



# **Student Recreation Center Expansion and Renovation**

## **PROJECT DESCRIPTION**

Campus Planning and Real Estate  
University of Oregon  
August 3, 2011

# Student Recreation Center Expansion and Renovation

## PROJECT DESCRIPTION

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### Project Staff

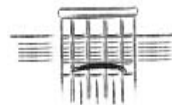
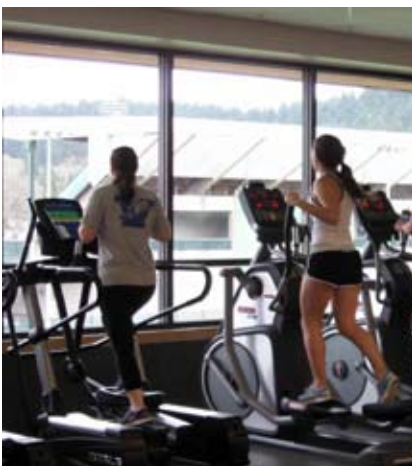
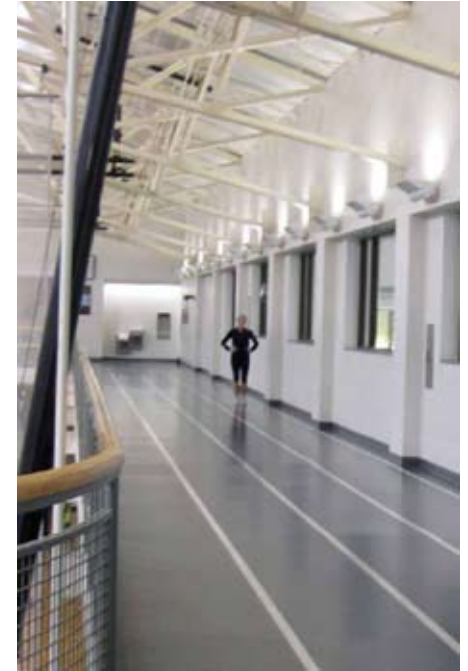
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# I. Introduction

This document describes the University of Oregon Student Recreation Center Expansion and Renovation Project (the Project) as the university best understands it at this time. It serves to inform the prospective architects about the Project as well as to start the relationship among the university user group, associated campus stakeholders, and the design team that is ultimately selected for the Project. The following statements should be a beginning rather than an end.

The SRC has a higher rate of use per student than most similar universities. On average, the SRC receives over 5,000 visitors a day. It is large enough to comfortably accommodate an enrollment of about 16,000 students rather than the current 23,000. The administering department, Physical Education and Recreation (PE & REC), generates and provides space for over 15,000 course credits per year in addition to all the traditional recreation programs.

# II. Project Overview

A student recreation center is a critical component of a well-rounded university experience. At the University of Oregon, the Student Recreation Center (SRC) brings together students and the campus community to be healthy, learn, have fun, socialize, and achieve balance in their busy lives.

With its ideal location near the center of campus and residence halls, the SRC should be a place where students, faculty, and the campus community can easily accomplish daily routine activities—exercise, meet up with friends or colleagues, grab a snack, study, and complete small tasks before heading to class or work. However, it is challenging for SRC users to drop in and do all that they would like because of the limited activity space, scheduling demands, crowded conditions, and lack of social space and associated amenities (i.e., furniture, food service).

The Project vision for the SRC Expansion and Renovation is to create a facility that fully meets current and future needs for student recreation and academic programming as the university's enrollment continues to grow. An expanded, enhanced, and renovated SRC will be a popular campus venue that celebrates recreational, social, and intellectual activities. It will be a substantial contribution to the development of campus and contribute positively to the student experience and overall residential quality of campus. The added capacity and features also will make the SRC attractive to the broader UO community, which (in addition to students) includes faculty, staff, alumni, and their children.



## II. Project Overview (*continued*)

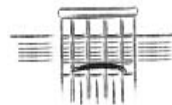
### Goals

- Support the mental, social, and physical well-being of the campus community;
- Eliminate overcrowding and plan for future enrollment increases beyond 24,000;
- Create considerable opportunities for new and expanded programs and classes;
- Encourage people to lead active, balanced lives;
- Fully meet the varied needs of all users;
- Create an environment that is welcoming to all and facilitates social interaction;
- Make the SRC attractive to and gain members from the broader campus community;
- Support the academic mission and values of the institution;
- Support the Academic Plan, Oregon 2020, and the university's efforts toward creating a more activated all-day campus experience;
- Integrate academic uses into the building and allow for needed growth in this area;
- Encourage and support student development, growth, and leadership (the SRC employs about 300 students);
- Showcase sustainability and technology achievement in a way that engages and educates the user;
- Demonstrate high-quality design and use of sustainable, durable, high-performance, and affordable materials;
- Significantly improve way finding and space organization; and
- Improve organization and functionality of service-related areas.

### Types of Spaces

The Project calls for the addition of new space and renovation of existing space to achieve the following types of spaces:

- A new natatorium for aquatics recreation, fitness, and education, including fitness, recreational and therapeutic features;
- New or expanded locker rooms;



## II. Project Overview (*continued*)

- Additional cardio and weight-training space;
- Additional gymnasium and multipurpose activity courts;
- New racquetball and squash courts;
- Expansion of the existing Student Tennis Center from 6 courts to 8-10 courts and flexible options for increasing indoor tennis capacity;
- Additional multi-purpose space for programming and classes;
- Outdoor recreation areas such as basketball, sand volleyball, and outdoor social space;
- Social and study space, healthy food and beverage service, and pro shop;
- Public spaces commensurate with a major university building and campus recreation center adequate to support high volume daily use, including an entry area that is welcoming, approachable, and interactive;
- Adequate, reorganized, and consolidated administrative space to support the operations, programs, and course offerings of the expanded facilities; and

- Maintenance, laundry, storage, and service areas.

### Budget

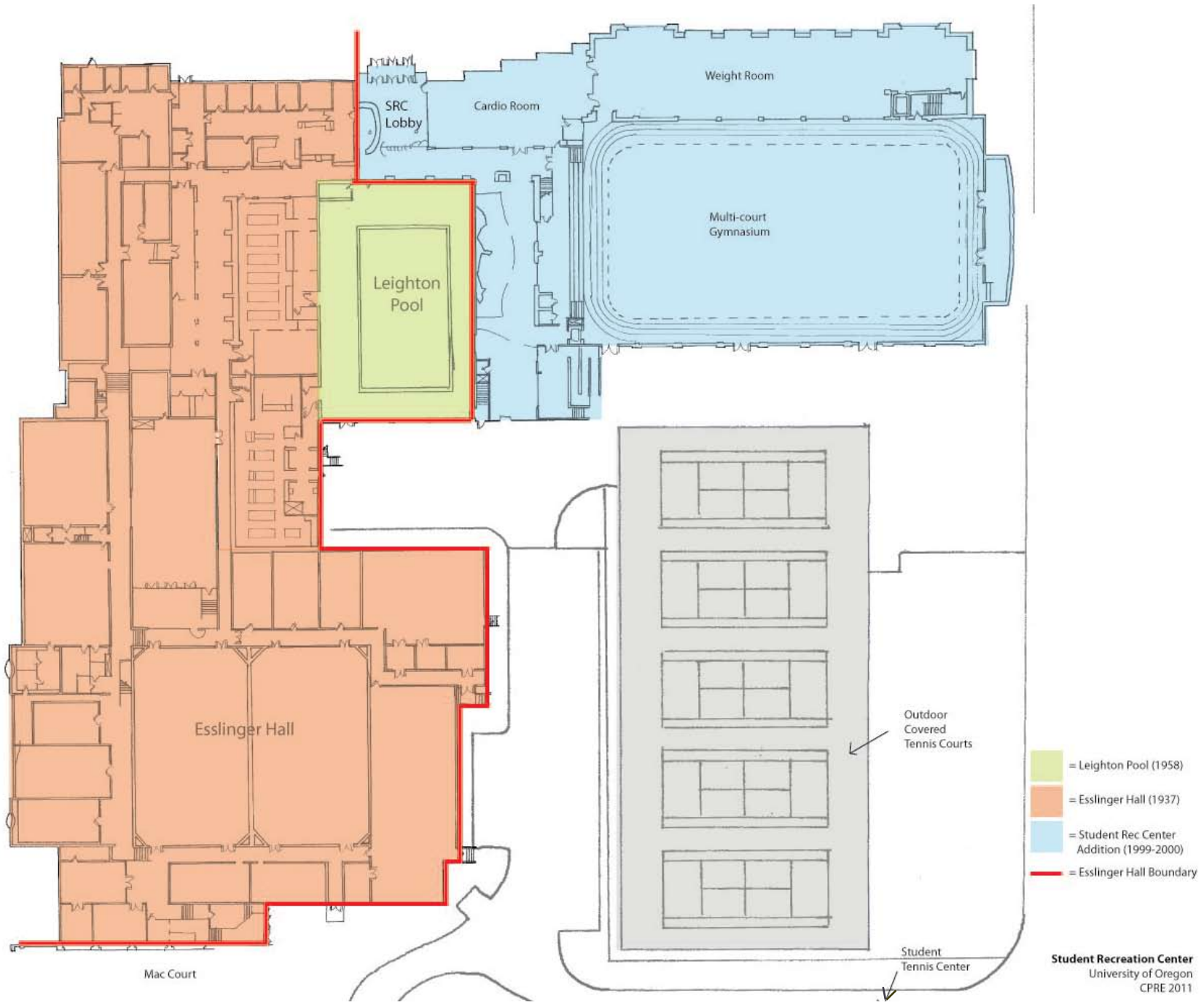
The Project budget has been established at \$61 million based on the EMU and SRC Master Plan and Campus Consultation Process by Brailsford and Dunlavey (2010). Funding the Project is a partnership among the students, university, and State of Oregon, including student fees, gifts/fundraising, and G-bonds.

Recent State Legislature decisions have precluded the use of G-bonds at this time. As a result, the G-bond funds (\$11 million) will be extracted from the \$61 million budget. In future legislative sessions, the university will pursue \$11 million again in the form of G-bonds or use another funding mechanism. The project will be designed with consideration for both funding totals: \$61 million for a full project buildout, with \$50 million serving as the first phase.

In order to accommodate the timing of when some funds for the Project will become available, the Project will include multiple phases of construction.









# III. Background

## Building History

The existing Student Recreation Center was completed in 1999-2000 as an addition to Esslinger Hall and was designed to envelop Leighton Pool and encompass Esslinger Hall's lower level. Esslinger Hall opened in January 1937 as the Physical Education Building to serve 3,000 students. The original building contained two basketball courts, eight handball courts, three multi-purpose rooms, locker rooms, and office space. Later modifications to the original building included the addition of a second-story administrative wing in 1954 and construction of Leighton swimming pool in 1958. The pool, the basketball courts, seven remaining handball courts, and multi-purpose rooms are being used by the SRC today, as well as other remodeled and repurposed spaces within Esslinger Hall. The handball courts are used for racquetball and squash but do not conform to standardized dimension for those activities.

