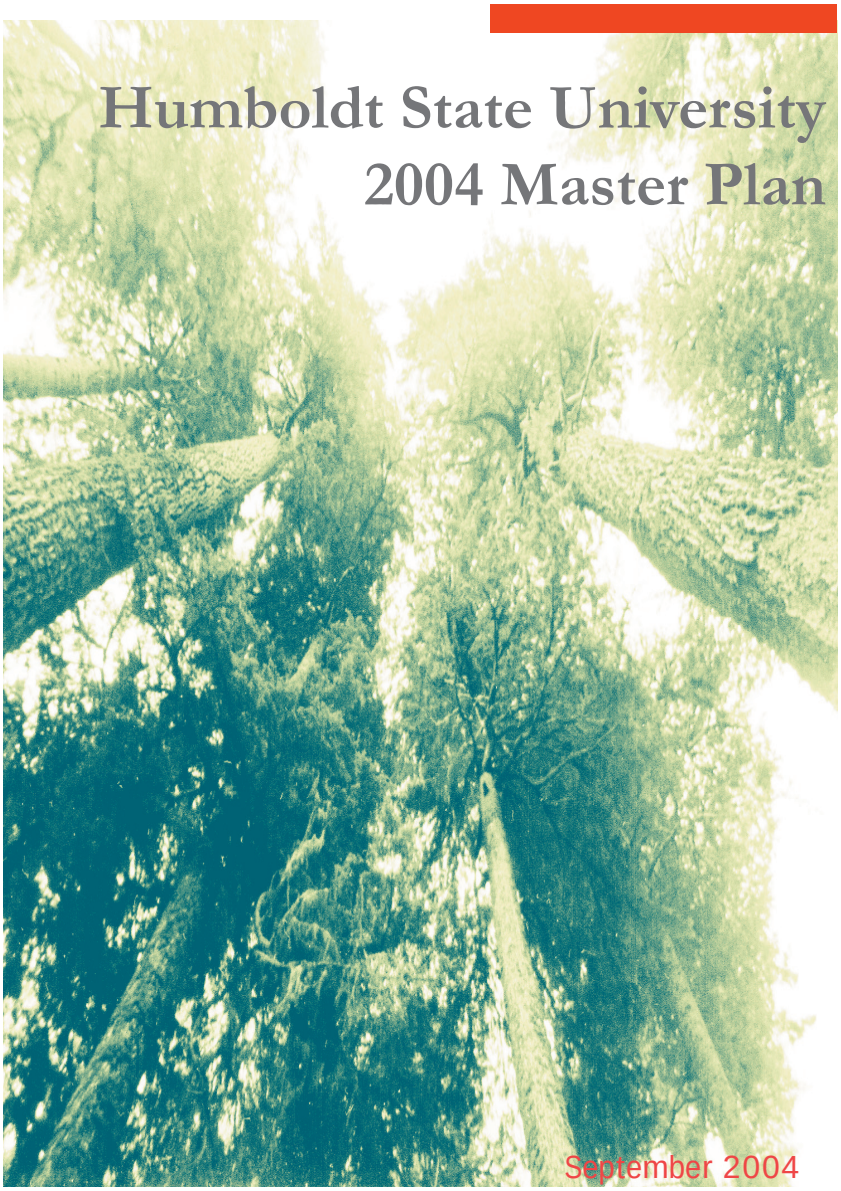
Humboldt State University
2004 Master Plan



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ac martin partners, inc.

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1 INTRODUCTION AND PURPOSE

Set between redwood groves and the Pacific Ocean, Humboldt State University (HSU) is the northern-most campus of the California State University system. Under the leadership of President Rollin Richmond, HSU undertook the 2004 Master Plan, a strategy for modifying the physical campus to accommodate growth and change over the next 30 to 40 years.

1.1 CONTEXT OF THE MASTER PLAN

The context for these anticipated changes is both local and wide-ranging. Currently operating with an 8,000 FTES cap HSU has over 7,600 students enrolled in more than 100 degree and certificate programs in the Fall of 2003. Although enrollments at HSU have not increased at the rate of some other CSU campuses, current and projected changes in State demographic and economic conditions suggest that the next 20-30 years will bring significant increases in student population, along with concomitant increases in faculty and staff. Many campus facilities, including academic and administrative facilities, parking, faculty offices, on-campus housing and student support facilities are reaching their capacity. Opportunities to acquire adjacent privately-held properties are anticipated for both the near and more distant future. Decisions concerning the best use of potential land acquisitions should be made within a comprehensive Master Plan for the campus as a whole.

Humboldt State University has grown from the State Normal School established in a single building in 1913 to the 144-acre campus it is today. As land was gradually acquired for new campus buildings, the campus incorporated the existing Arcata city street grid, along with a series of topographically complex parcels of land and forested areas that give the HSU campus its character and distinction. Until now, development has concentrated on the northern areas of the campus, while more recent development is moving into the southern half of HSU's land holdings. The Master Plan process has served to identify aspects of the physical campus in both the northern and southern portions of HSU's land holdings that can be improved over both the short and long term to reinforce the University's image and support its goals.

State Of California Master Plan For Higher Education

A significant factor in the HSU Master Plan is the issue of growth. The CSU system as a whole is experiencing unprecedented growth, in part due to the commitment made to the State of California in the 1954 Master Plan for Higher Education. At that time there were two University of California campuses and 10 California state colleges. Anticipating a population boom, State leaders envisioned a new system of public higher education to match both the burgeoning population and the people's optimism and ambition to have the best in public education. In

that year, the State of California adopted a Master Plan for Higher Education that defined three tiers of public higher education which guaranteed access to higher education opportunities for all Californians.

The University of California (UC) would be the top tier, doctoral degree-granting university with a full research program, mandated to accept the top one-eighth of graduating high school seniors. The state colleges, later to be consolidated as the California State University (CSU), would be the "teaching" university, granting undergraduate and masters degrees, and mandated to accept the top one-third of students. The junior colleges, later to be called community colleges, would be open to all. Remarkably, the plan was embraced and faithfully implemented statewide, and it continues to guide public higher education almost 50 years later. From a start of 12 campuses in 1954, there are now 10 UC campuses and 23 CSU campuses. It is not an exaggeration to say that the 1954 Master Plan for Higher Education has produced a public higher education system that is the envy of the world, both in its quality and in the degree of access it offers to Californians.

The 1954 Master Plan Plan for Higher Education represents a pact between the government of California and its citizens. Under this pact, if the citizens support higher education with their taxes, the State, through its three-tiered system, commits to provide access to public higher education, according to the respective missions of the three tiers. The State of California has kept its higher education pact with the citizens since 1954, despite a staggering rate of State population growth and changing political climates. At the UC and CSU levels, it has done so by expanding enrollment roughly in proportion to population, despite the challenge of developing 21 complete new campuses and dramatically ex-

panding 12 existing ones in a period of only 48 years.

From the vantage point of 2004, the system is preparing to deal with two forces, one immediate and one longer term. It is clear that the pressure is building to accommodate a significant increase in the population of college-age students (the so-called 'Tidal Wave 2', children of the baby-boomers), as well as an increase in demand for higher education for older students. At the same time, the current economic conditions in the State of California are temporarily depressing the number of applicants to CSU campuses. It is anticipated that these economic conditions will change over the medium- to long-term planning horizon and that the steady climb in applicants will once again resume, leading to pressure on all of the CSU campuses to accommodate increasing enrollments.

With the strong long-term demand for higher education and the commitment made by the state to educate the top one-third of its high school graduates in the State College system, HSU must plan to expand to serve this need. The alternative, to cap enrollment, is contrary to the mission of the CSU system since 1954 and contrary to its solid record of success. Studies conducted within the context of the 2004 HSU Master Plan investigated the capacity of the HSU campus in order to determine a suitable level of enrollment growth and the 2004 Master Plan provides a strategy for incorporating that growth.

1.2 PURPOSE AND GOALS OF THE 2004 MASTER PLAN

The physical campus is a potent instrument of the educational process. The physical campus provides the setting for formal learning experiences and for the informal encounters between students, faculty, staff and visitors that are the hallmark of the university experience. The physical campus can also express the University's status in the educational and surrounding communities, embody its values, and serve as the symbol of excellence for its students, faculty, staff and visitors. The 2004 Master Plan will advance the mission of the University by providing a strategy for development of the physical campus in ways that will further its principles and reinforce its goals.

The Mission & Goals of Humboldt State University

The mission of Humboldt State University is to provide an environment where learning is the highest priority. While instruction is central to its mission, the university also acts as a base for discovery through research and creative activities. Further, the university serves as repository and archives for accumulated knowledge.

The university welcomes the challenges and opportunities of a diverse and rapidly changing society. To this end, it is a community striving to value diversity, to be inclusive, and to respect alternative paradigms of behavior and value systems.

As a public-supported institution, the university endeavors to reach out to the people of the local region, the State of California, and the world community. The university works to serve society by investigating and discussing problems of the past, the present, and the future with the intent of facilitating positive intellectual, political, and social growth.

In fulfilling its mission, the university strives to provide a campus atmosphere and sufficient human and material resources to support ever-changing curricula, research, and creative activities.

The university strives to provide and environment where learning takes place both inside and outside the classroom and to offer educational opportunities that:

- *nurture a general and enduring capacity for learning, intellectual growth, and disciplined examination of human experience;*
- *develop a fundamental understanding of the interdependent web of life;*
- *cultivate the capacities of individuals for self-initiative, self-fulfillment, and autonomous and responsible action;*
- *prepare individuals for entry into, and success in programs for advanced academic or professional degrees;*
- *provide individuals with a quality undergraduate and graduate education;*

• prepare women and men for positions of leadership and productivity in occupations and other endeavors of their choice;

• offer instruction and training sufficiently valuable in and of themselves that they do not necessarily lead to nor require acquisition of a traditional academic degree;

• prepare individuals for fulfillment of their roles as productive and responsible members of the local, state national and world communities.

The university nurtures learning and personal growth in an environment of free inquiry.

The university provides means to satisfy a wide spectrum of lifelong learning needs and an environment where the joy of learning and discovery transforms and empowers the individual.

The Humboldt State University seeks to offer each person the opportunity to realize the highest aspirations of people everywhere for the good of both the individual and society.

The University's mission statement recognizes that the essential and integrative university experiences take place not only in classrooms and research facilities, but in residential settings, through informal encounters, at meals, and in the course of extra-curricular and recreational activities. As such, the physical campus is an active participant in the educational process.

The 2004 Master Plan will allow the University to develop a common vision that will guide land and building use and serve as a tool to guide day-to-day decisions on program planning and implementation, resource allocation, setting priorities and other university administrative matters which influence the student educational experience at HSU. These daily decisions collectively set a course for the long-term future of the University. The Master Plan will help ensure that such decisions are consistent with the University's central mission by evaluating the impact of anticipated new facilities, and developing an appropriate plan for the campus physical facilities to accommodate the growth and change that will take place in the next two to three decades.

The intent of the Master Plan is to map out a trajectory for growth and change that will enhance the physical campus, reinforce the University's strengths, ameliorate its weaknesses and support the University's mandate to provide high quality education to a large student body. Specifically, the Master Plan must facilitate the University's ability to:

- Support the faculty and staff with appropriate teaching, research and administrative facilities;
- Reinforce the sense of campus community by providing in-class and out-of-class opportunities for faculty, student and staff collaboration;
- Make available the appropriate facilities for informal recreation and intercollegiate athletics;

- Serve as an accessible, attractive, safe and welcoming campus for students, staff, faculty and the community;
- Serve as a regional center for intellectual, athletic, cultural and life-long learning;
- Adequately manage and maintain all campus facilities;
- Preserve a balance between open space and built structures;
- Maintain its stewardship of campus landscape and natural resources; and
- Continue its good relations with the City of Arcata and the surrounding community.

To achieve these goals, the Master Plan provides the University with a framework for development that updates its 1993 Master Plan. The 2004 Master Plan is a strategic approach to the development of the physical campus that provides support for both immediate and long-term decision-making by:

- Documenting and evaluating existing campus conditions;
- Assessing the implications of enrollment growth for expansion of campus facilities;
- Assembling and recording documentation of future campus needs and requirements;
- Identifying appropriate sites for development of new facilities;
- Specifying safe and functional pedestrian and vehicle circulation patterns;
- Quantifying parking requirements and identifying sites for adequate parking facilities;
- Incorporating facilities currently under construction into the campus fabric;
- Quantifying housing requirements and identifying sites for new housing facilities;
- Specifying design guidelines to govern height limits, setbacks, building area and connection with campus open space, pedestrian pathways and vehicle access roads for new structures; and
- Recommending a phasing strategy for new facilities that preserves campus functions and recognizes funding cycles.

1.3 PLANNING PROCESS

The University contracted with a professional planning group, AC Martin Partners, Inc., to assist in the development of the 2004 Master Plan. The process of gathering information and developing the Humboldt State University Master Plan extended over a 12-month period. The work involved full collaboration with the University community and comprised four phases: Phase I: Data Collection & Analysis of Existing Conditions; Phase II: Capacity Studies; Phase III: Master Plan Scenarios; and Phase IV: Master Plan Development.

President Richmond assigned oversight of the Master Planning process to a broad-based committee, encompassing students, faculty and administrators from the academic colleges, senior administrators, staff and related officials from the surrounding communities.

The planning team collaborated with the HSU Director of Facilities, the Vice President for Administrative Affairs, the University Executive Committee, and the University Senate throughout the process. The team also conducted and participated in campus-wide and community meetings.

The planning process was designed to encourage broad participation by campus and community groups. Students, faculty, staff and groups and individuals from the surrounding communities took part in four campus-wide forums distributed throughout all Phases of the planning process. Each forum consisted of two meetings that incorporated both presentation and discussion to provide all interested participants with sufficient opportunity to have input into the planning process. In order to spread information widely among the campus community, all materials developed in the Master Planning process were made available on the campus web site.

Students participated in a campus photographic survey designed to gather information on student's perceptions of the campus. The photo survey was structured around twelve specific questions students were asked to consider. A total of 48 student volunteers submitted over 200 photos along with their comments about the best, the most memorable, and the most problematic places on campus. The information from the survey was incorporated into the Master Plan Alternatives Phase of the planning process and is included separate cover.

Phase I: Data Collection and Analysis of Existing Conditions

During Phase I, the Planning team reviewed all available studies, reports, publications, data and other documents in order to develop an appropriate scope for the Master Plan, document current conditions, and identify needs and requirements for future campus development. A 3-D computer model of the campus was developed on the basis of aerial photographs, topographic surveys and other information. The first of a series of Campus Forum workshops was held during this phase to inform the campus community about the master plan process and to gather information to be used in subsequent phases.

Phase II: Capacity Studies and Vision

A vision for growth and development was developed during the second phase of the planning process. The Planning team used the 3-D campus model to study the campus capacity for growth and development. On the basis of these investigations, the University Executive Committee, in collaboration with the University Senate, determined that the University would grow to 12,000 FTES. The planning team was asked to develop a series of alternative scenarios to accommodate that level of growth. University groups, faculty and administrative committees provided input to decisions about the extent of housing, parking and academic facilities desired to address the vision of a 12,000-FTES campus.

Phase III: Master Plan Scenarios

In the third phase of the master plan process, the planning team designed a series of alternative campus plans and created three-dimensional computer models of the campus to illustrate each one. These models formed the basis for discussion at campus forum workshops and at other meetings with constituent stakeholder groups. Each of the alternatives accommodated the 12,000 FTES enrollment level that was the basis for the planning process and each illustrated ways that the facilities required to serve this enrollment level could be achieved on the campus.

Phase IV: Master Plan

The final Master Plan is the product of input from many sources and takes into account the university's long-range vision, implementation of current campus projects, and the phasing priorities necessary for long-term fiscal planning and integration with the Chancellor's office requirements. The final version of the Plan is presented to the CSU Board of Trustees for approval.

1.4 SCOPE OF THE MASTER PLAN

1.4.1 GROWTH ACCOMMODATION

The Master Plan accommodates anticipated increases in instructional facilities, and in the administrative and office space needed to accommodate increased faculty and staff. The impact of increased enrollments, along with other considerations for campus functioning and safety, calls for increased parking capacity as well as alterations to the campus vehicle circulation system. Enrollment increases also increase the need for campus housing and for student support facilities such as recreational and student activities facilities.

1.4.2 FUNCTIONAL MODIFICATION

Significant functional modifications are currently needed or are anticipated for the smooth operation of the campus. Development of the new BSS building in the southeastern quadrant of the campus will change pedestrian and vehicle circulation patterns, as will modifications to the Forbes complex, currently anticipated. Although the majority of campus buildings are in good condition, some facilities have reached their expected life cycles and will be replaced (see Chapter 2, Existing Conditions). Current and anticipated construction of new facilities will change the patterns of circulation and access and will have an impact upon key outdoor spaces.

1.4.3 PARKING AND VEHICLE CIRCULATION

Existing parking facilities are strained to accommodate current students and staff. Although the Master Plan incorporates an emphasis on in-

creasing the use of public and alternative forms of transportation, there is a need for expanded parking facilities. In several places on the campus, including B Street and Laurel Drive, vehicle circulation routes cross pedestrian pathways, endangering pedestrian safety. The reorganization of parking and vehicle access will increase safety and aesthetics on the campus.

1.4.4 AESTHETIC ENHANCEMENT

HSU is distinguished by a unique campus environment that incorporates significant natural elements including groves of redwood trees and views over the Bay. The campus open-space network should be reinforced and enhanced in order to make best use of these aesthetic qualities and to support the use of open-space areas for both scheduled and informal student and University activities and for artistic expression. Design Guidelines (Chapter 5) will assist the University in the development of new facilities and enhanced open-space and natural areas.

2 EXISTING CONDITIONS

2.1 ENROLLMENT AND CURENT CAMPUS CAPACITIES

Humboldt State University enrolls students in courses during the Fall, Spring and Summer semesters. As of Fall 2003, 7,092.4 full-time equivalent students (FTES) were registered for classes; the total number of students registered for classes was 7,725 (headcount). The existing enrollment cap is 8,000 FTES. Exhibit 2A shows the existing faculty and staff complement needed to provide courses and services for existing students. Also shown in Exhibit 2A are the 2002 figures showing the extent of existing campus facilities, including assignable space for instructional, administrative and other needs, and current capacities for housing and parking. Some facilities, such as parking, are strained to accommodate the needs they were designed to fulfill. To accommodate the anticipated enrollment of 12,000 FTES, the University will increase its physical capacity in all categories of space and facilities.

