion evident*
- *Addition of insulation and other protective measures should be investigated to address risk of pipe and equipment freezing and/or wasted energy to run HVAC between sporadic, seasonal use of the building*

EOCENE COURTS

- *Structural system would be expected to perform reasonably well in a seismic event*
- *Stairs to exterior upper deck provide only egress path from several apartments:*

  Non-compliant stair geometry presents a safety hazard and code violation.

  Code review should be performed to determine whether wood upper deck complies with fire protection requirements for egress path.
- *Hidden-gutter detail at laundry/storage building has caused significant water damage to roof deck*
- *Plumbing, HVAC, and electrical systems are recommended for replacement*
- *Code review should be performed to determine whether fire protection and detection/alarm systems are required*
- *Code review should be performed to determine whether new Oregon fire regulations require installation of carbon monoxide detectors in apartments*

FACILITIES CENTRAL PLANT

- *Entry to the building is accessible, but mechanical equipment spaces are not required to be accessible*
- *Structural system would be expected to perform reasonably well in a seismic event*
- *Code review should be performed to verify mezzanine compliance with allowable construction type, required access and allowable storage*
- *Boiler and chiller systems are in generally very good condition, but miscellaneous replacements or upgrades are recommended*
- *Emergency power is recommended for selected loads due to the critical nature of the heating and cooling water supply for the rest of campus*
- *Code review should be performed to determine whether fire protection and detection/alarm systems are required*

FACILITIES SERVICES

- *Entries to the buildings are generally accessible, but many of the work and storage spaces are not readily accessible*
- *Structural system would be expected to perform reasonably well in a seismic event*
- *Some HVAC equipment is recommended for replacement*
- *Code review should be performed to determine whether a fire detection/ alarm system is required*

FACILITIES WAREHOUSE

- *Appears to be generally compliant with accessibility requirements*
- *Location of single thermostat for office / plan room section results in overheating*

HUNT HALL

- *Building has limited accessibility*
- *Building lacks a fire protection system; Exit stairs do not comply with current code requirements, particularly regarding guardrails and handrails*
- *Structural system should be evaluated for seismic deficiencies prior to any renovation*
- *Exterior doors and windows generally need repair or replacement*
- *Roofing systems are recommended for replacement*
- *All plumbing, HVAC, electrical, communications and fire detection/ alarm systems are recommended for replacement; Fire protection system should be installed*
- *Code review should be performed to determine whether new Oregon fire regulations require installation of carbon monoxide detectors in sleeping units*
- *See report for cost-benefit of renovation versus replacement (section Z30)*

INTEGRATED SERVICES BUILDING

- *Appears to be generally compliant with accessibility requirements*
- *Structural system would be expected to perform reasonably well in a seismic event*
- *Causes of combustion gas and bathroom exhaust odors should be investigated and resolved*
- *Fire protection valve system should be investigated to resolve pressure problem*

KEOL

- *Building is not accessible*
- *Structure is in poor condition; floor framing is visibly deflecting due to excessive storage loads*
- *Structural system should be evaluated for seismic deficiencies prior to any renovation*
- *Exterior cladding is failing or in poor condition*
- *Plumbing and HVAC systems are recommended for replacement*
- *Code review should be performed to determine whether a fire detection/ alarm system is required*

LA GRANDE HEAD START

- *Buildings appear to be generally compliant with accessibility requirements*
- *Structural system of the office building does not appear to provide a load path to transfer lateral forces (i.e. seismic or wind loads) between the building structure and the ground*
- *Code review should be performed to determine whether a fire protection system is required*

LOSO HALL

- *Appears to be generally compliant with accessibility requirements, although access from two of the heaviest travel directions (i.e. the quad and south parking) is indirect*
- *Structural system should be evaluated for seismic deficiencies prior to any renovation*
- *Gas water heater is recommended for replacement*
- *Various HVAC equipment and systems are recommended for replacement or upgrade*
- *Upgrade various lighting and lighting controls for potentially significant energy savings*
- *Fire detection/alarm system is recommended for upgrade*

STUDENT HEALTH SERVICES

- *Main entry and some areas at main floor are accessible; offices and counseling areas in basement are not accessible*
- *Structural system would be expected to perform reasonably well in a seismic event*
- *Code review should be performed to determine whether a fire detection/alarm system is required*

SITE UTILITIES*

- *A survey of subgrade utilities should be performed for the entire campus to establish an inventory for planning and maintenance purposes*
- *Visual inspections are recommended for all building sewer laterals older than 20 years*
- *Condition and capacity of campus drainage system should be investigated in light of history of flooding*
- *Visual inspections are recommended for all building storm laterals older than 20 years*
- *Non-destructive testing is recommended on utility-tunnel steam, condensate and chilled water piping to evaluate remaining piping life*
- *Pooling water near electrical equipment in utility tunnel should be addressed*

** For more information on Site Utilities assessment, refer to the Building and Site Utilities Assessment, Appendix 1.*

OPPORTUNITIES AND CONSTRAINTS

Further defining a unique campus identity that speaks to the character of eastern Oregon and the University's mission is possible through numerous on-campus opportunities:

- Design the open spaces to provide more organizational structure to the campus
- Provide a more hierarchical and accessible circulation system
- Improve the campus legibility by creating a cohesive palette of lighting, site furnishings, and signage
- Investigate the daylighting of Mill Creek
- Implement native or climate-appropriate plants that will blur the lines between campus boundary and indigenous landscape.
- Identify areas that can be utilized for additional solar energy capture on campus and building sites that will best respond to the local climate and site constraints.
- Strengthen the physical connections to downtown La Grande by improving pedestrian routes and accessibility.

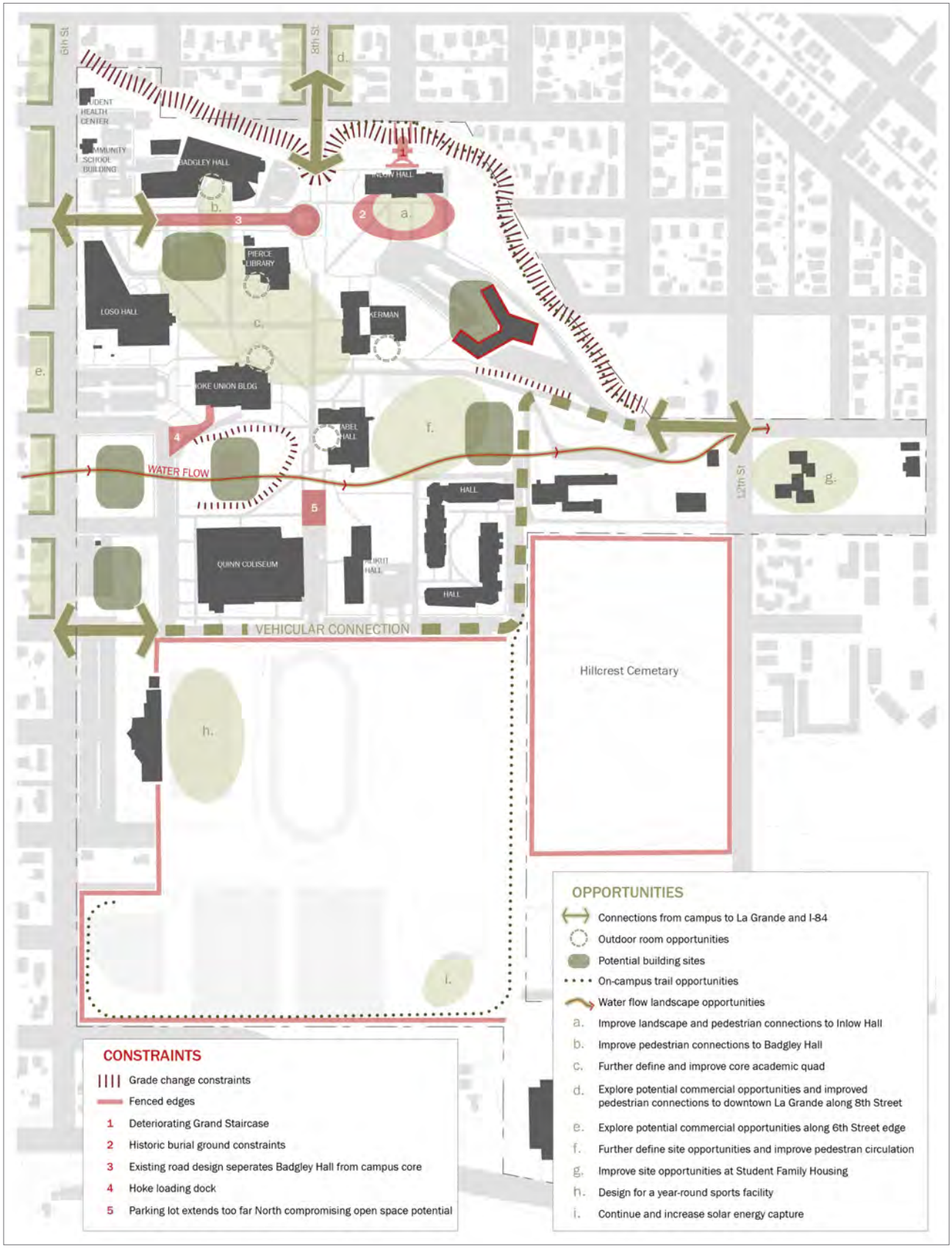


Figure 17. Campus Opportunities and Constraints

EOU's campus has few constraints, but they are significant.

- The open area south of the Hoke Union Building has limited development opportunities due to Hoke's loading dock location, the presence of Mill Creek, and the current use of the area as a stormwater detention basin.
- University Boulevard, while effective in bringing vehicles into the campus core, disconnects Badgley Hall from the rest of the academic core and presents a barrier to pedestrians.
- Development between Inlow Hall and Hunt Hall is limited because of the proximity to a historic pioneer cemetery.
- Hunt Hall, as it currently stands, represents a significant constraint to campus. While structurally sound, Hunt Hall's mechanical systems have warranted closing one wing of the building and are increasingly cost prohibitive to operate. The existing design and layout of the building will be unlikely to meet the programmatic needs of future campus housing and physically speaking, the back of the building is a visual eyesore to visitors that enter EOU from 12th Street.
- The University's connections to the surrounding neighborhoods are challenged by the roughly 40-foot slope that borders the northern edge of campus and by the fencing that borders the fields to the south.

MASTER PLAN

The 2012 Master Plan serves as a framework for campus development over the next ten years and provides direction on the location of anticipated capital projects in a way that supports the function of and respects the character of the campus. As a framework it is intentionally flexible with respect to the exact use, size, and shape of identified improvements in order to allow the University to adapt to changing conditions.

The focus of this Master Plan has been to enable the physical planning to support the larger goals of attracting and retaining students, and to let the historic building character and surrounding landscape inform a unique sense of place on Eastern Oregon University's campus. The vision for the campus growth and development is based on a clear organizational structure that meets several goals:

- Improve entry and sense of arrival - Provide a clear point of arrival and entry sequence for first time visitors.
- Design for a walkable and accessible campus - Provide convenient access and a walkable campus. Focus on campus activity.
- Enhance campus circulation - Clarify a system of paths, open spaces, and landmarks throughout campus. Improve vehicular circulation.
- Cultivate and connect the community - Address campus edges and connections to downtown La Grande.
- Integrate local landscape palette - Improve distant views and "borrowed landscape". Integrate native and climate-adaptive plants.
- Update and upgrade - Renovate existing facilities and improve technology campus-wide.
- Design for modest growth – Consistent with strategic planning, accommodate an additional 1,000 - 1,500 on-campus students and 50 additional beds over the next ten years.

This section describes the proposed and recommended projects that the University will undertake within this planning cycle in order to advance the vision for continued campus growth and development. The following section addresses specific aspects of this plan: Capital Projects, Buildings, Open Spaces, Athletics, Entries and Vehicular Circulation, Parking, Bicycle and Pedestrian Circulation, and a University District.

CAPITAL PROJECTS UNDER THIS MASTER PLAN

The 2012 Master Plan prepares for much more conservative on-campus growth with a few focused capital improvements specifically targeted at improving learning outcomes, responding to technological changes, supporting student achievement, and improving student attraction/retention.

An important effect of EOU's successful adoption of Distance Learning - in addition to the ability to reach students who would not otherwise be able to attend college - has been to allow the University to serve many more students with minimal additional space needs. The development of Distance Learning to date has meant that the space required to serve students is roughly one third of what it would be with a traditional campus model.

While Distance Learning has had a demonstrated benefit on space efficiency, it requires investments, information technology, as well as appropriate teaching spaces. The capital projects identified in this Master Plan are focussed directly on serving those needs. The capital projects engage three primary areas of focus for the next ten years:

- Improving existing facilities through deferred maintenance programs;
- Increasing capacity for distance learning and improving overall connectivity of teaching/learning technology media; and
- Improving campus first impressions, wayfinding, circulation/accessibility and appearance.

In addition to these measures, EOU plans to replace the partially-defunct Hunt Hall with an innovative new building that combines the University's growing distance learning community with the on-campus community. The Eastern Learning Commons facility will include distance learning classrooms, a data/technology center and on-campus housing. Programs will be developed to maximize the unique features of the project. On-campus housing has demonstrated benefits for improving student recruitment, retention, and academic performance, and is considered an important part of reaching the University's primary goals.

The following projects have been identified as the capital improvement priorities for physical development under this plan:

2013-2015 BIENNIUM

1. Eastern Learning Commons - Phase I

Project Summary:

In the 2011/2012 academic year, online student enrollment surpassed the traditional on-campus student enrollment. To support EOU's mission, improving the technology infrastructure and increasing the number of distance learning venues will support continued growth in the distance learning programs.

The Eastern Learning Commons is a proposed Capital Project in two phases. Phase I would include a state-of-the-art technology center that would house the University's data center, data equipment to support growth in the distance learning programs, and multi-purpose, technology-rich classrooms. The proposed location for this new building is south of the existing Hunt Hall. In addition to the technology center, much needed Information Technology Infrastructure Upgrades would take place throughout EOU's existing classrooms in each of the five academic buildings.