The 1999-2000 SRC Addition and Alterations Project created a facility for the express use of recreation fitness and physical education. Phase I of that project featured new weight and cardio rooms, a three-court gym with indoor track, and a

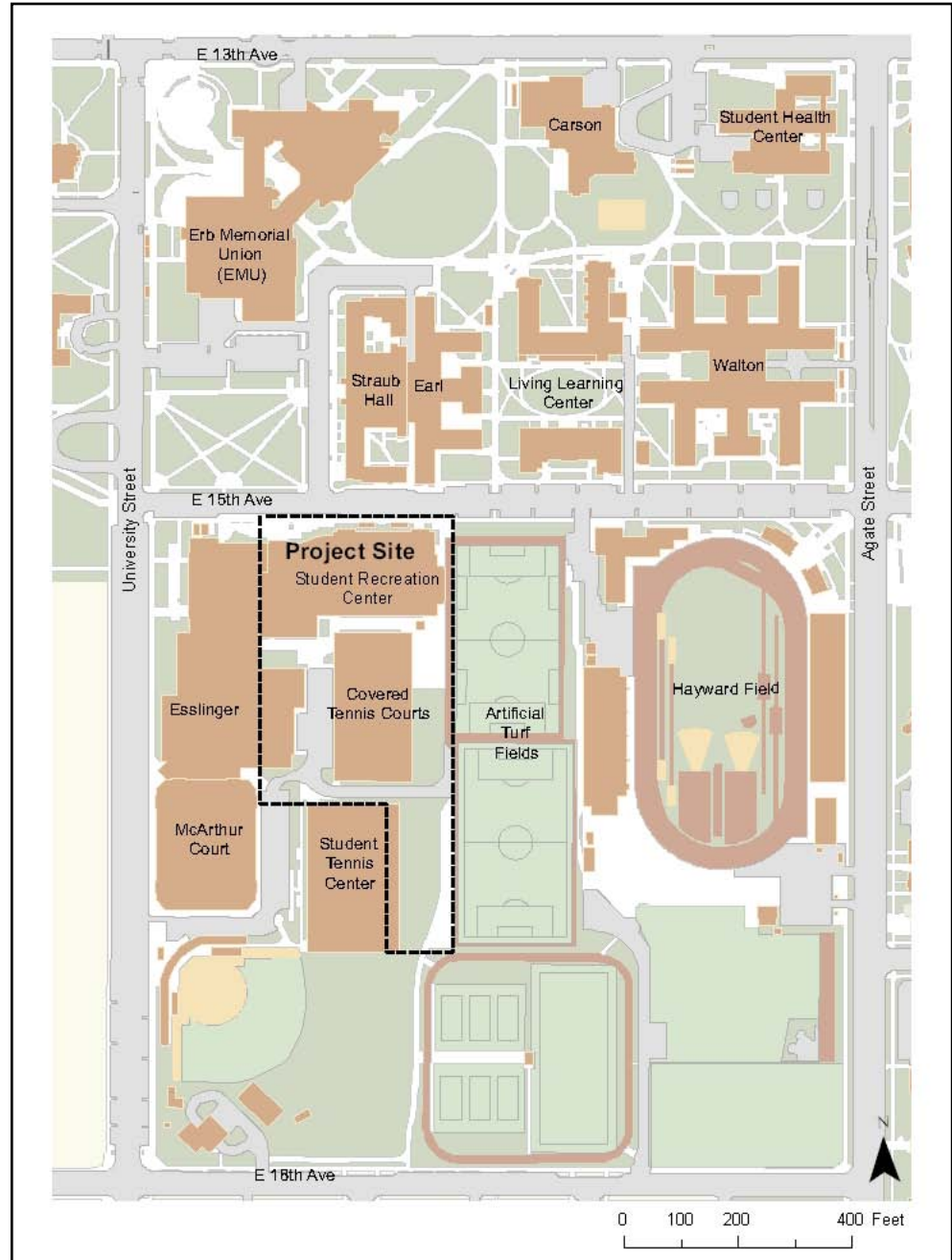


climbing wall resulting in 79,000 square feet of renovation, and 49,000 square feet of additional recreational space. Phase II constructed a tennis center with six indoor tennis courts. Phases I and II anticipated the need for future expansion by planning for the addition of a natatorium complex and expansion of fitness, multi-purpose, gymnasium, and administration space (eliminated as a scope reduction to Phase I) and for expansion of the Student Tennis Center.



*(Photo not to scale)*





## III. Background (*continued*)

### The Project Site

The expansion site is bounded by the three-court gymnasium constructed in 1999 to the north, the synthetic turf recreation fields and pedestrian pathway to the east, the indoor Student Tennis Center to the south, and Esslinger Hall and parking area to the west. Mac Court is located to the south of Esslinger Hall. The Student Tennis Center expansion will be to the east of the current facility, with the extension limited by the pedestrian pathway and synthetic turf recreation field.

The Project will require the demolition of the existing outdoor covered tennis and basketball courts immediately adjacent to the SRC. It may include the demolition of Leighton Pool and the weight room and multi-purpose room on the east side of Esslinger Hall (as the 2004 conceptual study indicated, there are no structural issues to prevent this).

This Project will provide opportunities for the realization of objectives related to the Project site. Although these objectives will require further review as the Project develops, they include:

- Tying the existing buildings together for a more cohesive complex;
- Developing creative and useful outdoor space and relationships to enhance the SRC, east side pedestrian path, and recreation fields;
- Improving service and delivery access to the building including determining the need for a back service entrance;

- Enhancing and completing the recreation center and tennis center architectural presentation when viewed from the east; and
- Resolving the replacement of 20 parking spaces.

Additionally, the design process will need to consider how the Project interfaces with the west boundary and potential projects in this area, such as those related to Mac Court and Esslinger Hall, and the possibility that Esslinger Hall may come down and be replaced with a new building in the future.

### Prior Studies

The following studies related to or with impacts to the Student Recreation Center have been completed:

- Student Recreation Center Conceptual Study (YGH, 2004)
- EMU and SRC Master Plan and Campus Consultation Process (Brailsford & Dunlavey, 2010)
- Esslinger Hall Conceptual Study (YGH, 2011)

These studies are not binding but provide resource and planning information and will serve to inform and provide a starting point and guidance to the university and the architectural firm's design team. Copies of the studies are available at <http://uplan.uoregon.edu/projects/projects.html>.



## IV. The *Campus Plan*

The *Campus Plan* contains a policy framework to guide the development of the University of Oregon. Given that the exact nature and magnitude of future changes cannot be predicted with any degree of certainty, the *Campus Plan* is a process for making development decisions on an ongoing basis rather than a static fixed-image master plan.

Policies within the *Campus Plan* apply to all projects within the *Campus Plan's* jurisdiction. They describe the university's requirements with respect to physical development and the application of the *Plan* to projects.

### *Campus Plan* Policies:

1. Process and Participation
2. Open-space Framework
3. Densities
4. Space Use and Organization
5. Replacement of Displaced Uses
6. Maintenance and Building Service
7. Architectural Style and Historic Preservation
8. Universal Access
9. Transportation
10. Sustainable Development
11. Patterns
12. Design Area Special Conditions (Design Area F)

While all of the policies should be considered, the following policies are discussed more thoroughly in this document because of their emphasis in this Project:

Process and Participation

Architectural Style

Universal Access

Sustainable Development

Patterns

Please refer to the *Campus Plan* for the full text of each policy.





## IV. The *Campus Plan* (continued)

### Process and Participation: User Group

As described in the *Campus Plan*, the User Group is the primary representative of the university in the design process, serving as client to, as well as collaborator with, the design team. Unlike user committees at many other institutions, this User Group will be actively involved as a partner in the design process, including developing organizational approaches, refining programmatic needs, generating design concepts, prioritizing needs, comparing building systems, and discussing cost and budget trade-offs.

Since the members of the User Group are all active, full-time members of the UO community as students, faculty, and administrators, it is essential to use their time in ways that are both efficient and meaningful. It is equally important to establish effective communications and a collaborative atmosphere between the User Group and the design team.

Several measures will support those goals:

- Campus Planning staff's role as meeting facilitators and visual note takers will continue through the Schematic Design phase;
- A normal meeting cycle will begin with agenda setting and materials (agendas, design information, draft images and other materials) distributed in advance;

- Meetings will start and end on time unless specifically extended by the User Group;
- There will be a review of relevant policies and patterns before each design discussion;
- The design team and User Group will develop concepts in interactive workshop settings;
- Decisions will be made by specific, deliberate actions of the User Group;
- The last five minutes of each meeting will be devoted to a recap of the meeting's decisions and the directions the Project will take before next meeting;
- The design team will provide copies of electronic files and paper presentations to Campus Planning, to be made available to the User Group;
- Meeting notes will be distributed within one week in summary form.

The user involvement process also will include the design team working with specific subject area users as well as meetings with broader audiences to communicate with various campus constituencies.



## IV. The *Campus Plan* (continued)

### Process and Participation: The Campus Planning Committee

The Campus Planning Committee (CPC) is made up of faculty, staff, and students representing a broad spectrum of the campus community. It is responsible for ensuring that all projects are consistent with the larger campus setting as defined in the *Campus Plan*. Accordingly, all actions by the committee will be in the form of recommendations to the president.

On March 8, 2011 the CPC met with representatives of the Project to review the site and process for the Student Recreation Center Expansion and Renovation Project, as stipulated in Policy 1 (“Process and Participation”) of the *Campus Plan*. The intent of this first meeting was to identify the key *Campus Plan* policies, patterns, and other appropriate campus design issues this Project should consider. The committee also reviewed the proposed makeup of the User Group. See the Appendix for the meeting record.

The CPC supports the identified *Campus Plan* patterns and policies for the Project with the understanding that the following comments will be considered as the Project moves forward:

1. Consider the future of Mac Court when determining how to meet programmatic needs and when designing and siting the proposed addition.

2. Recognize the importance of Policy 8: Universal Access.
3. Accommodate gender-inclusive spaces.
4. Give serious consideration to Policy 10: Sustainable Development. Use this Project as a test case for implementing the proposed Oregon Model for Sustainable Development policy (e.g., integrate educational components, consider alternate energy sources, remodel existing spaces to compensate for additional energy use).
5. Enhance the existing pathway that bisects the block to provide a safe environment for both pedestrians and bicyclists. Thoughtfully consider the appropriate use of the pathway to determine appropriate enhancements.
6. Thoughtfully address the new *Campus Plan* pattern Welcoming to All, recognizing that the SRC is a facility open to all.

The CPC will meet again to review the Project’s schematic design for consistency with the *Campus Plan*. The Project is required to gain the CPC’s recommendation of approval to the President. After this approval, the Project will receive a final approval by the administration.



## IV. *The Campus Plan (continued)*

### Architectural Style

The character and architectural style of campus buildings are important in maintaining the quality of the campus environment. The cohesiveness of the campus is to be maintained by creating new buildings that are compatible and harmonious with the design, orientation, and scale of adjacent buildings, though they need not (and in some cases should not) mimic them. In order to accomplish this, buildings are to follow the general principles grounded in the designs of the Ellis Lawrence buildings on campus. Emphasis is to be placed on materials (generally brick) and compositions (clear main entrances, the scale and rhythm of openings) of the Lawrence-era buildings in order to create buildings that are human-scaled. Designs must relate to the overall campus character and, as a general rule, should avoid large, blank facades; large areas of glazing; or unbroken, horizontally oriented windows (ribbon windows).

The current Student Recreation Center facility is a successful example of blending with the existing building (Esslinger Hall) but still appearing as a distinct building. Interacting with multiple buildings, this expansion project presents the same challenge and is held to the same expectation of being harmonious with the existing adjacent buildings but with its own dynamic appeal.



## IV. The Campus Plan (continued)

### Universal Access

The Student Recreation Center is open to and used by the entire campus community. In addition, a recreation center as a building type is particularly associated with physical ability. Therefore, universal access is especially critical to this Project. The Project must create an inclusive environment that is welcoming and accessible to all users regardless of ability. Consideration must be given for the broadest range of physical needs of people, such as the mobility impaired, the sight-impaired, the ambulatory, those with disabilities that may not be visibly obvious and so forth. The entire built environment (including but not limited to buildings, outdoor areas, signs, furniture, equipment, amplification systems, alarms, etc.) shall be designed and constructed to achieve this goal.

When the Student Recreation Center Expansion and Renovation Project is complete, all programs will be accessible and welcoming to people of all abilities. Below are a few examples of accommodations and adaptations needed in the SRC (this is not a complete list):

- Shower locker room spaces that accommodate wheelchair access and privacy needs for family programs, opposite gender mobility assistance, and those who may be uncomfortable in typical gender specific locker rooms;
- Accommodations for wheelchair access and mobility assistance in aquatics and other activities;
- Control point barriers that do not discriminate for sensory or mobility impairment or body size;
- Accommodations for those with sensory issues, such as easily accessible activity and social spaces, clear way finding (including signage), easily readable room identifiers, special lighting and acoustical treatments, and good air flows.
- Room-specific Braille labels for the vision impaired;
- Assistive listening systems, such as deaf or hearing-impaired community devices and good sightlines and room for translators in spaces where instruction or presentations occur.



