<table>
<thead>
<tr>
<th>SPACE NAME</th>
<th>Quantity</th>
<th>Net Sq. Ft.</th>
<th>Total Net Sq. Ft.</th>
<th>NOTES</th>
<th>ACCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIVERSITY CLASSROOMS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Larger Tiered Classroom</td>
<td>1</td>
<td>6,000</td>
<td>6,000</td>
<td>500 people</td>
<td>Student</td>
</tr>
<tr>
<td>Classroom</td>
<td>2</td>
<td>1,700</td>
<td>3,400</td>
<td>Flat floor with moveable furniture- 60 students</td>
<td>Student</td>
</tr>
<tr>
<td>Classroom</td>
<td>2</td>
<td>2,000</td>
<td>4,000</td>
<td>Flat floor with moveable furniture- 80 students</td>
<td>Student</td>
</tr>
<tr>
<td><strong>Net Subtotal</strong></td>
<td></td>
<td></td>
<td>13,400</td>
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<td></td>
</tr>
<tr>
<td><strong>Efficiency Factor- 25%</strong></td>
<td></td>
<td></td>
<td>3,350</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td>16,750</td>
<td></td>
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</tr>
</tbody>
</table>

Note: If space is available provide 3 each of the 60 student and 80 student classrooms.

| **DEPARTMENT OF HUMAN PHYSIOLOGY** |          |            |                   |                                                                      |          |
| **GROUP "A"- HUMAN PHYSIOLOGY TEACHING CORE** |          |            |                   |                                                                      |          |
| Primary Lab: 300-level             | 1        | 2,000      | 2,000             | Moveable acoustical partition & 6-8 hand sinks                      | Student  |
| Secondary Lab: 300-Level           | 1        | 1,500      | 1,500             | Moveable acoustical partition & 4 hand sinks                       | Student  |
| Secondary Lab: Sports Medicine     | 1        | 1,500      | 1,500             | Includes 12 permanent trainer tables                               | Student  |
| Tertiary Lab: Small Elective       | 2        | 1,600      | 3,200             |                                                                      | Student  |
| Storage, Stock Rooms & Lab Prep    | 1        | 1,000      | 1,000             | Eye-wash, sink & fume hood in Lab Prep area                        | Student  |
| **Net Subtotal**                   |          |            | 9,200             |                                                                      |          |
| **Efficiency Factor- 25%**         |          |            | 2,300             |                                                                      |          |
| **TOTAL**                          |          |            | 11,500            |                                                                      |          |

Note: Ceiling mounted computer projection, perimeter counters for computers and hand-wash sinks required in all spaces.

| **GROUP "B"- ANATOMY TEACHING & RESEARCH CORE** |          |            |                   |                                                                      |          |
| Student Secure Locker Area         | 1        | 200        | 200               | 40 student lockers                                                  | Student  |
| Cadaver Anatomy Teaching Lab       | 1        | 1,800      | 1,800             |                                                                      | Student  |
| Research Labs                      | 3        | 200        | 600               |                                                                      | Limited  |
| Dermastarium                       | 1        | 200        | 200               |                                                                      | Limited  |
| **Net Subtotal**                   |          |            | 2,800             |                                                                      |          |
| **Efficiency Factor- 25%**         |          |            | 700               |                                                                      |          |
| **TOTAL**                          |          |            | 3,500             |                                                                      |          |

| **GROUP "C"- HPHY RESEARCH LABS & OFFICES** |          |            |                   |                                                                      |          |
| Gilbert Lab                         | 2        | 600        | 1,200             | 2 modules                                                           | Limited  |
| Halliwill Lab                       | 1        | 600        | 600               |                                                                      | Limited  |
| Environmental Core                 | 1        | 600        | 600               | Halliwill/ 13’ clear ceiling height                                | Limited  |
## ESSLINGER HALL CONCEPT STUDY