Upgrades to the campus and distance learning technology infrastructure will support this Master Plan's goals as follows:

- *Providing a fault-tolerant, high capacity, high performance campus network to better serve all students, while reducing costly outages.*
- *Replacing end-of-life (EOL) technology infrastructure with current technology to reduce service outages, and increase availability and security.*
- *Providing a system to meet security requirements addressed in Oregon University System (OUS) Audits.*
- *Providing an up-to-date campus telecommunications plant in order to support current and future performance needs.*
- *Implementing single sign-on system to provide improved security and authentication as addressed by OUS Audits.*
- *Improving data protection and security by expanding storage infrastructure.*
- *Enhancing current IP Video, Network and Video-Conferencing services for Distance Education students.*
- *Providing higher distance learning capacity through expanded server deployment.*
- *Converting two existing classrooms in each of five academic buildings into fully automated, live capture distance learning venues*

2. Inlow Hall Renovation – Phase II

Project Summary:

Inlow Hall is EOU's Administration and Student Services building. The facility is the original campus building and is listed on the State and National Historic Registers. It is the first building that prospective students see, their last stop before graduation and a periodic place of interaction with students as they register for classes, assemble financial aid, receive career guidance and work with leadership and administration to get the most out of their experience at EOU. Phase I (first floor renovation) was completed in 2010 and has been certified by USGBC to LEED CI Gold level. Phase II will complete the interior renovation, seismic upgrade and energy conservation measures for the second floor of Inlow Hall.

This Master Plan includes completion of the partial renovation of Inlow Hall as a top priority in order to:

- *Improve seismic safety for students, faculty and staff*
- *Improve energy efficiency and thermal comfort*
- *Improve access to essential student services and EOU administration*
- *Preserve historic integrity of the building as a campus, local, state and national asset*

3. Campus Accessibility & Circulation – Historic Preservation

Project Summary:

Over the last 70 years, Eastern Oregon University's campus has existed against the backdrop of the Grand Ronde valley and surrounded by the city of La Grande's historic residential neighborhoods. Ad hoc development, deferred maintenance, coupled with old infrastructure and a need to improve campus access for current and prospective students, requires an investment in the site circulation systems. Improvements and repairs will meet an urgent need to bring the campus into ADA compliance, better serve the educational mission, comply with Historic Preservation (SHPO) recommendations, and reduce on-going operational cost.

Upgrades to campus accessibility, circulation and historic preservation of the Inlow Hall Grand Staircase and other key areas will support this Master Plan's goals as follows:

- *Providing universally accessible pedestrian connections - replace path network and add building access*
- *Clarifying pathway systems to provide a hierarchy of multi-modal pathways*
- *Improving entries to have clear points of vehicular arrival to campus and creating a ceremonial vehicular entrance and open space, Inlow Mall, at the top of the 8th Street hill*
- *Improving the accessibility and functionality of perimeter parking lots*
- *Reducing operational costs with a selective snow melt system*
- *Preserving the historic character of campus by stabilizing cultural resources*
- *Improving campus safety by adding site lighting and removing site obscuring vegetation*
- *Unifying grounds as an academic campus that functions as an educational community*
- *Providing exterior resources which expend and support academic and social activities*

4. Athletics & Recreation Field House

Project Summary:

EOU's athletics and recreation programs are essential elements of our educational mission. In addition to the physical education and sports medicine academic programs, sports and recreation are fundamental drivers for the Eastern experience. In the past, athletes, students and staff utilized the Ackerman Gym for winter and wet weather practice. However, that space has been repurposed and athletes do not have a venue for winter use. Winters can be harsh in Eastern Oregon, so a semi-conditioned space is essential to meeting this need. A new Field House of approximately 11,250 sf would provide space for athletic practice, intramural sports and recreation use during the winter and wet weather. The building is anticipated to be a light duty industrial or pre-engineered enclosed building with minimal heating, natural ventilation cooling, track surface, multi-use field surface, artificial and natural lighting. The facility will be located at the south part of campus, near Quinn Coliseum and the Community Stadium.

Upgrades to the Field House will support this Master Plan's goals as follows:

- *Replacing the defunt Ackerman Gym venue*
- *Facilitating winter and foul weather practice and activities for athletes, students, and staff*
- *Reducing the load on Quinn Coliseum, thereby reducing operational and maintenance on that building*

2015-2017 BIENNIUM

1. Eastern Learning Commons - Phase II

Project Summary:

Phase II of this Capital Project includes a residential addition to the Eastern Learning Commons that would accommodate 150 beds. The intent of this new residential addition is to replace Hunt Hall and provide a living and learning-centered atmosphere for students. This integrated residential / academic classroom building model enlivens academic spaces throughout the day and creates a more '24/7' environment.

This Master Plan envisions modest growth on campus, additional on-campus housing, and increased growth in distance learning. To accommodate these goals, EOU will need to upgrade the existing data center and replace the partially unusable Hunt Hall, portions of which have been vacant since the 1970's and determined cost-prohibitive to renovate. The Eastern Learning Commons is a central aspect in achieving EOU's goals to:

- *Create learning-centered campus environment*
- *Provide efficient, safe housing*

2. Restore Historic Mill Creek – Mill Creek Flood Control

Project Summary:

The 1928 plan for Eastern Oregon University thoughtfully incorporated free flowing Mill Creek into the campus landscape. Over time, campus development changed and pushed to the south, which required the campus section of Mill Creek to be placed in a storm sewer. However, during heavy rain events the piped creek has historically flooded portions of the campus and its buildings, causing severe maintenance and repair issues. In an effort to mitigate Mill Creek's periodic flood events, the flow should be removed from the storm sewer and restored to pass through the EOU campus as originally intended.

Restoring historic Mill Creek will support this Master Plan's goals as follows:

- *Protecting campus buildings and lands from flood events*
- *Providing flood mitigation for lands downstream of campus*
- *Enhancing campus character to create greater landscape diversity*
- *Creating on-site educational opportunities for research and study*
- *Establishing a riparian corridor to create habitat for native flora and fauna, including a native trout population that exists both upstream and downstream of the piped area*

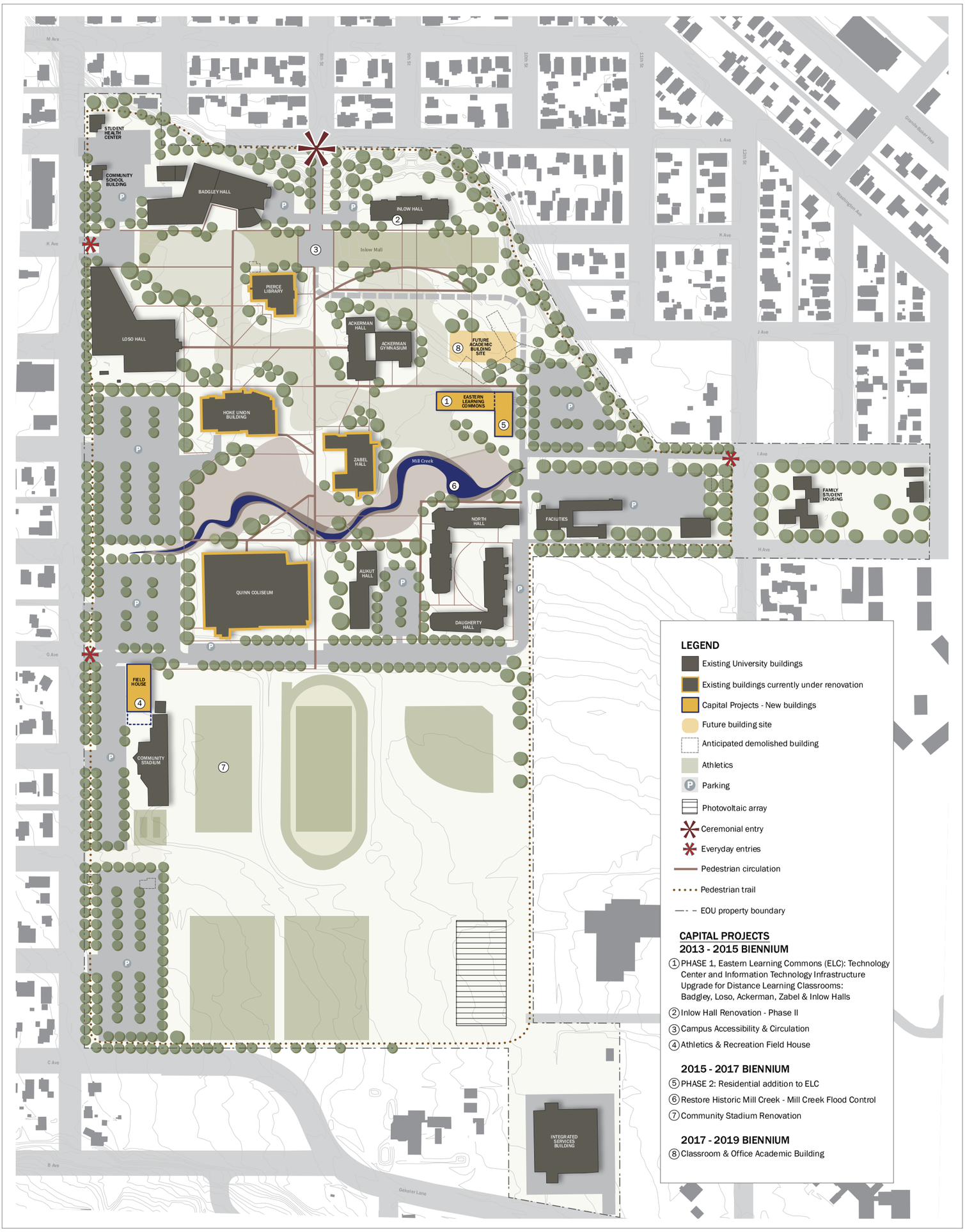
3. Community Stadium Field Renovation

Project Summary:

Eastern Oregon University is at the heart of the La Grande community and plays a pivotal role in bringing the surrounding rural communities together. EOU's football and track facilities are used by many of these communities, bringing a unique level of contact and exposure. This exposure has the potential to solidify the campus identity and positively support recruitment. The current track and football field facilities are degraded and inefficient, causing excessive operational costs. Improvements to these facilities will support increased use by the collective community and reduce ongoing costs. Implementation of artificial turf will allow increased use for practice and intramural activities, allowing the campus to re-purpose some of the acreage dedicated to those activites.

Upgrades to campus community and recreational facilities will support this Master Plan's goals as follows:

- *Providing a shared resource and increased community connectivity*
- *Improving community entry and create welcoming atmosphere*
- *Reducing maintenance by replacing lawn with synthetic turf and allowing increased use of the stadium field.*
- *Decreasing consumption of water, fertilizers, and fuel by replacing lawn with synthetic turf*
- *Improve competitive recruitment by offering higher quality of facilities*



MASTER PLAN FRAMEWORK

EOU 2012 MASTER PLAN

0 100 200 400 Feet

MASTER PLAN | 75

2017-2019 BIENNIUM

1. Classroom & Office Academic Building

Project Summary:

EOU will provide a new 30,000 SF classroom/office building as free-standing structure or addition to existing academic building. The building will be designed to accommodate growth in science, allied health and general academic programs, and will be designed to achieve a minimum of LEED gold certification.

Enrollment growth under this Master Plan will require approximately 30,000 SF of additional classroom and office facilities. Based on current expectations, on-campus program growth is expected to be in science and allied health programs. However, the master plan also calls for flexible and adaptable building designs to accommodate unforeseen changes in academic and pedagogical needs. Therefore the building will also be designed to house a large percentage of general purpose classrooms that can be adapted to meet a variety of teaching and learning modalities.

A new classroom and office academic building is a central aspect of EOU's Master Plan goals:

- *Accommodate on campus and distance learning growth expectations*
- *Augment existing science and allied health programs*
- *Provide flexible and adaptable teaching space to accommodate changing teaching and learning modalities*

BUILDINGS

EOU's current classroom utilization will generally accommodate the growth projected in this plan for the next several years. One additional classroom building is expected to be necessary to accommodate growth near the end of the ten-year study period. However, many of the campus's existing buildings have experienced years of deferred maintenance that create operational inefficiency and tax the operational budgets of the University.

RENOVATIONS

As a result of deliberate and prioritized capital planning, EOU is making headway to reverse the trends of deferred maintenance with the current renovations of Pierce Library, the Hoke Union Building, Zabel Hall, and Quinn Coliseum.

Pierce Library Renovation: Originally built in 1949, Pierce Library currently houses the EOU Library Collections, Law Library, Archives, Rare Documents Collection, Electronic Research Center, Microfilm/Microfiche Collection, an instructional computer lab, and Library Staff offices.

Building upgrades include a more modern and open layout with improved access to daylight and views. The building is anticipated to reach the equivalent of LEED Silver per the requirements of Department of Administrative Service and Oregon's State Energy Efficient Design (SEED) requirements. Lead architectural firm: Allied Works Architecture of Portland. Contractor: Fortis Construction of Portland.

Zabel Hall Renovation: Originally built in 1947, Zabel Hall currently houses EOU's College of Education, the College of Business, Military Science, the Testing Center, and faculty offices. The renovation will address energy, thermal, and architectural modifications necessary for operational effectiveness and to address changing learning and teaching modalities. The building is targeting the equivalent of LEED Silver per the requirements of Department of Administrative Services and the requirements of SEED. Lead architectural firm: Hennebery Eddy Architects of Portland. Contractor: Fortis Construction of Portland.

Hoke Union Building (HUB) Renovation: Originally built in 1973, the HUB currently houses the Campus Bookstore, Dining Services, Student Activity Spaces, Student Government and Clubs, Meeting Rooms, ASEOU offices, Residence Life offices, the Center for Student Involvement, and the College Outdoors program. Upgrades include a new centralized student government and clubs area, opening the dining rooms for multi-purpose use and creating a new exterior stair that will facilitate connection to the main (second) floor while providing a new gathering space for student life on campus. The building is targeting LEED Gold Certification. Lead architectural firm: SERA Architects of Portland.

Quinn Coliseum Deferred Maintenance Renovation Project: Originally constructed in 1957, the renovation of this 93,531 SF multi-functional facility will include upgrades to the building envelope; mechanical, electrical, lighting, control, communication and plumbing systems; built-in equipment, finishes, and fixtures. The renovation work will also include the repurposing of space to create a larger practice gymnasium; an improved building entry and event support space; an enlarged and improved sports medicine / athletic training space; improved administrative and coaches' offices, team meeting rooms and a special guest / athletics booster area. Sustainability improvements include increasing the efficiency of the building's HVAC systems, reducing water and electricity usage, and utilizing local materials where possible. This project renovation will target LEED Gold Certification to further the goals of the President's Climate Commitment of achieving climate neutrality. Lead architectural firm: SERA Architects of Portland.

NEW BUILDINGS

For the design of new buildings on campus, it is recommended that the project teams work with the building / open space patterns that currently exist (see Figure 18). Campus development through the years has continued to space buildings far enough apart to allow for access to views and to preserve the wide open character of Eastern Oregon. New additions for this master plan period are limited and are designed to preserve the open character of campus while still allowing for comfortable travel distances for pedestrians between buildings.

Proposed Capital Projects for the Eastern Learning Commons, an additional Academic Building, and a Field House are also under consideration within the next ten years. These proposed projects respond to EOU's modest, but steady growth.