Example of adaptive stretching mat at PSU.





## IV. The *Campus Plan* (continued)

### Sustainable Development

Environmental sustainability is highly important to the UO community, and the SRC Expansion and Renovation Project provides an opportunity to push the envelope of sustainable and energy-efficient design and tell the building's story. An overarching theme discussed in User Group meetings is using building features to engage and teach building users about sustainability. Some concerns at this stage relate to energy use (such as for the natatorium), balancing sustainability with affordability, and increasing technology.

In addition to the legal and policy mandates that apply to this Project, the UO, early in the design process, will engage the design team and CM/GC in an integrated design process to describe specific areas of environmental concern, identify strategies to address those concerns, set environmental performance goals, agree on areas needed for research and decision-making, and establish methods and metrics to predict the building performance relative to those goals. As the Project develops, we will revisit the strategies and their predicted performance and possibly revise or choose among strategies based on performance data. The UO expects to be an active participant in all phases of these discussions through policy and user-related decisions in the context of the User Group supplemented by staff support on technical details.

The Project wishes to seek LEED certification in addition to the mandated State of Oregon DAS-LEED process. The UO is comfortable with using LEED as a rating system, but prefers

to make each green building decision (in conjunction with the design team and CM/GC) on its own merits relative to the UO's environmental ethics and goals. As discussed above, these decisions are made most effectively early in the design process, allowing for the early integration of solutions rather than applying them after the fact. The design team must possess the skills to function as an equal partner in this process and to understand fundamental green building issues—not simply current industry-standard approaches to sustainability.

These efforts will be occurring in parallel with the completion and adoption of the Oregon Model for Sustainable Development, the UO's next generation of sustainable design policies. However, these policies are not a requirement for the project.



Photovoltaic panel on the SRC roof.

## IV. The *Campus Plan* (continued)

### Patterns

“Patterns” is one of the *Campus Plan*’s twelve policies. Patterns are statements that describe and analyze design issues and suggest ways in which those issues might be resolved. They articulate long-lasting, shared traditions and understandings, yet adapt to changing needs.

The term “pattern language” is best known from the book *A Pattern Language*. Its principal author, Christopher Alexander, helped the University of Oregon develop its planning process in the early 1970s, later published by Oxford University Press as *The Oregon Experiment*. As described in that book, Alexander defines a pattern as “any general planning principle, which states a clear problem that may occur repeatedly in the environment, states the range of contexts in which this problem will occur, and gives the general features required by all buildings or plans which will solve this problem” (*The Oregon Experiment*, pg. 101).

The *Campus Plan* identifies a list of campus patterns to be considered as projects are designed. The User Group adds to the list by developing patterns specific to the project, called “user-generated patterns.” The list may continue to grow during project design as the result of new or newly added patterns. A pattern is intended to help identify the essence of an issue that needs to be considered and to suggest ways in which the issue might be resolved, so patterns should not be interpreted literally without discussion. In some cases it is possible that, although the problem is properly identified, the

pattern’s suggested solution may not be appropriate, and the users, assisted by the design team, will find an alternate means of resolving the issue.

The university’s use of patterns ensures that the design team establishes an effective means of communicating with the project User Group (both talking and listening). This non-technical vocabulary of design principles allows building users to communicate effectively with planners and designers.

### *Campus Plan* Patterns

Following is a list of the applicable patterns from the *Campus Plan* and those developed by User Group. This list is intended to be a living document, and more patterns may be added as necessary. Below is some guidance:

- **Bolded** patterns are required to be considered for all projects;
- *Campus Plan* patterns are expanded upon in *italics* if they have specific relevance to the Project;
- See the *Campus Plan* for the full text of the *Campus Plan* patterns; and
- An asterisk (\*) indicates the pattern was developed by the User Group. The descriptions for these patterns can be found in the next section.



## IV. The Campus Plan (continued)

### LARGE SCALE CAMPUS

**Universal Access** (relates to User Group pattern “Inclusive and Welcoming to All”)

**Sustainable Development** (relates to User Group pattern “Engage in Sustainability”)

**Welcoming to All** (relates to User Group pattern “Inclusive and Welcoming to All”)

#### Good Neighbor

*The expanded area will be in prominent view from areas east of campus. The Project strives to generate a positive visual image to the neighborhood and areas on campus to the east.*

#### Outdoor Classroom

##### **Open-space Framework**

Comprehensive Yet Complimentary Activities\*

Supportive of Social Interaction\*

Inclusive and Welcoming to All\*

Engage in Sustainability\*

### TRANSPORTATION

#### Bike Paths, Racks, and Lockers

*This Project provides an opportunity to consider bike parking needs, supply, and management.*

#### Pedestrian Pathways

*The Project is adjacent to a major bike and pedestrian pathway which runs from 15th Ave. to 18th Ave. There are great opportunities for the Project to interact with the pathway along its entire length.*

#### Path Shape

#### Paths and Goals

Shielded Parking and Service Areas

### SITE ARRANGEMENT

#### Local Sports

#### Site Repair

#### Use Wisely What We Have

#### Existing Uses/Replacement

#### Positive Outdoor Space

*The Project site is adjacent to highly popular outdoor recreation fields. The Project strives for a harmonious relationship between the building and outdoor space, improving the experience of the outdoor space and major campus pathway.*

#### Main Building Entrance

*While the main entry already exists, there may be opportunities to enhance the main entry area.*

#### Family of Entrances

*The Project involves the integration of three different buildings (Esslinger, Student Recreation Center, and Student Tennis Center), as well as consideration of outdoor areas and the future use of Mac Court. This pattern is of particular interest and challenge due to the need for entry control and a single point of entry.*

#### Water Quality

#### Seat Spots

#### Sitting Wall



## IV. The Campus Plan (continued)

Tree Places

Activity Nodes

Accessible Green

Access to Water

**Building Complex**

**Connected Buildings**

**South Facing Outdoors**

**Quiet Backs**

### BUILDING DESIGN

#### Architectural Style

Dynamic Building\* (replaces *Campus Plan* "Building Character and Campus Context")

**Building Hearth**\* (replaces *Campus Plan* "Building Hearth")

**Clear Organization, Sightlines, and Adjacencies**\* (replaces *Campus Plan* "Organizational Clarity")

#### Quality of Light

*Daylight and quality of light is highly valued and desirable.*

*However, glare can be a dangerous problem for some activities. In swimming, glare affects the lifeguard's ability to see the bottom of the pool. Consider other situations where glare may have negative impacts on the user's experience.*

Pools of Light

**Wings of Light**

**Operable Windows**

Tech Savvy Experience\*

Technological Integration\*

Materials and Operations (relates to User Group pattern

"Easily Maintained and Durable")

Easily Maintained and Durable\*

**Flexibility and Longevity**

**Future Expansion**

Enough Space and Capacity\*

Rooms that Fit and are Flexible\*

Enough Storage\* (replaces *Campus Plan* "Enough Storage")

Places to Wait

*Consider the various situations in which the recreation center users need to wait, such as before a class, for a friend, or under the covered entry to avoid the rain, and design circulation space with these in mind. In addition, consider spaces that serve as a transition from outside to in, and create a pleasant environment in which one can wait.*

Public Gradient

Easy Access Yet Appropriate Levels of Access Control\*

Fresh Air\*

Leave the Good Parts Alone\*

Easily Supervised\*

Event Support Space\*

Maximize Revenue Opportunities\*

No Signs Needed

Arcades

**Four-story Limit**

**Wholeness of Project**

Classroom Distribution

Faculty-Student Mix

Office Connections





# IV. The Campus Plan (continued)

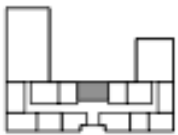
## User Group Patterns



### **SUPPORTIVE OF SOCIAL INTERACTION**

*The Student Recreation Center is not just for recreation. It's also a place where students, faculty, and staff can socialize. Social interaction can play an important part in academic and professional success. Research shows that students who have developed peer support groups and feel a sense of belonging and identity with their college or university have higher grades and are more likely to graduate (from 2004 YGH Study). Social interaction helps strengthen relationships among fellow students and colleagues, and can lead to an open exchange of ideas and new understandings that benefit academic and professional pursuits. The current facility lacks social gathering spaces and interaction nodes and has no identifiable "hearth" or building "heart."*

Therefore, the recreation center's open areas, activity spaces, and service areas should showcase activity and facilitate social interaction through locating informal activity spaces off circulation paths, establishing social nodes and levels of transparency through spaces based on activities. These informal spaces should be suitable for various levels of interaction as well as informal group study. Consider the right size, location and quality of space to encourage frequent use of these areas. An identifiable building "hearth" should be created and should be designed with consideration for beverage and light food service.



### **BUILDING HEARTH**

*When a building is just a collection of spaces without a focus, there is little chance for a sense of community to develop, and the possibility of gathering, socializing, exchanging ideas, and strengthening relationships diminishes.*

Therefore, create a social hearth for the SRC. Place the hearth at the building's perceived center of gravity and beside a path that everyone uses. Within or near the hearth provide space for gathering, healthy food and beverage service, customer service and information, etc. Additional hearths for certain areas may be appropriate as well once the building hearth is accommodated. Consider the challenges of a controlled entry in designing the building hearth.



## User Group Patterns (*continued*)



### **INCLUSIVE AND WELCOMING TO ALL**

*The SRC is open to the UO community and serves a wide range of students and UO community members, who are from different backgrounds, cultures, and countries, of different races, religions, ages, genders, and sizes, have different abilities, and have varying comfort levels with using recreation facilities.*

Therefore, design the building with consideration for the potential to integrate diverse groups of people and create a welcoming and inclusive atmosphere for all. Design fitness areas in a way that welcomes all experience levels and abilities, and with consideration for those who want to be seen and those who may not. Provide a variety of comfortable social spaces that meet the varying needs of users, such as places to be alone, meet in small to large groups, places that are more open or more enclosed. Take advantage of opportunities to facilitate social interaction (such as a café and other “common denominator” amenities). Consider the varying needs and desires for privacy, particularly with respect to changing and using the restroom/showers.

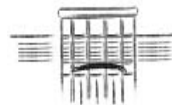


Monitor showing energy generated by elliptical machines in the SRC.

### **ENGAGE IN SUSTAINABILITY**

*The UO has been in the forefront of environmental sustainability, and the campus community takes pride in this. Over the years students have consistently expressed that environmental sustainability is highly important to them. The SRC Expansion and Renovation Project provides opportunities to push the envelope of environmentally sustainable and energy-efficient design, and to tell the building’s sustainability story. Individuals like to know they are contributing to a greater purpose, and what better place to learn about and engage in sustainability than the place in which they play and go to be healthy?*

Therefore, strive to make sustainable features of the building design and systems visible and interactive so that users can learn through exposure to them and understand their environmental impacts. For sustainable features not readily visible, signage and interactive information monitors are simple and effective ways to tell the SRC’s story when located appropriately and designed to catch one’s notice. Pursue sustainable, energy-efficient and budget-conscious solutions with the greatest value and benefit, and consider low and passive technology solutions, such as sunscreens, natural ventilation, daylight harvesting, reduction of potable water use, rainwater collection, etc.



## User Group Patterns (*continued*)

### DYNAMIC BUILDING

*The Student Recreation Center should reflect the nature of the activity contained within. Individuals develop an impression of the building immediately upon seeing it and their initial experience within it, and these impressions affect their perception of the building's quality and atmosphere.*

Therefore, ensure that the character of the building attracts campus constituents and encourages them to use the resources and services offered. The building should communicate the unique nature of the facility and create a “continuing buzz” through design qualities that are energizing, inspiring, and spirited.



### TECH SAVVY EXPERIENCE

*Technology at a personal level can be a big part of the user's experience in a recreation center, particularly when considering the range of experiences and spaces offered, such as cardio fitness equipment, customer service, social spaces, and academic classrooms. Technology also is essential to today's generation of students. The ability to “plug-in” is important for schoolwork, socializing, and entertainment. There are challenges to technology, however. It changes quickly, requires maintenance, and requires evaluation for embodied and prolonged energy use.*

Therefore, design functional spaces that can easily respond and adapt to changes in technology. Be cognizant of the environmental impacts of offering more technology in exercise equipment, balancing energy use with needs and desires for more advanced technology. Consider the maintenance costs of interactive tools and feasibility of keeping them operational at all times.