### SPACE STUDY AUDIT

<table>
<thead>
<tr>
<th>SPACE NAME</th>
<th>Quantity</th>
<th>Net Sq. Ft.</th>
<th>Total Net Sq. Ft.</th>
<th>NOTES</th>
<th>ACCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screening/Exam Rooms</td>
<td>3</td>
<td>150</td>
<td>450</td>
<td>Halliwill</td>
<td>Limited</td>
</tr>
<tr>
<td>Lovering Lab</td>
<td>2</td>
<td>600</td>
<td>1,200</td>
<td>Limited</td>
<td></td>
</tr>
<tr>
<td>Minson Lab</td>
<td>1</td>
<td>600</td>
<td>600</td>
<td>Limited</td>
<td></td>
</tr>
<tr>
<td>Unassigned Labs</td>
<td>3</td>
<td>600</td>
<td>1,800</td>
<td>Limited</td>
<td></td>
</tr>
<tr>
<td>Applied Biochemistry Core</td>
<td>1</td>
<td>4,000</td>
<td>4,000</td>
<td>Dreyer</td>
<td>Limited</td>
</tr>
<tr>
<td>Special Procedures Rooms</td>
<td>2</td>
<td>300</td>
<td>600</td>
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</tr>
<tr>
<td>Microneurography Room</td>
<td>1</td>
<td>200</td>
<td>200</td>
<td>Limited</td>
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</tr>
<tr>
<td>DEXA Room</td>
<td>1</td>
<td>150</td>
<td>150</td>
<td>Limited</td>
<td></td>
</tr>
<tr>
<td>Sleep Suites</td>
<td>2</td>
<td>200</td>
<td>400</td>
<td>Limited</td>
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</tr>
<tr>
<td>Pulmonary Function Room</td>
<td>1</td>
<td>250</td>
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</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>1,000</td>
<td>1,000</td>
<td>Limited</td>
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</tr>
<tr>
<td>Change Rooms/Showers/Toilets</td>
<td>1</td>
<td>450</td>
<td>450</td>
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</tr>
<tr>
<td>Crash Cart</td>
<td>1</td>
<td>50</td>
<td>50</td>
<td>Limited</td>
<td></td>
</tr>
<tr>
<td>Laundry</td>
<td>1</td>
<td>50</td>
<td>50</td>
<td>Limited</td>
<td></td>
</tr>
<tr>
<td>Gas Cylinder Storage</td>
<td>1</td>
<td>200</td>
<td>200</td>
<td>Limited</td>
<td></td>
</tr>
<tr>
<td>Tenure Faculty Offices</td>
<td>8</td>
<td>120</td>
<td>960</td>
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</tr>
<tr>
<td>Other Faculty Offices</td>
<td>1</td>
<td>120</td>
<td>120</td>
<td>Limited</td>
<td></td>
</tr>
<tr>
<td>Workstations- Research Staff</td>
<td>40</td>
<td>80</td>
<td>3,200</td>
<td>5 staff per program</td>
<td>Limited</td>
</tr>
<tr>
<td>Workstations-Other Research Staff</td>
<td>5</td>
<td>80</td>
<td>400</td>
<td>Limited</td>
<td></td>
</tr>
<tr>
<td><strong>Net Subtotal</strong></td>
<td></td>
<td></td>
<td><strong>18,480</strong></td>
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<tr>
<td><strong>Efficiency Factor- 25%</strong></td>
<td></td>
<td></td>
<td><strong>4,620</strong></td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>23,100</strong></td>
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### GROUP "D"- HPHY RESEARCH LABS & OFFICES

<table>
<thead>
<tr>
<th>SPACE NAME</th>
<th>Quantity</th>
<th>Net Sq. Ft.</th>
<th>Total Net Sq. Ft.</th>
<th>NOTES</th>
<th>ACCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karduna Lab</td>
<td>1</td>
<td>600</td>
<td>600</td>
<td>Limited</td>
<td></td>
</tr>
<tr>
<td>van Donkelaar Lab</td>
<td>1</td>
<td>600</td>
<td>600</td>
<td>Limited</td>
<td></td>
</tr>
<tr>
<td>Neuro Lab</td>
<td>1</td>
<td>600</td>
<td>600</td>
<td>Limited</td>
<td></td>
</tr>
<tr>
<td>Frey Lab</td>
<td>3</td>
<td>600</td>
<td>1,800</td>
<td>3 modules</td>
<td>Limited</td>
</tr>
<tr>
<td>Unassigned Labs</td>
<td>3</td>
<td>600</td>
<td>1,800</td>
<td>Limited</td>
<td></td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>1,000</td>
<td>1,000</td>
<td>Limited</td>
<td></td>
</tr>
<tr>
<td>Small Repair Shop</td>
<td>1</td>
<td>200</td>
<td>200</td>
<td>Limited</td>
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</tr>
<tr>
<td>SPACE NAME</td>
<td>Quantity</td>
<td>Net Sq. Ft.</td>
<td>Total Net Sq. Ft.</td>
<td>NOTES</td>
<td>ACCESS</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>----------</td>
<td>-------------</td>
<td>-------------------</td>
<td>--------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Kitchen/Break Room</td>
<td>1</td>
<td>200</td>
<td>200</td>
<td>Duplicate if on separate floor than Group &quot;C&quot;</td>
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</tr>
<tr>
<td>Tenure Faculty Offices</td>
<td>4</td>
<td>120</td>
<td>480</td>
<td>Limited</td>
<td>Limited</td>
</tr>
<tr>
<td>Other Faculty Offices</td>
<td>1</td>
<td>120</td>
<td>120</td>
<td>Limited</td>
<td>Limited</td>
</tr>
<tr>
<td>Workstations- Research Staff</td>
<td>20</td>
<td>80</td>
<td>1,600</td>
<td>5 staff per program</td>
<td>Limited</td>
</tr>
<tr>
<td>Workstations-Other Research Staff</td>
<td>5</td>
<td>80</td>
<td>400</td>
<td>Limited</td>
<td>Limited</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Net Subtotal</strong></td>
<td><strong>9,400</strong></td>
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</tr>
<tr>
<td>Efficiency Factor- 25%</td>
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<td></td>
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<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td><strong>11,750</strong></td>
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</table>