CAMPUS BENCHMARKS: Baseline for the 2004 Master Plan	
Enrollment Cap (FTES)	8,000
Fall 2003 FTE	7,092.4
Fall 2003 Headcount	7,725
Faculty	563
Full-time Staff	544
Part-time Staff	188
Campus Acres	144
2003 Campus gsf (includes housing)	1,588,867
2003 Campus asf (includes housing)	990,332
Fields (acres)	11.26
Campus Housing Capacity (beds)	1,368
Housing gsf	283,029
Campus Parking Capacity (spaces)	2,229
Student Parking Spaces	1,144
Residential Parking Spaces	409

exhibit 2A | Campus Benchmarks

exhibit 2B | Campus Boundaries

2.2 EXISTING CONDITIONS ANALYSIS

2.2.1 CAMPUS BOUNDARIES AND EDGE CONDITIONS (Exhibit 2B)

Exhibit 2B shows the boundaries of he 144-acre HSU campus. The campus is bounded on the east and northeast by undeveloped forest land, on the West by the 101 Freeway, and at the north, south and south-east by residential land use. Also in the south-east, directly adjacent to campus property, is the Arcat First Baptist Church. Within the campus boundaries near the western edge of the campus is a parcel of

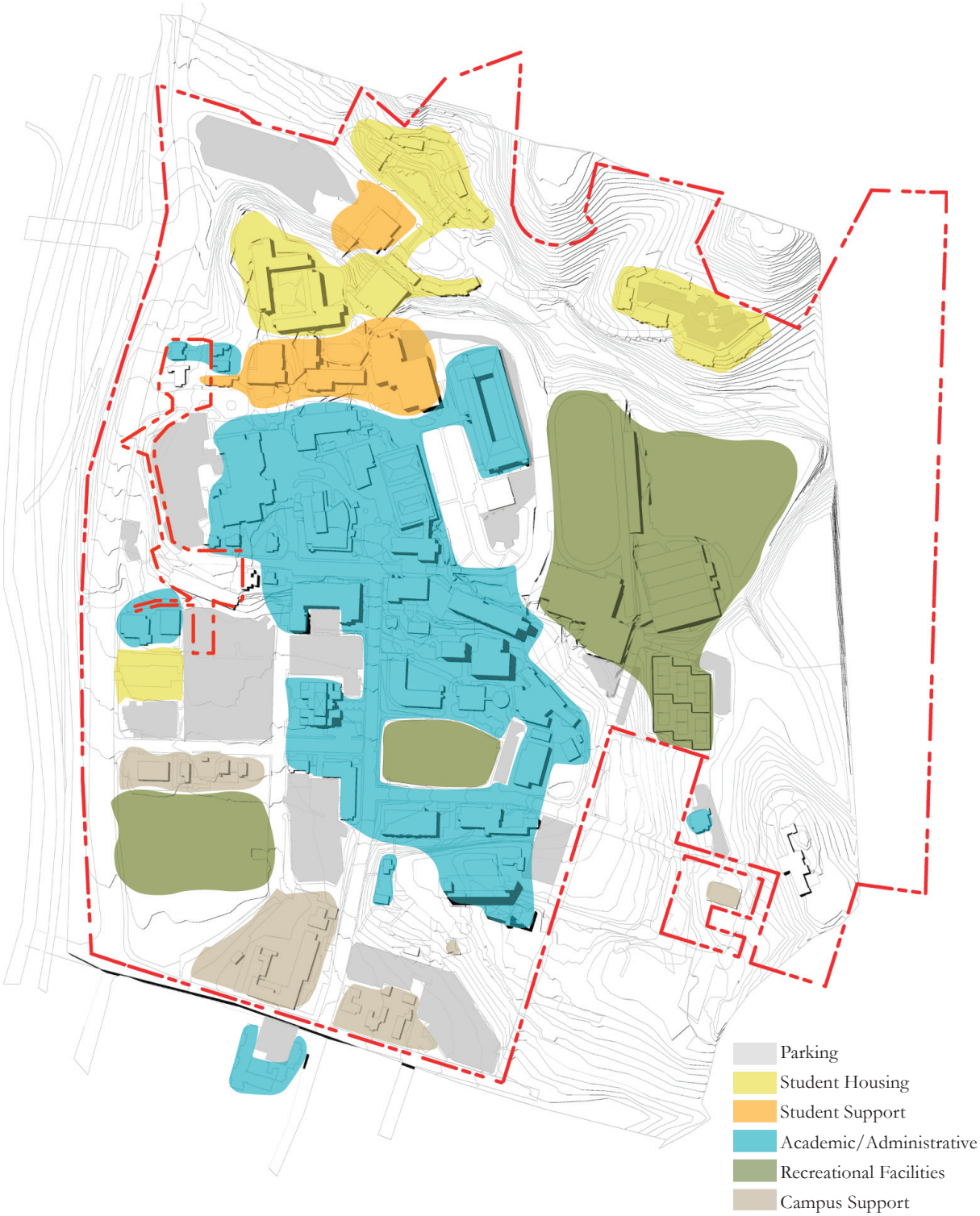


exhibit 2C | **Existing Land Use & Functional Organization**

privately-owned land containing an apartment building that is mainly rented to HSU students.

2.2.2 LAND USE & FUNCTIONAL ORGANIZATION (Exhibit 2C)

The campus is organized with its main academic and administrative functions in the central area of the campus, with student housing and student support facilities (dining and health services) in the north and north-west. Surface parking lots are located along the western and southern peripheries, in the north adjacent to housing, and in other parking lots within the academic core. Sports facilities and playfields are concentrated in the northeast quadrant of the campus, with additional playfields in the center and near the campus entry at 14th Street and LK Wood Boulevard.

For the most part, campus development is concentrated in the central and northern areas of the campus, while the southern areas are more sparsely developed, with a number of the original residential buildings remaining. The construction of the Behavioral Science Building, under development at the time of this report, represents a significant change in land use in the southern campus area, extending the academic core to the southeast.

2.2.3 ACCESS, PARKING AND VEHICLE CIRCULATION (Exhibit 2D)

Vehicle entries into the campus (shown in Exhibit 2D) are distributed around the campus perimeter. From LK Wood Boulevard, the main entries are Granite Avenue in the north, which serves the residential areas; Plaza Avenue, which serves as a bus and vehicle drop-off and access to parking adjacent to the Library; and Harpst Street which serves central parking areas and is the main visitor entry. From 14th Street, access is via B Street and Union Street, which remains a city roadway. In part due to the numerous campus entry points and a lack of significant campus identification monuments, access to the campus in general lacks a specific focus, contributing to a diminished sense of place.

Parking is accommodated in 2,300 surface parking spaces in more than a dozen lots distributed throughout the campus. Of these, 1,146 are student spaces and 413 are designated residential spaces. Parking is also available along B Street.

A detailed transportation study by Wilbur Smith Associates (available under seperate cover) documents that parking is in short supply for the existing needs of students, faculty and staff. In addition, surface parking lots occupy

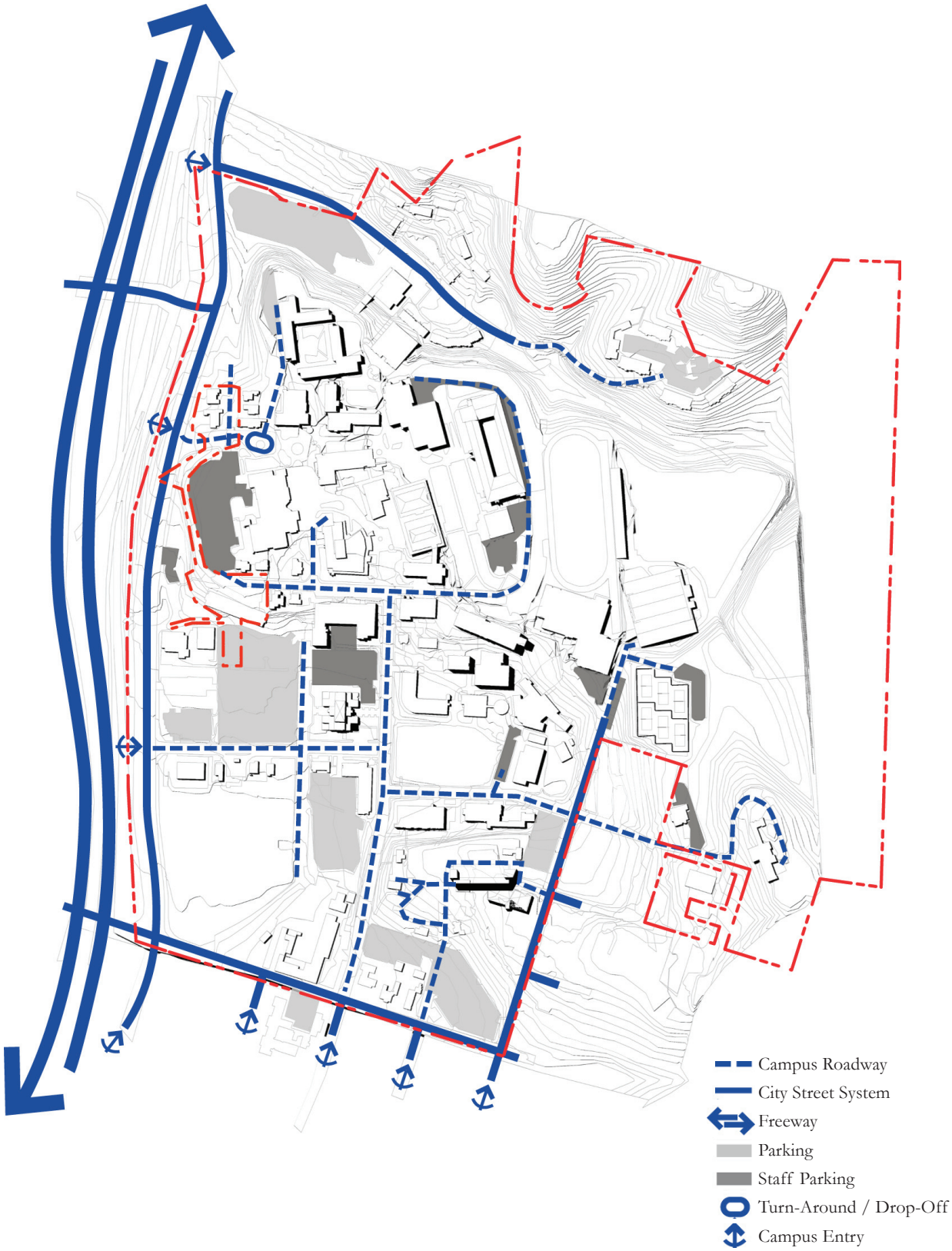


exhibit 2D | **Vehicle Circulation & Parking**

space within the center of the campus that would be more effectively used for academic, administrative and support facilities.

Vehicle circulation is permitted on all roadways within the campus. Vehicle and pedestrian circulation routes cross at a number of points on the campus, creating potential hazards in several places, particularly on B Street and Laurel Drive. Parking lots within the central core of the campus require vehicle access, adding to the vehicle/pedestrian conflicts and compromising safety. Although bicycle use on campus is an important aspect of the circulation system, there are no specific bicycle routes through the campus; rather, bicyclists use campus roadways. In addition, storage facilities for bicycles are inadequate.

2.2.4 OPEN SPACE AND PEDESTRIAN CIRCULATION (Exhibit 2E)

The HSU campus incorporates a generous component of open space and is surrounded on the east and northeast by undeveloped forest lands. The community forest to the east is an important natural resource for the campus. There are open space areas occupied by recreation fields, redwood groves and a number of other natural areas distributed throughout the campus. These open space areas serve a variety of programmed and informal uses, functioning as destination points for students, faculty, staff and campus visitors. There are a number of well-used areas such as the plaza in front of the University Center, and other areas such as the Arts Quad which could be improved to increase their usefulness to the campus. Natural areas should be enhanced and maintained to maximize their contribution to the unique character of the HSU campus.

Pedestrian circulation mainly follows the vehicle circulation roadways, sometimes creating hazards for pedestrians. Informal pedestrian pathways leading to open space areas and campus buildings help to counteract this inherent conflict and make use of the generous natural context of the HSU site. Most campus facilities are within a ¼ -mile walking radius that, due to the variable topography, may take 10 or 12 minutes to traverse. The campus topography also hinders handicap accessibility to University facilities and diminishes the ease of use that is an important aspect of a university campus.

A significant proportion of students and others coming to the campus use pedestrian paths for primary access. These routes could be enhanced and improved to encourage pedestrian use and reduce vehicle traffic to the campus. In general, the pedestrian circulation system should be

exhibit 2E | **Open Space & Pedestrian Circulation**

made safer and should function as more of an organizing framework for the campus as a whole.

2.2.5 BUILDING CONDITIONS AND LIFE CYCLE (Exhibit 2F)

Exhibit 2F is a schematic representation of the current condition of campus buildings. Many of the academic and administrative facilities, residential and sports facilities are in good condition, while others will require moderate or extensive renovation to maintain their usefulness. Some buildings are at the end of their functional life-cycle and need to be replaced. There are a number of small residential buildings that occupy land which could be better used for facilities that would more effectively contribute to the University Mission and goals.

2.2.6 CAMPUS SPACE ALLOCATION

Campus space comprises a total of 1,588,867 gross square feet (990,332 assignable square feet) of academic, administrative, student support, sports and recreation, and campus support facilities. Of this, about 18% or 283,209 gsf is allocated to student residential facilities, providing University-sponsored, on-campus housing for 1,368 students, or about 19% of the student population, in both dormitory (Redwood and Sunset Halls) and apartment or suite-type housing (Cypress, Creekview, Canyon and Manor Apartments.) Food Services are provided in the Jolly Giant Commons and several smaller venues throughout the campus.

2.3 NEEDS ASSESSMENT

HSU will grow from the current cap of 8,000 FTES to 12,000 FTES over the next 30 to 40 years. This growth will be accommodated in new facilities and replacements for some existing facilities.

Exhibit 2G shows the Master Plan projections for housing, parking and academic/administrative space that will be required for the campus to grow to 12,000 FTES. An analysis of average space allocations in the CSU system indicates that, for every 1,000 FTES increase in enrollments, the campus will have to provide 115,000 gsf. of academic/administrative and campus support facilities and 450-500 parking spaces, with concomitant increases in housing facilities.

During the Visioning phases of the Master Plan process, the Master Plan committee directed the planning team to increase housing and parking ratios as shown in Exhibit 2G. To respond to this direction and to provide facilities needed for enrollment growth from 8,000 to 12,000 FTES, Exhibit 2G shows the increase in academic and administrative space, housing and parking that formed the targets for the 2004 Master Plan.

2.4 OPPORTUNITIES AND CONSTRAINTS

The HSU campus provides a broad range of opportunities for developing the facilities identified in needs assessment analyses. Similarly, current conditions on the campus pose constraints that can be used to guide the pattern of development.

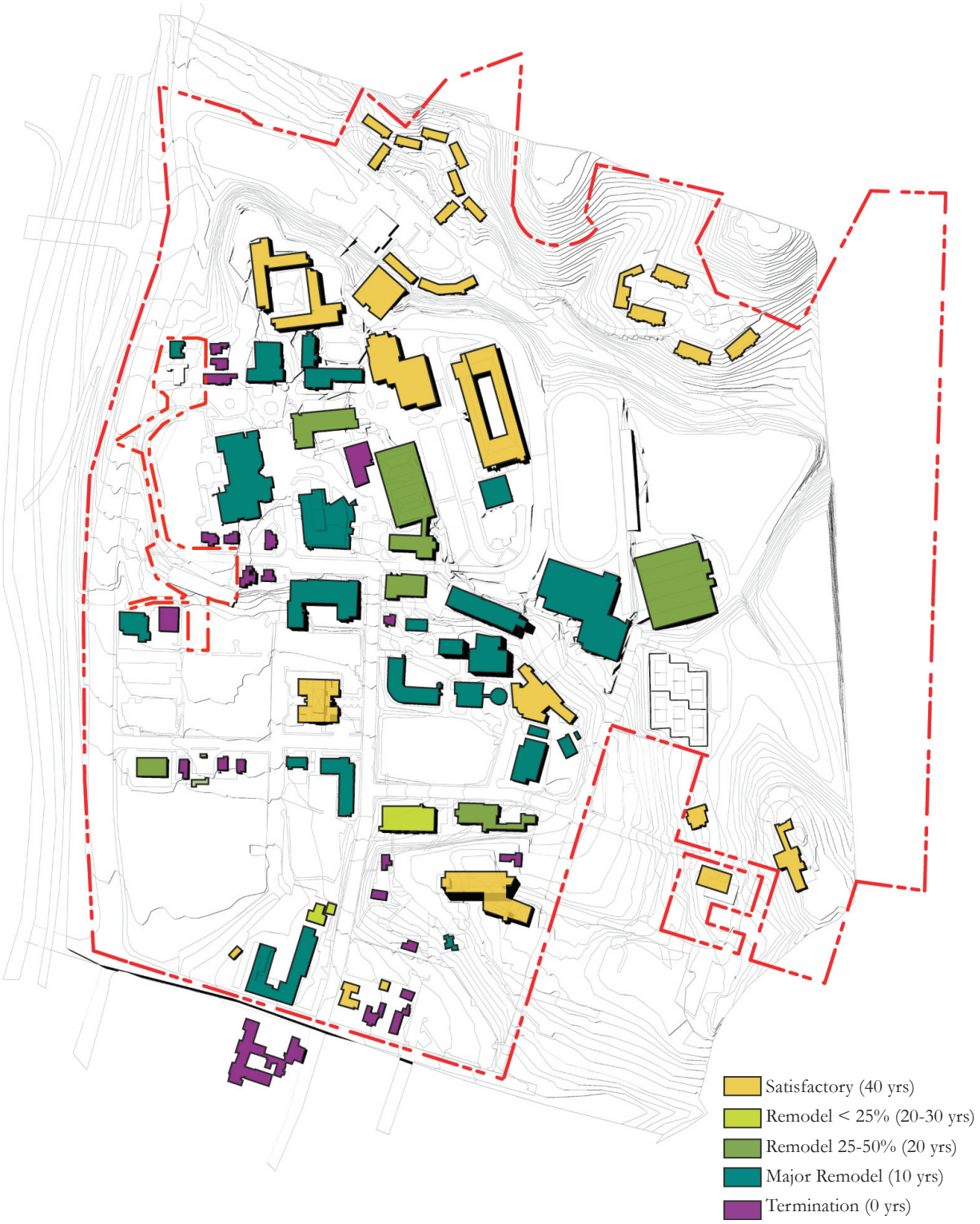


exhibit 2F | **Building Condition / Life Cycle**

		Housing Required		Parking Required		Academic / Administrative gross square feet (gsf)	
Phase	**FTES**	**Beds**	**Housing Ratio**	**Parking Spaces**	**Parking Ratio**	**gsf increase over existing**	**campus total gsf**
Existing	7,092.4	1,368	0.195	2,299	0.33		1,305,660
Phase 1	8,000	1,600	0.20	2,960	0.37	115,000	1,420,660
Phase 2	10,000	2,500	0.25	3,800	0.38	345,000	1,765,660
Phase 3	12,000	3,600	0.30	4,680	0.39	575,000	2,340,660

exhibit 2G **Master Plan Required Facilities**

2.4.1 OPPORTUNITIES

Capacity studies conducted early in the MDP process show that land currently owned by the University is adequate for the development of academic facilities required for the next increment of enrollment growth; however, additional land will have to be acquired for the additional student housing required. The 2004 Master Plan strategy focused upon identifying areas for development:

- that will have the effect of enhancing and increasing campus open space, that make use of open space to interconnect all areas of the campus, and that maintain areas of natural beauty;
- that provide an underlying organization for academic facilities which allows similar and compatible uses to be in proximity to one another;
- that continue the thrust of development into the southeast areas of the campus following the lead of the new Behavioral Sciences building;
- that identify parcels of land contiguous to the campus that can be acquired when the opportunities are presented; and
- that make the best and highest use of land resources currently owned by the University.

Land within the campus core that is currently used for surface parking can serve as building sites for new academic/administrative facilities if parking is concentrated in parking structures. Academic quadrangles should be developed, and existing ones reinforced. Accessibility to campus facilities will be maximized if parking structures are developed on lots that are near to the academic core, and both aesthetics and campus safety will be best served if parking facilities are concentrated at the peripheries of the campus. Multi-level parking structures can be used to traverse topographic levels within the campus to increase accessibility for those with physical disabilities and ease of use for everyone. Concentration of parking facilities will also allow internal campus roadways to be closed to routine student, staff and visitor vehicle traffic while remaining open for emergency vehicles and delivery where necessary.

Student residences have a substantial role to play in the integration of university students into the campus community and the support of students' academic achievement and their social and personal growth. In order to develop a strong campus residential community, some new housing facilities should be sited near

existing ones, with a new area for housing developed in the southeastern areas of the campus, on land to be acquired for the purpose. New development of housing should include dining facilities and should be located near to student activity facilities.

The site of the old Trinity Hospital, currently housing laboratory facilities, should be acquired to be used as playfields, which are in short supply for a campus of this size.

The existing Plant Operations facility is located in a prime area of the campus, near to a main campus entry at 14th and LK Wood. This land can better serve the University as well-landscaped open-space, with the Plant Operations moved away from the center of the campus.

2.4.2 CONSTRAINTS

Development of academic/administrative and housing facilities will not move south of 14th Street. Significant areas of the existing campus are to be maintained in order to support the functionality and efficiency of the campus plan and to maintain and make the best use of existing natural resources. The academic core will be maintained, with new academic facilities sited within or adjacent to this precinct. The sports and athletic complex to the northeast of the campus core will be maintained as existing, enhanced with new facilities and served by sufficient parking.

with student residential and campus activity precincts; and

- The campus core shall be primarily a pedestrian zone.