Data connection for cardio machines at WOU.

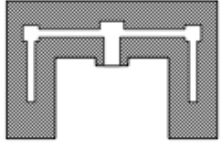
### TECHNOLOGICAL INTEGRATION

*The recreation center's potential for meeting recreational needs is linked to a number of factors, such as maximizing operational efficiency, limiting personnel costs, ensuring safety in routine and emergency medical situations, planning for building and occupant security, providing customer-oriented user services, and maximizing the potential for income generation. Readily available applications of technology can improve operational efficiency and facility flexibility and can increase user safety.*

Therefore, design the building with consideration for the breadth of technology that is required, such as a public address system, music systems, communication for instruction and training, fiber-optic cabling, wireless network, fire and emergency systems, satellite linkage, lighting systems and controls, HVAC equipment types and controls, closed circuit TV (CCTV) for security, etc. Where possible and desirable, centralized control systems, integrated systems, and wireless should be considered.



## User Group Patterns (*continued*)



### **CLEAR ORGANIZATION, SIGHTLINES, AND ADJACENCY**

*The current layout of the SRC isn't so straightforward. The facility has been altered several times, resulting in a maze of spaces and corridors in certain areas, particularly in the older parts. The difficulty of wayfinding can be frustrating for users and does not contribute to a welcoming environment.*



Therefore, organize space so that wayfinding is easy and intuitive. Create easy circulation patterns with a system of corridors, stairways, ramps, and elevators that provide clear sightlines and common-sense adjacencies. Where appropriate and helpful, provide sightlines between activities so that users can see through one activity area to another. Organize the entrance and lobby area with consideration for showcasing all the SRC has to offer, so that users know what opportunities exist and feel welcome and encouraged. Layouts, particularly with respect to spaces filled with exercise equipment, should be efficient and allow users to easily see who else is there.

### **ENOUGH SPACE AND CAPACITY**

*With as many as 6,500 users on some days, space is so limited that the facility gets overly crowded, and classes and open recreation cannot occur in the same space simultaneously. The SRC's goal is to be able to fully meet all the varied needs of its users. In the short and long term, the SRC should have the ability to react to trends and create more (and a diverse selection of) programs.*

Therefore, organize layouts and provide enough space and capacity to allow users to drop in and do anything they wish. Pay particular attention to areas in which both drop-in activities and classes occur, such as cardio areas, weight room, natatorium. Consider long-term growth, and provide enough capacity and flexibility to allow the SRC to respond to trends and fully meet the needs of its users. Consider the capability for vertical expansion in the future.



### **ROOMS THAT FIT AND ARE FLEXIBLE**

*The current recreation facility contains rooms of many sizes. Spaces should be the right size for the activities they support and should be adaptable as the activities change.*

Therefore, the recreation and fitness center should contain spaces that are a good fit for the activities within them, that are adaptable to multiple activities, and that may be changed to meet future needs.





## User Group Patterns (*continued*)



### **ENOUGH STORAGE**

*The SRC has unique storage needs, such as for various types of exercise and sports equipment, laundry, maintenance equipment, and merchandise. Lack of storage space can turn staff work spaces or programmatic spaces into storage areas, causing staff to waste valuable time locating and retrieving stored items and impeding the SRC's ability to grow.*

Therefore, consider the various types of storage that will be required. Provide enough space in each activity for storage of equipment and materials, and provide central storage for shared items. Centralized storage, as well as storage for separate programs, may be provided either as shared or as discrete spaces depending on specific program needs.



### **FRESH AIR**

*People are sensitive to odor, often associating cleanliness with smell, and are not likely to frequent a place that lacks fresh air or holds unpleasant odors. Recreational activities necessarily engage people in close proximity to each other in team or group-use activities. Clear, fresh air, free from high concentrations of carbon dioxide, chemical smells, and high levels of moisture, is necessary to encourage use of the facility and to maximize health benefits.*

Therefore, air temperature and humidity levels need particular attention and consideration for the special needs of varying recreational activities such as weight lifting, jogging, cardio, swimming, and mind/body exercise. The systems must be flexible enough to adapt to desired adjustments in air quality and to future recreation trends. Consideration of balancing energy use and environmental impacts when designing solutions for air quality is important.

### **LEAVE THE GOOD PARTS ALONE**

*Some spaces within the existing building work well as they are. Other elements of the building, including wood flooring materials, are worth keeping as well. It makes economic sense to retain the parts of the building that work as they are and focus the renovation efforts on the parts that do not work.*

Therefore, when the renovation plans are made, those areas thought to work well as they are should be left alone.



## User Group Patterns (*continued*)

### COMPREHENSIVE YET COMPLIMENTARY ACTIVITIES

*The Erb Memorial Student Union will undergo an expansion and renovation process at the same time as the SRC and will include new social, service, entertainment, gathering and study spaces. The university needs to provide the full range of recreation and social facilities without creating a wasteful duplication of those facilities.*

Therefore, the SRC and its new expansion and renovations should include activities that complement those already in place or to be newly designed into the student union to create a unified and mutually supportive hub of activity in the heart of campus.



### EASILY MAINTAINED AND DURABLE

*An inviting and safe environment for recreational users depends on clean, attractive, well-maintained facilities with equipment in proper working order. Several characteristics contribute to making maintenance of recreational facilities especially challenging: high student usage, the physical nature of recreational sports, and the variety of activities and types of equipment and facilities.*



Therefore, the recreation center should employ architectural design that maximizes maintenance efficiency by using proven materials and surfaces. Appropriate space should be dedicated to storage and repair of equipment.

### EASILY SUPERVISED

*Supervision required to ensure safe and effective use of facilities and equipment varies considerably from activity to activity. Labor costs associated with activity supervision account for a major portion of operational expenses in recreational facilities and can result in reduced facility-access hours.*

Therefore, the design of the facility should consider the unique supervision needs of each activity, including specialized design of supervisory stations, as appropriate, maximizing spatial control with minimal personnel. Sight lines, electronic communication systems, and video cameras, for example, may help facilitate supervision.



## User Group Patterns (*continued*)

### **EASY ACCESS, YET APPROPRIATE LEVELS OF ACCESS CONTROL**

*The SRC has a variety of functions and many different types of activities take place in the building. These activities range from academic physical education courses to drop-in exercise, meetings, events, casual gatherings, and administration all with varying levels of need for access control.*

Therefore, consider the range of activities that will happen in the building. Design the spatial layout with consideration for the particular access control needs for the variety of activities in the building, associated outdoor areas, and adjacent Esslinger Hall.

### **EVENT SUPPORT SPACE**

*Campus-wide tournaments are popular recreation events. The current facility does not contain a gathering space specifically designed to support the organization of large events. The Student Recreation Center should have the capacity and appropriate space to hold and support campus-wide tournaments and other large events inside and outside the building.*

Therefore, make a comfortable, easily accessible gathering and support space that is conducive to social interaction and that can accommodate the organizational needs of such events. Design the space, required systems, and circulation so that other parts of the building can remain operational during an event. Consider options for periodic separate entry for large special events to spaces like the natatorium, tennis, or gymnasium complex.

### **MAXIMIZE REVENUE OPPORTUNITIES**

*Every aspect of the student's higher-education experience must be delivered in the most cost-effective manner possible. The Student Recreation Center depends on student fees for operational and equipment expenses. However, as operational costs rise and as student-fee support reaches its limits of tolerance, the recreation center must become increasingly self supporting.*

Therefore, while the center's purpose is to provide recreation facilities for students, the design should maximize current and new opportunities for generating income by developing versatile spaces that are adaptable to a variety of uses, both in the short and long term, and to the specific needs of fee-paying groups.







# Appendix

## List of Maps

Campus Map

Open Spaces and Trees

Pedestrians and Bicycles

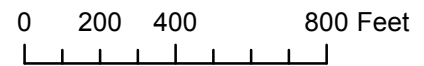
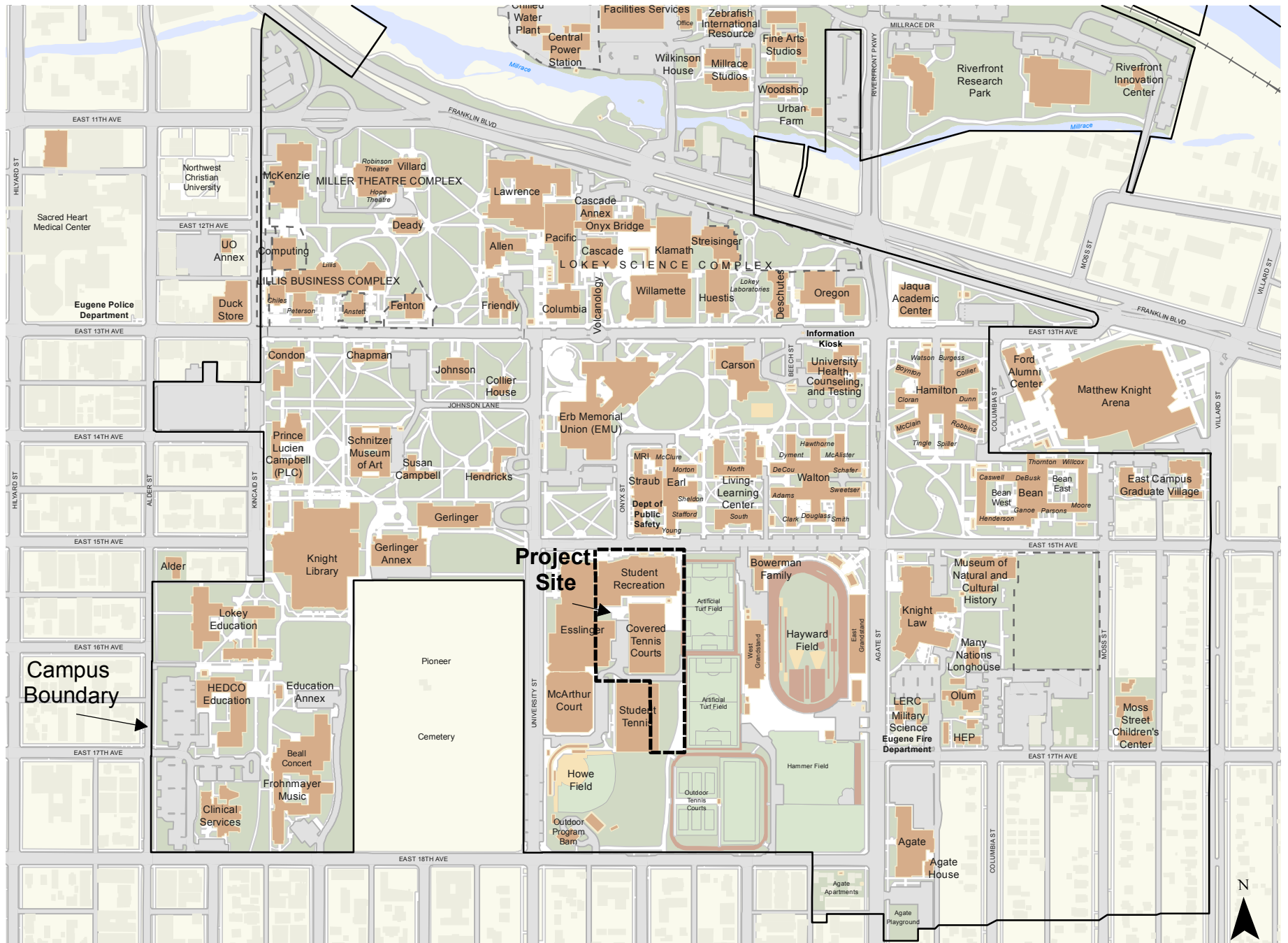
Site Contours