**GROUP "E"- HPHY RESEARCH LABS & OFFICES**

<table>
<thead>
<tr>
<th>SPACE NAME</th>
<th>Quantity</th>
<th>Net Sq. Ft.</th>
<th>Total Net Sq. Ft.</th>
<th>NOTES</th>
<th>ACCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motion Analysis Core</td>
<td>1</td>
<td>2,000</td>
<td>2,000</td>
<td>Chou/ minimum dimensions of 60’ x 30’ with 12' ceiling</td>
<td>Limited</td>
</tr>
<tr>
<td>Woollacott Lab</td>
<td>1</td>
<td>600</td>
<td>600</td>
<td>12’ clear ceiling height</td>
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</tr>
<tr>
<td>Exercise Test/Training Area</td>
<td>1</td>
<td>600</td>
<td>600</td>
<td>Could be shared with the SRC</td>
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</tr>
<tr>
<td>Tenure Faculty Offices</td>
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<td>120</td>
<td>240</td>
<td></td>
<td>Limited</td>
</tr>
<tr>
<td>Other Faculty Offices</td>
<td>1</td>
<td>120</td>
<td>120</td>
<td></td>
<td>Limited</td>
</tr>
<tr>
<td>Workstations- Research Staff</td>
<td>10</td>
<td>80</td>
<td>800</td>
<td>5 staff per program</td>
<td>Limited</td>
</tr>
<tr>
<td>Workstations-Other Research Staff</td>
<td>5</td>
<td>80</td>
<td>400</td>
<td></td>
<td>Limited</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Net Subtotal</strong></td>
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</tr>
<tr>
<td>Efficiency Factor- 25%</td>
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<td></td>
<td><strong>1,190</strong></td>
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</tr>
<tr>
<td>TOTAL</td>
<td></td>
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<td><strong>5,950</strong></td>
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</table>

**HPHY ADMINISTRATIVE MAIN OFFICE SUITE**

<table>
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<tr>
<th>SPACE NAME</th>
<th>Quantity</th>
<th>Net Sq. Ft.</th>
<th>Total Net Sq. Ft.</th>
<th>ACCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception/ Waiting Area</td>
<td>1</td>
<td>400</td>
<td>400</td>
<td>Public</td>
</tr>
<tr>
<td>Department Head Office</td>
<td>1</td>
<td>180</td>
<td>180</td>
<td>Limited</td>
</tr>
<tr>
<td>Undergraduate Advisor Office</td>
<td>1</td>
<td>120</td>
<td>120</td>
<td>Student</td>
</tr>
<tr>
<td>Administrative Staff Office</td>
<td>7</td>
<td>120</td>
<td>840</td>
<td>Limited</td>
</tr>
<tr>
<td>Workstations- Work/Study</td>
<td>2</td>
<td>80</td>
<td>160</td>
<td>Limited</td>
</tr>
<tr>
<td>Workstations- Peer Advisors</td>
<td>2</td>
<td>80</td>
<td>160</td>
<td>Public</td>
</tr>
<tr>
<td>Student Registration Workstations</td>
<td>3</td>
<td>50</td>
<td>150</td>
<td>Public</td>
</tr>
<tr>
<td>Copy Room</td>
<td>1</td>
<td>120</td>
<td>120</td>
<td>Limited</td>
</tr>
<tr>
<td>Mail Room</td>
<td>1</td>
<td>120</td>
<td>120</td>
<td>Limited</td>
</tr>
<tr>
<td>Non-Tenure Faculty Offices</td>
<td>4</td>
<td>120</td>
<td>480</td>
<td>Limited</td>
</tr>
<tr>
<td>Emeritus/Visiting Faculty Offices</td>
<td>4</td>
<td>120</td>
<td>480</td>
<td>Limited</td>
</tr>
<tr>
<td>Adjunct Faculty Offices</td>
<td>2</td>
<td>120</td>
<td>240</td>
<td>Limited</td>
</tr>
</tbody>
</table>
### ESSLINGER HALL CONCEPT STUDY