PRINCIPLE VI: PARKING AND VEHICLE CIRCULATION

The design of campus vehicle circulation systems shall focus on safety, accessibility and support of service and maintenance functions, and shall reinforce campus functional organization

Planning Objectives for the Design of Parking Facilities and Vehicle Circulation Systems

- Routine vehicle traffic shall be kept out of the campus core, to minimize pedestrian and vehicle conflicts;
- Service/emergency access shall be maintained throughout the campus; care shall be taken when these routes must coexist with pedestrian paths;
- Parking capacity shall expand in proportion to campus population growth and this increased capacity shall be accommodated in parking structures;

- New campus housing development shall include adjacent parking facilities;
- To moderate the expansion of parking demand, programs to encourage the campus community to use public transportation rather than personal vehicles shall be maintained and expanded; and
- Bicycle storage facilities shall be improved.

3 PLANNING PRINCIPLES

The physical campus is a potent instrument of the educational process. The educational experience in its fullest sense takes place not only in classrooms, but at meals, in residential areas, through informal and chance encounters, and in the course of recreational activities. The physical campus provides the setting for these experiences to be shared by students, faculty, staff and campus visitors. The design of the Humboldt State University campus shall support the full expression of these experiences.

At the start of the master plan process, the planning team developed a series of planning principles and planning objectives tailored to the HSU mission, culture and campus. These principles and their related objectives are based upon observation and analysis of current campus conditions, and serve two functions: 1) they provide a philosophical and practical framework for preparation of the 2004 Master Plan; and 2) they provide benchmarks that allow for an evaluation of whether the final Master Plan fulfills its goals.

PRINCIPLE I: OPEN SPACE AS CAMPUS ORGANIZING TOOL

The planning principles underlying the HSU Master Plan are based on the traditional approach to campus planning: the use of open spaces as a primary organizing tool. This approach is both a philosophy and a methodology, and is grounded in the original derivation of the term 'campus,' which comes from the Latin for 'field'. The idea of built structures set within a framework of natural elements has been the basis for the design of such traditional U.S. campuses as the University of Virginia, and is grounded in the classical style of Oxford and Cambridge universities.

This organizing device makes open spaces, rather than buildings, the basic building block of the campus. Buildings are used to define and delimit the open spaces, and create interest and complexity by varying the size and style of the open spaces throughout the campus. Open space areas, through their landscape and hardscape elements and their site furnishings, define and inter-connect the campus by providing visual continuity and unity within the campus. Open space also serves to orient users and visitors to the campus, and, in conjunction with identification monuments and markers, demarcates clear entry points and gateways to the University.

The Master Plan shall incorporate a series of "outdoor rooms" linked through a pedestrian circulation system which support the University's Mission by providing spaces for academic, recreational, social and other campus activities, and which serve everyday life on the campus.

Planning Objectives for Campus Open Spaces

- Campus open space areas shall have well-defined boundaries formed by building edges.
- Open space areas shall provide a variety of spatial experiences by way of variations in size, asymmetry, programmed uses, architectural character of surrounding buildings, and landscape;
- Campus open spaces shall include areas of lawn, landscape and hardscape, and shall include plantings and site furnishings (seating, lighting, signage) to reinforce their programmed uses;
- Vistas within the campus shall be created, defined and reinforced by open space areas;
- Open spaces shall help to define functional precincts; and
- Pedestrian circulation will be integrated with open space areas in ways that are mutually supportive.

PRINCIPLE II: CAMPUS FUNCTIONAL ORGANIZATION

Campus functional precincts are areas of the campus primarily occupied by specific functions. Functional precincts support the University mission and goals by creating both a legible and an efficient campus that supports the use of University facilities. For the most part, the existing functional organization of the HSU campus serves the University's mission and pur-

poses well. Academic/administrative, student/housing/support, and athletics/recreation areas are relatively well-defined and are organized to support one another. The 2004 Master Plan shall reinforce and enhance the existing functional organization of the campus and shall create new functional precincts through placement of buildings and development of pedestrian circulation and open space areas.

Planning Objectives for Campus Functional Organization

- Functional precincts shall be reinforced by new or renovated buildings of similar function;
- Focal points and gathering places shall support functional precincts and pedestrian circulation;
- Facilities for food service shall be distributed throughout the campus to activate functional precincts and reinforce the pedestrian circulation system;
- Increased student residential capacity shall include facilities for dining, and shall be located near new or existing student activities facilities to consolidate strong campus residential communities; and

- Campus entries shall be clearly defined to reinforce the campus' identity and convey a sense of arrival.

PRINCIPLE III: CAMPUS CHARACTER DEFINED BY MATURE LANDSCAPE AND HISTORIC CORE

The HSU campus is uniquely defined by its natural setting. The campus enjoys large areas of mature landscape that create special areas within the campus and that help to soften the built environment by connecting it to naturally occurring stands of trees and undergrowth in the surrounding forest areas. This natural setting shall be reinforced by the 2004 Master Plan.

Classic core buildings, notably Founders Hall, provide the campus with an architectural legacy that can be reinforced through building design guidelines for new campus buildings. Similarly, landscape can harmonize the wide variety of architectural styles on the campus. Buildings and landscape will help to define a strong sense of place and create a sense of unity throughout the campus.

Planning Objectives for Landscape Elements

- Design guidelines shall allow for styles ranging from traditional to modern by defining common material and color palettes to create architectural harmony;
- Landscaping shall be used as visual and connective elements that serve to harmonize disparate architectural styles, modulate building scale, and create a continuous sequence of outdoor rooms;
- Landscape shall be integrated with campus signage and identification monuments to support wayfinding and reinforce a strong sense of place, and with a well-defined exterior lighting system to provide aesthetic emphasis and safety; and
- Landscaping shall be used to soften the public edges of the campus through the preservation, where possible, of mature trees and the use of appropriate plantings to support both screening and view.

PRINCIPLE IV: INTEGRATION OF CAMPUS AND COMMUNITY

The HSU campus and the community of Arcata are partners in providing opportunities for education, cultural experiences and recreation for students and residents in the Arcata-Eureka

area. The physical campus contributes to this partnership by treating the campus edges with care, by emphasizing accessibility, legibility and wayfinding, and by providing facilities for a wide range of formal and informal activities that serve to reinforce the connection between campus and the community.

Planning Objectives for Integrating Campus and Community

- The campus shall continue to respect the University's residential neighbors with appropriate set-backs and massing at campus edges to minimize intrusion of campus buildings;
- Landscaping will be used at campus edges to create screening and modulate scale;
- The impact of campus vehicle traffic on surrounding streets shall be mitigated to the extent possible with efficient campus parking and vehicular circulation systems; and
- Public access to the campus shall be maintained and improved to encourage community participation in public events with well-marked visitor entries and information facilities, and accessible visitor parking.

PRINCIPLE V: CAMPUS DESIGNED TO REINFORCE EDUCATIONAL EXPERIENCE

A campus should support its educational mission by providing the opportunities for interaction among students, faculty and staff that are the hallmarks of the university experience. Campus circulation pathways, buildings, open space, gathering areas and activity settings should be designed to maximize these formal and chance encounters.

Planning Objectives to Reinforce the Educational Experience

- The academic core shall be organized around a series of quadrangles that support specific academic and educational endeavors and create meeting places for students, faculty and staff;
- Campus functional precincts and academic quadrangles shall have open-space and gathering areas as their focal points to encourage informal interaction;
- The pedestrian pathway system shall interconnect the academic quadrangles and shall further connect these

with student residential and campus activity precincts; and

- The campus core shall be primarily a pedestrian zone.

PRINCIPLE VI: PARKING AND VEHICLE CIRCULATION

The design of campus vehicle circulation systems shall focus on safety, accessibility and support of service and maintenance functions, and shall reinforce campus functional organization

Planning Objectives for the Design of Parking Facilities and Vehicle Circulation Systems

- Routine vehicle traffic shall be kept out of the campus core, to minimize pedestrian and vehicle conflicts;
- Service/emergency access shall be maintained throughout the campus; care shall be taken when these routes must coexist with pedestrian paths;
- Parking capacity shall expand in proportion to campus population growth and this increased capacity shall be accommodated in parking structures;

- New campus housing development shall include adjacent parking facilities;
- To moderate the expansion of parking demand, programs to encourage the campus community to use public transportation rather than personal vehicles shall be maintained and expanded; and
- Bicycle storage facilities shall be improved.

4 MASTER PLAN: ILLUSTRATIVE PLAN

The 2004 Master Plan is a comprehensive and coordinated series of proposals that configure and guide the physical development of the HSU campus over a period of thirty to forty years. The Illustrative Master Plan shown in Exhibit 4B is a thorough and inclusive representation of the land uses and facilities required as the University seeks to accommodate increased enrollments, evolving pedagogic needs, and the desires and plans of individual academic, student-support and campus-support departments and programs. The plan addresses land now owned by the University and additional parcels of land to be acquired as the opportunities present themselves (Exhibit 4A). The 2004 Master Plan described below accommodates all the facilities identified in the needs assessment studies and other analyses undertaken in the needs assessment phase of the Master Plan study (see Chapter 2).

The Illustrative Master Plan and the accompanying diagrams and illustrations (Exhibits 4A through 4L) represent a possible and appropriate way in which buildings, open spaces, pedestrian pathways, roadways, parking and other facilities can be built on the HSU campus as a fulfillment of the needs analyses described in Chapter 2, and in accordance with the Planning Principles and Objectives discussed in Chapter 3 and the Design Guidelines presented in Chapter 5. Variations on this conceptual Illustrative Plan that respond to emerging needs and specific programs include alternative configurations for building footprints and alternative arrangements of buildings, open space and other campus facilities; these variations are acceptable if the Planning Principles, Planning Objectives and Design Guidelines described in this report are observed.

exhibit 4A | **Property to be Acquired**

The Illustrative Master Plan (Exhibit 4B) shows sites for academic/administrative facilities; student housing, support and recreation facilities; parking facilities; athletics and sports facilities; and campus support facilities, along with the open-space areas, vehicle and pedestrian circulation systems that serve as the planning framework for these facilities. The facilities of the Master Plan will be brought on line as enrollment increases warrant and as funding is made available (see Chapter 6 for Phasing and Implementation). Subject to final programming of individual building facilities, the Master Plan allows the University flexibility in the choice of sites for specific new academic/administrative facilities. The Plan provides a strong framework for campus development while permitting alterations to the campus to reflect the needs of changing pedagogy and University priorities over the long term.

2

MP Project Code	Facility/Project Description	State-Funded Footprint gsf	State-Funded Proposed levels	State-Funded Total gsf	Non-State-Funded Footprint gsf	Non-State-Funded Proposed levels	Non-State-Funded Total gsf	Parking Stalls	Housing Beds
PHASE 1									
Academic/Administrative Student Support Facilities									
A	Theater Arts	30,500	2	61,000					
B	Visual Arts 1	13,000	4	45,500					
C	Academic/Administrative 1	14,500	4	58,000					
D	Student Services Center	34,000	5	170,000					
E	Laboratory 1				6,500	2	13,000		
F	Laboratory 2	8,500	4	34,000					
Student Housing									
G	Housing: Sunset Replacement				14,000	4	56,000		270
Parking Facilities									
H	Library Parking Structure				67,500	5	327,500	1,030	
	LK Wood at Harpst Street				46,800			130	
	LK Wood south of Harpst Street				30,000			90	
Phase 1 Subtotals				**368,500**			**396,500**	**1,250**	**270**
PHASE 2									
Academic/Administrative Student Support Facilities									
I	Library Addition 1	18,500	3	55,500					
J	Library Addition 2	12,000	3	36,000					
K	Academic/Administrative 2	16,000	4	64,000					
L	Academic/Administrative 3	20,500	4	82,000					
M	Laboratory 3	14,500	4	58,000					
T	Student Activities 2				3,000	1	3,000		
U	Student Activities 3				3,000	1	3,000		
Student Housing									
N	Housing: Redwood Replacement (2 Bldgs)				25,000	4	100,000		475
O	South Housing (17 & Union)				76,000	4	306,400		1,300
Parking Facilities									
P	East Parking Structure				46,500	7	325,500	1,000	
	Res. Surface Parking (at South Housing)				46,800		46,800	135	
Phase 2 Subtotals				**295,500**			**784,300**	**1,135**	**1,775**
PHASE 3									
Academic/Administrative Student Support Facilities									
Q	Visual Arts 2	8,000	3.5	28,000					
R	Student Activities 1				22,000	4	88,000		
S	Science A Replacement	16,000	4	64,000					
V	Student Activities 4				3,000	1	3,000		
W	Plant Operations 1	11,500	2	23,000					
X	Plant Operations 2	8,000	2	16,000					
Y	Child Care				4,000	1.5	6,000		
Student Housing									
Z	North Housing: Granite & LK Wood				32,000	4	128,000		600
Parking Facilities									
AA	Granite Avenue Parking Structure				67,500	6	405,000	1,250	
	Surface Lot (Granite)				45,500			130	
BB	14th Street Parking Structure				51,000	6	306,000	950	
	Surface Lot (14th)				10,500			30	
Phase 3 Subtotals				**131,000**			**936,000**	**2,360**	**600**
MASTER PLAN 2004 SUMMARY									
Total new Academic/Administrative/Student Support Buildings (Includes replacement for 330,000 gsf removed bldgs)				**905,000**			**2,017,200**		
Existing Campus gsf Retained				**971,500**					
Final Phase 2004 Master Plan gsf				**1,876,500**					
Total Housing gsf							**590,400**		**2,645**
Total Parking Spaces								**4,745**	

table **41** **Master Plan Proposed Facilities and Phasing**

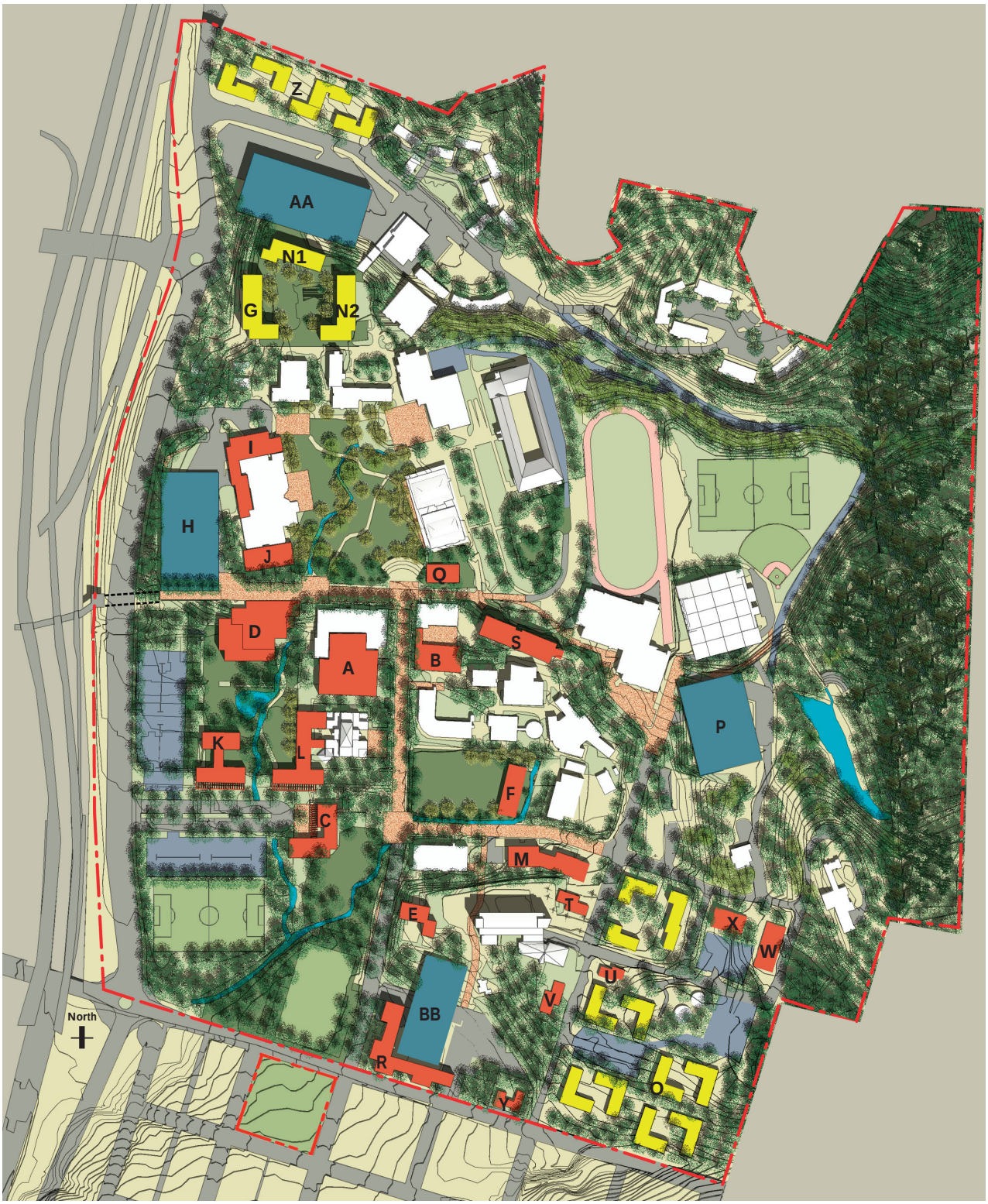


exhibit 4B | **Illustrative Master Plan**

4.1 ILLUSTRATIVE MASTER PLAN: FINAL PHASE (Exhibit 4A; Table 4.1)

The new facilities proposed in the 2004 Master Plan are integrated into the campus through a reconfiguration of the campus open-space system. The new system consists of new academic quadrangles, new pedestrian malls, new pathways and plazas that create legible links within the academic core and form connections to campus parking facilities. Exhibits 4A through 4K are schematic diagrams illustrating specific aspects of the 2004 Master Plan: Land to be Acquired (4A); Campus Land Use (4C); Academic/Administrative Quadrangles (4D); Open Space and Pedestrian Circulation (4E); and Vehicle Circulation, Campus Entries and Parking (4K). These aspects of the Master Plan are described below. The Master Plan is further described in a series of views of specific campus precincts in Exhibits 4F through 4L.

Table 4.1 provides details of the new Master Plan facilities. In total, 905,000 gross square feet (gsf) of new academic, administrative, and campus support facilities are added to the campus. This includes 575,000 gsf for new buildings and 330,000 gsf to replace existing buildings that are removed in the course of the three phases of the Master Plan. In addition, a total of 590,400 gsf of student housing buildings are added to the campus to accommodate approximately 2,190 additional student residents, bringing the campus total residential population to approximately 3,560. This figure includes replacement for 468 beds when Redwood and Sunset Halls are removed.

Campus parking facilities are increased through the construction of four new parking structures, comprising approximately 4,250 parking spaces; most existing surface parking lots have been reused, in part or in whole, for new buildings. By the end of the third phase of the Master Plan, the campus will have a total of approximately 4,750 parking spaces; about 10% of these are in surface parking lots. New facilities for intermodal transit are expected to help reduce the number of cars entering the campus.

4.2 LAND USE (Exhibits 4A and 4C)

Exhibit 4A shows land that will be acquired over the 30-40 year period addressed in the 2004 Master Plan. These land parcels include privately-owned property currently within the campus boundaries and other land parcels adjacent to the campus; this land will be acquired as the opportunities present themselves to the University.

Exhibit 4C is a land-use diagram of the 2004 Master Plan. The fundamental approach of the 2004 Master Plan is to develop new needed facilities while conserving and expanding campus open space and reinforcing functional precincts. To achieve this, Master Plan makes use of areas currently occupied by facilities that have reached the end of their useful life, or sites that are currently used as surface parking lots.

The academic core is expanded in the central area of the campus, reconfiguring open space areas and using existing parking lots for building sites. Sports and recreation facilities are concentrated, for the most part, within existing precincts. Student housing facilities are expanded in the north, adjacent to existing housing, dining, and student support facilities, while a second residential community is developed in the southeast area of the campus; this new area, developed on land to be acquired, also includes housing, dining and student activity facilities. Parking is kept at the peripheries of the campus for ease of access and to support the campus core as a pedestrian zone.