Utility Tunnel

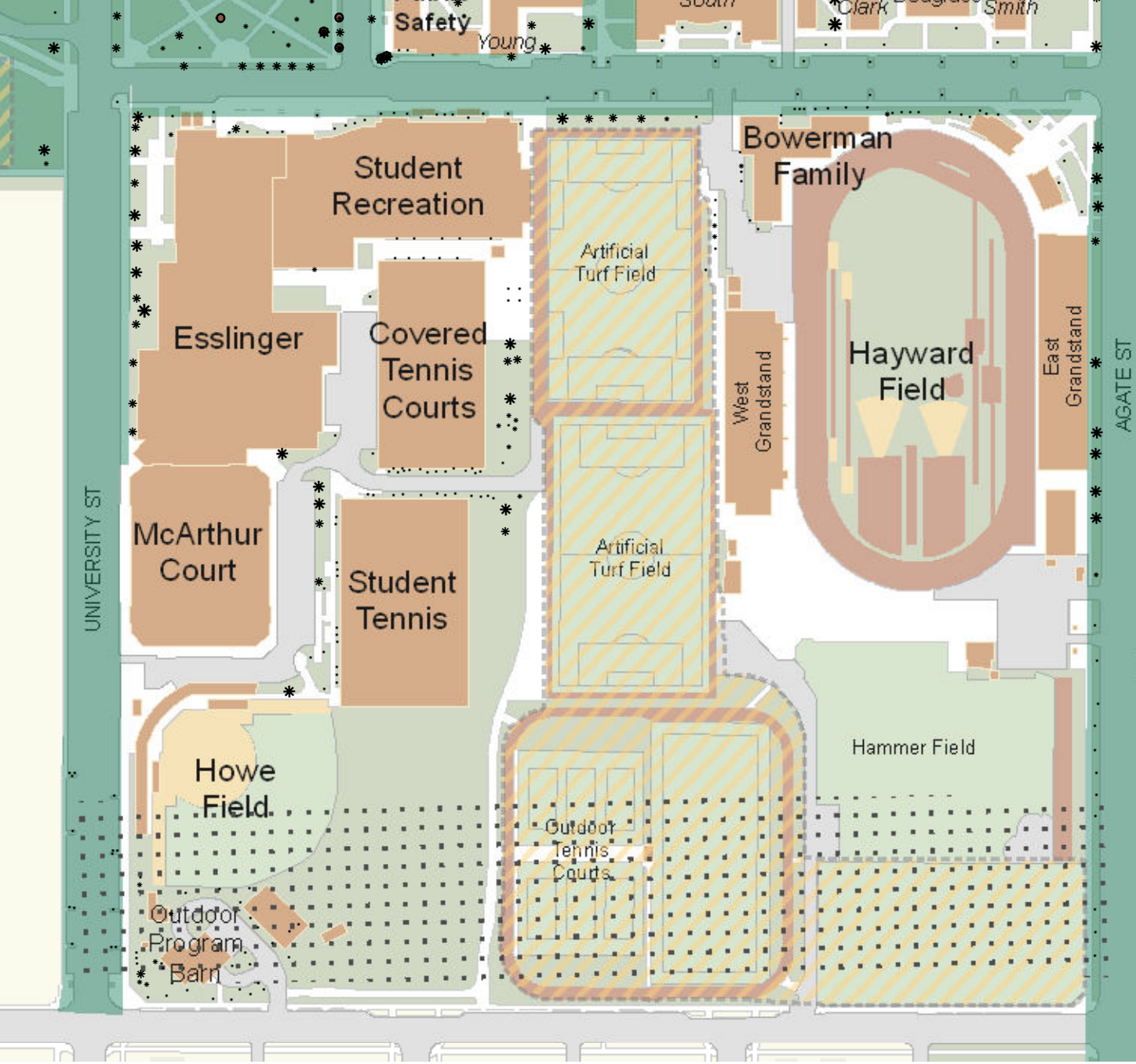
## Student Recreation Center Floorplans












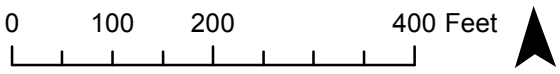
# Student Recreation Center Expansion and Renovation Project: Campus Map



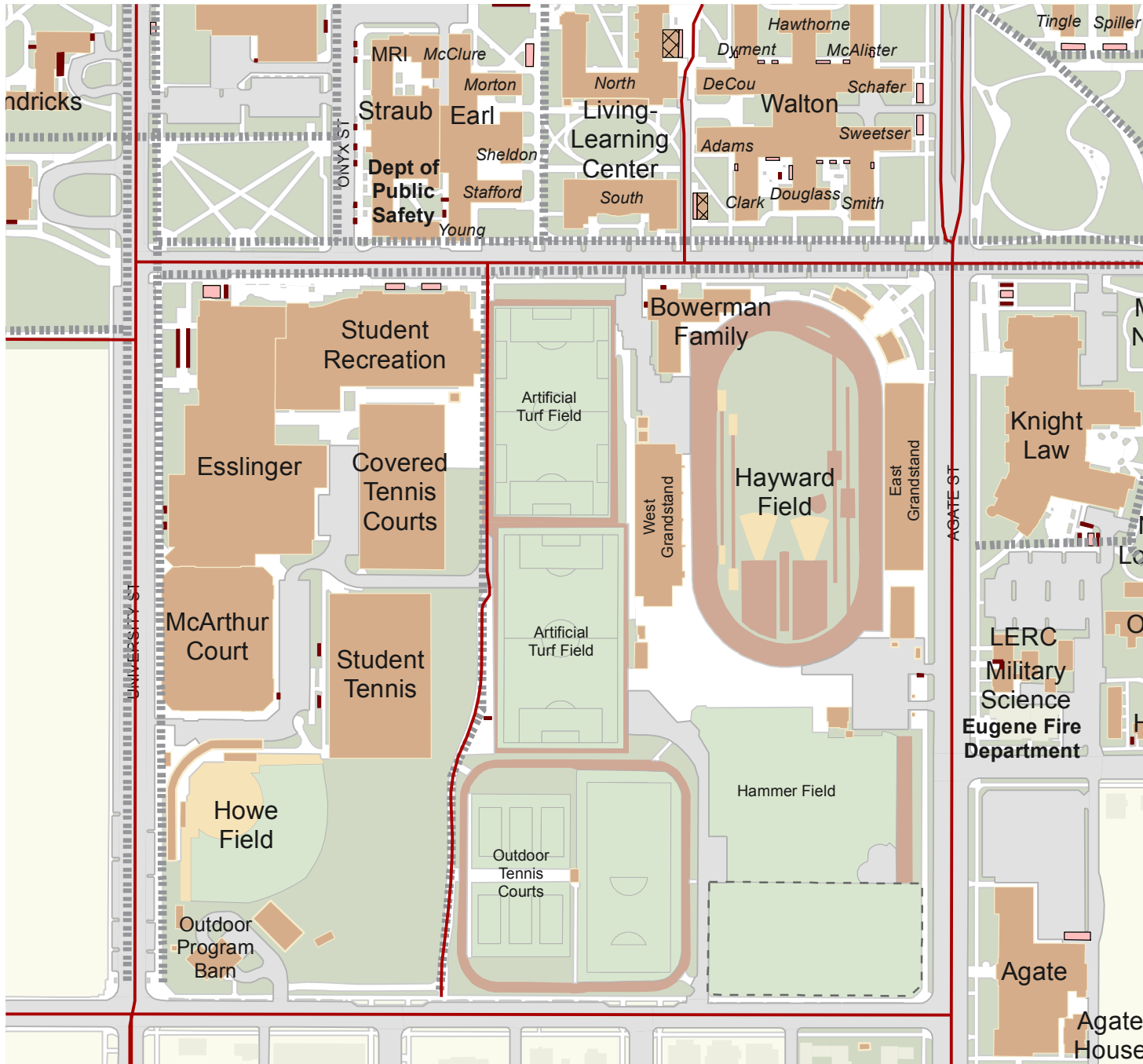
# Student Recreation Center Site Open Spaces and Trees



-  Campus Plan Outdoor Classrooms
-  Campus Plan Designated Open Spaces
- Existing Campus Trees Spread (ft)
  -  1 - 10
  -  11 - 22
  -  23 - 36
  -  37 - 51
  -  52 - 120
  -  Educational Trees
-  Campus Plan Campus Edge



# Student Recreation Center Site Pedestrians and Bicycles



Major Pedestrian Routes

Bicycle Routes

Bicycle Rack Type:

Covered

Locker

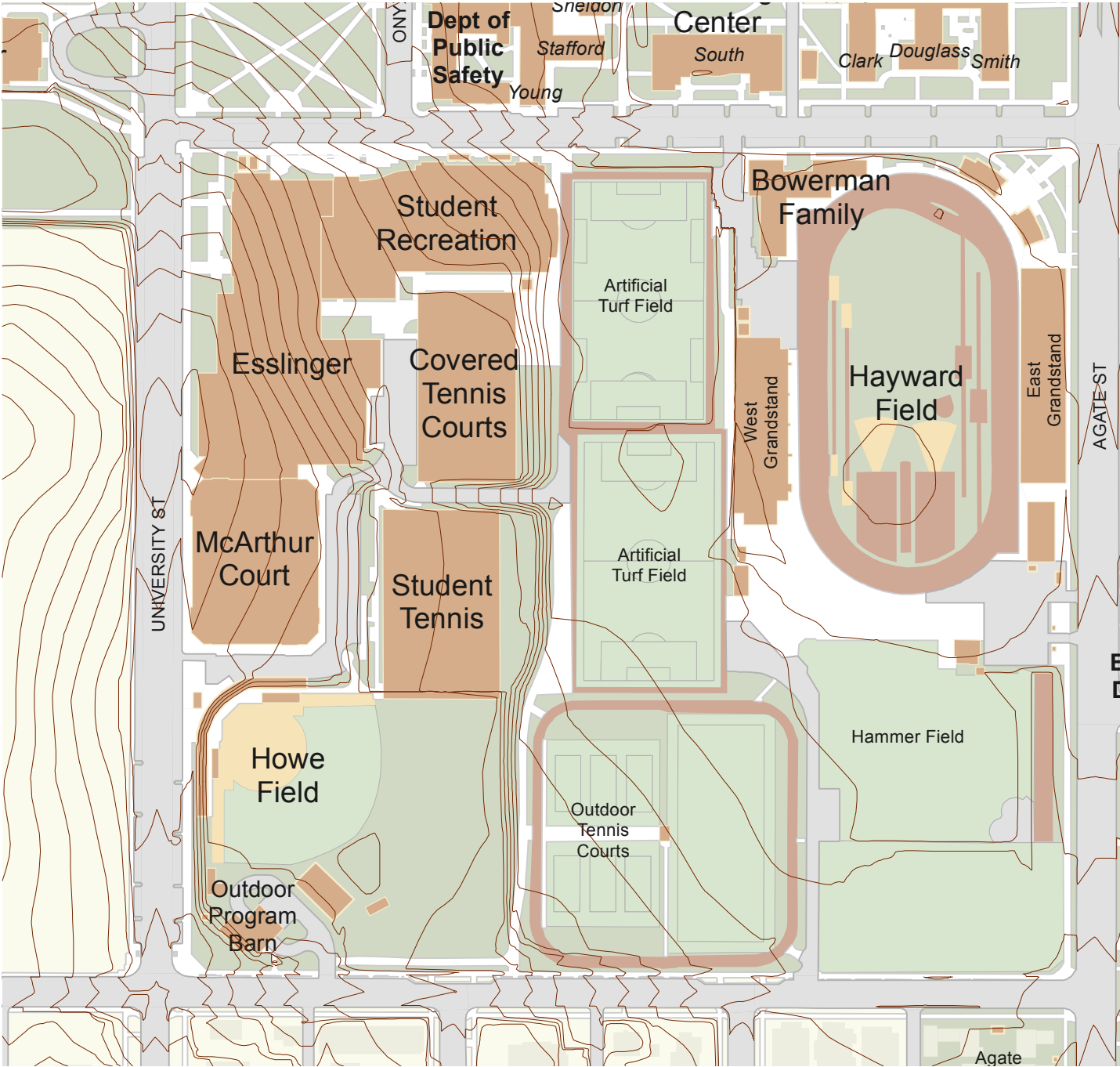
Uncovered

0 100 200 400 Feet





# Student Recreation Center Site Contours



Note: Info. from UO Infographics Lab. Not based on a survey.