#### SPACE STUDY AUDIT

<table>
<thead>
<tr>
<th>SPACE NAME</th>
<th>Quantity</th>
<th>Net Sq. Ft.</th>
<th>Total Net Sq. Ft.</th>
<th>NOTES</th>
<th>ACCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate AT Program</td>
<td>8</td>
<td>80</td>
<td>640</td>
<td>Shared workspaces for 15 students</td>
<td>Limited</td>
</tr>
<tr>
<td>Drop-in Workstations</td>
<td>8</td>
<td>50</td>
<td>400</td>
<td></td>
<td>Limited</td>
</tr>
<tr>
<td><strong>Net Subtotal</strong></td>
<td></td>
<td></td>
<td>4,490</td>
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<td>1,123</td>
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**CONFERENCE & TUTORING SPACE**

<table>
<thead>
<tr>
<th>SPACE NAME</th>
<th>Quantity</th>
<th>Net Sq. Ft.</th>
<th>Total Net Sq. Ft.</th>
<th>NOTES</th>
<th>ACCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Conference Room</td>
<td>1</td>
<td>750</td>
<td>750</td>
<td>30 people</td>
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</tr>
<tr>
<td>Medium Conference Room</td>
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<td>300</td>
<td>300</td>
<td>12-15 people</td>
<td>Public</td>
</tr>
<tr>
<td>Tutoring Rooms</td>
<td>4</td>
<td>120</td>
<td>480</td>
<td>2-4 people</td>
<td>Public</td>
</tr>
<tr>
<td>Lounges/Informal Learning Spaces</td>
<td>2</td>
<td>250</td>
<td>500</td>
<td></td>
<td>Public</td>
</tr>
<tr>
<td>Breakroom</td>
<td>1</td>
<td>300</td>
<td>300</td>
<td>Limited</td>
<td></td>
</tr>
<tr>
<td><strong>Net Subtotal</strong></td>
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<td></td>
</tr>
<tr>
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<td></td>
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<td></td>
</tr>
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<td><strong>TOTAL</strong></td>
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**TOTALS**

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<th>81,075</th>
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## Esslinger Hall Concept Study

### SRC Space Study Audit

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<th>Space Name</th>
<th>Quantity</th>
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<th>Total Net Sq. Ft.</th>
<th>Notes</th>
<th>New Area</th>
<th>Esslinger Existing</th>
<th>SRC Existing</th>
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</thead>
<tbody>
<tr>
<td><strong>Office / Administrative Area</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directors Office</td>
<td>1</td>
<td>180</td>
<td>180</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Offices</td>
<td>30</td>
<td>120</td>
<td>3,600</td>
<td>Includes 4 expansion offices</td>
<td>480</td>
<td>3,120</td>
<td></td>
</tr>
<tr>
<td>Administrative Support Work Area</td>
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<td>160</td>
<td></td>
<td>160</td>
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<td>IM Work Area</td>
<td>1</td>
<td>300</td>
<td>300</td>
<td>Multi-use w/ conf. &amp; 2 workstations</td>
<td>300</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Assistant Work Area</td>
<td>3</td>
<td>80</td>
<td>240</td>
<td>Space for 3 shared workstations</td>
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<td></td>
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</tr>
<tr>
<td>Student Employee Lounge/ Break Rm</td>
<td>1</td>
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<td>300</td>
<td>Lockers, work area &amp; refrig./ sink area</td>
<td>300</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjunct Instructor Work Area</td>
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<td>80</td>
<td>640</td>
<td>Space for 8 shared workstations</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Mail Room/ Work Area</td>
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<td>250</td>
<td>250</td>
<td></td>
<td>250</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>with a demonstration kitchen</td>
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## Esslinger Hall Concept Study

### SRC Space Study Audit

<table>
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<tr>
<th>SPACE NAME</th>
<th>Quantity</th>
<th>Net Sq. Ft.</th>
<th>Total Net Sq. Ft.</th>
<th>NOTES</th>
<th>New Area</th>
<th>Esslinger Existing</th>
<th>SRC Existing</th>
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<td>Four Court Gymnasium</td>
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<td>Weight/Cardio Room</td>
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<td>PE and Drop-in use</td>
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<td>900</td>
<td>Personal Training &amp; Healthy Campus</td>
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<td>Personal Trainers Office</td>
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<td>Private space for &quot;client&quot; interviews &amp; workstations- combined w/ Fitness Lab</td>
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<td>Minimum of 12' ceiling height required</td>
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<td>Cycling Room</td>
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<td>1 Mat room/ adequate ventilation critical</td>
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Yost Grube Hall Architecture