Eastern Learning Commons: In the 2011/2012 academic year, online student enrollment surpassed the traditional on-campus student enrollment. To support EOU's mission, improving the technology infrastructure and increasing the number of distance learning venues will support continued growth in the distance learning programs.

The Eastern Learning Commons is a proposed Capital Project in two phases. Phase 1, under consideration for the 2013-2015 Biennium, would include a state-of-the-art technology center that would house the University's data center, data equipment to support growth in the distance learning programs, and multi-purpose, technology-rich classrooms. The proposed location for this new building is south of the existing Hunt Hall. In addition to the technology center, much needed Information Technology Infrastructure Upgrades would take place throughout EOU's existing classrooms in each of the five academic buildings. These upgrades would include replacing end-of-life technology infrastructure with current technology, installing a high performance campus network, improving data protection and security, and enhancing the distance learning capacity throughout campus.

Figure 18. Campus Building Patterns

New building locations respect existing open, low-density character of campus

Phase II of this Capital Project, proposed for the 2015-2017 Biennium, includes a residential addition to the Eastern Learning Commons that would accommodate 150 beds. The intent of this new residential addition is to replace Hunt Hall and provide a living and learning-centered atmosphere for students. This integrated residential / academic classroom building model enlivens academic spaces throughout the day and creates a more '24/7' environment.

Classroom and Office Academic Building: Through the Master Plan process, it was determined that continued student growth over the next ten years may result in the need for a new 30,000 SF classroom / office building near the end of the ten-year study period. Based on current expectations, on-campus program growth is expected to be in science and allied health programs. However, the Master Plan also calls for flexible and adaptable pedagogical needs. Therefore, the building should be designed to house a large percentage of general purpose classrooms that can be adapted to meet a variety of teaching and learning modalities.

BUILDING DEMOLITIONS

A couple of buildings do not respond well to the context of the campus and are functionally and operationally inadequate. It is recommended that for future benefit of University development, these buildings be demolished at appropriate phases.

Hunt Hall: Completion of the proposed Eastern Learning Commons in the 2015-2017 Biennium will allow EOU to replace the defunct Hunt Hall. Hunt Hall, as it currently stands, represents a significant constraint to campus. While structurally sound, Hunt Hall's mechanical systems have warranted closing one wing of the building and are increasingly cost prohibitive to operate. The existing design and layout of the building will be unlikely to meet the programmatic needs of future campus housing. A market study should be conducted to determine the most appropriate final configuration, number of units, rental structure and proforma. Students did indicate that the community atmosphere of Hunt was very positive; indicating that the traditional dormitory configuration may be desirable to maintain. For further information regarding the physical condition of Hunt Hall, refer to the Building and Site Utilities Assessment, Appendix 1.

KEOL Radio Building: The KEOL building is in poor condition and is in need of both plumbing and HVAC system replacement. More importantly, this important student service lacks appropriate accessibility at its entry. It is recommended that the radio station be relocated.

The preferred relocation site would be Hoke Hall. While the station is not programmed as part of the Hoke Hall renovation underway at the time of Master Plan preparation, it could be accommodated as part of a future minor renovation.

For further information regarding the physical condition of the Radio Building, refer to the Building and Site Utilities Assessment, Appendix 1.

OPEN SPACES

SERA Architects worked closely with PLACE Studio on the development of the campus open spaces and landscape to ensure that the outdoor environment better supports the academic and social vitality of Eastern Oregon University. To view the various landscape concepts that were considered for the campus, please refer to Appendix 5. The consultant team focused on the following goals to enable the campus landscape to serve as a significant organizing element of campus, provide for a range of activities and public spaces that are supportive to each other, and reflect the surrounding indigenous character and identity of eastern Oregon.

- **Structure a hierarchy** of open spaces that have distinctive identities;
- Design for a landscape that enhances visitors' **first impressions**;
- Improve **access to distant views** and the surrounding borrowed landscape;
- Create "**outdoor rooms**" adjacent to buildings to enhance the internal and external use of space and to potentially serve as third places;
- Integrate native and climate-adaptive plants to **reduce irrigation** and maintenance costs;
- Design for outdoor spaces where campus users **feel safe**; and
- Create an environment that the La Grande community will consider a **community asset**.

The preferred landscape concept conceived by PLACE Studio responds to the existing topography and the diagonal axes of open spaces created by the buildings. As shown in Figure 19, this spatial structure of open areas allows for a more direct connection of flows between the academic core and campus residential zones.

The organization of open spaces are categorized into three overlapping areas of lawn, cultured native landscape, and creek (refer to Figure 20). The 8th Street entrance into campus greets visitors with a formal lawn and access to 360 degree views of campus, downtown La Grande, and surrounding landscape. This manicured lawn breaks down into a series of informal cultured native landscape areas and outdoor rooms that complement the active and passive needs of the academic core. Outdoor rooms are typically adjacent to building entries and are smaller, more intimate spaces surrounded by trees and vegetation. The wide open native landscape areas give way to an even more naturalized environment of the daylit Mill Creek.

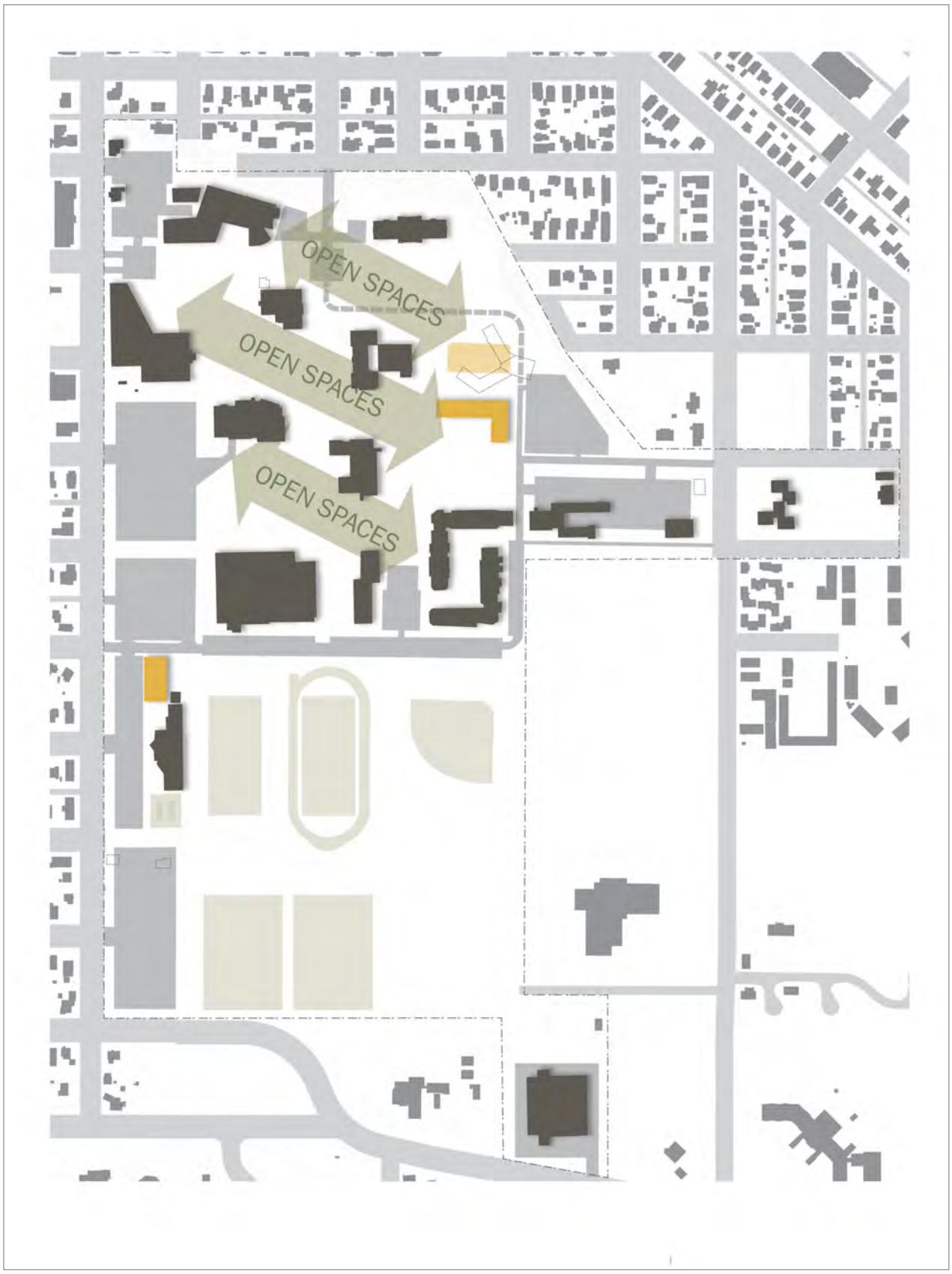


Figure 19. Campus Open Space Patterns

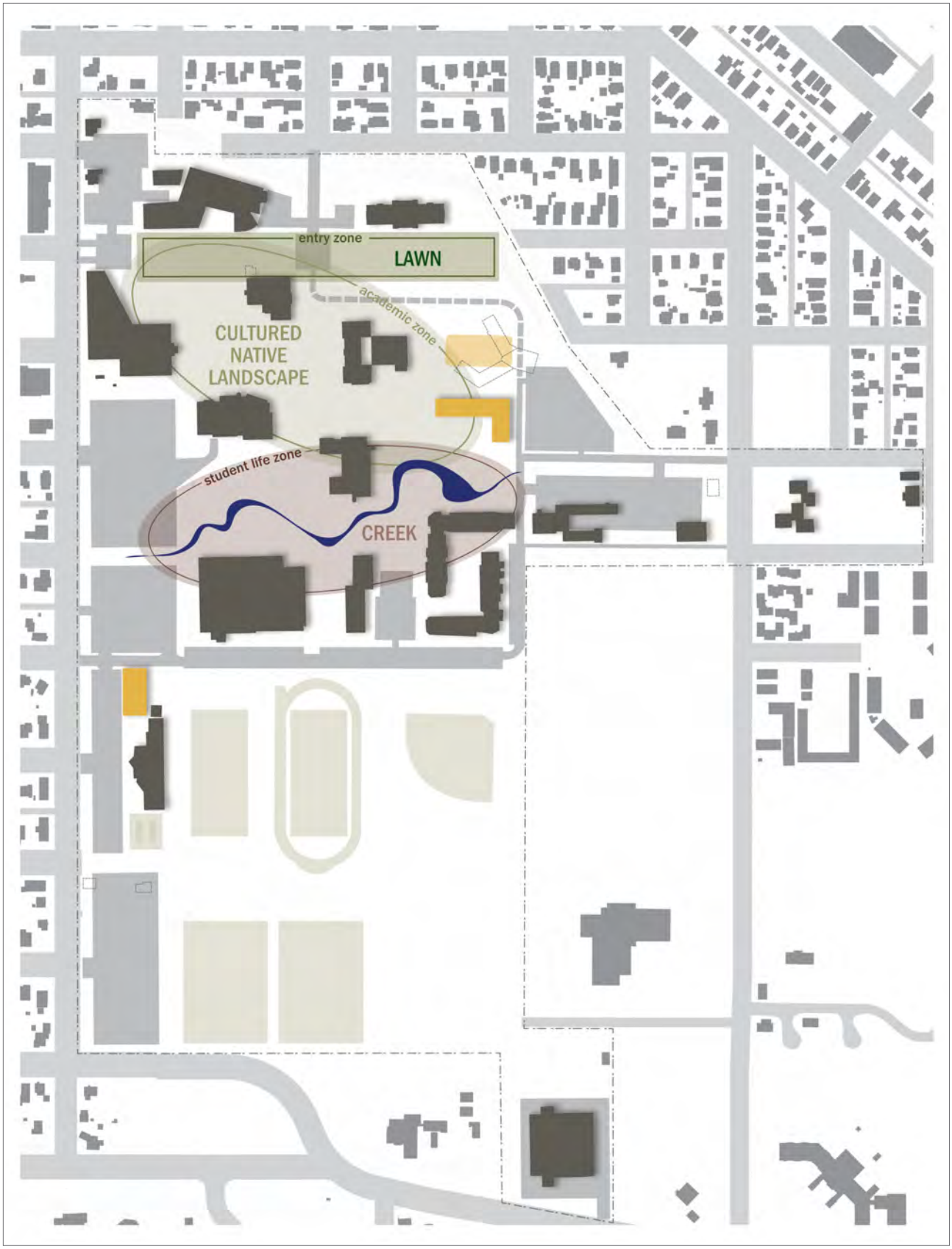


Figure 20. Open Space Concept

Spatial organization reflects view opportunities, building density and topography to create three unique zones.

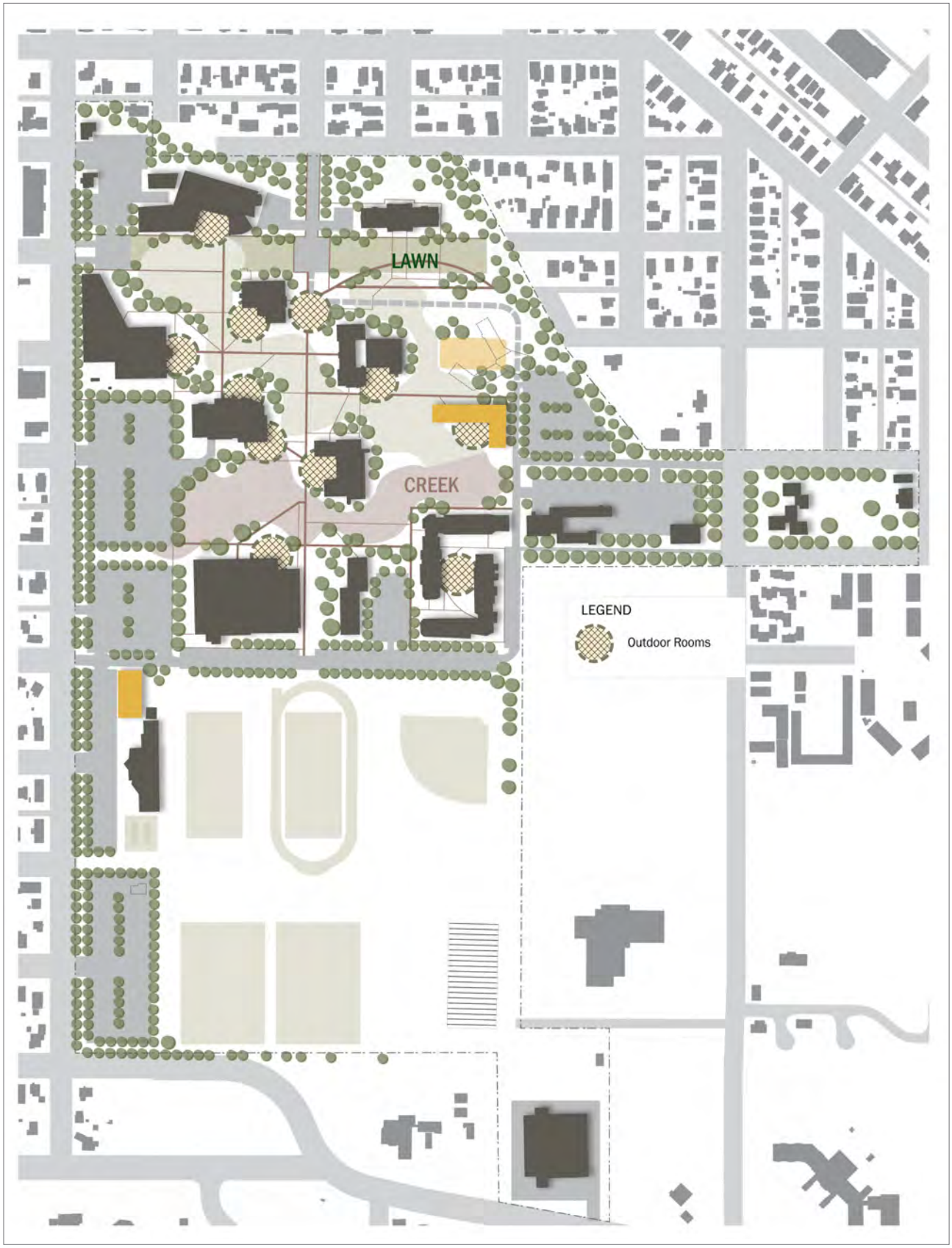


Figure 21. Outdoor Rooms

Intimate spaces are created around building entrances to provide a variety of scales within the open character of campus.