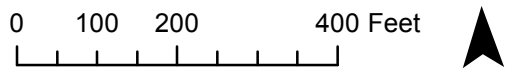


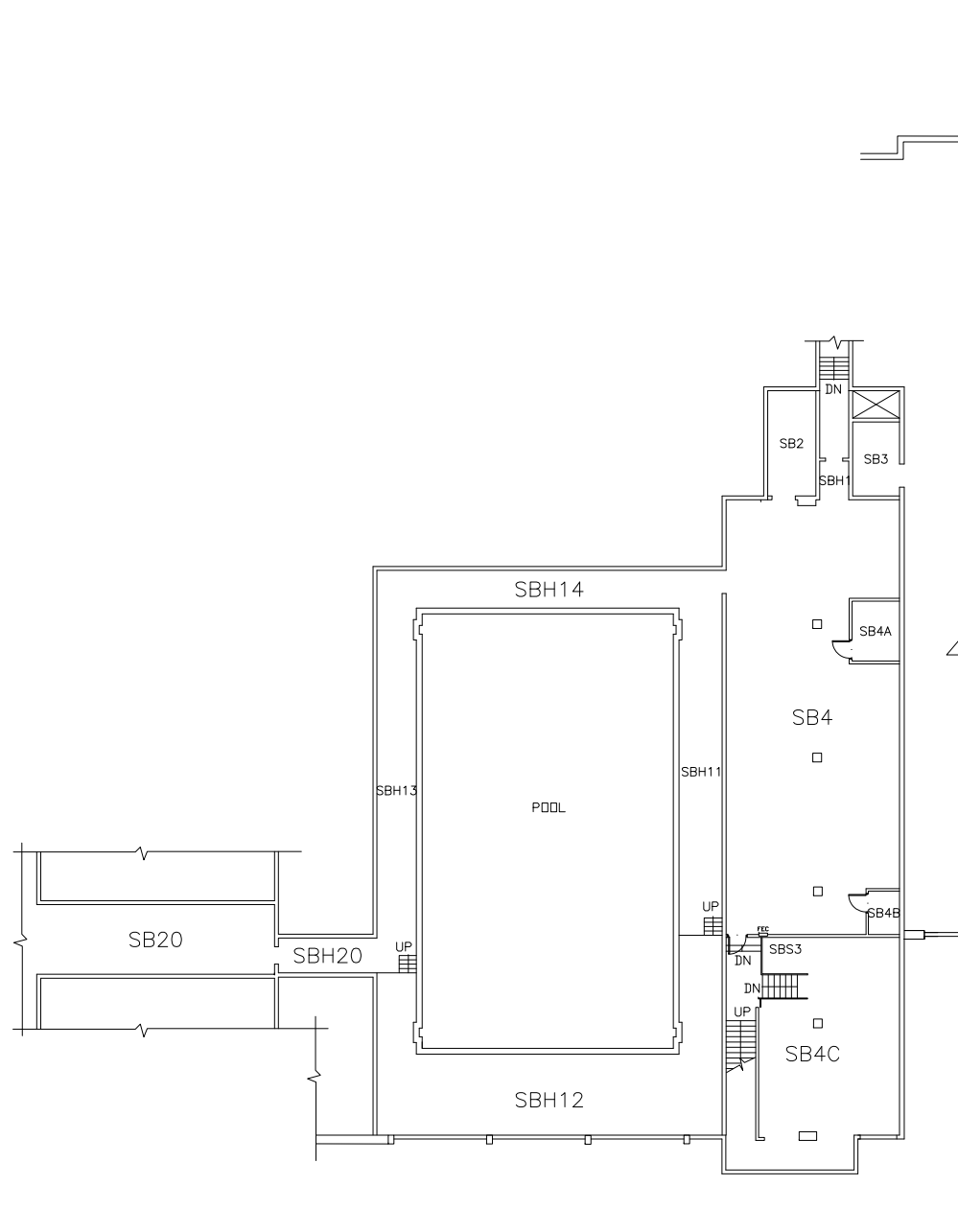


# Student Recreation Center Site Utility Tunnel

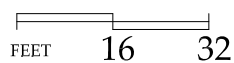
Tunnel width (feet)

- 1.5 - 4
- 4.1 - 7
- 7.1 - 15





SUB-BASEMENT WEST

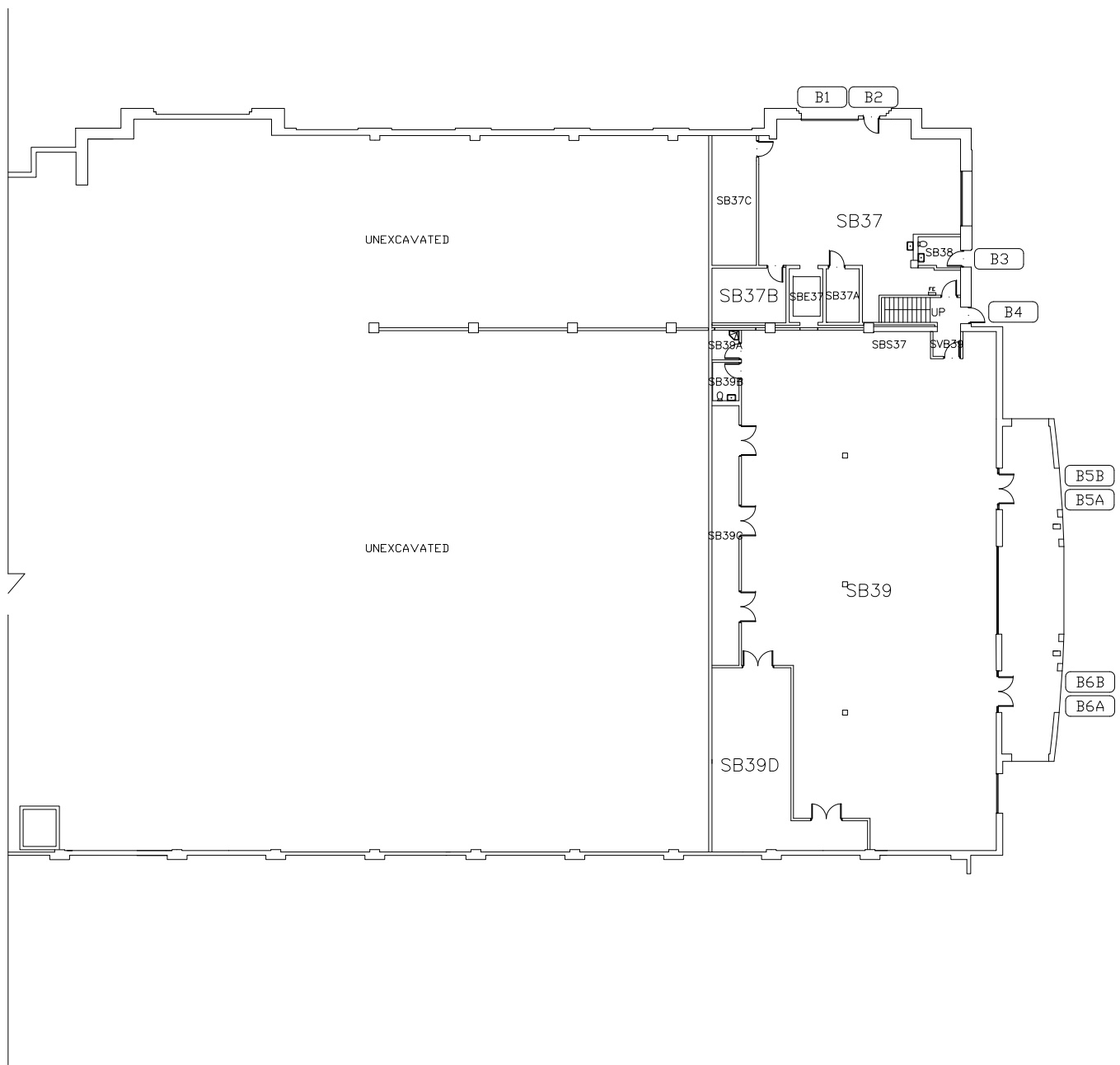


SHEET	DRAWN	1998
1 OF 12	REVISED	07/09

Student Recreation Center  
1320 E. 15th Street

UNIVERSITY OF OREGON

BUILDING  
51



SUB-BASEMENT EAST



FEET 16 32

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2 OF 12	REVISED	07/09

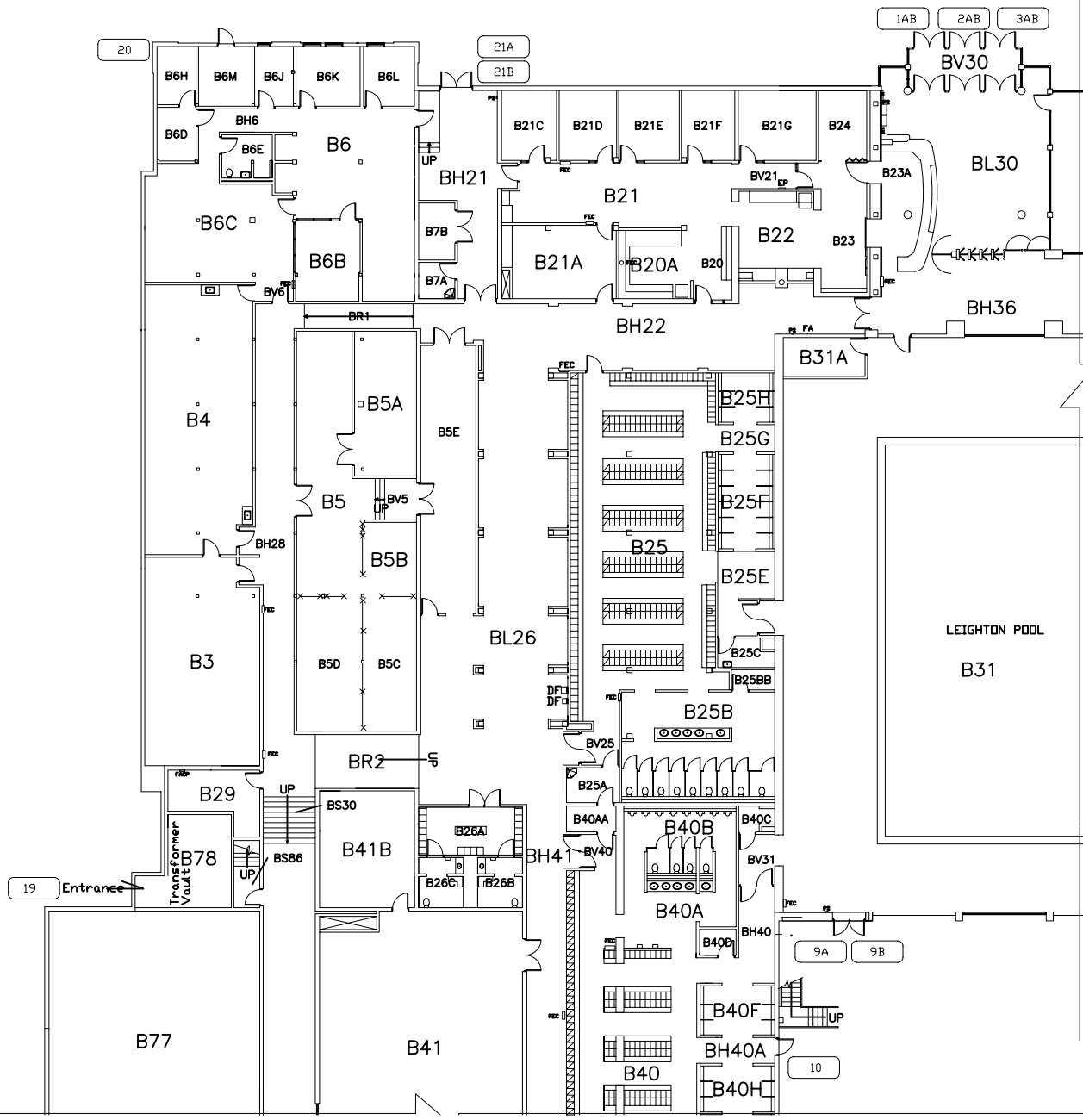
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SRC BASEMENT NORTH