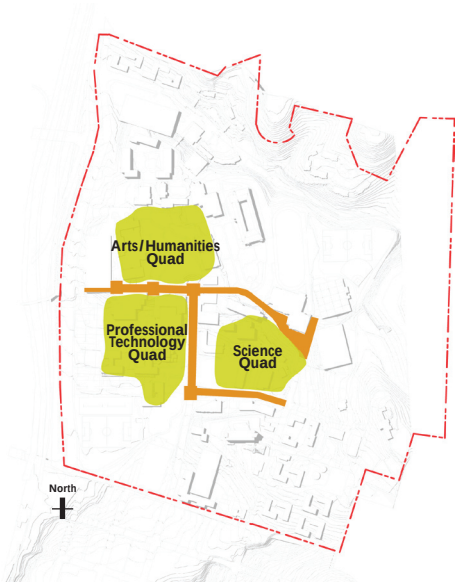
exhibit 4C | **Land Use**

4.3 OPEN SPACE AND PEDESTRIAN CIRCULATION (Exhibits 4D and 4E)

As Exhibit 4D (Academic Quadrangles) and Exhibit 4E (Open Space and Pedestrian Circulation) illustrate, the campus has been organized around three major academic quadrangles which are linked to one another and to other important campus precincts by pedestrian malls and plazas of a variety of size and function. These quadrangles are developed with trees and open-space landscape and are further emphasized by a system of natural water features. These water features are achieved by uncovering existing streams and developing them as focal points within or adjacent to each quad. The overarching organization of the quadrangles and pedestrian malls creates a sense of cohesion and legibility within the campus, shown diagrammatically in Exhibit 4D.

All roadways within the campus core are closed to routine vehicle traffic. Laurel Drive, B Street and 17th Street are converted to pedestrian malls for most or all of their lengths, while allowing emergency and service access as required. This represents a significant change in the way the campus will be used, contributing to improved aesthetics, safety and ease of use. The network of pedestrian malls and plazas will make the campus more legible to visitors as well as to students, faculty and staff, and will activate campus open space areas by providing the opportunity for both scheduled and informal events. The pedestrian pathway/open space system is expected to stimulate and support the chance encounters among students, faculty and staff that are the hallmark of the university experience.

As shown in Exhibits 4B and 4D, and in detail in Exhibits 4E and 4F, the **Arts/Humanities**



Academic Quadrangle
Pedestrian Mall

exhibit 4D | **Academic Quadrangles**

Quad is defined by, and features HSU's finest signature buildings: Nelson Hall, Gist Hall, Jenkins Hall and Founder's Hall. The Quad focuses around a large new open space area, and is further defined by a new Performing Arts facility and the Laurel Drive pedestrian mall. The Arts/Humanities Quad is bounded by the expanded Library on the West; the existing student health facility, Nelson Hall and the University Center to the north; and the existing Music and Art buildings on the east. This newly strengthened area includes expanded facilities for Visual Arts, in two new buildings east of the B Street pedestrian mall. This Quad also includes the renovation and expansion of Gist Hall to accommodate the new Performing Arts facility, and a new Student Services/Administrative Center. The Arts/Humanities Quad facilities are served by the East Parking Structure, built into the hillside just east of LK Wood Boulevard to camouflage its size and to prevent it from intruding into the campus core; this parking structure is accessed at the top via Plaza Avenue and at the lower level by a new vehicle entry off LK Wood Boulevard. Both the parking structure and

exhibit 4E | **Open Space and Pedestrian Circulation**

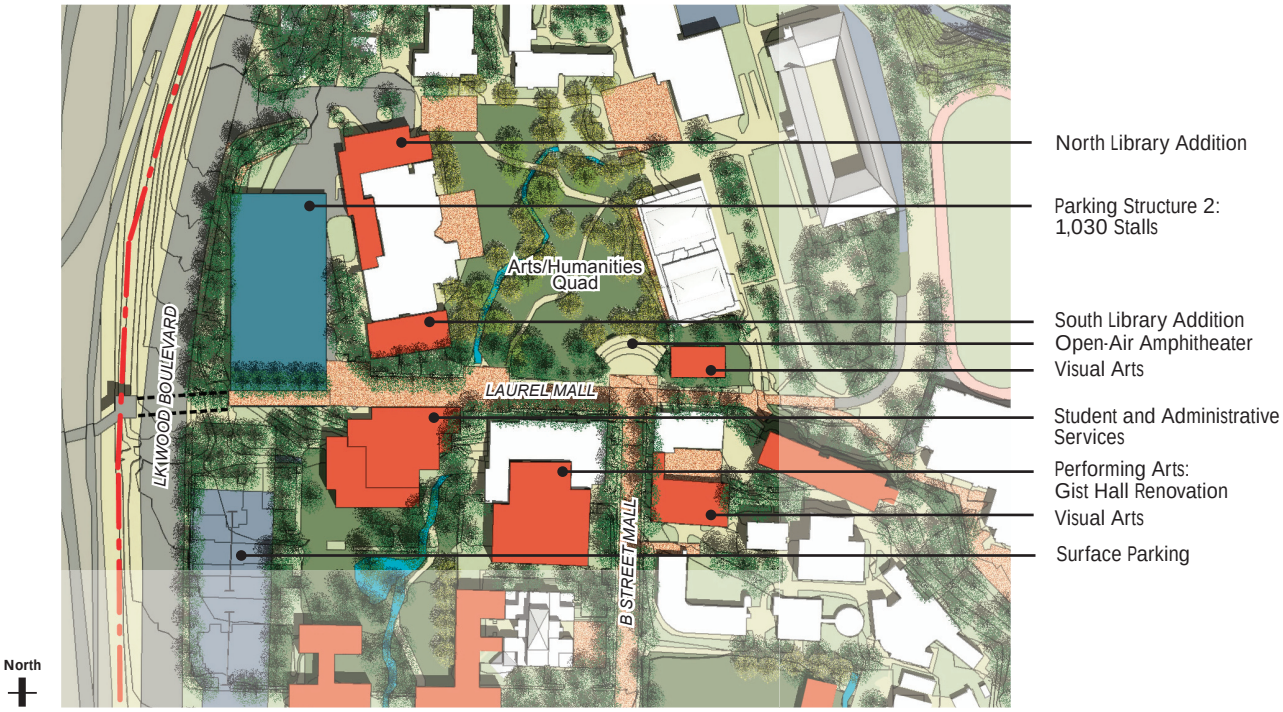


exhibit 4F | **Arts/Humanities Quadrangle**

the Student/Administrative Services buildings provide vertical access to the upper campus via elevators, increasing the accessibility of the campus. A surface parking lot along LK Wood Boulevard provides additional parking (see Section 4.4: Vehicle Circulation and Parking for a more detailed description of parking facilities). This Quad includes a new open-air amphitheater at the intersection of Laurel and B Street pedestrian malls, and a large landscaped area with a new water feature to serve a wide variety of functions.

To the south of the Arts/Humanities Quad is the **Professional/Technology Quad** (Exhibit 4G). This area centers around three new academic/administrative buildings and the new Student/Administrative Services Center. The southern boundary is the new Intermodal Transit Mall, which replaces the Harpst Street campus entry. This will be the site of the Intermodal Transit facilities, bicycle facilities and storage, vehicle turn-around and the city bus drop-off. The Technology/Professional Quad is landscaped with trees, open-space areas and a large natural water feature which links the Quad with the reconfigured recreational and playfields in the southwest corner of the campus and to the Arts/Humanities Quad to the north. The Quad is also served by the Library Parking Structure at LK Wood and by surface parking,

The **Science Quad** (Exhibit 4H) incorporates existing and new science and laboratory buildings and makes use of the large recreational field at B and 17th Streets as its focal point. The uncovered stream that runs along the pedestrian entry area at 14th Street and LK Wood Boulevard comes above ground again as it runs along the south and east edges of the Science Quad. This Quad will be activated by the conversion of B Street and 17th Street to pedestrian malls, which in turn link it to the other two Quads and to the new student residential precinct to the southeast. This area is served by the 14th Street Parking Structure to the south (see Section 4.4), which is designed

to provide vertical access to the Science Quad through the Behavioral Sciences building via elevators and pathways, again enhancing handicap accessibility to the campus.

The new organization of the campus creates or reinforces several additional campus functional precincts. The Sports and Athletics precinct (Exhibit 4I) is focused on a new Sports Plaza created to the south of the Forbes Complex and the two Gymnasiums. This precinct is reinforced by the links with the rest of the campus through the Laurel Drive pedestrian mall. This area is served by the East Parking Structure, again designed to be built into the hillside, which will serve students, faculty and staff, as well as providing parking for the public to attend events in Redwood Bowl, the Fieldhouse and other campus facilities.

Two student residential precincts are proposed in the 2004 Master Plan. In the North Housing Precinct (Exhibit 4J), approximately 600 new beds are proposed for land to be acquired north of Granite Avenue. Development in this area, which occurs in Phase 3, includes the Granite Avenue Parking Structure to serve the northern residential precinct along with Canyon, Cypress and Creekside residences. The Redwood and Sunset dormitories are to be replaced in Phase 3 with three new buildings sited to create a large residential quadrangle for informal recreation. These northern residential areas are served by the Jolly Giant Commons.

In the southeast are of the campus is the new South Housing precinct (Exhibit 4K) east of Union Street and south of 17th Street. The focal point of this development is a complex of apartment-style buildings designed to accommodate about 1,300 students and some surface parking facilities. This area incorporates a series of three small Student Activity facilities adjacent to the Behavioral Sciences building.

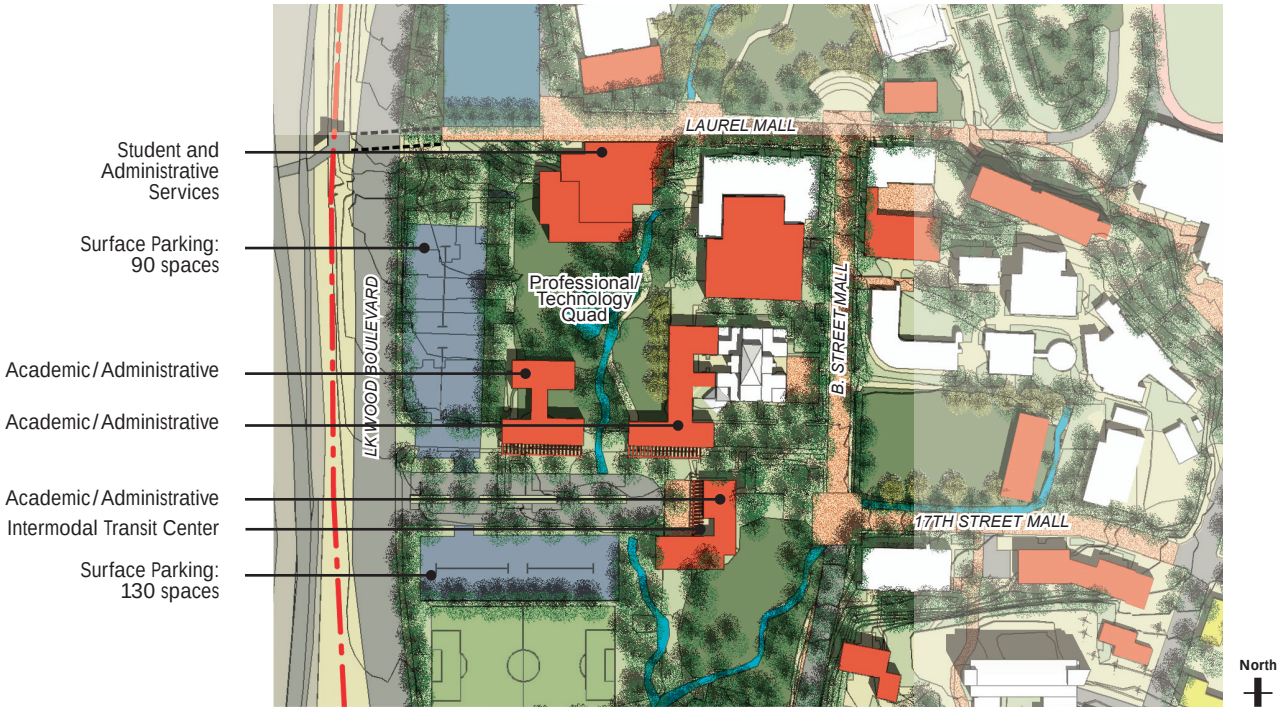


exhibit 4G | **Professional Technology Quadrangle**

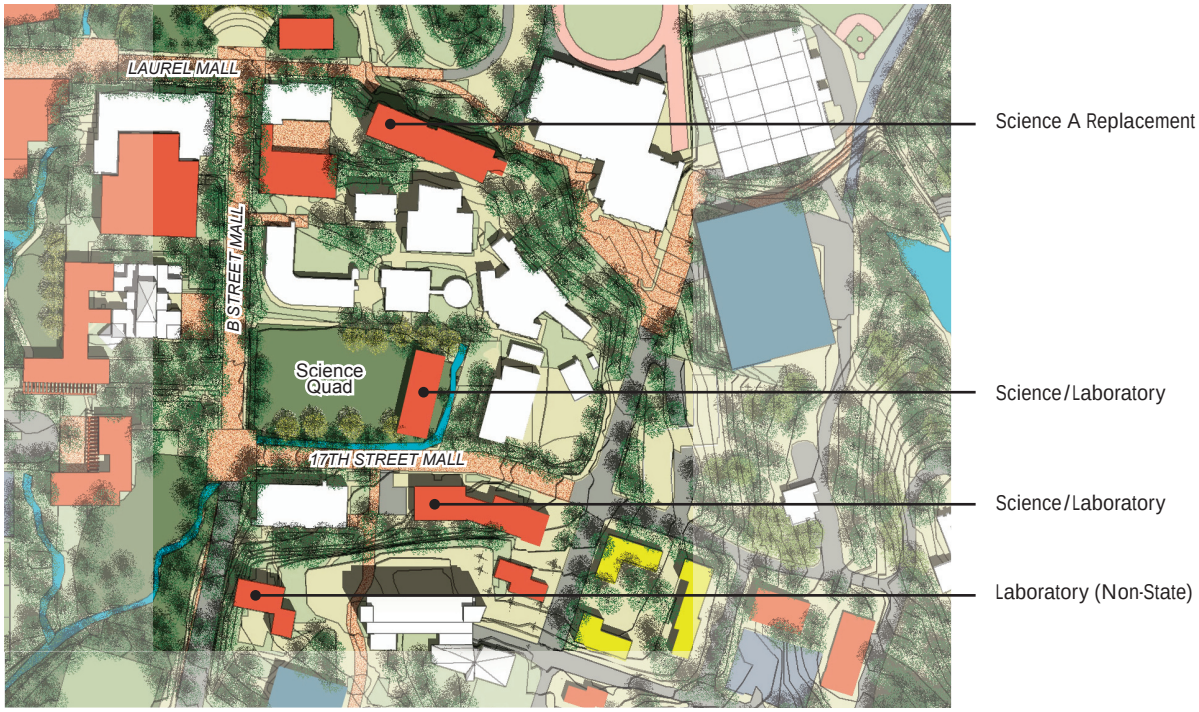


exhibit 4H | **Science Quadrangle**

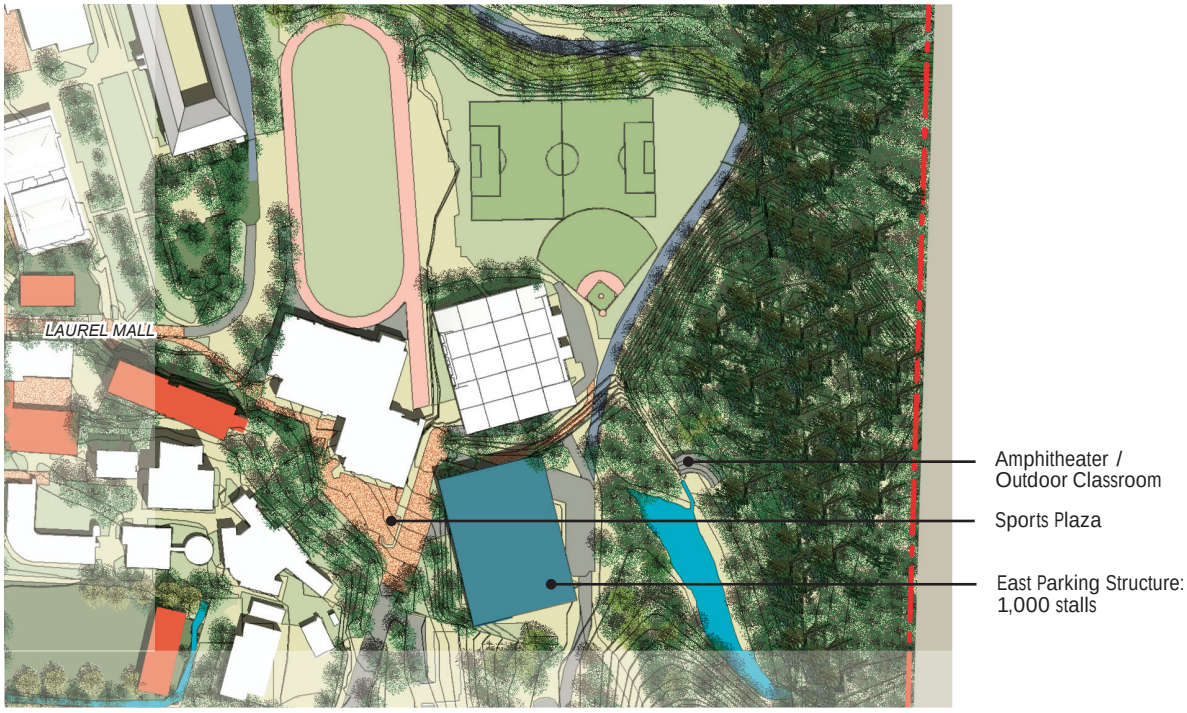


exhibit 4I | **Sports and Athletics Precinct**

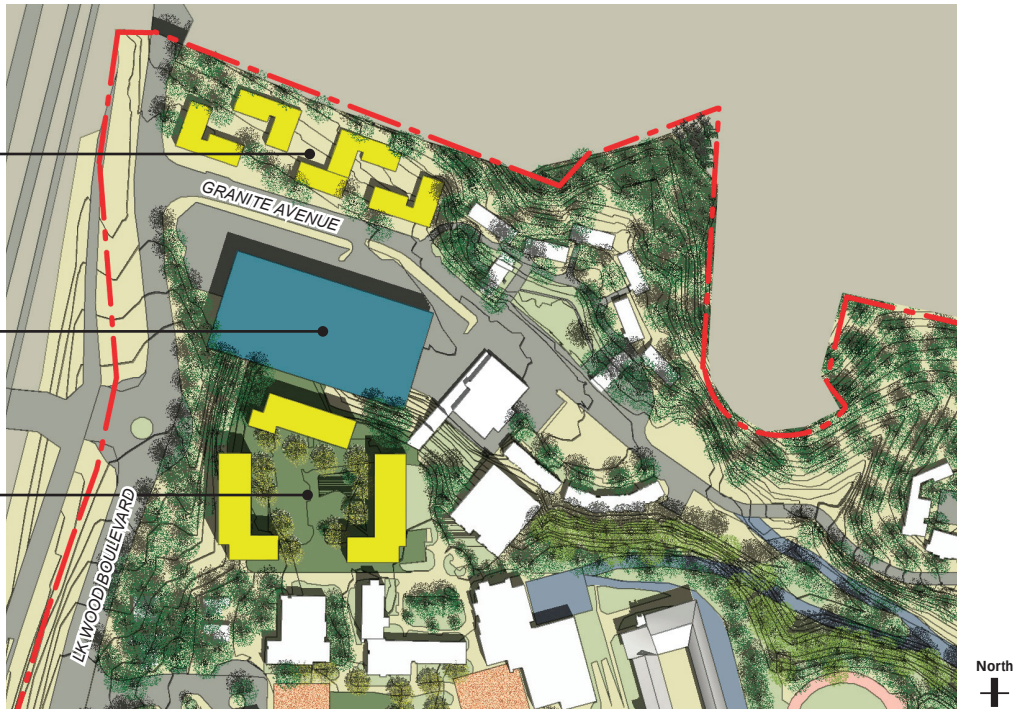


exhibit 4J | **North Housing, Dining and Student Support Precinct**

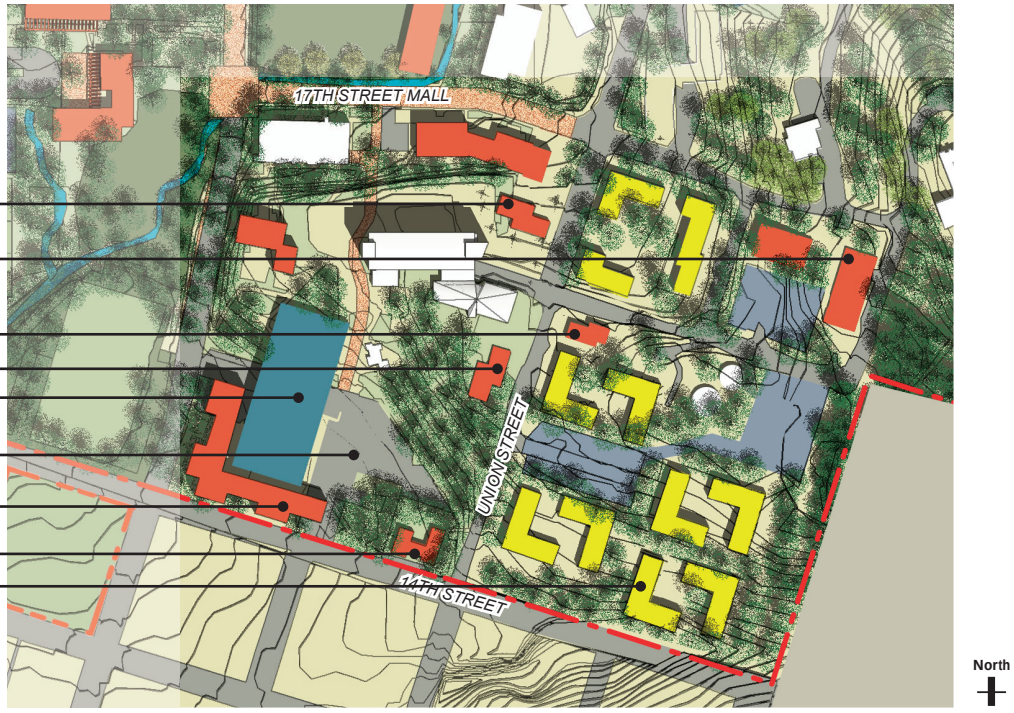


exhibit 4K | **South Housing, Dining, Student Support and Campus Support Precinct**

Also included in this precinct is the 14th Street Parking Structure, along 14th Street. This structure is "laminated" to a large Student Activities/Administrative building that fronts on 14th and B Streets, allowing the parking structure to be screened from the city residential areas south of 14th Street. The Child Care center is located at the corner of Union and 14th Streets for ease of access, and is adjacent to surface parking.