INLOW MALL: The open space within the historic building core has been designed to recall the historic formal nature of the 1928 plan by Erline Green Landscape Architect and Bennes & Herzog Architects. This significant open space is comprised of well-manicured lawn and plantings. The Mall serves as a welcoming space to visitors and a memorable venue for graduation ceremonies, weddings, or community events. This type of landscape is often associated with college campuses and may strike a chord of nostalgia for campus visitors. The Inlow Mall provides visual connections to the extraordinary surrounding views that define the identity of Eastern Oregon University's campus.

CULTURED NATIVE LANDSCAPE: Cultured landscape areas with climate-adaptive and native landscaping comprise the majority of the academic core and campus quad, greatly reducing the need for irrigation, fertilizer, and intensive maintenance. Continuous stretches of grasses (both cultivated and wild), combined with gentle berms and topographical variation, expand into distant views allowing the character and openness of the surrounding natural landscape to have a place on campus. As illustrated in Figure 21, these wide expanses of open space connect to smaller, more intimate outdoor rooms adjacent to building entries. The outdoor rooms are often populated with trees that provide definitive edges to the open stretches of grass and create a prospect/refuge interface. Circulation paths follow along the edges of these landscaped areas while still making key connections to destinations across campus. Grass heights and type will vary depending on levels of activity use - ranging from cultivated lawns to more naturalized landscape with wild grasses and flowers.

The Inlow Mall provides visual connections to the extraordinary surrounding views that define the identity of EOU's campus.

MILL CREEK: The 1928 plan for Eastern Oregon University thoughtfully incorporated free flowing Mill Creek into the campus landscape. Over time, campus development changed and pushed to the south, which required the campus section of Mill Creek to be placed in a storm sewer. However, during heavy rain events the piped creek has historically flooded portions of the campus and its buildings, causing severe maintenance and repair issues. In an effort to mitigate Mill Creek's periodic flood events, the Master Plan recommends removing the flow from the storm sewer and restoring it to its natural overland flow across campus.

Restoring Mill Creek to flow across the southern end of campus would provide numerous benefits. It would begin to define a campus landscape that speaks to the surrounding natural beauty of Eastern Oregon, enhancing the University's unique character and location. The flora and fauna reintroduced to the campus through restorative efforts would provide continuous learning opportunities for natural science programs. Allowing the creek to take a more natural and expansive course would mitigate flood hazards not only on campus, but further downstream. Restoring this community amenity would provide partnership opportunities with local organizations that advocate for stream and habitat restoration. Last, but not least, the University would benefit from acres of campus lawn that would be replaced with native riparian habitat, dramatically reducing the costs of irrigation and intensive maintenance.

The character of this environment would be comprised of native plant species, a rocky creek bed, surrounding flood plain, and topographical variation. Pedestrian crossings throughout this area will require a series of bridges. This more naturalized area of campus will create a relaxing and rich atmosphere for the student life and residential zones.

The Consultant Team advocated for this important, campus-defining feature to be considered as a Capital Project for the 2015-2017 Biennium. It is also recommended that EOU try to secure additional funding sources for this project through local, state, and national organizations interested in supporting stream and habitat restoration, flood mitigation, and watershed health.

Daylighting Mill Creek would dramatically improve campus open spaces and character. Rendering courtesy of PLACE Studio

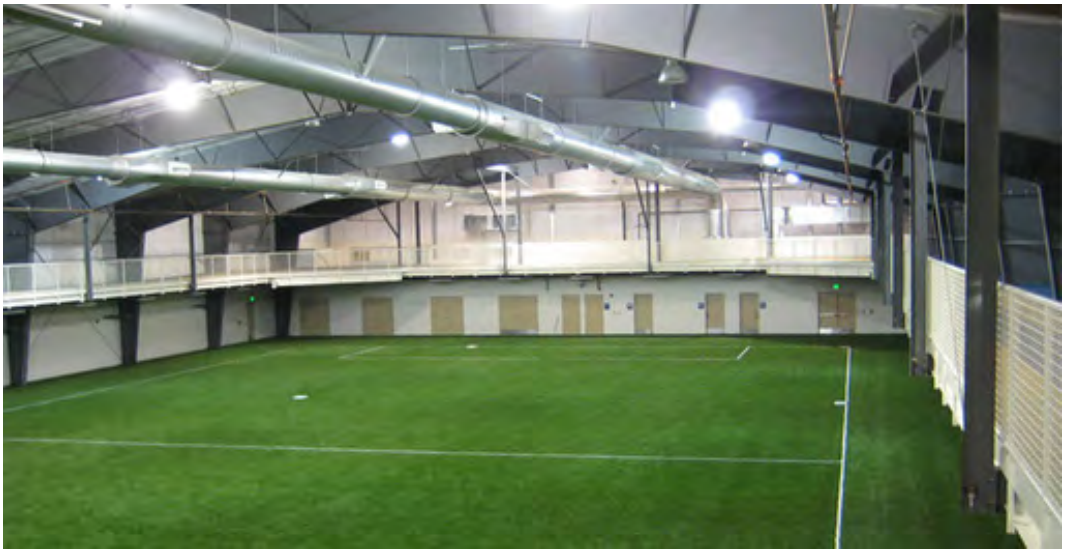
ATHLETICS

The athletic facilities at EOU provide areas for athletes, spectators, students, and community members to experience a wide variety of sports and recreational activities. Existing facilities include the Community Stadium, tennis courts, track, the soccer complex, the Peggy Anderson softball field, and Quinn Coliseum, which is home to the University's basketball court and gymnasium, fitness center, locker rooms, and physical education classrooms. EOU plans to make significant investments in Athletics and Recreation over the next ten years with the continued renovation of Quinn Coliseum, and the proposed Capital Projects for a new Field House, and renovation of the Community Stadium.

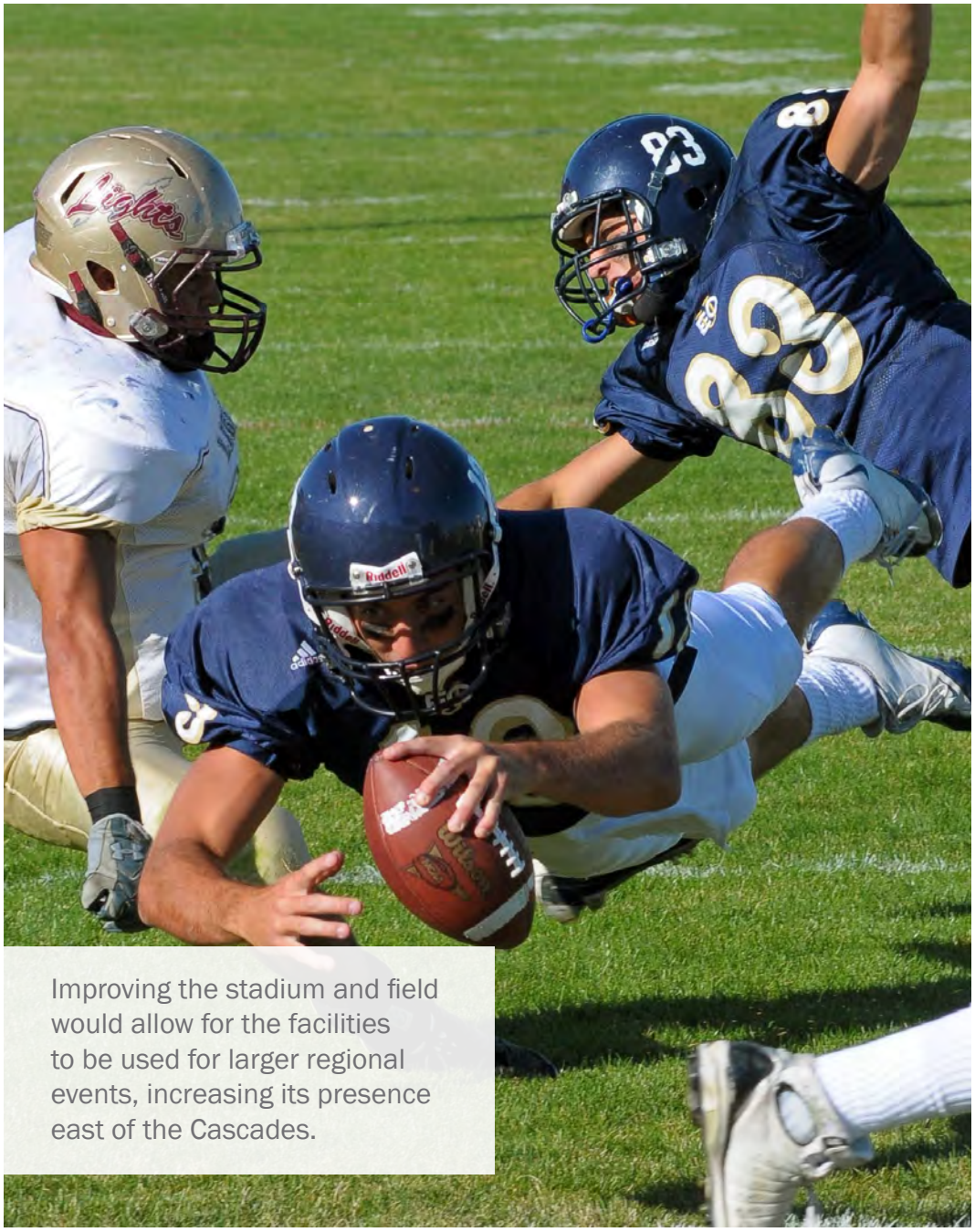
Quinn Coliseum Deferred Maintenance Renovation Project: Originally constructed in 1957, the renovation of this 93,531 SF multi-functional facility will include upgrades to the building envelope; mechanical, electrical, lighting, control, communication and plumbing systems; built-in equipment, finishes, and fixtures. The renovation work will also include the repurposing of space to create a larger practice gymnasium; an improved building entry and event support space; an enlarged and improved sports medicine / athletic training space; improved administrative and coaches' offices, team meeting rooms and a special guest / athletics booster area. Sustainability improvements include increasing the efficiency of the building's HVAC systems, reducing water and electricity usage, and utilizing local materials where possible. This project renovation will target LEED Gold Certification to further the goals of the President's Climate Commitment of achieving climate neutrality. Lead architectural firm: SERA Architects of Portland.

Field House: The construction of a new Field House on campus would provide approximately 11,250 SF of semi-conditioned space for athletic practice, intramural sports and recreation use during winter and wet weather. This additional field space will help to reduce the current usage loads on Quinn Coliseum. The building is anticipated to be light industrial or a pre-engineered enclosed building with minimal heating, natural ventilation cooling, track surface, multi-use field surface, artificial and natural lighting. The facility will be located south of G Avenue, adjacent to the Community Stadium and within close proximity to Quinn Coliseum. It is envisioned that this structure have significantly large openings to allow for cross ventilation during the summer months. During fall and winter months, the shelter of the Field House could benefit booster or tail gate events. Due to the Field House's planned location near the G Avenue campus entrance, attention must be paid to the building's façade and surrounding grounds to ensure that both design and materials provide an attractive community entry and welcoming atmosphere.

Quinn Coliseum



Field House Example: Diamond Park Alaska Field House



Improving the stadium and field would allow for the facilities to be used for larger regional events, increasing its presence east of the Cascades.

Photo courtesy of EOU

Community Stadium Field Renovation: Due to the year-round use of the Community Field, EOU needs to increase the durability of the field and reduce operational costs. Implementing a synthetic turf field will reduce the need for irrigation and chemical fertilizers and allow increased use of the facilities for both field practices and games. The Community Stadium is often utilized by surrounding rural communities and as a result, plays a pivotal role in student recruitment. Improving the stadium and field would allow for the facilities to be used for larger regional events, increasing its presence east of the Cascades.

ENTRIES

A goal of this Master Plan Framework has been to provide a clear point of vehicular arrival to the campus. While it is practical and necessary for EOU to have numerous daily entrances for faculty, staff and students, it is imperative that one of these be the designated ceremonial entry for first time visitors. Through the course of the Master Planning process, numerous alternatives were provided to the Steering Committee showing potential ceremonial entries that stemmed off of 8th Street, 12th Street, and University Boulevard (see Appendix 4).

The 8th Street entry was the preferred alternative for a number of reasons. Historically, 8th Street extended through campus and served as the main vehicular entry. As an extension of the city grid, 8th Street has a strong connection to downtown La Grande to the north. Designating 8th Street as the ceremonial entrance requires that visitors exit I-84 and drive through the southeastern section of downtown Washington Avenue. This proposed route through downtown will likely spur business in the local community and reinforce the beneficial partnerships between the community and the University. Signage routing visitors from the Interstate to the campus will be extremely important. Banners or signs indicating the route to the University should exhibit EOU colors or logos, occur frequently along the route, and be placed in prominent locations. The route will continue along 8th street towards the University, passing through a quiet, residential neighborhood street lined with mature street trees. There are numerous opportunities to improve the vehicular and pedestrian experience of 8th Street and to potentially have 8th Street serve as a continuation of the University, or in time, be designated as a University District. For more on this, refer to the University District section of this chapter on the following pages. A significant gateway will mark the ceremonial entrance to the University at the bottom of the 8th Street hill as a visual cue that visitors are arriving onto campus.