SEE SRC BASEMENT SOUTH



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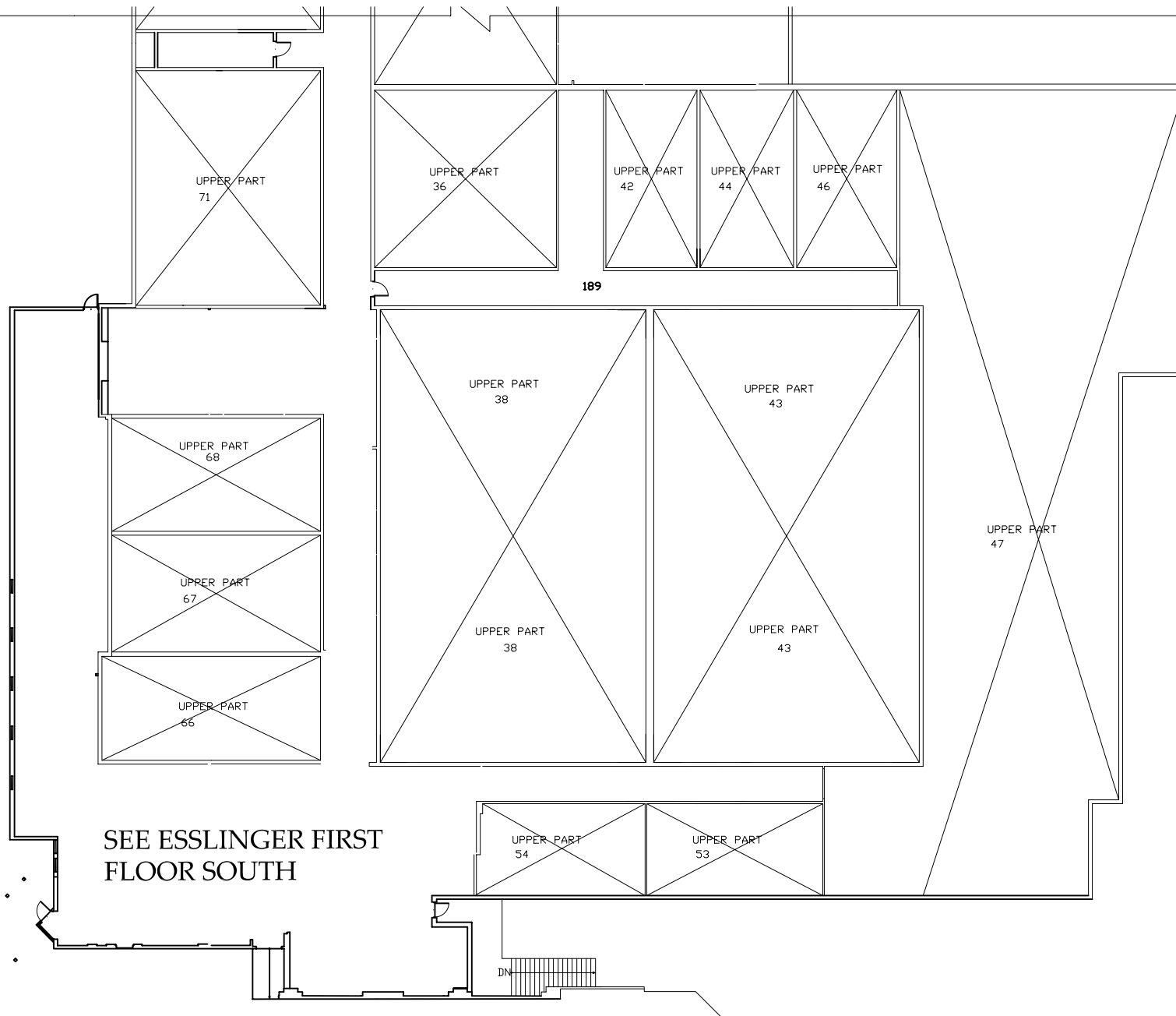
1320 E. 15th Street

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SEE STUDENT REC FIRST FLOOR NORTH



SEE ESSLINGER FIRST FLOOR SOUTH

STUDENT REC CENTER FIRST FLOOR SOUTH



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SHEET 6 OF 12

DRAWN REVISED

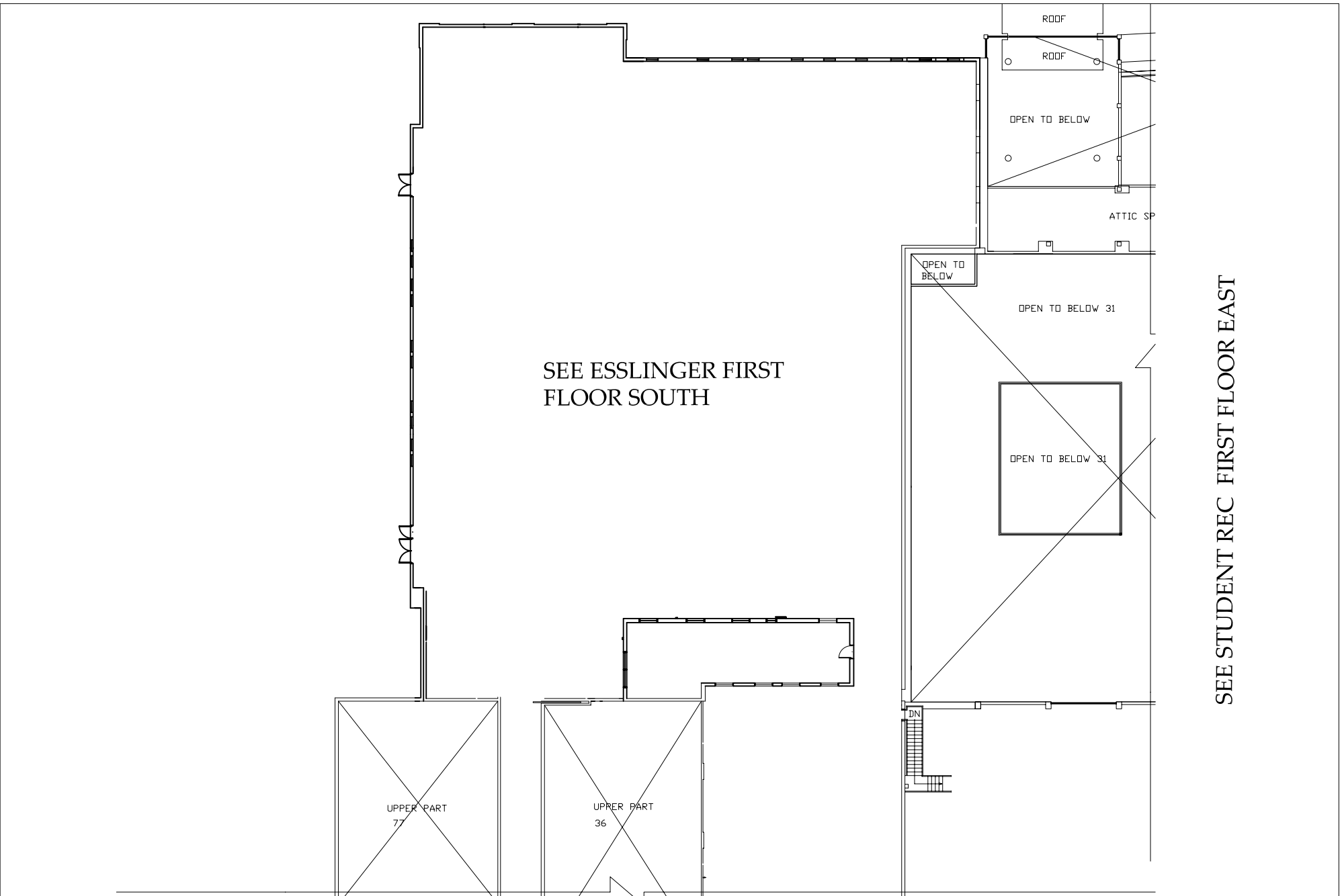
1998 06/09

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SEE ESSLINGER FIRST FLOOR SOUTH

SEE STUDENT REC FIRST FLOOR EAST

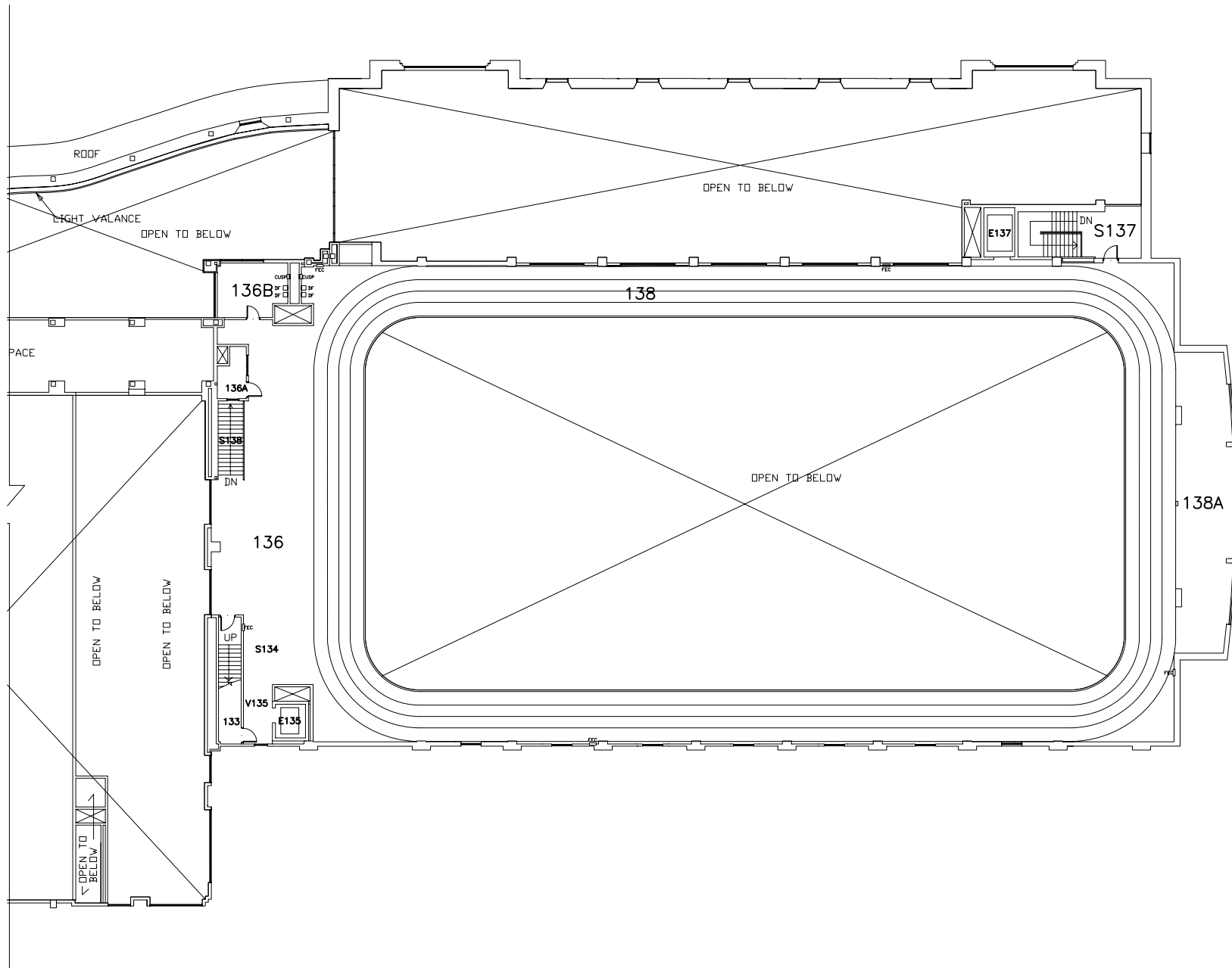
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SEE SRC FIRST FLOOR SOUTH