Campus Plant Operations facilities are relocated to the southeast area of the campus; development includes two buildings and a large surface parking lot for campus vehicles.

4.4 VEHICLE CIRCULATION, PARKING AND CAMPUS ENTRY (Exhibit 4L)

The 2004 Master Plan reconfigures campus vehicle circulation with three main goals: to create a pedestrian zone in the campus core; to distribute parking facilities to the edges of the campus; and to make changes in the campus entry system. The most significant change is the closure of internal campus roads to routine vehicle traffic: B Street is closed north of 17th Street, Laurel Drive is closed for most of its length, and 17th street is closed east of Union. These roadways will be open to emergency vehicles and for service and delivery as required, but will serve primarily as pedestrian malls which link the new academic quads, as described above. In addition, a new campus ring road is proposed; this will begin in the east at the new Library Parking Structure, located south of the Fieldhouse, extending north and east around the athletics fields and facilities, and joining with Granite Avenue. An extension of this roadway travels from Granite Avenue up the hill to provide service and delivery access to the University Center.

Campus parking is developed at the peripheries of the campus, distributed to serve the academic/administrative, housing and sports areas and to distribute vehicle access to several campus entries. Exhibit 4L shows the four new parking structures proposed: East Parking Structure, south of the Fieldhouse, Library Parking Structure at LK Wood Boulevard, 14th Street Parking Structure at 14th and B Streets, and Granite Avenue Parking Structure. In addition, several surface parking lots are distributed throughout the campus, also located at the campus edges. Details of the phasing and capacity of these facilities are described in Table 4.1; the specific size and architectural details of these facilities will be determined as each project is developed. Phasing and implementation of parking facilities and roadway changes are discussed and illustrated in Chapter 6.

The Master Plan proposes seven campus entry points, distributed around the west and south campus boundaries. The plan and design for these entries should include campus identification monuments and signage as well as landscaping. The main campus entry is the new Harpst Street Intermodal Transit Mall, which accommodates city bus drop-off, bicycle facilities, and Intermodal Transit facilities, and has two surface parking lots adjacent to it for visitor and short-term parking use. East Parking Structure, scheduled for the first phase of the Master Plan, is accessed off Union Street and connects with the new campus ring road; the dual access will allow rapid egress following sports and other events. Granite Avenue remains the main entry for the residential areas at the north, where Granite Avenue Parking Structure will be developed in Phase 3. Plaza Avenue continues to serve bus and vehicle drop-off and will access Library Parking Structure (Phase 2) through the top level of the parking structure; a second entrance located off LK Wood serves

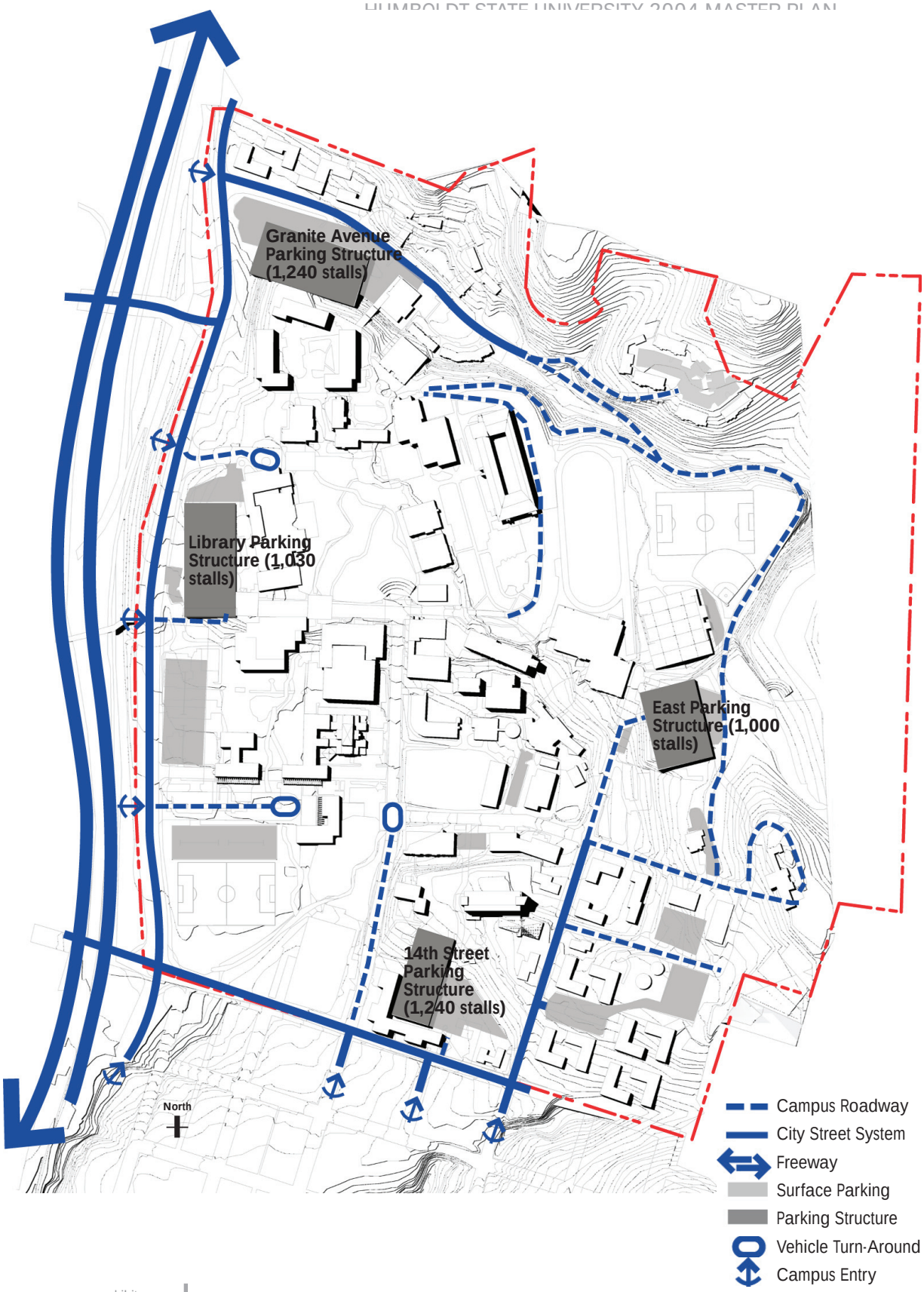


exhibit 4L | **Vehicle Circulation and Parking**

the bottom level of that structure. 14th Street Parking Structure (Phase 3) is accessed from B Street and from another entry off 14th Street.

As indicated above, parking structures have been sited to take advantage of the steep topography in order to facilitate vertical access for handicap accessibility, to minimize the size of the structures, and to diminish their intrusion on both campus and community views. These sites allow the parking structures to be 5-7 levels above grade with minimal visual intrusion into the campus. Landscape screening will help to integrate these structures into the campus and further screen them from neighbors' views.

The Master Plan parking proposals, taken together, will yield a campus total of up to 4,750 parking spaces in parking structures and surface parking lots. The parking ratio of FTES to total spaces under the 2004 Master Plan will be about .39, an improvement over the existing ratio of .32. The University may wish to institute a parking management system that distributes parking to structure campus facilities in order to avoid congestion and parking delays. The Harpst Street Intermodal Transit Center and accompanying University programs that support the use of public and alternative forms of transportation will also reduce parking congestion.

5 DESIGN GUIDELINES

Campus design guidelines are an integral component of a Master Development Plan. They provide guidance over the long term of campus development to ensure that the projects proposed in the Master Plan are designed and built to contribute to the University's over-arching vision of the campus. Design guidelines allow the Master Planning Principles articulated in Chapter 3 to inform the design of new buildings, including the way those structures relate to existing buildings, to the campus open space system, and to the pedestrian circulation system.

Design guidelines are formulated to encourage a high level of aesthetic quality within the campus while simultaneously promoting a climate in which the aesthetic and technological innovation needed to create a stimulating and supportive learning environment can thrive. Design guidelines are not meant to dictate the architecture of a building or constrain university planning committees or the architects hired by the University; on the contrary, they are meant to guide decisions rather than regulate future actions, and as such, they lay the groundwork for creativity.

Building design guidelines address building site, building form/massing and building façade materials and colors; these are discussed as they relate to the campus as a whole. **Building envelope guidelines** concern height limitations and set-backs, and are discussed as they relate to specific campus conditions and precincts. Campus circulation and parking are addressed through illustrative roadway and landscape section diagrams. Recommendations for campus site furnishings include fences, benches and trash containers. Campus light fixtures and signage are addressed in separate documents.

5.1 BUILDING DESIGN: SITE, FORM AND MATERIALS

The quality of architectural design on the campus is a significant factor in creating a campus environment and image that express and serve Humboldt State University's mission. The design of individual campus buildings is inextricably related to the overall fabric and framework of the campus. Building design considerations include: the siting of the building vis-à-vis neighboring buildings, campus open space, and the pedestrian pathway system; the overall building form and massing; and the materials used to construct the building. The goals of the building design guidelines are to assure a high quality of architectural design appropriate to the status of HSU, to ensure that new buildings harmonize with signature campus structures, to encourage development that results in a hierarchy of campus buildings, and to reinforce a visual unity throughout the campus while supporting appropriate architectural variation.

The existing campus incorporates a wide range of architectural styles, building materials and siting considerations. These design guidelines are meant to narrow that range so that future buildings contribute to a more visually unified campus. HSU's signature buildings, notably Founders Hall, will set the tone for future development. The designs for new buildings should not be attempts to imitate or replicate the traditional Mediterranean style, but should instead acknowledge the massing, articulation,

materials and colors of Founders Hall within their own characteristic architectural expression.

5.1.1 BUILDING SITE

The Illustrative Master Plan (Exhibit 4B) shows sites for over two dozen new buildings and building complexes on land already owned or to be acquired by the University. Many of these building sites are created by intensifying parking in parking structures, thereby freeing up campus land for development.

All of the identified building sites were developed to reinforce existing functional districts or create new ones. As described and illustrated in Chapter 4, new academic and administrative buildings are sited to create three new inter-connected academic quadrangles which incorporate open space and engage the pedestrian pathway system. The quadrangles create the legible academic core which forms the heart of the campus. The auxiliary functions of student recreational activities, sports and athletics, student housing, campus support and parking form recognizable precincts at the campus periphery.

Relationship to Open Space

Guidelines for the siting of new buildings are based upon the Master Planning Principles expressed in Chapter 3. Future development on the campus should acknowledge the following general viewpoints:

- New buildings should be sited to define and enclose open space and, in concert with adjacent buildings, form congenially-sized and well-proportioned open space areas throughout the campus.
- Open spaces between buildings should be of varying size and should accommodate a variety of programmed activities.
- Open spaces enclosed by the mass of a building may include courtyards, patios, building entry forecourts, lawn areas, landscape areas, seating areas and areas that provide seating for nearby food services.

Consideration of the activities that will take place in the open space that adjoins a building should be part of the programming effort that helps to determine the building size and form, so that outdoor spaces are well-connected to compatible adjacent indoor spaces. Similarly, more general campus program considerations include the need to develop and preserve large public spaces which serve periodic recreational and ceremonial purposes such as large gatherings, outdoor music and arts programs, graduation ceremonies and other outdoor activities.

Relationship to Pedestrian Circulation System

Buildings and their entries function as components of the pedestrian circulation system (Section 4.3, Exhibit 4E). New buildings should reinforce the campus pedestrian pathway system by being sited adjacent to the pathway and by having their major entries directly accessible from the pathway. Consideration of natural paths of travel from one building to adjacent buildings via the pedestrian network should also be a factor in decisions about the siting of a new building and the location of building entries.

Main building entries should be readily identifiable through the use of architectural

features and/or materials developed to create visual interest. Signage should be considered a secondary aspect of wayfinding; the building's form and architectural elements should make clear where one should enter the building. The main building entry should give immediate access to an important space or function within the building; even in a more functional 'background' building (see below), the main building entry should not lead directly to a corridor or other non-distinguished feature.

Relationship to Food and Beverage Services

Food services play an important role in the master planning for a campus. Food services on the campus as a whole, including those within the residential areas, provide the opportunities for informal social interaction among students, faculty and staff and these, in turn, form the basis for the development of social and intellectual ties that create a campus community. Food and beverage services can also help to activate the open-space areas adjacent to new and existing buildings while at the same time fulfilling basic needs.

Food services should be distributed throughout the campus, and should be located in buildings near frequently-traveled pedestrian paths. Particular consideration should be given to the incorporation of informal food and beverage service areas when decisions are made about the sites and massing of proposed buildings. Food services in proposed buildings should include interior and exterior areas adjacent to the pathway system for take-out and/or seated snacks and dining.

5.1.2 BUILDING FORM

A building's form and level of architectural distinction are related to its functions and its role in the visual development of the campus. Building form—a structure's massing, articulation and deployment of architectural features—has as much to do with an individual building's location on the campus and its position within the campus spatial hierarchy as it does with the program of activities the building is constructed to house.

The 2004 Master Plan proposals establish a campus hierarchy that organizes the built and natural environments in a way that supports a wide variety of activities and ease of use for students, faculty, staff and visitors.

'Foreground' and 'Background' buildings. The design guidelines distinguish between 'foreground' and 'background' buildings. 'Foreground' buildings are those meant to emerge, to serve as a focal point on the campus, and to be architecturally distinctive. 'Foreground' buildings include those located at public or highly visible points on the campus; buildings accommodating a singular use; buildings that form the signature core of the campus; or buildings whose internal functions require extraordinary facilities or forms. Examples of 'foreground' buildings on the HSU campus are the existing Founders' Hall, the University Center, Gist Hall and the Library.

'Background' buildings are those which are subordinate to the larger campus: those whose sites are in less public or visible areas of the campus; those whose function is duplicative rather than singular; and those whose features and functions are not showcased. Examples of 'background' buildings on the campus are

classroom buildings, Siemens Hall, buildings in the Science Complex, and Plant Operations facilities. 'Foreground' and 'background' buildings may be distinguished by their size, their form and massing, their architectural features, their building materials and, in some cases, their detailing.

Building Location

Buildings located at major vehicle entry points occupy an important place in the campus hierarchy: they are 'foreground' buildings that function as the 'front door' to the campus. These buildings serve as the backdrop for the act of entering the campus and project a symbol of the University to both the campus community and visitors, while at the same time having dedicated functions to fulfill. The design of such buildings should incorporate a singular and recognizable architectural feature facing the campus entry to serve as an anchor to the campus gateway and to highlight campus identity. This feature may or may not also serve as a building entry. Buildings at campus vehicle gateways should incorporate lighting and landscaping to guide vehicles into the campus and to highlight their role as a welcoming campus feature.

Buildings that form the edges of the three new academic quadrangles have an important role to play in the definition and articulation of those primary campus open spaces. One or more buildings that help to form a quadrangle will be 'foreground' buildings, with distinctive architecture features that help to define the character of that quadrangle. At the same time, the design of these buildings should harmonize with that of neighboring structures and should not dominate the quadrangle.

Building Massing and Articulation

The massing and materials of a building produce that structure's visual contribution to the campus. Building massing, whether for foreground or background buildings, should be articulated to create a comfortable relationship between the scale of a person and the scale of a building.

'Foreground' buildings may be larger than background buildings, depending upon their function. Their massing may be articulated with expressive or architectural features and large public space areas that may be identifiable on the exterior of the building. A 'foreground' building will have one significant entry among potentially multiple entries; the main entry should address an important pedestrian path and should give access to important public spaces within the building. 'Background' buildings will tend to be more rectilinear in form, incorporate more subdued or subtle architectural features, and will blend in with the general architectural ambience of the campus.

Buildings in the academic core are generally larger, more visually dominant, and more architecturally distinctive than buildings in other campus precincts. Due to their location on the campus and their importance to the essential purpose of the University, academic buildings are "foreground" buildings whose collective form and relationship to open space are meant to create a pleasing integrative whole in the academic core.

Although proposed building configurations shown on the Illustrative Master Plan (Exhibit 4B) are for illustrative purposes only, many of the academic buildings are shown as L-shaped or H-shaped. These building forms are highly adaptable for academic purposes; for example,

large-format laboratories, classrooms or lecture halls may occupy one wing, while standard classrooms and offices occupy the second wing. In addition, buildings created with wings contribute to the campus ambiance by enclosing courtyards, patios or forecourts that can serve functional and aesthetic purposes.

Buildings sited to enclose academic quadrangles should incorporate massing that reinforces the quadrangle's open space. Those buildings that form the south side of a quadrangle should include upper story set-backs as necessary to prevent excessive shadowing in the quad. Buildings that form a quadrangle should have an concerted architectural relationship with one another, whether existing or new.

Articulation of building façades. New buildings on the campus should employ architectural articulation to create visual interest and connect visually with existing campus signature buildings. The Mediterranean style of the campus' signature buildings incorporates relatively flat façades characteristic of that style. However, the new Master Plan buildings will be taller than these existing buildings and will need to employ articulation to avoid a monolithic appearance.

The articulation of a building elevation may be accomplished through several means, each of which can visually "break up" the façade into several elements or otherwise give the impression of a change in plane. Exhibit 5A is a schematic drawing that illustrates both of these articulation devices. Horizontal articulation divides the building elevation into two or more zones by expressing a base, middle and cap, consistent with classical architectural design principles. Although Exhibit 5A shows a building with a hip roof, a building with a parapet roof can also show this tripartite division through the use of receding or emerging planes, change of material or change of color. Vertical articulation, illustrated in Exhibit 5A at the building entrance, incorporates changes in the vertical plane of the face of the building, such that areas emerge or recede from the elevation's main plane. In this example, the building entrance emerges from the main façade of the building.