It is important to note that concerns regarding the steepness of the 8th Street hill were addressed during conversations about this ceremonial entrance. Vehicular access during the winter months will be ensured through the implementation of a snow melt system in the street. A snow melt system is already in place on the pedestrian sidewalks leading up the hill. In time, designing a bike path that gradually ascends the slopes on the north side of Badgley Hall will be in the campus's best interest. The Steering Committee also requested that the 8th Street hill still be respected as the community's "sledding hill". During a brainstorming session on the topic, it was suggested that the University host a "sledding day" and potentially close the 8th Street entrance during the University holidays for sledding purposes.

8th Street currently serves as an attractive pedestrian route and bikeway to campus.

Figure 22. Vehicular Entries

Upon entering the campus along 8th Street, visitors will be confronted with views of the historical core of campus and the Blue Mountains in the distance. Visitor parking will be easily accessible off the 8th Street entry. A plaza-like, paved vehicular turnaround will allow vehicles to drop off campus visitors and return to downtown or continue onto the campus roadway connection towards 12th Street. This vehicular plaza will serve numerous purposes. It connects the two halves of the Inlow Mall so it will be pedestrian friendly in both materials and accessibility. At times, the plaza will serve as the vehicular connection to the campus road that connects to 12th Street. When this thruway road is closed to vehicular use, the plaza will be large enough in size to accommodate a bus or emergency vehicle turnaround. For short periods of time, it may also be used for special guest parking. Most importantly, the plaza's location allows campus visitors entering on 8th Street immediate access to views of the surrounding landscape, EOU's historical buildings, and the 8th Street promenade, which even in the winter, is lively with student activity during the academic day.

Everyday entries for EOU students, faculty and staff are available off both 6th and 12th Streets (refer to Figure 22). Two main entries are provided off of 6th Street. The G Avenue entry allows access to residence halls, athletics and recreation uses. The University Boulevard entry has been significantly shortened to enhance the open space and pedestrian connections to Badgely Hall. University Boulevard is now recommended to terminate at the west end of the Inlow Mall with a plaza-like, vehicular turnaround similar in character to the 8th Street entry plaza. The University Boulevard turnaround will also have the ability to accommodate both buses and emergency vehicles. These entries are recommended to be well-marked with signage and attractive landscaping so that campus users are aware that they have crossed a definitive boundary onto campus. Additional vehicular access to campus on 6th Street occurs through perimeter parking lot entries.

Rendering of the 8th Street ceremonial entry plaza with views to Inlow Mall and the Wallowa Mountains

Rendering courtesy of PLACE Studio

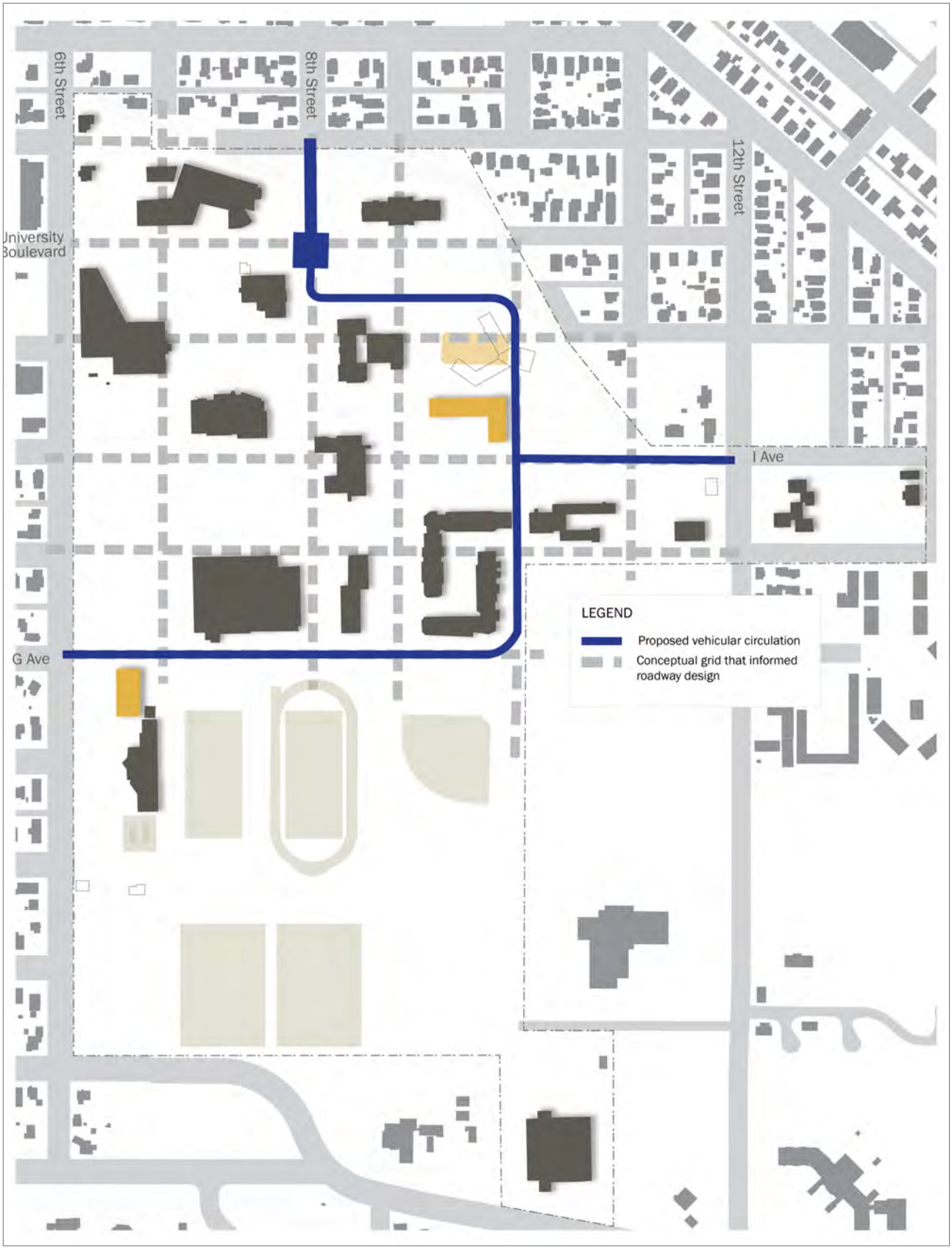


Figure 23. Proposed Vehicular Circulation Conceptual Framework

As illustrated in Figure 23, the 12th Street entry has been realigned to serve as an extension of I Avenue and reinforce the existing city grid. This entry will be marked with gateway signage at the corner of 12th Street and I Avenue. The 12th Street entry will be improved with significant landscaping to buffer the Facilities yard and parking lot and enhance eastern views towards the naturalized landscape of Mill Creek.

VEHICULAR CIRCULATION

To better serve emergency access, it is recommended in this Master Plan that cross-campus vehicle circulation be accommodated for in two locations (refer to Figure 24). South of Quinn Coliseum and the residence halls, G Avenue extends to the eastern edge of the campus boundary. An existing service road located west of Facilities could be improved and expanded to meet G Avenue, ultimately connecting the roadway to I Avenue and 12th Street.

I Avenue is also designed to connect to a new campus roadway that heads north towards Inlow Hall. This road accesses a roughly 110-car parking lot that provides convenient parking for the new Eastern Learning Commons facility, Inlow Hall, and Ackerman Gym. An additional roadway segment, Inlow Drive, extends north from the parking lot and connects vehicles to the 8th Street entry plaza. Inlow Drive may only be accessible for vehicular connection on days that necessitate on-campus driving. One example of this might be on spring and fall moving days for the residence halls. This roadway connection is conceived to be narrow and paved with materials that indicate more pedestrian travel than car. Both entries to this roadway segment will have removable bollards that can either obstruct or facilitate vehicular connection.

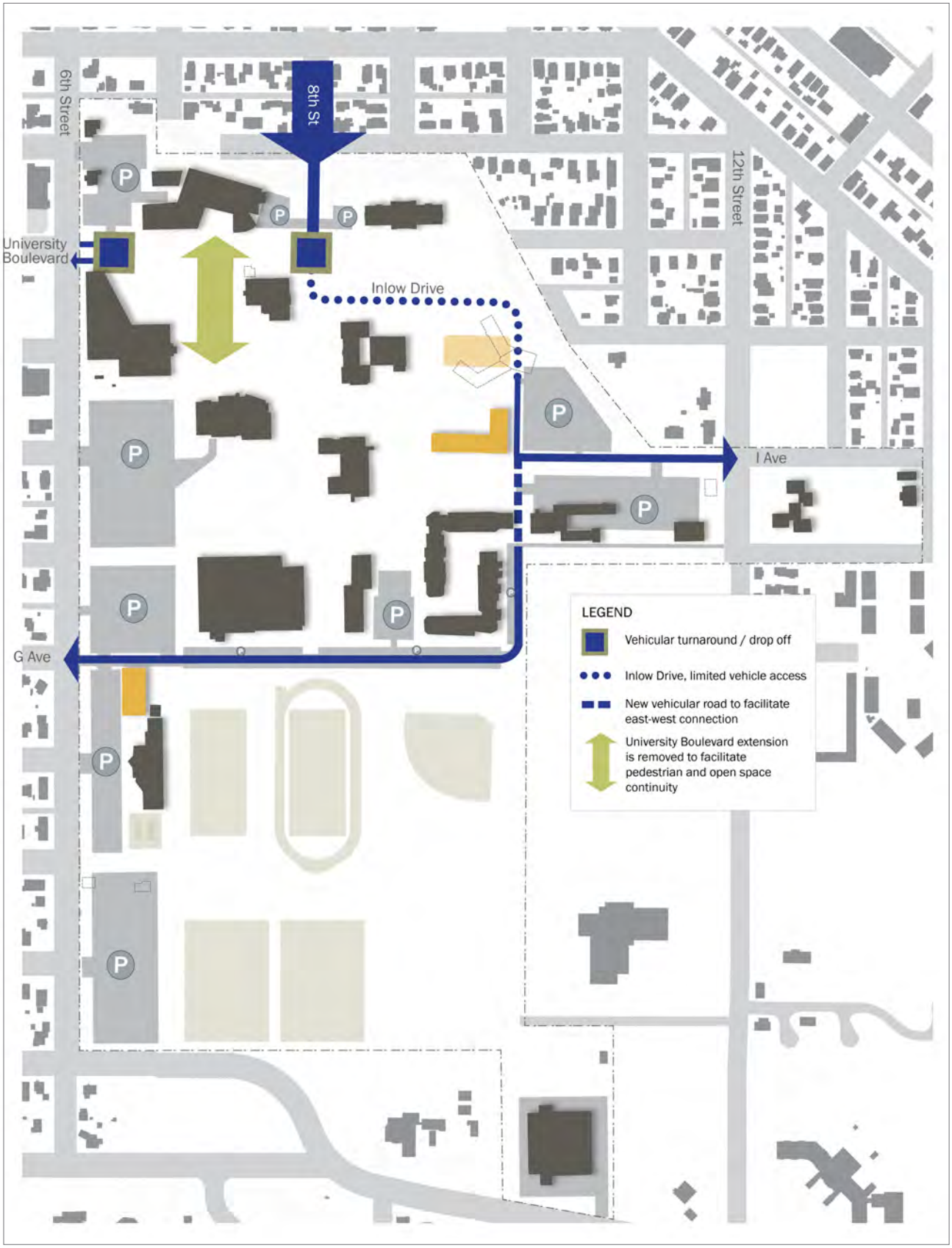


Figure 24. Vehicular Circulation

VEHICULAR PARKING

One of the key framework concepts for the Master Plan is to site an appropriate amount of parking on the perimeter of campus to preserve the walkability and intimacy of the campus core. The design intention is to have students, faculty and staff “park once” in a perimeter parking lot and then navigate through campus on foot, bike, or other non-vehicular mode.

This concept requires a clear, safe, and desirable internal circulation system. It also requires accommodating specific parking needs at buildings with small convenience lots that have ADA-accessible parking and thoughtful drop-off and loading locations. Visitor and executive parking should be sited closest to Inlow Hall, easy to locate from various campus entrances, and available throughout the day for free. ADA accessible spaces should be provided closest to accessible building entrances and closest to the campus core.

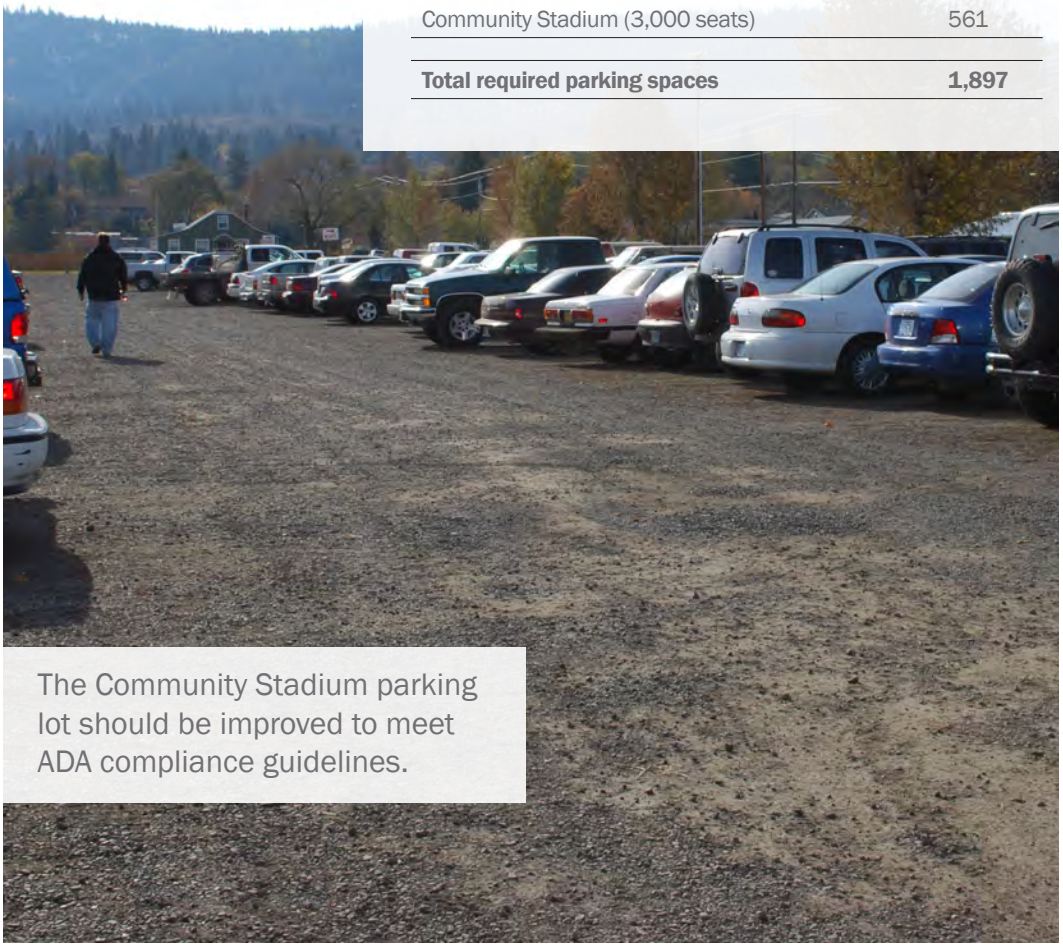
Determining an “appropriate” amount of on-campus parking is challenging without fully analyzing the transportation mode split and travel habits of the campus population. Parking demand fluctuates throughout the day, week, and year, and finding the right balance of parking is an art as much as it is a science. Specific revised parking ratios or requirements are not included in this Plan, as those are governed by City codes. Periodic review of campus parking requirements should be undertaken in collaboration with the City of La Grande.