January 13, 2011
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<th>New Area</th>
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<th>SRC Existing</th>
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<td>International Squash Court</td>
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<td>SRC Existing</td>
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<td>Lockers: Size and quantity to be determined</td>
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<td>Lockers: Faculty &amp; staff, size and quantity?</td>
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<tr>
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<td>1,000</td>
<td>Lockers: Faculty &amp; staff, size and quantity?</td>
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Note: Surge on Locker Rooms for PE classes is a critical factor influencing their sizes and locations. This surge also influences the number of turn-stiles at the entry to the facility.

| **STUDENT TENNIS CENTER**         |          |             |                   |                                             |          |                    |              |
| Tennis Court                      | 10       | 2,800       | 28,000            | Includes 4 new courts                       | 16,800   | 11,200             |              |
| Viewing Area                      | 1        | 0           | 0                 | Number of spectators to be determined?      | 100      |                    |              |
| Office                            | 1        | 100         | 100               |                                            | 100      |                    |              |
| Shop                              | 1        | 200         | 200               |                                            | 200      |                    |              |
| **Net Subtotal**                  |          |             | 28,300            |                                            | 17,100   | 0                  | 11,200       |
| Efficiency Factor- 5%             |          |             | 1,415             |                                            | 855      | 0                  | 560          |
| **TOTAL**                         |          |             | 29,715            |                                            | 17,955   | 0                  | 11,760       |

<p>| <strong>SUPPORT ZONES</strong>                 |          |             |                   |                                             |          |                    |              |
| Maintenance Shop                  | 1        | 2,000       | 2,000             | locate in outdoor pursuits area             | 1,000    | 1,000              | 1,000        |
| Entry Lobby                       | 1        | 2,000       | 2,000             |                                             | 1,000    |                    | 1,000        |
| Equipment Check-out               | 1        | 600         | 600               |                                             | 600      |                    |              |
| Laundry Room                      | 1        | 500         | 500               |                                             | 500      |                    |              |
| General Building Storage          | 3        | 1,000       | 3,000             |                                             | 1,000    | 1,000              | 1,000        |
| Juice Bar/Pro Shop/Vending        | 1        | 1,500       | 1,500             |                                             | 1,500    |                    |              |
| <strong>Net Subtotal</strong>                  |          |             | 9,600             |                                             | 5,000    | 2,000              | 2,600        |
| Efficiency Factor- 5%             |          |             | 480               |                                             | 250      | 100                | 130          |
| <strong>TOTAL</strong>                         |          |             | 10,080            |                                             | 5,250    | 2,100              | 2,730        |</p>
<table>
<thead>
<tr>
<th>SPACE NAME</th>
<th>Quantity</th>
<th>Total Net Sq. Ft.</th>
<th>NOTES</th>
<th>New Area</th>
<th>Esslinger Existing</th>
<th>SRC Existing</th>
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</thead>
<tbody>
<tr>
<td>OVERALL TOTAL</td>
<td></td>
<td>221,350</td>
<td>119,386</td>
<td>45,458</td>
<td>58,870</td>
<td></td>
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<tr>
<td>BUILDING NET/GROSS FACTOR</td>
<td>15%</td>
<td>33,203</td>
<td>17,908</td>
<td>6,819</td>
<td>8,831</td>
<td></td>
</tr>
<tr>
<td>TOTAL BUILDING GROSS</td>
<td></td>
<td>254,553</td>
<td>137,294</td>
<td>52,277</td>
<td>67,701</td>
<td></td>
</tr>
<tr>
<td>PE and REC and SRC TOTAL</td>
<td></td>
<td>254,553</td>
<td>137,294</td>
<td>52,277</td>
<td>67,701</td>
<td></td>
</tr>
</tbody>
</table>

UO Facilities Services-Design Services Group-Records

| Esslinger Area Total GSF                  | 69,020 |
| Basement                                |       |
| Level 1 GSF                             | 24,505 |
| Level 2 GSF                             | 269    |
| TOTAL                                   | 93,794 |

| Student Recreation Center GSF            | 10,732 |
| SB Pool Area                            |       |
| SB East Wing                            | 8,564  |
| Esslinger Basement                      | 69,020 |
| Leighton Pool and East Wing             | 48,652 |
| TOTAL                                   | 136,968 |
As the direct report for our respective programs, you are well informed of our existing challenges related to space and facilities and you have each proven to be strongly supportive of our programs. We have jointly developed what we believe to be a great vision for a building plan to support, enhance, and expand our respective core missions and take advantage of our existing program synergisms. We believe this vision can leverage the Human Health and Performance “Big Idea” for fundraising. We also think this plan is the perfect opportunity to bring together the spirit of collaboration between the Academic Plan and the student experience initiatives embodied in the Oregon 2020 Plan.