Exhibit 5A shows an arcade contributing to the horizontal articulation at the base of the building. Exhibit 5B shows two section drawings of arcades, illustrating their relationship to the mass of the building. The Master Plan recommends the use of arcades to provide sun and rain shelter at building entries, particularly for the buildings adjacent to the Harpst Street Intermodal Transit Mall, where individuals will be waiting for public or private transportation. Arcades can be used as connections between groups of buildings and can be covered with

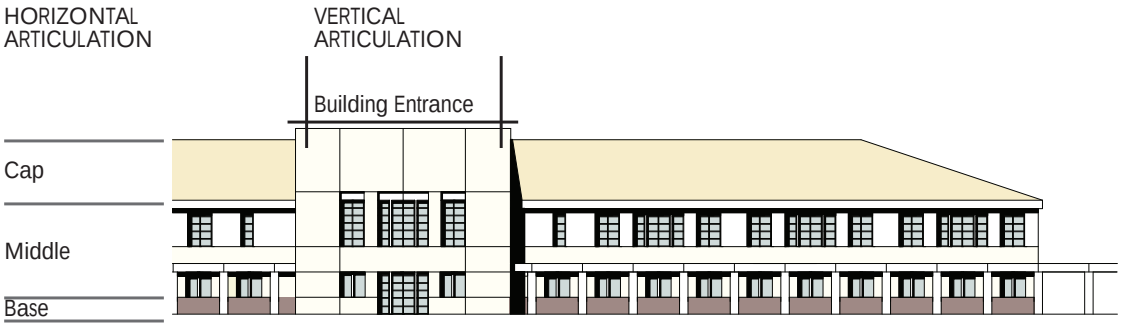


exhibit 5A **Building Facade Articulation**

a trellis structure where appropriate. Seating and other amenities can be provided under the arcade. Arcades should have a minimum 7 feet of clear depth.

'Foreground' buildings may benefit from the restrained use of dynamic forms for architectural elements such as stair towers, sun-shades or balconies on the façade, or by employing materials that emphasize transparency or texture. 'Background' buildings are expected to avoid a "box"-like appearance by employing more subtle changes in plane than foreground buildings and may rely more heavily upon façade surface effects and more subtle architectural forms for stair towers and other architectural features.

The campus incorporates a variety of examples of building articulation (Exhibits 5C1-5C4). Exhibit 5C1 shows the articulated façade of the University Center: the exterior plane of the building is broken up by the roof overhang, the exterior arcade along the upper level, the recessed area along the lower level of the building, and the clock tower. Exhibit 5C2 shows Gist Hall incorporating a traditional Mediterranean style smooth façade ; the overall impression of the building, however, is one of articulation because of the variety of receding roof planes, the contrast between the roof tiles and the stucco façade, the variability of window patterns, and the use of balconies and other elements that emerge or recede from the façade. Exhibit 5C3 shows Founders Hall, also incorporating a pleasing variety of surface and form effects through varied window shapes and the contrast between roof and façade materials. In contrast, Exhibit 5C4 shows the BSS building with an overly articulated façade and a too-

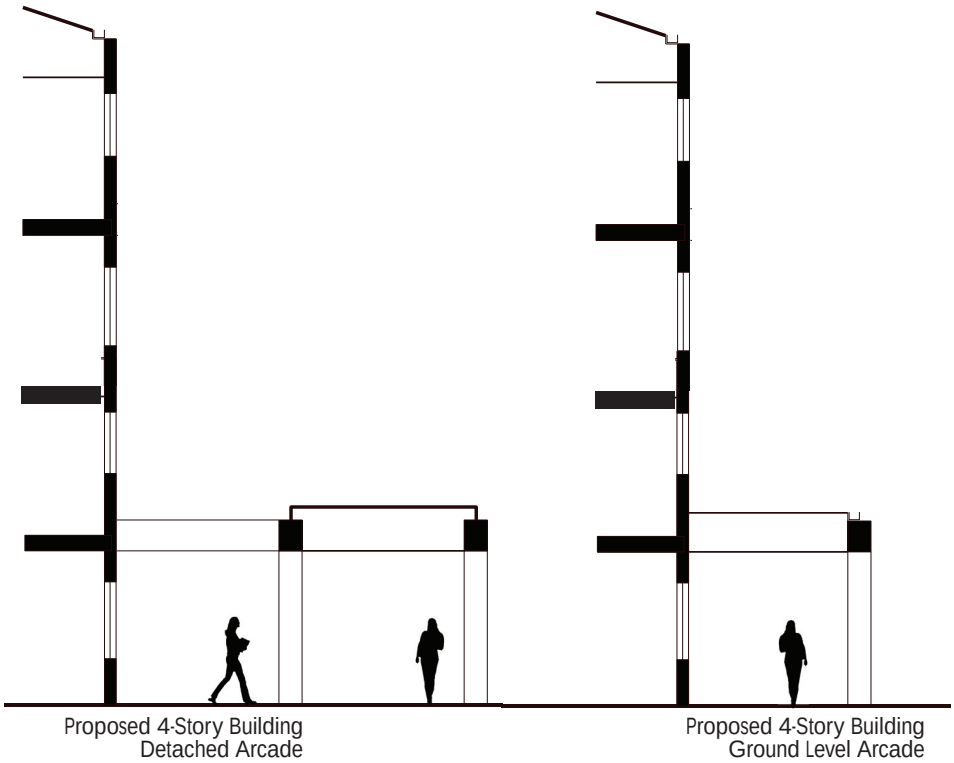


exhibit 5B **Building Arcades**

exhibit 5C1 **University Center Facade**

exhibit 5C2 **Gist Hall Facade**

exhibit 5C3 **Founders Hall Facade**

exhibit 5C4 **BSS Building Facade**

varied assemblage of window shapes, resulting in a disorganized and uncomfortable form.

Student Residences. Student residential buildings in the northwest and southeast precincts should emphasize pedestrian scale and should be well-articulated to avoid an institutional appearance. Housing buildings should be more residential in their massing, and although they are duplicative in function, their design should employ articulated façades and architectural features in order to distinguish them from academic, administrative or larger-scale institutional buildings. Fenestration patterns will relate to indoor functional space and should give views over common open-space areas. Groups of residential buildings should be placed on their sites in configurations that enclose open space and should employ set-backs to ensure that the adjacent open space areas are sufficiently large, have sun for at least part of the day, and are usable for informal recreation.

Building Entries

The Master Development Plan locates buildings with reference to the pedestrian circulation system, and directly adjacent to existing or new open space areas. Primary building entries should be located to address or face on to the quadrangle, lawn, courtyard or pedestrian walkway adjacent to the building in order to reinforce the open-space system and to provide a primary visual focal point on important building façades. Secondary building entries should also address the pedestrian circulation system. Building entries should employ transparency and/or other distinctive architectural forms and building materials such that they are readily identified and welcoming.

Buildings should be designed to allow service and delivery at a point that is shielded from the pedestrian system. Programming for new buildings should take into account the need to share service and delivery access with other buildings whenever possible.

Building Design at Public Edges

Special design attention and investment should be made for buildings at the public frontage, particularly those along 14th Street and buildings that may be visible to the public along LK Wood Boulevard. Issues to be addressed in the design of buildings at public frontages should include:

- The use of articulation and façade modulation to reinforce pedestrian scale;
- Screening through use of architectural elements and/or landscape to respect neighboring uses;
- Privacy of ground floor uses and screening from public view, particularly for student residential buildings;
- Use of landscape in setback areas;
- The potential need for noise-reducing glass or other sound insulation; and
- The need for building design to contribute to security and personal safety.

5.1.3 BUILDING FAÇADE MATERIALS AND COLORS

Building and Façade Materials

Building and façade materials can be used to provide visual interest and variety throughout the campus. The creative use of façade materials should produce both a level of visual consistency throughout the campus and sufficient variety from building to building. New quadrangles and existing open-space areas should be unified through the use of a common or related materials palette for the buildings facing a plaza, lawn, quadrangle or courtyard.

Building Colors

The campus signature buildings are a buff color with red tile roofs. A similar warm color palette should be extended to new buildings to increase the visual integrity of the campus and create a pleasing whole. The colors and materials for details such as stair rails or other architectural details such as doors and door frames, window mullions, soffits, metal trim and other components should refer to existing campus buildings and/or the local natural environment, and should be chosen to harmonize with neighboring and adjacent buildings. This is particularly the case for in those groups of buildings that form the academic quadrangles. Residential buildings, particularly those on the periphery of the campus, may use an expanded color palette but should incorporate the campus signature colors to reinforce the connection of these housing buildings with the campus.

5.2 BUILDING ENVELOPE: HEIGHT LIMITATIONS AND SETBACKS

Building height limitations and set-backs create the desired characteristics of campus edges and open spaces which, together with the architecture and landscape, create and determine the campus ambiance. The precise height, siting and massing for each new building will be determined on the basis of the program developed at the time the building is conceived, and will respond to the functions to be housed within.

The building envelope guidelines discussed below are based upon the planning principles articulated in Chapter 3 and comprise both generalized principles and specific recommendations for individual buildings and selected building types. Recommended heights for new buildings are included in Table 4.1.

Buildings at Campus Edges. Where new development is proposed at campus edges, the design of the building envelope should be formulated to respect neighboring uses, to create distinctive and pleasing campus edges, to articulate campus entries, and to contribute to a gracious campus ambiance. The use of landscape in set-back areas, and, where possible, the use of the campus' natural topography, will help to screen or camouflage buildings at campus edges. This will be particularly important when parking structures are designed and sited. The 14th Street Parking Structure is most visible of those planned, and is meant to be screened by 'laminating' the Student Activities building (Building R in Exhibit 4B) around it so that the profile of the parking structure is minimized for public view [see discussion of parking structures in Chapter 4].

In general, campus development adjacent to residential neighborhoods should conform to a more generous setback from the roadways to provide an agreeable interface with the community. Landscape design should demarcate campus boundaries and soften the appearance of surface parking facilities and buildings at campus edges.

Buildings in the Campus Interior. Building envelope guidelines for the interior of the campus are intended to reinforce the campus open space system and support the existing hierarchy of buildings that reflects buildings' roles, functions and importance on the campus. Building height recommendations shown in Table 4.1 have been developed to ensure that new structures properly enclose and delimit the open space areas. Building set-backs serve to further define specific open space areas by creating distinct boundaries to those spaces. Similarly, building set-backs strengthen the pedestrian circulation system by placing campus functions along the edges of the pathways.

Near and around campus buildings, low maintenance shrubs should be planted in massing to soften the edges of the structures. The space between a building and the pedestrian pathway should be planted with lawn or low vegetation to create a pleasing frame for the building.

Academic Buildings

The height of a building has an impact upon both its interior and exterior environments. The recommended height for new academic buildings is four stories above grade. This height is optimal because it allows classrooms and other instructional facilities to occupy the first two or three floors of the building, discouraging the use of elevators for general circulation and increasing opportunities for casual interaction. Faculty offices would occupy the top one or two floors, providing a degree of privacy for faculty members. Where appropriate to the program, and depending upon the specific characteristics of the site, academic buildings may incorporate a basement level. Academic buildings should address adjacent the pedestrian pathways with setbacks appropriate for landscaping to soften the connection between the building and the pedestrian environment. Additional set-backs should create plazas, courtyards, gathering and open-space areas adjacent to each building. At least one of these open space areas associated with a building should address the academic quadrangle.

Administrative and office functions in the Academic Core are expected to be incorporated within academic buildings. If these functions are accommodated in stand-alone buildings, they would fall within the category of 'background' building whose materials and massing should create a visual appearance that is well-integrated with surrounding structures. Administrative/office buildings should be no more than three stories or 45 feet high; this restriction is recommended to ensure that these buildings take their appropriate place in the campus hierarchy and do not detract from the academic buildings.

Parking Facilities

The four planned parking structures incorporate parking on 5, 6 or 7 levels plus the roof. As described in Section 4.4, all four structures are planned to be built into steep topographic areas which will help to screen and camouflage the height and bulk of the buildings.

Parking structure setbacks will vary according to their site. Parking structures are considered 'background' buildings and their siting must incorporate sufficient set-backs to receive landscape screening treatment. These landscape screens are meant to minimize the views of the parking structure from public frontages and to blend in with the natural areas of the campus as much as possible. On some sites, the parking structure may have adjacent surface parking areas, which should also incorporate landscape.

Residential Buildings

Residential buildings are planned to be a maximum of four stories above grade. This height limitation is meant to provide buildings that maximally work to create congenial residential communities. The appropriate setbacks for residential buildings should be based upon their final design and the programmed uses for interior spaces. A minimum setback of 25 feet from the property line will be needed to provide privacy and security for ground floor residents. The siting of residential buildings should recognize the requirement for permeable open space between the sidewalk and the building to provide a buffer against vehicle traffic on the surrounding streets, and should include planting strips and street trees.

5.3 VEHICLE CIRCULATION AND PARKING

The 2004 Master Development Plan proposes significant changes to the campus vehicle circulation and entry system with the purpose of increasing campus safety and legibility by separating pedestrian and vehicular traffic. A complete description of these proposed changes is included in Chapter 4; these changes are summarized here. The new campus circulation system converts internal campus roadways to pedestrian malls; these new malls, created from B Street, Laurel Drive and the western portion of 17th Street, retain their existing widths and will be used as restricted service/emergency access roads only. This system prevents everyday traffic from crossing campus pedestrian precincts. These new pedestrian malls should incorporate special paving to reinforce the perception that they are reserved for pedestrians and to alert the drivers of service and delivery vehicles to the presence of pedestrians. The Master Plan incorporates four parking structures and a limited number of small surface parking lots. The University may wish to develop a new parking management system that uses limited-entry access and assigned parking zones to reduce vehicle circulation within and around the campus.

5.3.1 PARKING FACILITIES

The four proposed parking structures concentrate parking near and at the perimeter of the campus, consistent with the master planning principles described in Chapter 3. Although parking structures are considered 'background' buildings, their size makes them prominent features on the campus, and their form, siting and materials should be used to diminish and screen their presence. Parking structures serve a variety of functions which dictate that their design should fulfill specific requirements. Parking structures are in essence folded roads whose scale is often incompatible with that of the pedestrian; special and deliberate design treatments are usually needed to visually integrate them with adjacent structures intended for human occupancy. Similarly, although these buildings are primarily utilitarian in nature, they serve as gateway elements on the campus because they are among the first building visitors encounter when coming to the campus. Finally, they operate as the first component of the pedestrian pathway system, and they must incorporate an inviting ambience and convey both the actuality and the perception of safety. The design of parking structures should acknowledge the following guidelines:

- The exterior of above-grade parking structures within public view should avoid a utilitarian appearance and should be integrated with the architectural design of the campus in terms of scale, materials and appearance. Considerations of façade articulation and the selection of façade materials will be particularly important for the design of these buildings. The design of parking structure elevations should acknowledge campus entry points and public roadways and should be commensurate with other public architectural statements made at campus edges and entries.

- Specific design elements should be used to integrate parking structures with the campus. These elements may include: intensive planting of screening trees or other vegetation at the exterior of the structure, use of exterior cladding and patterns similar to those of adjacent buildings, creation of areas of accent and architectural focus such as entry and vertical circulation area points, and articulation of the façade.

- Sloping floors should not be expressed on the exterior of the building.

- The visual presence of automobiles in parking structures should be minimized as seen from public and campus view, through architectural or landscape screens.

- Parking structures should have stair/elevator cores that are well-articulated, visible from a distance and lead directly to pedestrian pathways. Stair towers may be placed on the outside of the building in order to take advantage of views. The pedestrian entry/egress should be deliberately connected to the pedestrian circulation system in such a way that pedestrians do not have to cross vehicular traffic to access the campus pathway system.

- The design of parking structures should make good use of daylighting and must incorporate sufficient artificial lighting to ensure safety within and outside of the structure. Landscape and screening via plant materials should be applied such that pedestrian entry/egress points have clear visual sightlines in order to increase actual and perceived personal safety. Stair towers and elevator enclosures should be clad in transparent materials and incorporate artificial lighting to increase personal safety.

- The interior walls and ceilings of the structure should incorporate very light colors so that shadowy areas within the structure are minimized.

- Special design considerations apply to the 14th Street Parking Structure (Building BB in Exhibit 4B). This structure will have the Student Activities building (Building R) laminated or placed adjacent to it, shielding most of the parking structure from view. Those areas of the structure that are visible from the street should employ screening and setbacks to create a congenial face to the public. Sufficient artificial lighting and the use of light colors for walls and ceilings within the structure will be particularly important because the opportunities for daylighting in this structure will be limited.

- All parking structures are sited in the Master Plan to provide vertical transitions that bridge the campus topography, enhancing accessibility. The careful location of elevator cores will facilitate campus vertical circulation.

- All university parking facilities will incorporate designated disabled parking spaces.

Surface Parking Lots

The Master Plan includes several surface parking lots for ease of campus access. The campus roadway system has been modified to minimize the need for pedestrians to cross vehicular traffic on their routes to and from their automobiles. Striping for crosswalks and crossing areas should acknowledge the campus pathway system and natural desire lines to increase pedestrian compliance with crossing points. Landscaping for surface parking lots should include landscaping consistent with the campus landscape design.

The main visitor parking facilities for everyday use are expected to be located in the surface parking lots north and south of the Harpst Street Intermodal Transit Mall. Visitor parking can also be accommodated in the parking structures; The Library Structure (H) and the East Parking Structure (P) will accommodate visitors to performing arts events and sports events, respectively, although the campus ring roadway will allow cars to circulate around the perimeter of the campus to facilitate entry and egress during events. Special attention should be paid to signage at visitor parking locations.

5.3.2 CAMPUS ROADWAY TYPES (Exhibits 5D – 5F)

In accord with the re-designed vehicle circulation system, campus roadways are of three types: campus gateway roads, including city streets that are incorporated into the campus plan; general campus vehicular roadways; and restricted service-emergency access roadways. Campus roadways will incorporate landscape elements, lighting and signage; design recommendations for these are included in separate documents.