The following campus parking best practices are adopted as campus parking guidelines under this master plan:

- Ensure that parking lots used for day to day needs are ADA accessible;
- Study existing mode split and travel patterns to determine how existing parking is utilized and determine if additional surface parking is needed;
- Survey surrounding neighbors and conduct parking counts as needed to determine if off-campus parking controls are necessary to avoid undue pressure on neighborhood streets from daily campus parking;
- Work with the City of La Grande to establish a “right-sized” parking ratio for campus;
- Provide convenient parking to buildings commonly used by community members (Loso Hall, Ackerman Gym, Community Stadium, and Hoke Union Building);
- Explore shared parking arrangements with adjacent complementary uses – including internal and community facilities, as well as athletics facilities - before constructing new surface parking lots; and
- Create and implement a Transportation Demand Management (TDM) strategy that looks at commuting and parking management holistically.
- Recognize the TDM benefit of on-campus housing, and avoid double-counting of student parking demand that results from separate requirements for classroom space and residential facilities.

CITY OF LA GRANDE

PARKING REQUIREMENTS	SPACES
Five (5) spaces per classroom	365
One (1) space for every two beds	228
One (1) space for every two employees	216
One (1) space for every fleet vehicle	58
Loso Theater (446 seats)	137
Quinn Gymnasium (1,405 seats)	333
Community Stadium (3,000 seats)	561
Total required parking spaces	**1,897**



The Community Stadium parking lot should be improved to meet ADA compliance guidelines.

This Master Plan framework recommends maximizing the student, faculty, and staff parking lots along 6th Street. This includes paving the Community Stadium parking lot to ensure equitable access for all users. Additional parking south of the Stadium may be necessary in the future to accommodate demand. A new lot designed for roughly 110 vehicles is recommended for construction north of the I Avenue / 12th Street entry. This lot will cater to residents and students living or attending classes in the Eastern Learning Commons, staff that work in Inlow Hall, and visitors attending community events in the Ackerman Gymnasium. Additional visitor parking will be provided in the smaller lots adjacent to the 8th Street entry. The parking area adjacent to Facilities is intended for maintenance and fleet vehicle parking and use only. An estimated 1,785 parking spaces are proposed in parking lots and along private streets on campus as part of the Master Plan Framework. The total number of proposed parking spaces on the EOU campus is a gross estimate based on area calculations. Ultimately, the total number of parking spaces will be determined as projects on campus are designed and developed.

The design intention for perimeter parking on the edges of campus will require careful consideration as they relate to the surrounding neighborhoods. It's important that the parking lots don't serve as barriers to the surrounding community. Designing the parking lots with ample vegetation to soften the edges and welcoming pedestrian connections to link the community with the campus core are discussed in more detail in the Design Guidelines chapter.

PEDESTRIAN CIRCULATION

The campus has an existing comprehensive pathway network that connects key origins and destinations across campus. As a result, the campus core is compact and pedestrian friendly, allowing for all buildings on campus to be easily reached within a ten-minute walk. This Master Plan recommends that pedestrian circulation improvements focus on increased accessibility and a clarification of the pathway system to provide a hierarchy of multi-modal pathways.

Improved campus accessibility and circulation has been proposed to OUS as a 2012-2015 Biennium Capital Improvement project. ADA compliance and mitigation of ad hoc and deferred maintenance infrastructure are the primary focuses of this proposal. The project also addresses improving campus entries and wayfinding, enhancing campus lighting, and implementing snow melt systems in key pedestrian connections.

Circulation upgrades must tie directly to improvements in the open space network. Pedestrian circulation will complement the open spaces rather than shape or define them. While still connecting to key destinations and significant nodes on campus, improved pathways will also be designed to access views to buildings to reduce the perception of distance between spaces.

Within the next ten years, this Master Plan also recommends developing a pedestrian trail that would circulate around the perimeter of campus. The majority of the trail would be comprised of a soft surface such as gravel or wood chips. Track and field runners, mountain bikers, recreational walkers and joggers, and community dog walkers would all enjoy the use of this campus amenity. Along 6th Street, the trail would become a harder packed or paved surface and also meet the needs of the “shared use path” designation on the City of La Grande’s Bike and Pedestrian Plan (2007). This path would be separated from both the street edge and the 6th Street perimeter parking lots by wide planting strips and landscaping on either side.

Pedestrian trail example: Rexius Pedestrian Trail, Eugene, Oregon. Image courtesy of Reporting 1 Blog

It is important to note that the historic preservation of the Grand Staircase is also part of the Capital Project proposal for campus accessibility and circulation. Throughout the course of the planning sessions, it was reiterated by staff, students, faculty, and community members that the Grand Staircase is still a treasured feature of campus. It continues to retain significant cultural and historic value as the physical reminder of the link that originally connected Eastern Oregon University to the community. While restoring the Grand Stair provides no immediate benefit to the campus core, continuing to let the staircase fall into further disrepair sends a negative message to the surrounding community. It is in the best interest of the University to repair this State of Oregon historic resource so that it once again serves as a source of community pride.

The Grand Stair in the 1930s

The Grand Stair in 2011

UNIVERSITY DISTRICT

Throughout the planning process the Consultant Team heard from students, staff, faculty, and community members that the relationship between EOU and the downtown community should be strengthened though infrastructure and programming. While the distance from campus to downtown is less than a half-mile walk (about 15 minutes), students typically stay on campus for their dining, socializing, and entertainment. Aside from the EOU Mountaineer Market on Washington Avenue and the EOU banners along Adams, there is very little University presence downtown.

The Consultant Team explored potential land use changes on 6th and 8th streets that would allow student-oriented commercial services to develop in small nodes. The idea was that the new small nodes of activity would attract students along these corridors and into Downtown. These corridors, or University District, would serve as an extension of the EOU campus and would benefit both students and community members. When 8th Street was determined to be the preferred “ceremonial” entrance and the primary route for first-time visitors to campus, the team studied the corridor more closely to determine appropriate zoning modifications, infrastructure improvements, and programming needed to make the corridor / district successful. Ultimately, it was determined that the City had an adequate supply of commercially-zoned property in the area and that enhancing 8th Street with infrastructure improvements to better connect with the existing businesses and attractions in Downtown La Grande was a more prudent economic development strategy. Downtown La Grande has worked diligently over to the last decade to revitalize its historic commercial core and it is in the best interest of both the community and the University to support and activate La Grande’s existing shops and services and not detract from them with student-oriented commercial elsewhere.

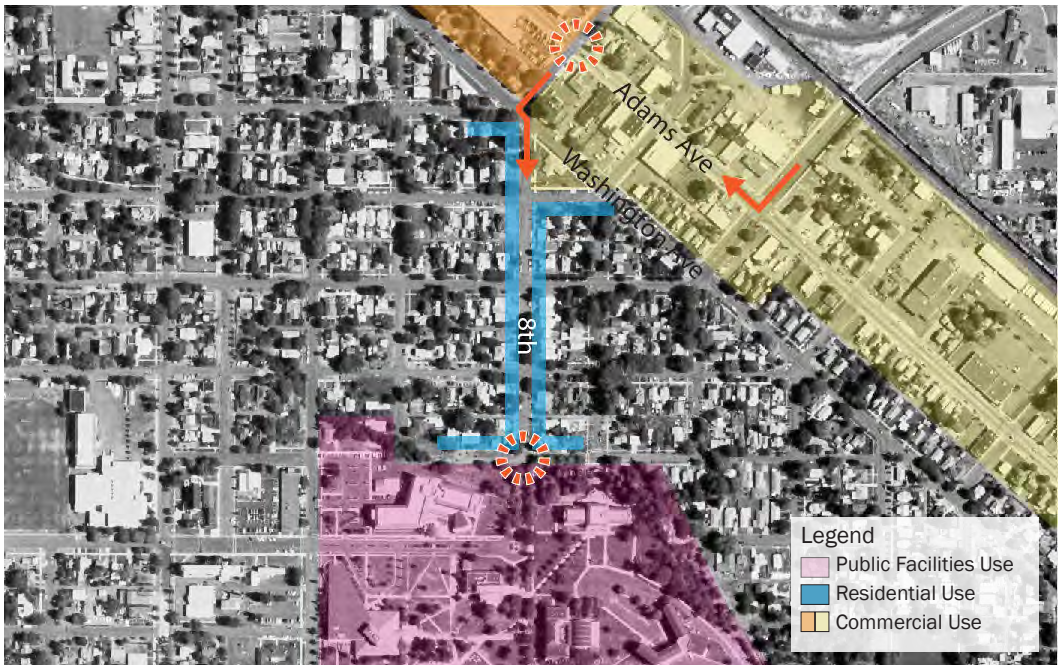


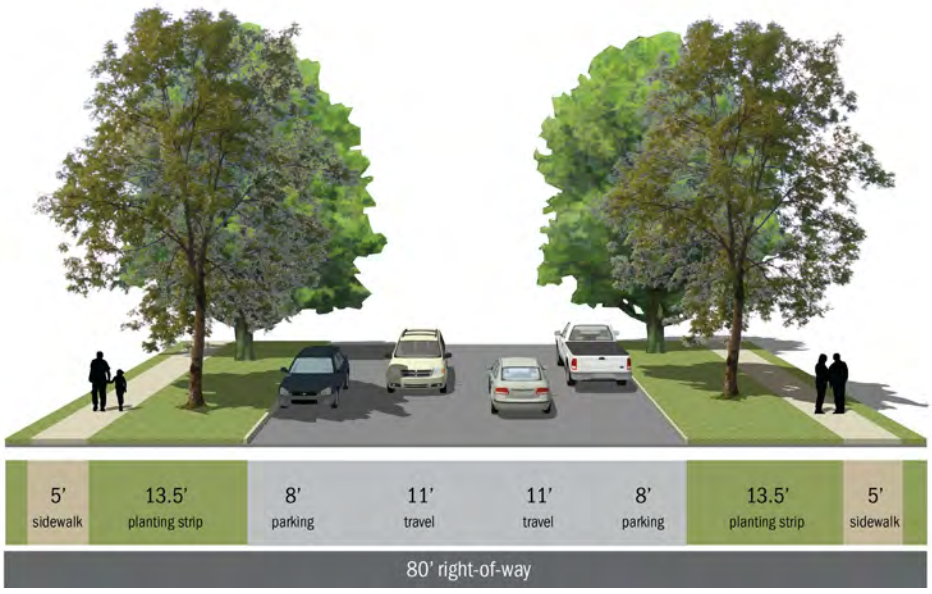
Figure 25. 8th Street Corridor Connection

Rendering of 8th Street as an enhanced corridor between the EOU campus and Downtown La Grande

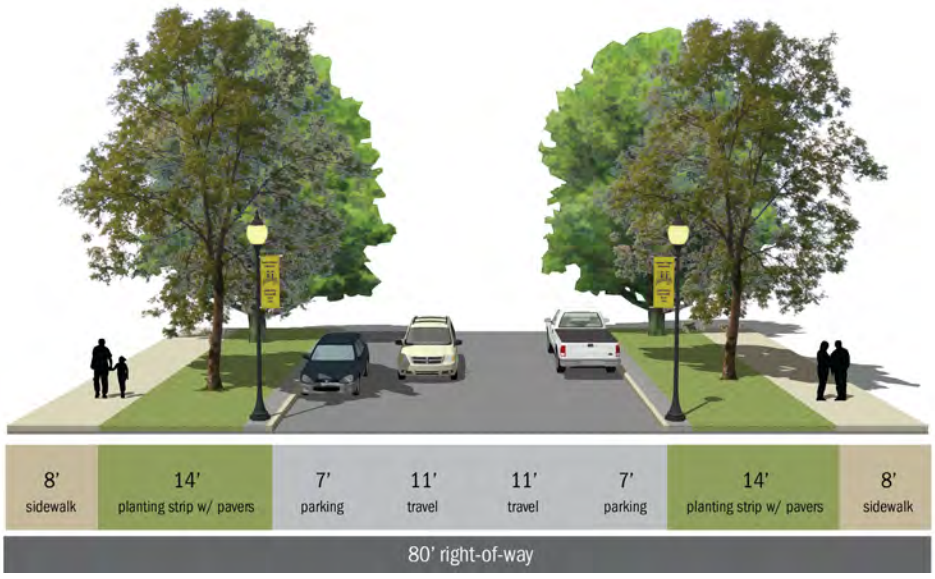
Alternatively, the Consultant Team and Steering Committee discussed the potential of strategically purchasing properties along 8th Street to supplement student family housing, or serve as staff or special visitor housing. The purchasing process would occur gradually over time, as properties and funding become available. Additionally, the University could work with the City to make street improvements to 8th that would facilitate a safer, more pedestrian-oriented experience such as narrowing the street to allow for wider sidewalks and pedestrian-scale lighting. Lighting fixtures along 8th Street are proposed to complement the City of La Grande's standard fixture, but the color or tone of the bulb should be designed to match the color of lighting on EOU's campus. This, in addition to clear wayfinding signage, colorful banners, street trees, and attractive landscaping would indicate that 8th Street serves as both an extension of and gateway to campus.

Programming campus and city events like hayrack rides, sleigh rides, and sledding days could foster more community interaction if extended along the 8th Street corridor and further into downtown La Grande. Facilitating more interaction and University presence throughout the community would help to define La Grande as a town and gown community.