We have given considerable thought and planning to the attached proposal and are ready to bring this idea forward to University of Oregon senior administration. After a careful review of this proposal, should you agree with us that this unique vision has merit, we would ask for your guidance and assistance in determining the best manner in which to take this forward together to the Provost and President and to determine what concrete steps we should follow to advance this proposal.

Respectfully submitted by the Departments of Physical Education and Recreation (Division of Student Affairs) and Human Physiology (College of Arts and Sciences)

Translational Research that Promotes Human Health and Performance

1. Outline of the Big Idea

The goal of basic human physiological and behavioral science is to understand the processes underlying health and performance. The range of topics guiding research in this broad area includes how various physiological systems contribute to the quality of human life, what factors influence development, what kinds of interpersonal (families, peers, spouses) and affective processes undermine physical and mental health, and how specific physiological and psychological systems and factors interact in health and disease. This approach to studying life has led to many remarkable discoveries and quite often to improved diagnosis, treatment, and prevention of disease, as well as strategies that promote improved health and performance.

Unfortunately, the translation of basic physiological and behavioral science findings into clinically relevant applications can sometimes take decades or longer. The translation of life science findings into effective clinical and prevention practices lags because the application of findings is often deemed peripheral to the science. To make this translation more rapid and effective, a team of researchers who straddle the basic science and clinical worlds is required to generate synergistic findings that benefit all. For example, the failure or success of a clinical trial provides insight into the malleability of an underlying process, suggesting a need to better understand a physiological or behavioral dynamic. Despite the promise of translational research approaches, a number of intellectual and institutional barriers quite often limit the likelihood of such teams being formed. The lack of translational research activities in higher education in particular contributes to barriers to training the future generation of scientists in such approaches. The National Institutes of Health (NIH) has identified this issue as a major concern and has recently started a number of translational human health–related research initiatives to address the problem. The Translational Human Health and Performance Big Idea has evolved in the past several years as a local response to this issue.

During the past decade at the University of Oregon, explosive growth has occurred in health-related research that is model focused, operates at the forefront of clinical treatment and performance enhancement, and addresses applied issues. In fact, research at the UO has led to innovations in a wide range of contexts, from the treatment of depression in adolescents and adults to the use of tactile maps to improve wayfinding in the blind/sight impaired. This work emanates from research partnerships with practicing clinicians and hospital organizations that have been led by faculty from a wide range of disciplines including anthropology, computer and information sciences, counseling psychology, geography, human physiology, and psychology. Because translational research is, by definition, highly integrative, the critical mass of faculty associated with this initiative has multidisciplinary expertise spanning numerous fields. Perhaps most important, by embracing translational research,
these faculty members have adopted an outwardly focused perspective that directly engages the community by responding to health issues affecting broad segments of society both in Oregon and beyond. For example, UO faculty have directly contributed to the design of prevention programs adopted in many of Oregon’s public schools and in mental health treatment and community service systems. To ensure effectiveness, this outward focus has been reciprocated by the local clinical community in the form of partnerships with both individual health care providers and entire organizations.

One of the main goals of this initiative is to support the formalization of these partnerships, with the ultimate goal of building a center facility whose mission is to create and advance knowledge directed at improving the quality and longevity of human life. Operating through novel academic, clinical, and community partnerships, it will be a source of support for collaborative, interdisciplinary human health–related research, and a “home for ideas” on how seamless translation of basic research into practice can be achieved. Although research will be the focal point of the center, it will also champion the design and implementation of educational opportunities for undergraduate and graduate students through collaboration between academic investigators, medical professionals, and businesses within and across a host of disciplines. In addition, systematic research on intervention, service, and outreach activities will contribute to the dissemination of health-related research generated within the center so that it flows to both the university and the broader community.