Campus Gateways

Four campus gateway roads are incorporated into the Master Plan: Harpst Street Intermodal Transit Mall, B Street, Union Street, and Granite Avenue. These roadways constitute the 'front doors' of the campus and should be accorded a consistent landscape treatment that allows

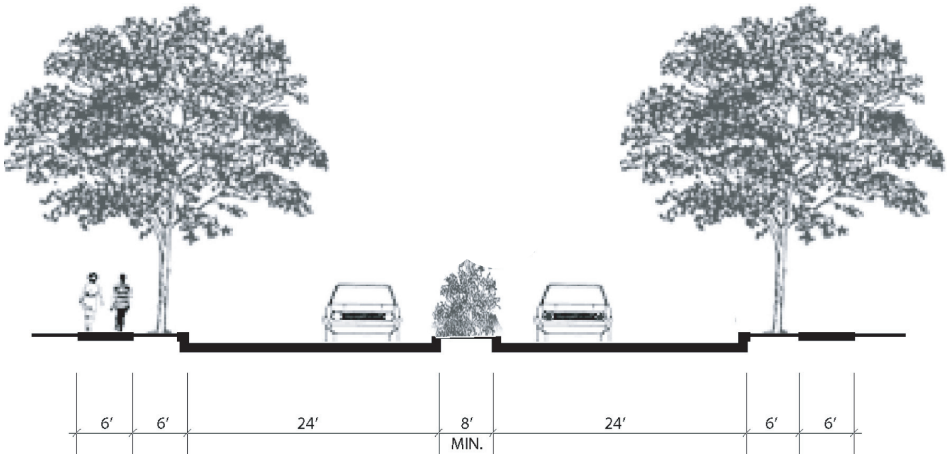


exhibit 5D **Typical Section: Campus Gateway Road**

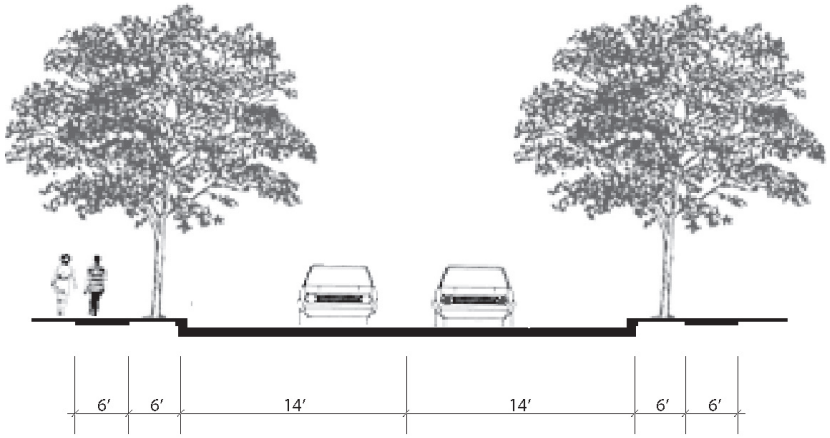


exhibit 5E **Typical Section: Campus Circulation Road**

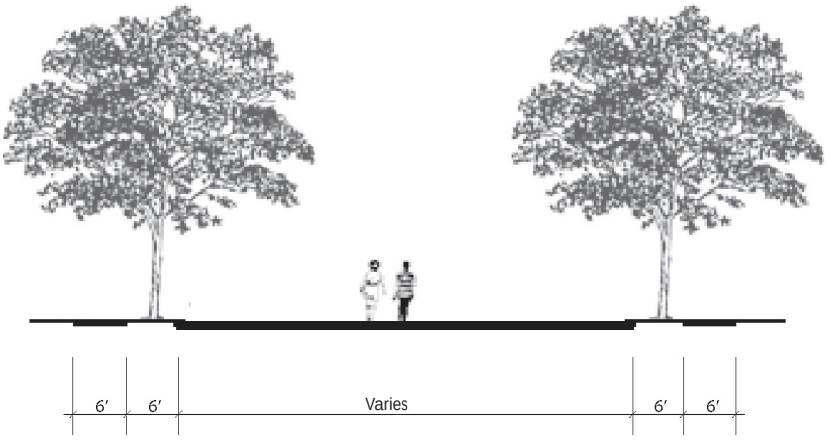


exhibit 5F **Typical Section: Pedestrian Mall used for Emergency/Service Access**

them to be readily identified as campus entries. Exhibit 5D shows a typical roadway section for the Harpst Street and Granite Avenue entries. These campus gateway roads are recommended to be a minimum of 56 feet wide, with additional planting strips and/or sidewalks as appropriate to their location. These roadways will include a planted median and edge planting, as well as campus identification monuments and other signage appropriate to campus entries. The B Street and Union Street entry roads will retain their existing width and will be treated as Campus Circulation Roads.

Campus Circulation Roads

Campus circulation roads connect campus entry points with pedestrian malls, parking and other facilities. B Street between 14th Street and Union, 17th Street east of Union, and Union Street itself are considered campus circulation roads. The new campus ring road, leading from the East side Parking Structure around the athletics fields to the north, and joining Granite Avenue, will also be configured as a campus circulation road.

Exhibit 5E shows a typical campus circulation road section for these two-way roadways, which will be a minimum of 28 feet wide, with additional planting strips and sidewalk areas. Raised crosswalks should be incorporated into campus roadways where major pedestrian routes cross general roadways.

Pedestrian Malls Used for Emergency Access

The new pedestrian malls proposed within the campus core will make significant changes to the pedestrian circulation system and to the campus ambience. B Street north of 17th Street, 17thg Street between B Street and Union, Laurel Drive, and the continuation of Laurel Drive to the east as it joins the new Sports Plaza will become pedestrian malls that accommodate service and emergency access when required. These routes will retain their existing widths and should incorporate special paving to reinforce the perception that they are primarily pedestrian pathways. Exhibit 5G shows a typical pedestrian mall section. These malls will not incorporate a curb but rather include a perceptible boundary that provides a continuous edge for the visually impaired to follow. The boundary should distinguish major from minor pathways and landscaped areas and serve to alert all pedestrians to the potential presence of vehicles. Bollards, lighting and signage, as appropriate, will be incorporated along the malls and in the pathway verges.

5.3.3 SERVICE AREAS, LOADING DOCKS AND MECHANICAL EQUIPMENT (Exhibit 5G)

The Master Plan locates service areas adjacent to proposed buildings; these are shown on Exhibit 5G As each building is designed, careful attention must be paid to the location of service areas and the connection between building service areas, loading docks and the vehicle circulation system. Access to some service areas will be along pedestrian malls, as indicated above. Some service areas for new buildings are placed near to, rather than contiguous with, the building perimeter due to considerations of the pedestrian pathway and open space systems. These buildings are to be serviced by carts along the pedestrian routes.

Service areas are to be screened with opaque fencing or solid masonry fences, incorporat-

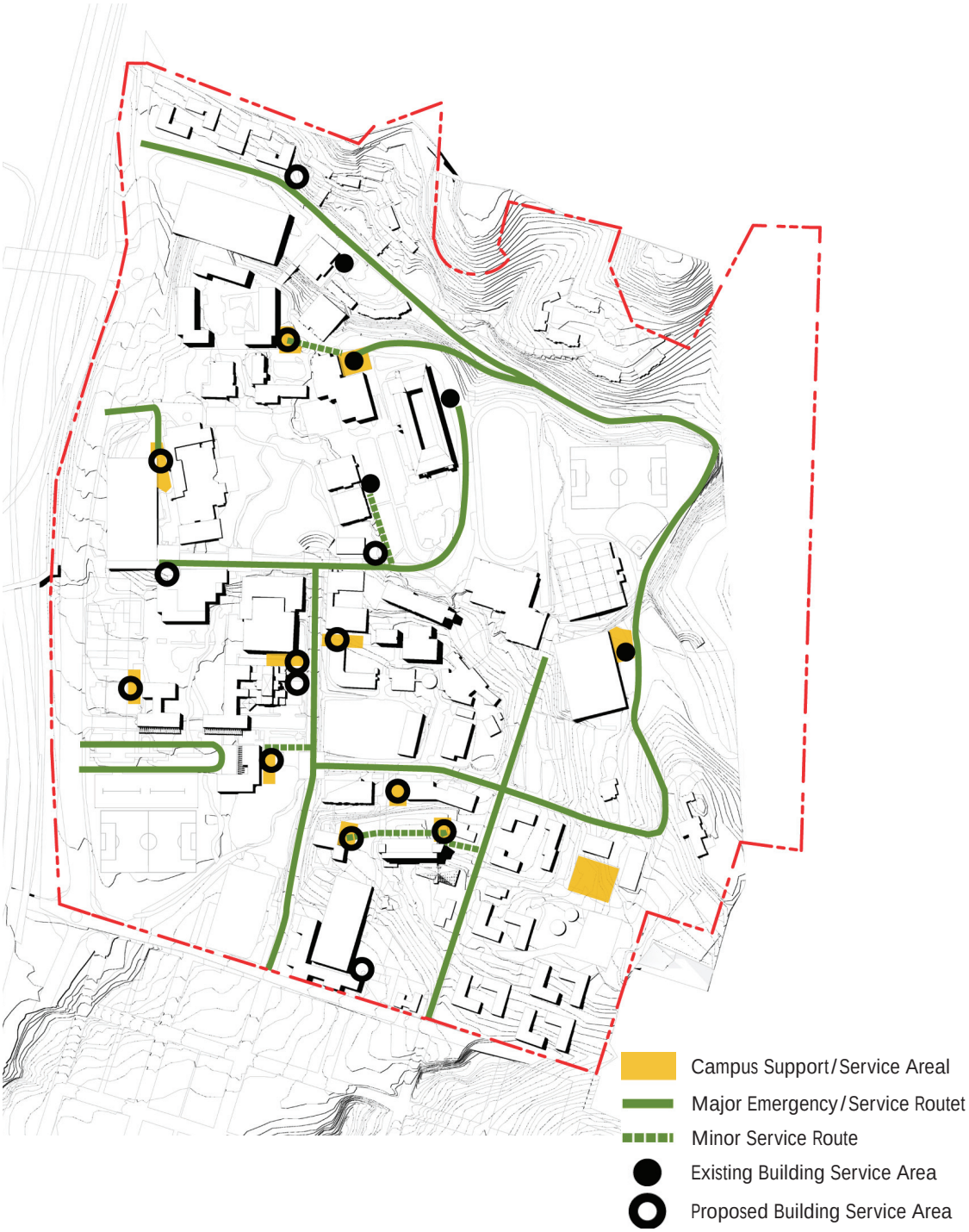


exhibit 5G | **Emergency/Service Access**

ing lockable gates where appropriate. Masonry fences or screens should be softened by landscape, particularly where service areas are in prominent locations or locations visible to the public. The new Plant Operations area at the eastern edge of the campus (Building W in Exhibit 4B) will incorporate a large vehicle yard; the area should be screened were it is visible from adjacent campus housing buildings.

5.4 SITE FURNISHINGS AND PAVING

The use of consistent site furniture, lighting, signage, and paving will help to unify the campus as a whole and enhance architectural and open-space character. Site furniture consists of bicycle racks, loose and fixed seating, tables, benches, and trash receptacles. Discussion below includes general principles for the selection and deployment of site furniture, lighting fixtures, and paving materials; signage is addressed in a separate document. Specific recommendations are made here for seating benches, trash receptacles and bicycle racks.

Site Furniture

Fixed seating includes benches and seating of comfortable height incorporated into planters, low dividing walls, and/or incorporated into the façades of buildings. Appropriate site furniture supports pedestrian activity throughout campus open space, and should be designed, chosen and located to reinforce the programmed uses of the open-space areas: eating, assembly for outdoor events, solitary relaxation, study and meditation, and various sizes of group interaction.

The use of non-fixed seating allows for and encourages the casual interaction among students, faculty and staff that is the hallmark of university life. Non-fixed seating includes movable chairs and tables, and is recommended in many situations including café areas, and, where appropriate, outdoor areas adjacent to indoor gathering areas. Exhibit 5H shows a recommended seating bench that is appropriate for most areas of the campus.

Bicycle racks should be located along the pedestrian pathway near building entries, preferably to the side of the building. Care should be taken that these racks do not impede the entry to the building or create a visual blight at the building entrance. Exhibit 5I shows a recommended bicycle rack that is appropriate for most areas of the campus.

Trash receptacles should be placed near food service areas, along pedestrian pathways, and near the entry to buildings. These receptacles should be sited to be convenient but not intrusive. A recommended trash receptacle is shown in Exhibit 5J.

Lighting

Lighting, like signage and site furniture, is a component of the University's physical development that contributes to campus identity, safety, and enhances the campus ambiance. Campus lighting systems provide illumination for campus entries, parking areas, and pedestrian areas. Areas of particular attention for lighting design and selection of lighting fixtures include campus entries, vehicle parking and circulation areas, pedestrian pathways, landscape areas and specialty lighting zones, including athletic fields and sports facilities.

The importance of site lighting to campus safety and security can not be overstated. The University should undertake a campus lighting survey supervised by a lighting consultant to be certain that all areas of the campus are

sufficiently illuminated. Outdoor light fixtures should provide a minimum illumination level of one foot-candle. Outdoor lighting should be designed to minimize light spilling onto adjacent, non-University property, to enhance natural color rendition, and to provide the required illumination for safety in the use of walkways, roadways, parking areas and public open spaces. Lighting in all open areas should create balanced illumination such that both the perception and actuality of safety is assured.

Choices for lighting fixtures should be made with a view toward developing a "family" of lighting fixtures that will harmonize with campus architecture and help to unify the campus. The use of a limited palette of light fixtures will allow the campus to keep inventories of replacement parts and lamps over long timeframes. Low-energy light sources with long life, integrated with glare shields should be employed where possible.

When exterior lighting fixtures are chosen for new buildings, they should complement or be similar to those used at pedestrian and open space areas. Existing fixtures that do not coordinate with the new palette of fixtures may be reused at locations with low public exposure.

The University may wish to consider metal halide fixtures on 20'-0" poles to illuminate entry drives and vehicular corridors, similar fixtures on 12'-0" poles flanking both sides of pedestrian pathways greater than 8'-0" wide, and the same fixtures used on one side for narrower walkways. Entry courts, specialty plazas, and vehicular arrival areas can be defined by illuminated bollards (Exhibit 5K) providing foot-level lighting to clearly illuminate changes in grade and edges. Metal halide down-lights and up-lights are recommended to highlight entrances, walkways and at pedestrian gateways and thresholds to achieve higher levels of illumination. Colored or other accent lighting may be used for special circumstances.

Fences

Fenced areas should clearly demarcate University property and/or specific functional areas, as required by security and other needs. The University may wish to adopt a standard fence and fence-post to unify the campus. An example of a fence-post that is consistent with the Mediterranean style of the campus signature buildings such as Founders Hall is shown in Exhibit 5L.

Paving Materials

Hardscape materials for the campus are used as paving for pedestrian malls, plazas and courtyards as well as for vehicular circulation and service areas. Hardscape materials are also used for planters, built-in bench seating, water features, and monuments. It is expected that special paving will be used at campus entries and for important pedestrian open space areas or areas needing visual focus or enhancement. It is recommended that a consistent paving material and pattern be developed for the new pedestrian malls which are also used for service and emergency access in order to unify the campus. A consistent paving will also serve as a signaling device that these areas are meant primarily as pedestrian zones.

Hardscape materials for plazas and public spaces connected by the pedestrian malls and for those within building envelopes will vary from the palette used for pedestrian pathways. Natural gray concrete with sandblasted or broom finishes can be considered for large plaza areas not directly associated with specific buildings. This

material has excellent durability, will reduce contrast between old and new work, and will best facilitate patch and repair efforts over the life of the campus.

Plaza and courtyard spaces associated with academic quadrangles and within building envelopes can be addressed with a more extensive palette. The character of these spaces should relate strongly to the materials of building architecture through color, texture, finish, pattern, etc. Concrete should be considered the predominant material; integral color, brick banding, natural stone, river cobbles, decomposed granite, and other materials can be integrated with paving in special areas and to enhance entrances, edges and important campus open space areas. The selection of colors and finishes should recognize and respond to the materials of the pedestrian walks and adjacent buildings which define the space.

6 IMPLEMENTATION AND PHASING PLAN

The 2004 Master Plan is expected to be implemented over a period of 30 to 40 years. The pace of implementation will depend upon the rate of increase in student enrollments, the availability of funding for both state-funded and non-state-funded projects, and changes anticipated by specific academic, administrative, recreational and student life programs that necessitate new or modified facilities.

The implementation of the 2004 Master Plan includes the phasing of new buildings, the phasing of parking facilities and the implementation of landscape changes to outdoor open space areas. Landscaping should be implemented in conjunction with Capital Plan projects for new facilities and, where necessary, as stand-alone landscape improvements to the campus. The phases of implementation are described in this chapter in three tables and three diagrams showing academic, administrative, student support, parking facilities, and open space throughout the campus.

6.1 IMPLEMENTATION OF 2004 MASTER PLAN PROJECTS

The 2004 Illustrative Master Plan (Exhibit 4B) includes 28 specific new buildings to be constructed on the HSU campus. These projects encompass state-funded and non-state-funded projects, and include new academic buildings, student housing, student support facilities, administrative and office facilities, campus support facilities, and parking facilities. Table 4.1 and Tables 6.1, 6.2 and 6.3 list these projects by Phase, identifying those which are state-funded and those which are funded through other sources. Also shown in these tables are open space/landscape projects, campus roadway projects, and the projected size of planned structures in terms of the number of levels and approximate square footage estimates for each building. In addition, the estimated number of bed-spaces for student housing projects and the estimated number of parking stalls for parking facilities are shown. All of the figures shown in these Tables are projected estimates. As each project is programmed and designed, the building footprint, massing, number of levels and other details of the project will be determined. The Design Guidelines in Chapter 5 are meant to assist the architects and campus staff in designing the new facilities so that the campus exhibits visual coherence, human scale and an overall dignity.

All projects shown in the Phase diagrams (Exhibits 6A, 6B and 6C) and listed in the tables 6.1, 6.2 and 6.3 will be developed as enrollment increases, as academic life programs change and as funding is available. The need for new student housing and parking facilities will be triggered by enrollment increases and ongoing monitoring of the campus housing and parking capacities to maintain them within acceptable target levels.

Phase 1 (Exhibit 6A, Table 6.1)

The first Phase of the Master Plan implementation focuses on establishing the principal campus-forming open space areas. These are the new academic quadrangles and the new pedestrian malls created by closing existing roadways within the campus core. All

2

MP Project Code	Facility/Project Description	State-Funded Footprint gsf	State-Funded Proposed levels	State-Funded Total gsf	Non-State-Funded Footprint gsf	Non-State-Funded Proposed levels	Non-State-Funded Total gsf	Parking Stalls	Housing Beds
PHASE 1									
Academic/Administrative Student Support Facilities									
A	Theater Arts	30,500	2	61,000					
B	Visual Arts 1	13,000	4	45,500					
C	Academic/Administrative 1	14,500	4	58,000					
D	Student Services Center	34,000	5	170,000					
E	Laboratory 1				6,500	2	13,000		
F	Laboratory 2	8,500	4	34,000					
Student Housing									
G	Housing: Sunset Replacement				14,000	4	56,000		270
Campus Roadway Projects									
	Laurel Drive Pedestrian Mall								
	B Street Pedestrian Mall								
	17th Street Pedestrian Mall (partial)								
	Harpst Street Campus Entry								
Open Space/Landscape Projects									
	Arts/Humanities Quad (preliminary landscape)								
	Arts/Humanities Amphitheater (Laurel & B Malls)								
	Professional Technology Quad (preliminary landscape)								
	Science Quad (preliminary landscape)								
	14th & LK Wood Pedestrian Entry (preliminary landscape + daylight existing creek)								
	B Street Open Space (north of Plant Operations)								
	Baseball & Soccer Fields (adjacent to Redwood Bowl)								
	Outdoor Classroom Amphitheater (at Lake)								
Parking Facilities									
H	Library Parking Structure				67,500	5	327,500	1,030	
	LK Wood at Harpst Street				46,800			130	
	LK Wood south of Harpst Street				30,000			90	
Phase 1 Subtotals				**368,500**			**396,500**	**1,250**	**270**

table 6.1 **Phase 1**

three new academic quadrangles are established in Phase 1: the Arts/Humanities Quad, the Science Quad, and the Professional Technology Quad. Similarly, all three new pedestrian malls are either completed or begun in Phase 1: Laurel Drive and B Street pedestrian malls will be developed; 17th Street will be closed along half its length to form the start of a pedestrian mall that will be completed in Phase 2; the Harpst Street campus entry will be reconfigured to become the Intermodal Transit Mall; and the pedestrian entry at LK wood and 14th Street will be reinforced through landscape interventions. A diagram of the Phase I campus is shown in Exhibit 6A. The projects that make up the first Phase are shown in Table 6.1.