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		7 OF 12	REVISED	06/09			



SEE STUDENT REC FIRST FLOOR NORTH



SRC FIRST FLOOR EAST



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8 OF 12

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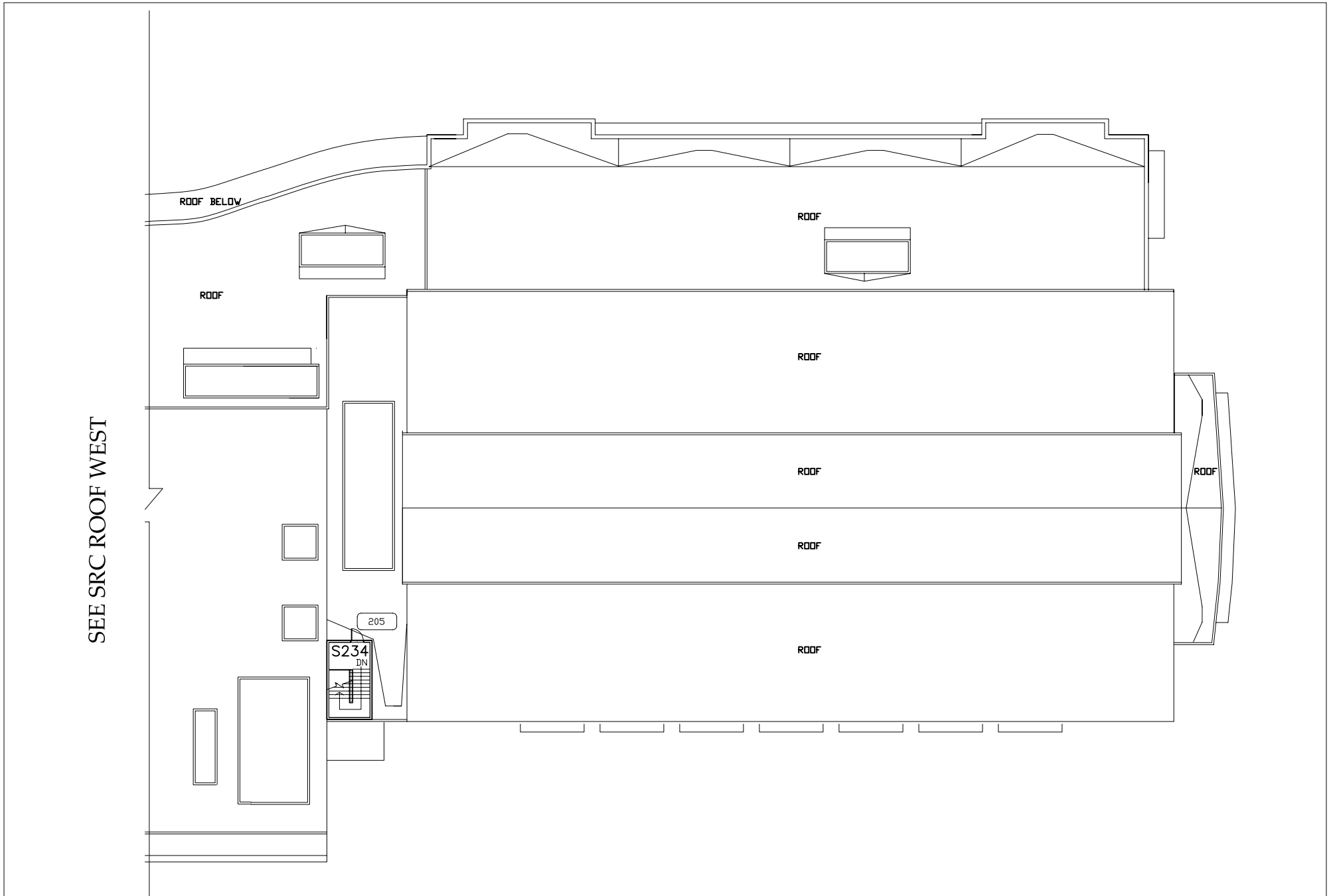
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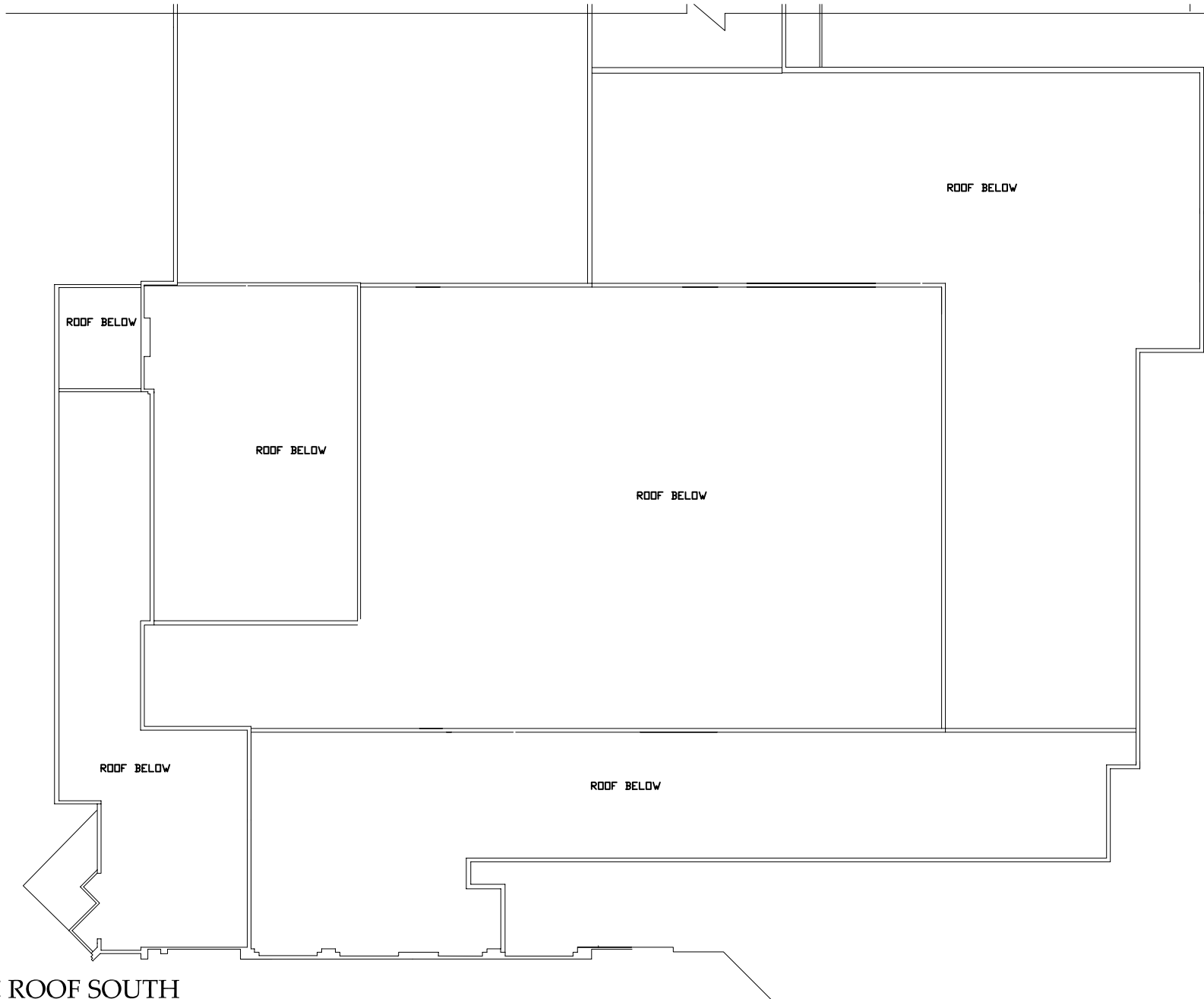
BUILDING  
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SRC SECOND FLOOR EAST

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		9 OF 12	REVISED	06/09			

SEE SRC ROOF NORTH



SRC ROOF SOUTH



FEET 16 32

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10 OF 12

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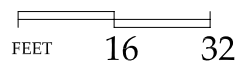
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SRC ROOF NORTH

SEE SRC ROOF SOUTH



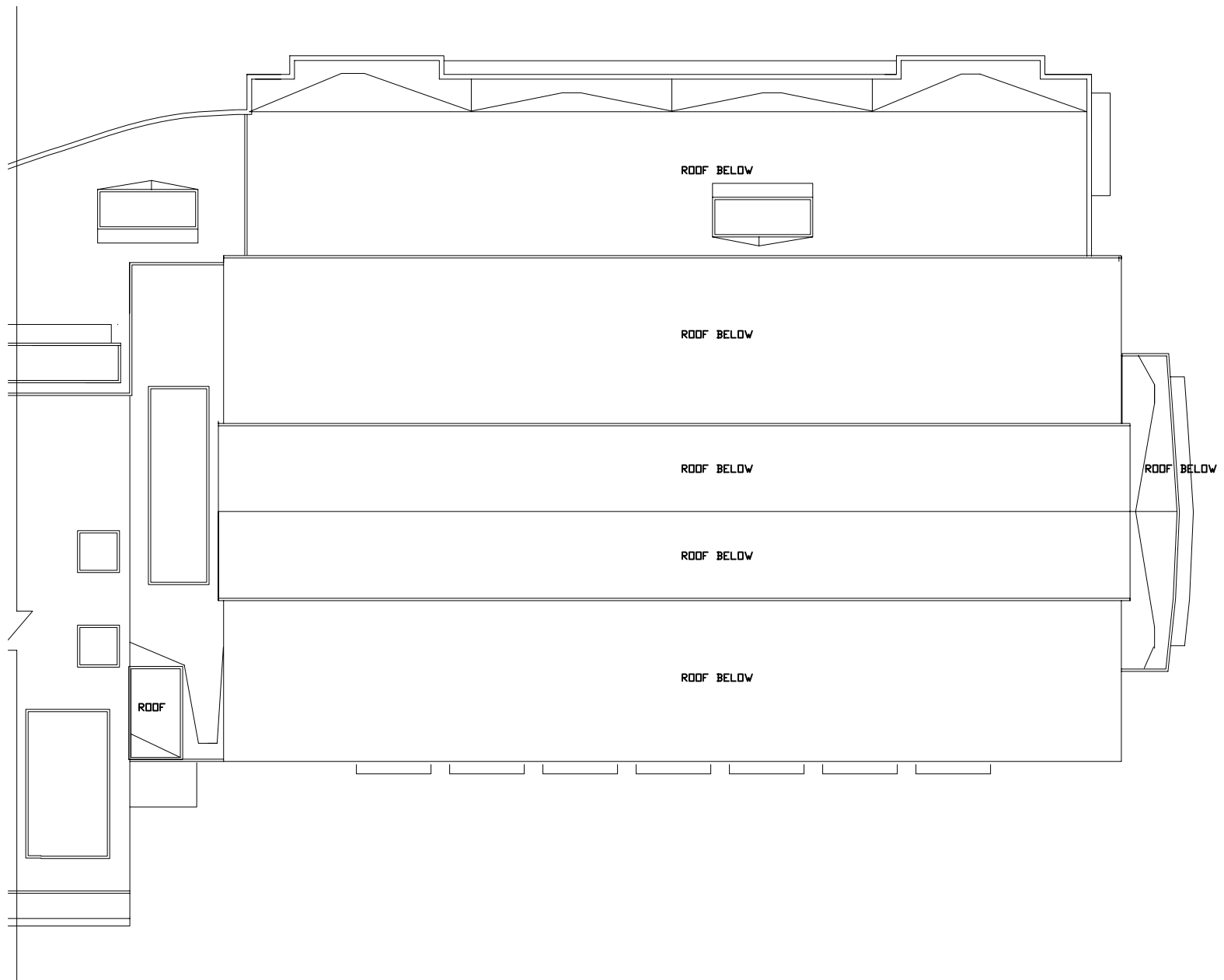
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BUILDING  
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SEE SRC ROOF NORTH



SRC ROOF EAST



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SHEET 12 OF 12  
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