Tracking the existing growth and success of translational work on the human condition in the UO community suggests that an initiative focused on translational health and human performance is already successfully under way at the grassroots level. Recent trends in science in the United States suggest that capitalizing on this success by supporting translational research at the university level as a Big Ideas initiative would be an excellent investment in an exciting and promising interdisciplinary field. The likelihood of a successful outcome for such an effort is not a matter of speculation because, despite a modicum of organized support and coordination, translational human health–related research has arrived at the UO and is making a visible mark on the science community. Students are drawn to the departments that focus on this work, and a host of medical, mental health, and education practitioners enthusiastically embraces it through their cooperation. Without doubt, an investment in such an initiative would be positively transformative for both the university and the local clinical community and result in societal benefits from the local to the global level.

2. Alignment with the Goals of UO’s Mission and Academic Plan

This initiative aligns with the three goals of UO’s Academic Plan in several ways.

a) Goal 1: To Achieve and Sustain AAU Excellence on a Human Scale. We are convinced that this initiative will bring us into alignment with a major focus of NIH funding concerned with translational human health–related research. It is more important than ever to seize this opportunity now that the new administration has reinvested in science at a substantial level. As such, by developing and supporting the collaborative infrastructure and personnel associated with the center described earlier, the UO will be able to leverage the strengths of our team to become attractive for funding from the NIH and other agencies. This strategy has already borne fruit in the form of direct financial support from PeaceHealth, multiple funded projects on translational research from several external funding agencies, and an application to the National Science Foundation (NSF) Interdisciplinary Graduate Education and Research Training (iGERT) program. Given that one of the major metrics of the Association of American Universities (AAU) is the level of external research funding and associated scholarly productivity, we are confident that this initiative will raise our status within this body by building on existing activities and strengths.

To achieve this goal, we will emphasize a variety of interactions and service venues for community, research, and training collaborations, from one-on-one mentoring and small group interactions to direct collaboration on scientific projects ranging from basic to applied. For example, the direct clinical experiences for both undergraduate and graduate students that we envision as part of this initiative would occur in settings of only a handful of students. For this purpose, we are fortunate to have clinical collaborators from the local community who are remarkably generous with their time.

The impact on human health and performance will be reinforced by the community service and outreach that we envision taking place as an integral component of this initiative. We would place graduate and advanced undergraduate students in many of the positions associated with this outreach so they receive training and experience in the appropriate one-on-one interaction with members of the broader community while putting into practice their knowledge of human health–related concepts. For example, UO faculty at the Child and Family Center (CFC) currently not only train doctoral students in school, counseling, and clinical psychology in an empirically supported family intervention model, but also engage in translational research to improve both their understanding of developmental processes leading to mental health challenges and the design of more effective and efficient interventions that promote mental health.

Finally, the immense popularity of translational human health–related research and training at the UO means that departments that align closely with this approach can, if they so choose, become more selective in their admission criteria and standards. The result of such selectivity would be a student body of similar or slightly larger size that is significantly higher achieving than their counterparts were 5–10 years ago. This, in turn, will lead to better-prepared graduates who will have a more direct and immediate impact on the community they enter upon leaving the university. In addition, this increased selectivity will enhance our status as the flagship institution within the Oregon University...
b) Goal 2: To Promote the Cultivation of Intellectual Communities and Virtues. Connected and interdisciplinary research and education comprise the main means by which this initiative will fulfill the second goal of the Academic Plan. At the core of translational human health–related endeavors is a connection to the external health care institutions that are in direct contact with patient populations whose disease states we seek to better diagnose, treat, and prevent through our applied basic science research. This connection is vital to the successful translation of research findings and undergraduate and graduate education. No amount of reading and attending lectures can replace the knowledge gained by directly interacting with a patient suffering the debilitating effects of injury, disease, drug abuse, or mental health difficulties. When students are exposed to such interactions during clinical observations and/or data collection, their perception of the adaptive limits of the human condition is transformed.

c) Goal 3: To Enroll, Retain and Engage a Diverse Community.
Several members of our team have been involved in two diversity-related programs on campus for the past several years. The first is the Summer Program for Undergraduate Research (SPUR) organized by the Department of Biology, which targets high-achieving minority undergraduate students from the UO and other institutions nationwide to take part in intensive summer research in the life sciences. The second program is the Summer Academy to Inspire Learning (SAIL), which originated in the Department of Economics. This program targets local middle and high school students of low socioeconomic status for weeklong academic camps with various social and natural science themes and an introduction to aspects of campus life. If our initiative is selected as one of the Big Ideas, we will recruit additional supporting team members to host SPUR students in their labs and/or contribute to the SAIL program during the summer months.