8TH AVENUE - EXISTING



8TH AVENUE - FUTURE



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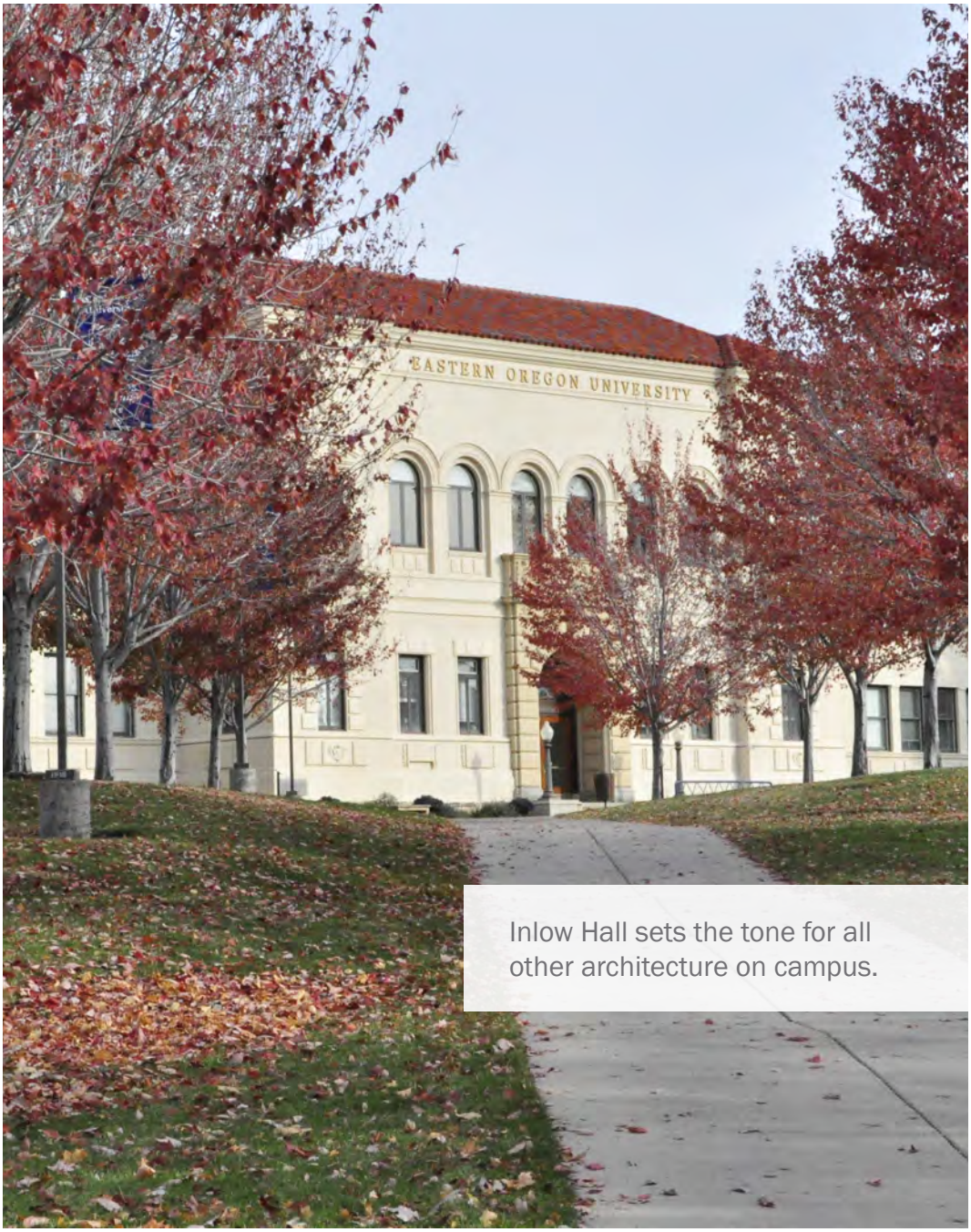
BUILDING DESIGN GUIDELINES

EXTERIOR EXPRESSION, MATERIALS & ARTICULATION

Eastern Oregon University is one of three original Normal Schools for the state, initially intended to provide instruction for primary level educators. Inlow Hall was the original academic and administration building for campus. With its Italianate details, stucco finish and red tile roof, Inlow Hall sets the tone for all other architecture on campus. Later buildings such as Pierce, Badgely and Loso pay homage to Inlow, and even the brutalist architecture of Zabel and Hoke respect the basic material and coloration set by Inlow. This is a pattern that should continue to guide the exterior expression, materiality and articulation of non-residential campus buildings. Nevertheless, while preservation of the oldest, most valued buildings on the campus is an effective way to keep this history present in the minds of visitors and the campus community, it must always be recognized that as a living, evolving institution, the University has to balance the demands of preservation with the need to accommodate emerging programs and functions.

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

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



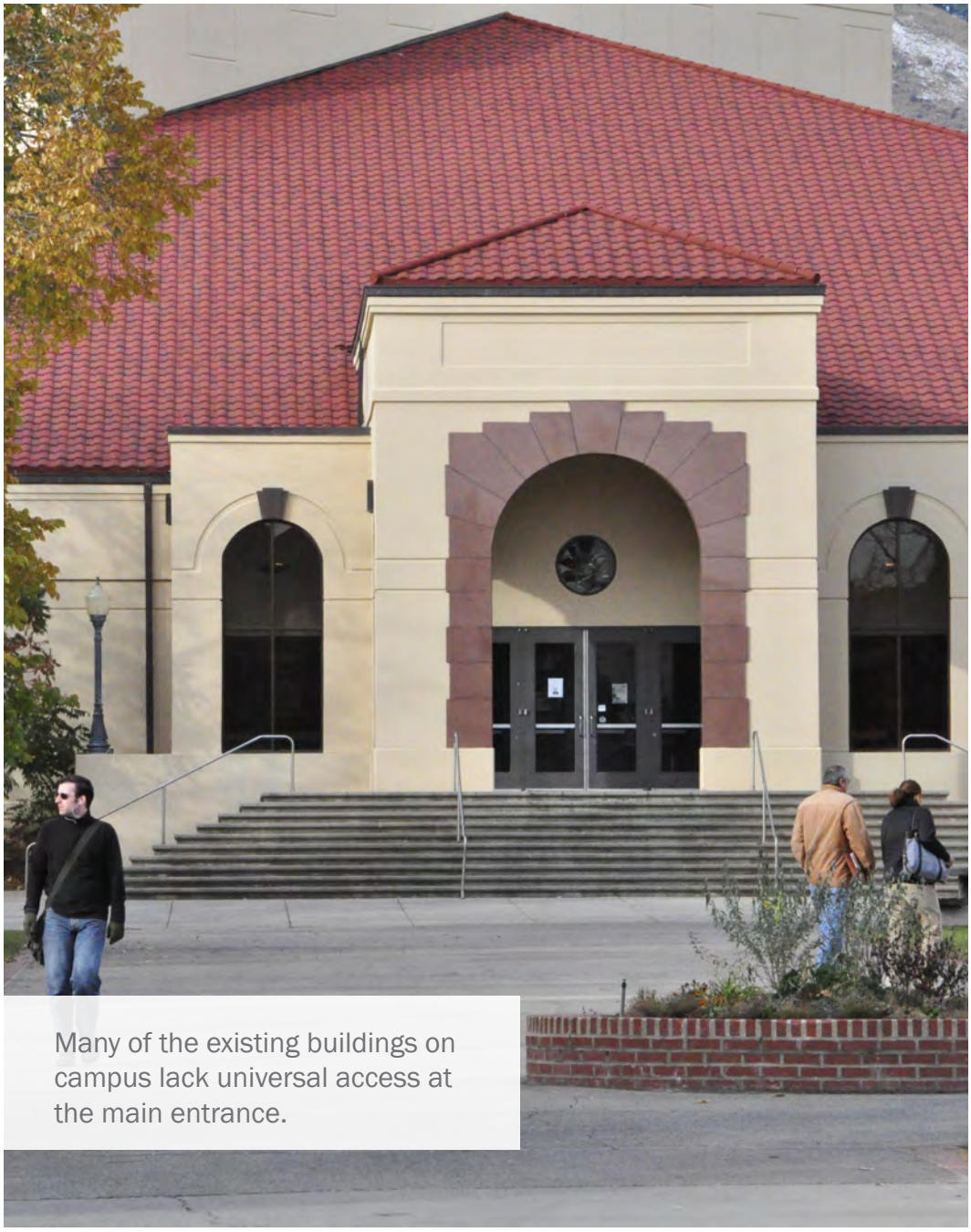
Inlow Hall sets the tone for all other architecture on campus.

BUILDING DENSITY

The EOU campus has a distinctive character established by its overall building density. As a reflection of the surrounding open and rural setting, buildings are evenly distributed throughout campus rather than grouped together. This creates a challenge for creating opportunities at intimate or small group scale in the spaces between buildings. The Framework Plan addresses this with landscape zoning and soft edges rather than building density and hard edges to allow a variety of scales on campus without the addition of several new building projects. Careful consideration was given to the location of the new building opportunity sites shown in the Framework in order to preserve the consistent openness of campus. This generally open feel of campus should be preserved in the future.

BUILDING ENTRANCES

Many of the existing buildings on campus lack universal access at the main entrance. This must be corrected with pathways, ramps, or other accommodations to allow every one full access. Special consideration should be given to entries that face the internal organizing elements of campus, including the 8th Street spine, the formal Inlow Mall, and the north and south informal “quads”. Buildings that are designed to serve both university and public community members should be located near the edges of campus, especially the west edge to allow easy access to parking and encourage visitors to walk throughout campus. Buildings along this west edge should engage the heart of campus with its building entry, but should provide clear connection to parking and campus edges to facilitate both internal and external community connection.



Many of the existing buildings on campus lack universal access at the main entrance.

BUILDING MASSING & ORIENTATION

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

BUILDING HEIGHT

The University is in the Public Facilities zone of City of La Grande. The zoning code allows a maximum height based on a calculation of its location relative to adjacent residential uses (35 feet, plus one foot per ten feet of building setback from a Residential Zone boundary, to a maximum height of sixty feet). Generally, buildings on campus should not exceed three stories and the buildings should configured to maintain view corridors established with the Framework Plan. Generally, University buildings at the edges of campus should step down further to respect the adjacent off-campus context.

NON-RESIDENTIAL BUILDING GUIDELINES

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

- 200’ maximum length
- Facades shall be articulated to break down scale
- 100' maximum width for any wing
- 30,000 SF maximum footprint

TRADITIONAL RESIDENTIAL BUILDING GUIDELINES

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

- 250’ maximum length
- Facades shall be articulated to break down scale
- 90' maximum width for any wing
- 30,000 SF maximum footprint for residential buildings

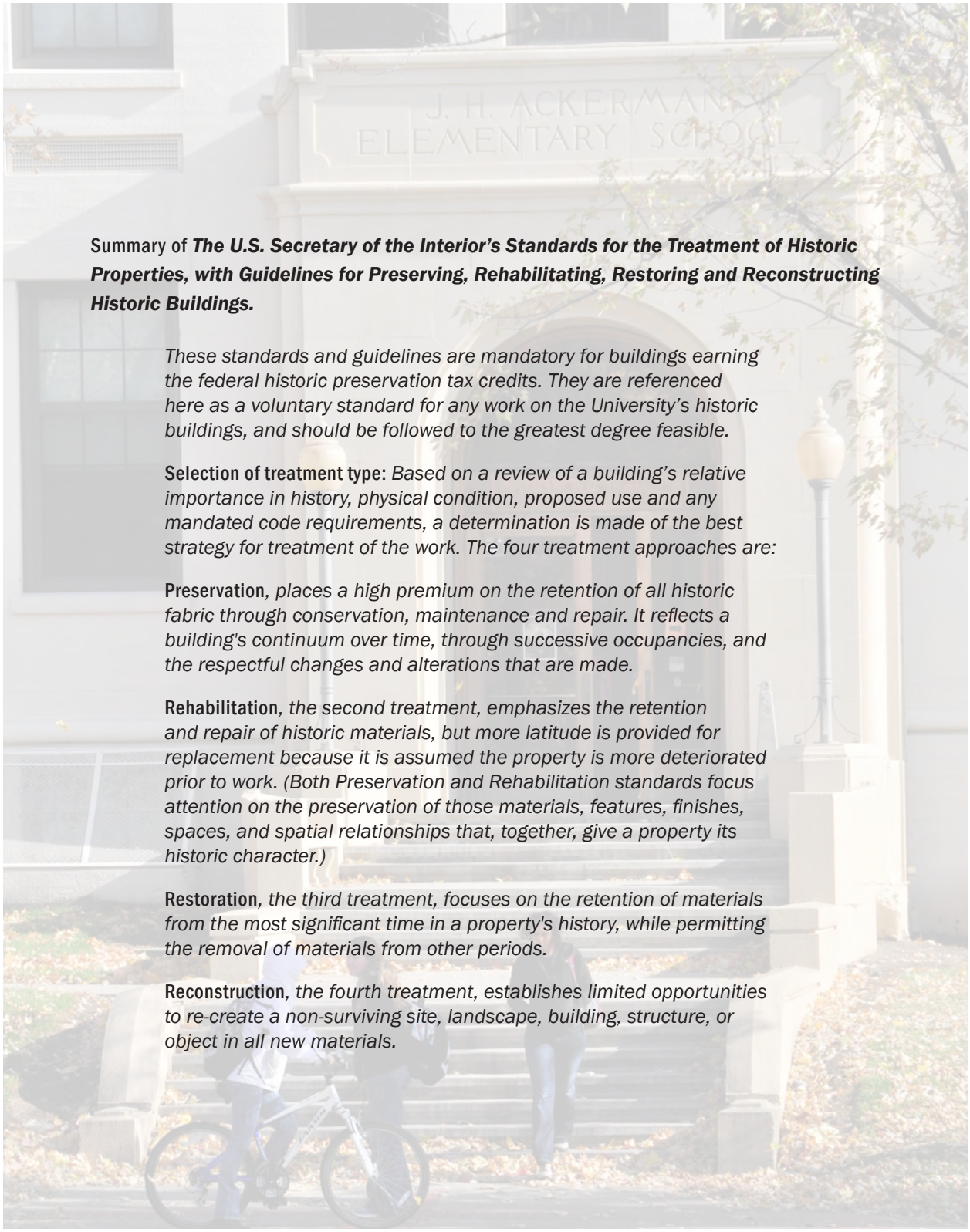
HISTORIC PRESERVATION & ADAPTIVE RE-USE GUIDELINES

Historic Preservation: The intent of this policy is to preserve historic buildings on campus. The historic core of campus is comprised of these three buildings.

- Inlow Hall
- Ackerman Hall
- Pierce Library

When alterations to these campus buildings are undertaken, design and construction teams should be required to demonstrate experience with the sensitive treatment of historic structures. The three historic buildings on the EOU campus are subject to provisions in the City's Land Development Code, Chapter 3, Article 3.6 - Historic Buildings and Sites. To the extent feasible, alterations to historic buildings will follow the United States Secretary of Interior's Standards for Rehabilitation.