Campus Landscape and Open Space

Landscape plans for all new open space areas should be established at the start of Phase 1. The open space that forms the academic quadrangles will be created and landscaped with planted areas, hardscape and lawn areas in preparation for more extensive landscaping and the development of water features in Phase 2. The Harpst Street Intermodal Transit Mall will be a landscaped dual-lane roadway with a turn-around/drop-off at its eastern end; the Harpst Street roadway connection through to 17th street is closed. Laurel Drive, B Street north of 17th Street, and the western segment of 17th Street will be closed to through traffic and

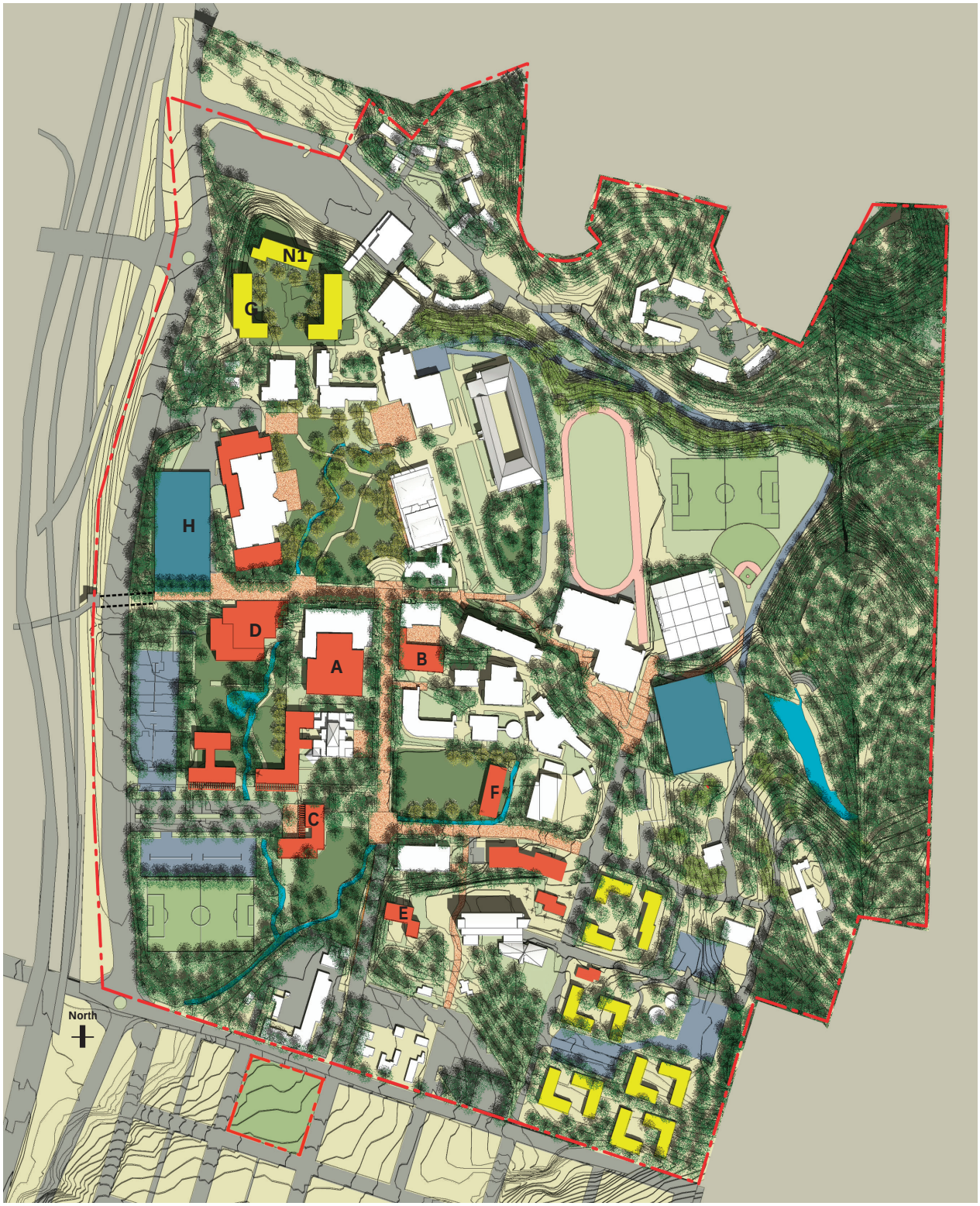


exhibit 6A | **Phase 1**

paved for pedestrian use. These malls should be landscaped along their edges to reinforce their new pedestrian function. They will retain their original widths and be open for service and emergency vehicle use.

Two outdoor amphitheaters are created in Phase 1: one on the southern edge of the Arts/ Humanities Quad, at the intersection of the Laurel and B Street pedestrian malls, is meant for student activities; a second, to be used as an outdoor classroom, is in the woods adjacent to Fern Lake.

Academic/Administrative and Student Support Facilities

The facilities to be constructed in Phase 1 include the renovation and re-use of Gist Hall as theater arts facility (Building A in Exhibit 4B); the development of the Student Services Center/Administrative building (D); and a new Visual Arts facility (B) on the site of Jenkins Hall. Also during this Phase, an academic/ administrative building (C) will be constructed at the east end of the Harpst Street Intermodal Transit Mall. A new non-state-funded laboratory building (E) is planned for B Street south of 17th Street, and a second state-funded laboratory building (F) is shown to the east of the Science Quad (formerly the Campus Events Field).

Student Housing and Sports/Recreation Facilities

Sunset Hall will be removed and replaced with a new 4-story student housing building (Building G in Exhibit 4B), providing housing for up to 270 students. During Phase I, a soccer field and a baseball field will be built to the east of Redwood Bowl. The Lower Playfield area at the corner of 14th Street and LK Wood Boulevard will become recreational open space.

Parking Facilities

Existing surface parking lots in the campus core will be replaced by open space and new buildings. The Library Parking Structure will be constructed in the first Phase. This structure will be built into the hillside in order to minimize its bulk and the views of it from both within and outside the campus. It will be accessed from the top level, via the Plaza Avenue campus entry, and from the lowest level, via a new access driveway from LK Wood Boulevard. The top level will be treated as an extension of the Laurel Pedestrian Mall, with paving and landscape. The parking structure elevator will provide vertical access to the campus at this location, and an exterior stair along the southern facade will provide an open-air alternative vertical route for pedestrians and for those leaving the parking structure to enter the campus. This parking structure is expected to provide up to 1,030 parking stalls on up to 5 levels, including the roof. The precise capacity of the structure will be determined when the building is designed.

Also in Phase 1, two surface parking lots at LK Wood Boulevard will be reconfigured, one to the north and one to the south of the new Harpst Street Intermodal Transit mall campus vehicle entrance.

Phase 2 (Exhibit 6B, Table 6.2)

Campus open space

In Phase 2, the academic quadrangles are refined with more extensive landscape, new plaza and hardscape areas adjacent to the buildings that frame and reinforce the quads, and the development of signature water features in each

quadrangle. In this Phase, the Laurel pedestrian mall joins a new Sports Plaza to the south and east of the Forbes Complex to reinforce the pedestrian core of the campus.

Academic/Administrative and Student Support Facilities

In Phase 2, the Library is expanded with two additions, one to the north (Building I in Exhibit 4B) and one to the south (J) of the existing building, helping to frame the Arts/Humanities quad. Two new academic /administrative buildings (K and L) frame the Professional Technology Quad north of the Harpst Street Intermodal Transit Mall . A laboratory building (M) replaces the existing Forestry building on the south side of 17th Street.

Student Housing and Sports/Recreation Facilities

Two new 4-story student housing buildings (Building N1 and N2 in Exhibit 4B) replace Redwood Hall in the Hill area, providing dormitory- or suite-type housing for up to 475 students. Along with housing building G constructed in Phase 1, the placement of these buildings forms a landscaped open space area for student recreational uses.

Additional new student housing facilities (O) will be constructed on the southeast corner of the campus on land to be acquired. This apartment-style housing, accommodating up to 1,300 students, will be a series of four-story buildings sited to form small courtyards that will provide recreational space, and surface parking for residential use. These housing facilities can be constructed in phases, as the need dictates.

A second soccer field will be built in the open space at the southwest corner of the campus, on the corner of 14th Street and LK Wood Boulevard. Playfields will be developed in the site of the former University Annex (Trinity Hospital), to be acquired by the University. These fields will provide space for informal and intramural recreation activities.

Parking Facilities and Vehicle Circulation

The East Parking Structure adjacent to the Forbes Complex, will be constructed during Phase 2, providing up to 1,000 parking stalls; the exact capacity will be determined during the schematic design phase of the project. As indicated above, surface parking facilities for the new South student housing will be created along with the housing buildings.

The new campus ring road will be built in Phase 2. This road will lead from the east side of the East Parking Structure, passing to the east of the soccer/baseball fields to join Granite Avenue east of the Creekside residences. An extension of this road leading west from Granite Avenue will provide service and delivery access to the University Center.

Phase 3 (Exhibit 6C, Table 6.3)

Academic/Administrative, Student Support and Campus Support Facilities

A second facility for Visual Arts (Building Q in Exhibit 4B) is constructed in Phase 3, replacing the existing Art building north of Laurel Drive. This will complete the Arts/Humanities Quad. A significant sized Student Activities/ Administration building (R) will be built along 14th Street, 'laminated' to the Granite Avenue Parking Structure (BB). Also in this Phase, a third small student activities building (V) will be constructed across Union Street from the South housing complex (O, and a new Child

MP Project Code	Facility/Project Description	State-Funded Footprint gsf	State-Funded Proposed levels	State-Funded Total gsf	Non-State-Funded Footprint gsf	Non-State-Funded Proposed levels	Non-State-Funded Total gsf	Parking Stalls	Housing Beds
PHASE 2									
Academic/Administrative Student Support Facilities									
I	Library Addition 1	18,500	3	55,500					
J	Library Addition 2	12,000	3	36,000					
K	Academic/Administrative 2	16,000	4	64,000					
L	Academic/Administrative 3	20,500	4	82,000					
M	Laboratory 3	14,500	4	58,000					
T	Student Activities 2				3,000	1	3,000		
U	Student Activities 3				3,000	1	3,000		
Student Housing									
N	Housing: Redwood Replacement (2 Bldgs)				25,000	4	100,000		475
O	South Housing (17 & Union)				76,000	4	306,400		1,300
Campus Roadway Projects									
	17th Street Pedestrian Mall (extend to Union)								
	Campus Ring Road (east of East Parking Structure)								
Open Space/Landscape Projects									
	Sports Plaza								
	Arts/Humanities Quad (enhanced landscape + water feature)								
	Professional Technology Quad (enhanced landscape + water feature)								
	Science Quad (enhanced landscape + water feature)								
	B Street Open Space (enhanced landscape + water feature)								
	14th & LK Wood Pedestrian Entry (Soccer Field)								
	Playfields on Hospital Site (former University Annex)								
Parking Facilities									
P	East Parking Structure				46,500	7	325,500	1,000	
	Res. Surface Parking (at South Housing)				46,800		46,800	135	
Phase 2 Subtotals				**295,500**			**784,300**	**1,135**	**1,775**

table 6.2 **Phase 2**

Care center (Y) will be created on 14th Street at Union Street, with surface parking access for pick-up and drop-off. Finally, two new buildings for Plant Operations (X and W), along with surface parking, will be constructed on land to be acquired in the southeast area of the campus.

Student Housing and Sports/Recreation Facilities

A new North student housing complex (Building Z in Exhibit 4B) is scheduled for Phase 3, as enrollment increases and housing targets dictate. These four-story buildings built on land to be acquired north of Granite Avenue will provide housing for up to 600 students. The format of this housing (apartment or suite-style housing) will be determined at the time the project is designed.

Parking Facilities and Vehicle Circulation

Two parking structures are scheduled for Phase 3 of the Master Plan; these will be developed according to the parking targets established by the University. The 14th Street Parking Structure (Building BB in Exhibit 4B) will be developed at 14th Street, 'laminated' to the Student Activities/Administration building (R), and oriented such that it provides a vertical access transition to the Behavior Sciences building to

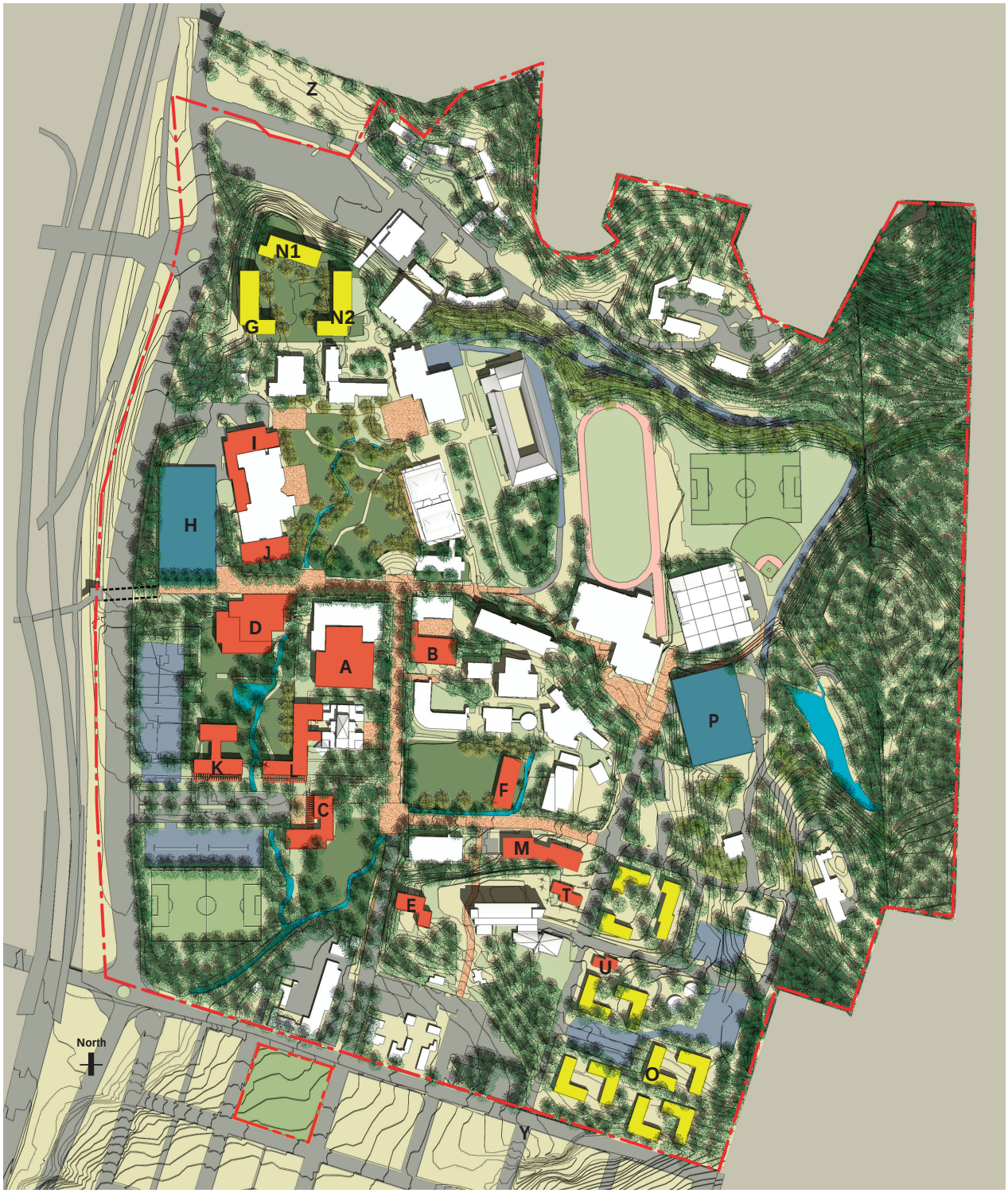


exhibit 6B | **Phase 2**

8

MP Project Code	Facility/Project Description	State-Funded Footprint gsf	State-Funded Proposed levels	State-Funded Total gsf	Non-State-Funded Footprint gsf	Non-State-Funded Proposed levels	Non-State-Funded Total gsf	Parking Stalls	Housing Beds
PHASE 3									
Academic/Administrative Student Support Facilities									
Q	Visual Arts 2	8,000	3.5	28,000					
R	Student Activities 1				22,000	4	88,000		
S	Science A Replacement	16,000	4	64,000					
V	Student Activities 4				3,000	1	3,000		
W	Plant Operations 1	11,500	2	23,000					
X	Plant Operations 2	8,000	2	16,000					
Y	Child Care				4,000	1.5	6,000		
Student Housing									
Z	North Housing: Granite & LK Wood				32,000	4	128,000		600
Parking Facilities									
AA	Granite Avenue Parking Structure				67,500	6	405,000	1,250	
	Surface Lot (Granite)				45,500			130	
BB	14th Street Parking Structure				51,000	6	306,000	950	
	Surface Lot (14th)				10,500			30	
Phase 3 Subtotals				**131,000**			**936,000**	**2,360**	**600**
MASTER PLAN 2004 SUMMARY									
Total new Academic/Administrative/Student Support Buildings (Includes replacement for 330,000 gsf removed bldgs)				**905,000**			**2,017,200**		
Existing Campus gsf Retained				**971,500**					
Final Phase 2004 Master Plan gsf				**1,876,500**					
Total New Housing gsf and bed-spaces							**590,400**		**2,645**
Total CampusParking Spaces								**4,745**	

table 6.3 | **Phase 3**

its north. The existing surface parking lot to the east of the 14th Street Parking Structure will be reconfigured during this phase.

The Granite Avenue Parking Structure (AA) will be developed to serve student residents and the northern areas of the campus. It is to be built on the site of the northern-most surface parking lot at Granite Avenue, and is expected to provide up to 1,250 parking spaces. The surrounding surface parking lot will be reconfigured during this Phase to maximize parking capacity.

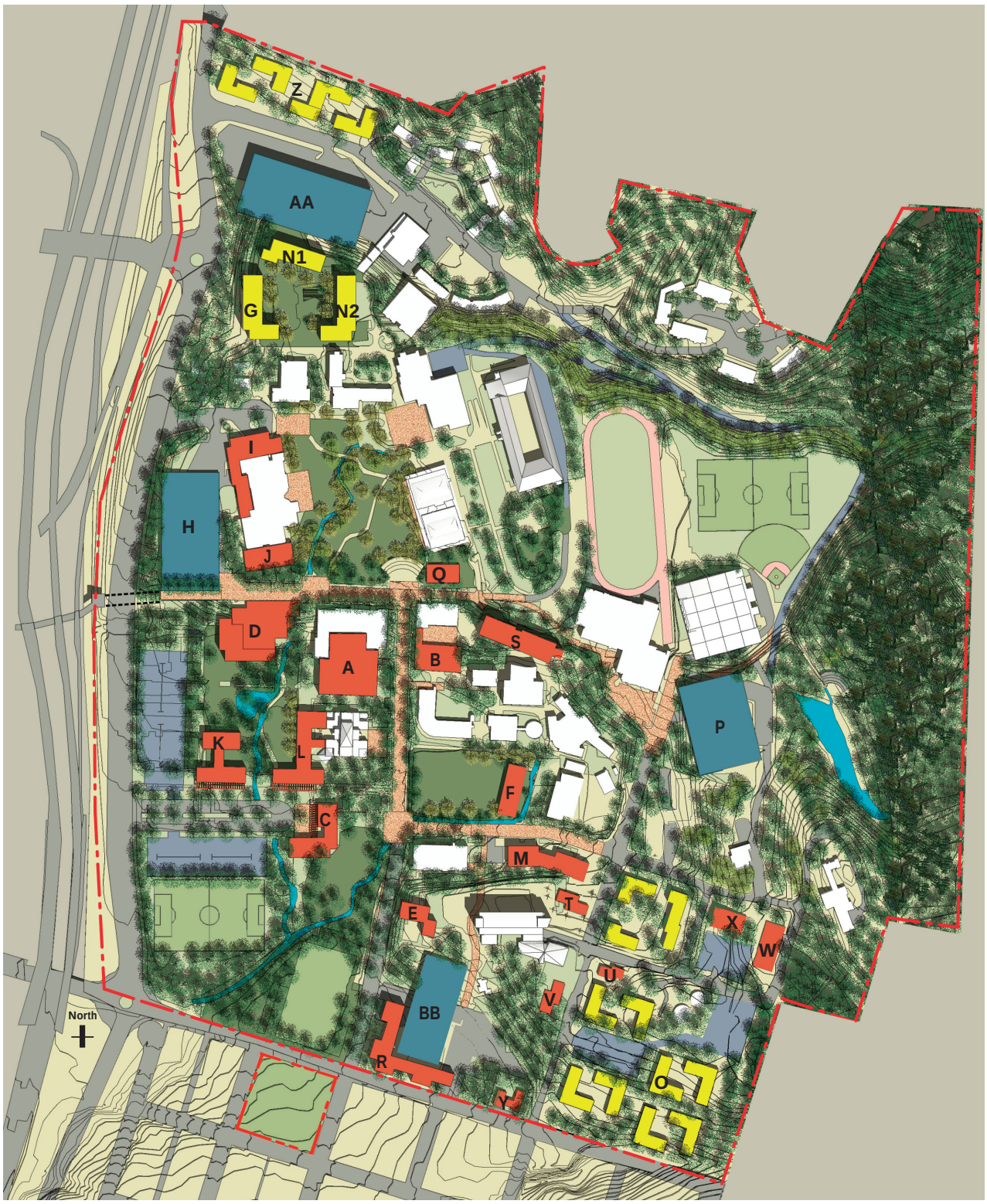


exhibit 6B | **Phase 2**