Adaptive Re-Use: When feasible and consistent with the Master Plan goals, re-use existing campus buildings is encouraged and preferred. As programmatic needs change and facilities are outmoded, EOU will endeavor to maintain existing building stock unless renovation is prohibitively expensive or a building is found to be functionally obsolete. Prohibitive expense shall be considered 70% of the cost of replacement construction of comparable quality, or where the building's location precludes the achievement of a larger campus plan goal.



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

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

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

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

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

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

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

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.

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 spines should be upgraded to serve as a major wayfinding element through the campus.

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 ‘desire lines’, should be evaluated and modified as necessary to accommodate a path of travel that does not negatively impact the overall order and logic to campus navigation. In the cases where these paths are paved, it should be done with a more durable solid or semi-permeable material to decrease erosion and improve pedestrian safety.

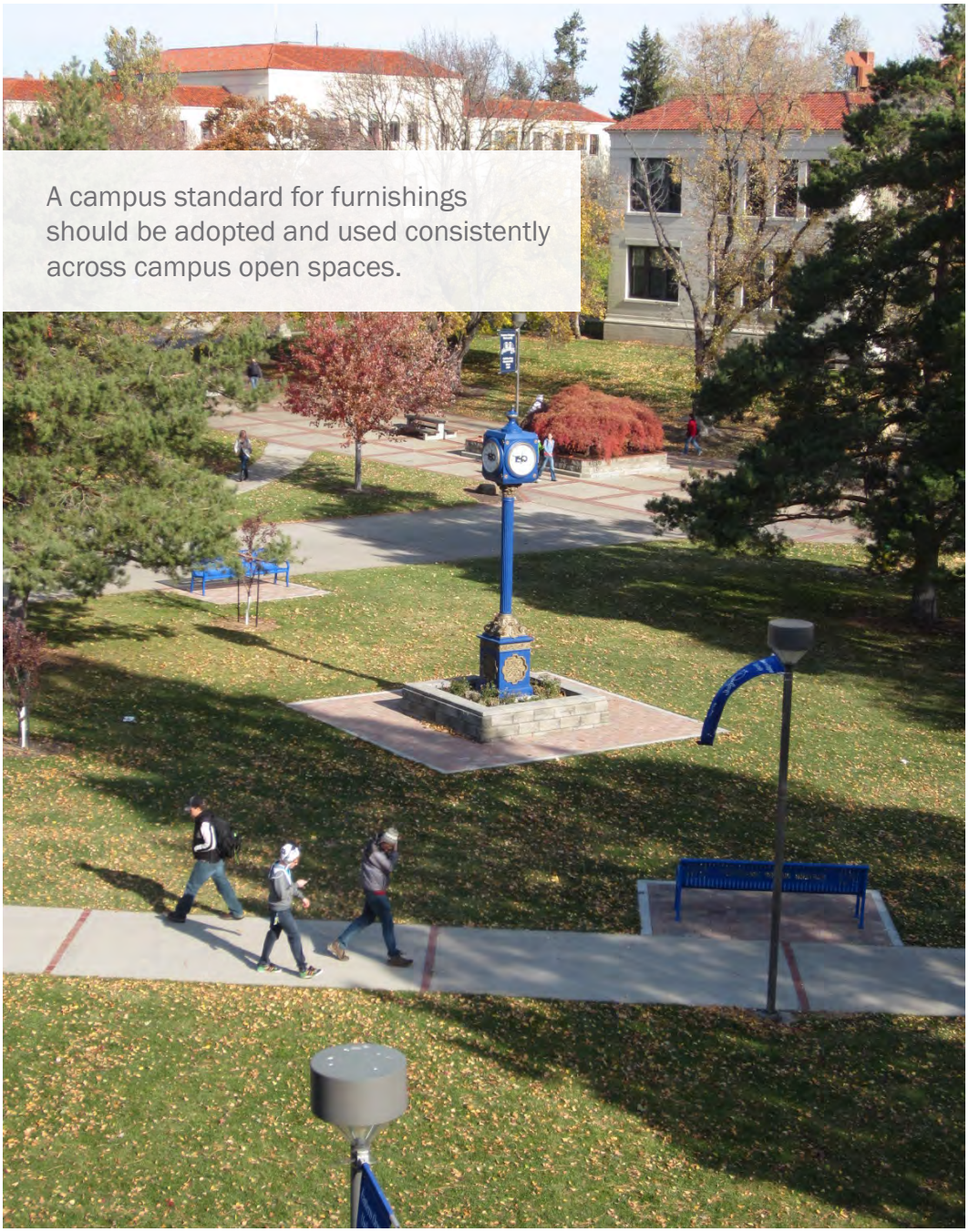
Primary entrances for major campus buildings, particularly those surrounding the main “quad”, should be enhanced as activity nodes within the campus structure. Seating, tables and similar amenities should be provided to encourage use of these spaces for meeting, group study and actively programmed uses. Larger open 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
- Trees and landscape plantings
- Berms and knolls
- A mixture of sun and shade exposure
- Protection from wind by buildings or other screening structures
- Outdoor eating areas
- Water features
- Public art and memorials

Examples of some of the landscape elements used throughout the EOU campus

At this time, the campus has a variety of styles to furnishing elements which leads to a disorganized, illegible appearance. 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
- Bollards and other traffic-control devices
- Bus and pedestrian shelters
- Tree grates
- Skateboard deterrents



A campus standard for furnishings should be adopted and used consistently across campus open spaces.

LANDSCAPE STANDARDS

TREES

New tree plantings should be selected from the many species that will thrive in the La Grande micro-climate, with careful consideration given to drought tolerance and disease resistance. 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.

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. 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 implements a new landscape paradigm and continues to replace outdated 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 reduce reliance on potable water and provide considerable cost savings.

COMMUNITY AND EDUCATIONAL GARDENS

Existing and future gardens for teaching and for food production are encouraged and are currently in the exploratory phase of development. The Facilities and Planning staff and University administration should continue to have an open dialogue with interested student, faculty and staff groups to help move the campus towards a more integrated open space strategy for food production and education.

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.

Examples of existing signage on campus.

PARKING LOTS

Parking lots should be designed, at minimum, to provisions in the City's Land Development Code, Chapter 5, Article 5.7 – Parking and Loading. To the greatest degree feasible, parking lots should 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 should 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 should 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 should 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

Campus signs should be designed to provide a recognizable and consistent look to the campus. The University should work to complete a comprehensive wayfinding and exterior signage plan for the campus, including detailed design guidelines for vehicular wayfinding, building identification, pedestrian wayfinding, and regulatory signs. The plan should also consider providing clear standards that illustrate University identity and symbols, typography and spacing, and sign colors and finishes. Location standards should provide placement criteria for free-standing and building mounted signs.

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SUSTAINABLE DESIGN

ENVIRONMENTAL POLICIES UNDER THIS MASTER PLAN

The University is signatory to the President's Climate Commitment and has already made strides toward achieving some of the goals listed in the document. EOU is currently in development of a comprehensive climate plan and has other tangible action steps underway, including the ongoing design renovations for Quinn Coliseum and Hoke Student Center which are both targeting LEED® certification. The renovations that are currently underway for Pierce Library and Zabel Hall meet the State of Oregon and Oregon University System (OUS) policies for energy conservation targets and as a result, are considered to be 'LEED® equivalent'. 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

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

Universities have a special opportunity to be leaders on environmental issues.

Adoption of the following policies is recommended for the EOU Master Plan:

- All major renovations and new construction will meet energy efficiency performance targets consistent with the President's Climate Commitment and the implementing Action Plan that will accompany that commitment.
- All new construction and major renovations by the University will be designed and constructed to meet a minimum of Silver rating under the U.S. Green Building Council's LEED® Rating System. The costs and benefits of certifying and/or pursuit of a higher level will also be evaluated.
- The OUS-established goal for carbon-neutrality will be pursued , to the degree that funding strategies can be secured that recognize the potential for increased capital costs, accompanied by reduced operating costs.
- For projects serving the University but built and operated by private partners, the University will require the builder to meet the LEED® Silver minimum standard.
- In line with the energy master planning process, the University will continue to evaluate opportunities to develop renewable energy infrastructure.
- The University will continue to evaluate appropriate strategies to upgrade the utility plant and distribution system to achieve energy efficiency, as well as reduce the costs of maintenance.
- The University will make a coordinated effort to reduce water consumption through the following means

  Review of landscape irrigation practices, including exploration of drought-tolerant landscapes where appropriate

  Use of low-flow fixtures and other emerging technologies that demonstrate significant water savings

  Future building projects will assess the feasibility of greywater reuse for appropriate purposes such as toilet flushing

  Update irrigation system to increase efficiency and reduce consumption of potable water from off-site sources

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

- Recognizing the direct relationship between transportation and climate impacts, the University will continue to partner with the City of La Grande 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

    Cooperate with City staff to implement an updated Pedestrian and Bicycle Network for the Eastern Oregon University Subarea

    Provide bicycle parking, showers and other amenities to serve bicycle commuters

    Continue to advocate for improved transit service to the University

    Investigation of specialized transit options such as carpool matching programs and preferred parking incentives

    Investigation of a 'guaranteed ride home' program for staff that commute by bus or shuttle but may occasionally miss the final bus home due to work demands or need to leave suddenly (for childcare or similar reasons)

UNIVERSAL DESIGN

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

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

HISTORICAL BACKGROUND FOR UNIVERSAL DESIGN

The concept of Universal Design (UD) was first developed in the 1970's by architects responding to a generalized increase in awareness of the need for buildings and public places to accommodate people with disabilities. Significant steps have been made to accommodate limited accessibly in building design, sometimes with unanticipated benefit to all users. A frequently cited example is the ubiquitous curb cut. Originally, this intervention was designed to aid travel for people in wheelchairs. However, this design modification has much boarder application and is used to help delivery personnel, people with baby strollers, cyclists and skateboarders, the elderly and many others. Universal Design strategies specifically target interventions that improve access and usability for everyone. This approach has been called "pre-fitting rather than retro-fitting" and aims to enhance overall usefulness and accessibility of the built environment to the benefit of all users.

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

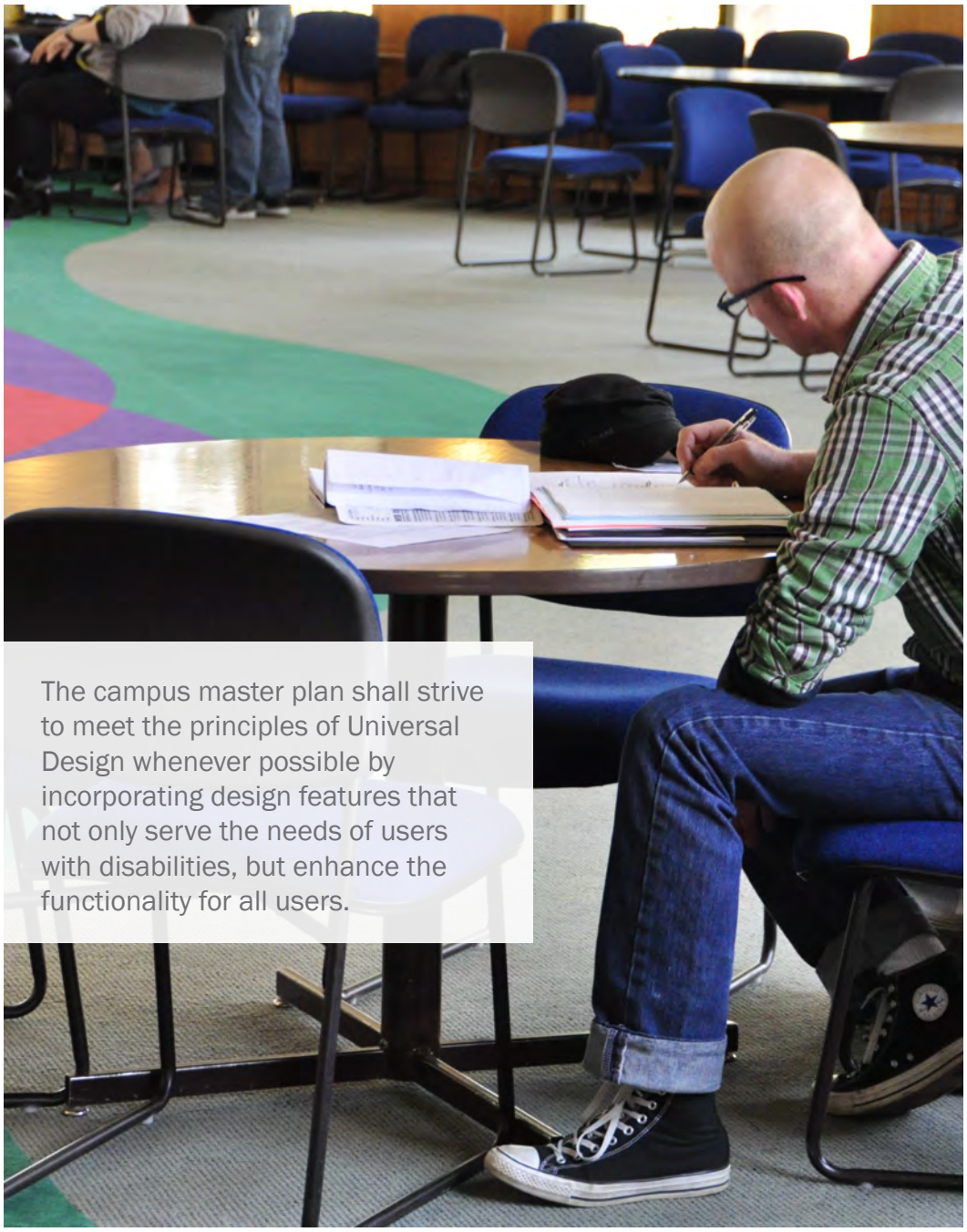
- Be accessible and fair.
- Provide flexibility in use, participation, and presentation.
- Be straightforward and consistent.
- Be explicitly presented and readily perceived.
- Provide a supportive learning environment.
- Minimize unnecessary physical effort or requirements.
- Ensure a learning space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

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

UNIVERSAL ACCESS POLICIES UNDER THIS MASTER PLAN

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

- Equitable use: Is the design useful to any group?
- Flexibility: Does the design solution accommodate a wide range of individual preferences and abilities?
- Simple and Intuitive: Is the design easy to understand?
- Perceptible Information: Does the design communicate the necessary information to the user?
- Tolerance for Error: Does the design minimize hazards and the adverse consequences of accidental actions?
- Low Physical Effort: Is the design efficient and comfortable?
- Size and Space for Approach and Use: Are appropriate sizes and space provided?



The campus master plan shall strive to meet the principles of Universal Design whenever possible by incorporating design features that not only serve the needs of users with disabilities, but enhance the functionality for all users.

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

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

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

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APPENDICES

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