At a graduate level, colleagues in the Counseling Psychology program recently received an award from the American Psychological Association for the design of a doctoral training program that promotes education and training in cultural diversity. Several ongoing behavioral and prevention science programs at the CFG specifically focus on the translation of knowledge to the design of family interventions shown to promote positive outcomes among diverse families, including those from the African American, American Indian, and Latino communities. If selected, we will pursue similar approaches to a broad range of diversity-related human health and performance issues.

3. Addresses Core Missions
This initiative will have a positive effect on the delivery of educational content in line with the translational nature of the human health–related research already taking place. Making targeted hires of faculty with expertise in translational-oriented research will help achieve a critical mass of faculty specializing in this approach. More formally organizing and increasing the number of clinically oriented internship and observation opportunities will also reinforce and thereby further enhance the student experience.

4. Builds on Existing Academic Strengths
The UO College of Education is one of the top programs in the nation, bringing in millions of dollars in research funding every year. A significant component of its research and education endeavors is translational in nature. Similar approaches are also being taken by groups of faculty or entire departments within the College of Arts and Sciences. Across the various programs and units are at least 26 faculty members whose interests align with translational human health–related research and education. Yet, despite the close alignment of approach and research questions being addressed, the extent of collaboration has been relatively minor. The strength of this initiative is the proposed creation of a center that will formalize the organization of the translational approach both within and outside campus. This will foster collaborations more easily, create relationships with the local clinical community in an organized fashion, and serve to more formally introduce undergraduate and graduate students to clinical settings for research and education.

5. Fosters New Cross-Institutional Collaboration
a) Within-UO academic collaborations
The proposed initiative would bring together colleagues from a variety of disciplines within CAS and COE and from research institutes associated with the UO community, such as the CFC, Oregon Research Institute, and Oregon Social Learning Center. Potential collaborations also exist within the social sciences and humanities programs relevant to the sociological, cultural, economic, and philosophical causes and effects of health and disease, as well as among faculty in Architecture & Allied Arts who are interested in the design of infrastructure that promotes healthy lifestyle choices.

b) Within-UO academic/athletics collaborations
The UO Athletic Department has been remarkably successful both financially and on the playing field throughout the past decade. Although the department is self-sufficient and somewhat independent administratively, their leadership team has expressed a desire to be more directly involved in the academic mission of the university. From the perspective of this initiative, a number of themes would, or already do, benefit from close collaborations with the Athletic Department. Using high-performance athletes as participants in research examining cardiovascular, respiratory, and neuromuscular systems allows unique insight into how these systems function in typical healthy populations. In addition, athletes are at greater risk for sustaining various injuries such as concussion and joint damage. Clinically oriented research aimed at these injury states has the potential to inform subsequent diagnosis, treatment, and prevention not only in an athletic, but also in the more general, population. Thus, one of the goals of this initiative is...
to actively pursue collaborations with the Athletic Department for the purpose of benefiting both the athletic and the academic missions of the university.

c) Outside-UO academic/health care collaborations
A key feature of this initiative is external partnerships with local and regional health care institutions. A major component of this proposal is to strengthen a collaboration that has developed during the past several years with PeaceHealth. Agreements for collaborative efforts have been started with the Oregon Heart and Vascular Institute and more recently extended to collaborations with UO in rehabilitation neuroscience and gerontology. There have also been discussions about expanding this effort to include complementary and alternative medicine, women’s health, and orthopedics. Although these partnerships have been initiated, they have not been fully developed or formalized. The creation of a center associated with this initiative would solidify these partnerships and create an environment in which they would remain self-sustaining.

d) Outside-UO academic/mental health practice collaborations
The creation of the UO CFC as a translational research center has led to long-term successful collaborations between the Oregon public school system and community agencies concerned with the treatment and prevention of drug abuse and mental health problems in children and adolescents. Currently CFC is collaborating with 44 Oregon middle schools to promote empirically supported mental health interventions for families in the public school context to improve academic success, reduce mental health problems, and prevent drug abuse among Oregon children. As an ongoing process, CFC researchers conduct model-driven research on the etiology and course of mental health and drug use problems in children and families and apply these models to the design of innovative intervention services that treat and prevent these outcomes.

6. Strengthens Existing Disciplines
This initiative will strengthen the programs in a number of disciplines that have seen remarkable growth during the past 5–10 years as a result of embracing translational human health–related research and education. As an example, the Department of Human Physiology has seen a five- to six-fold increase in the number of undergraduate majors in the past eight years from just over 150 in 2000 to approximately 800 currently. Supporting this initiative would allow HPHY to make targeted faculty hires to reduce its current student-to-faculty ratio (~60/1) to a more reasonable number (another important AAU metric) and expand and improve its undergraduate lab facilities. Similar hires and infrastructure improvements will be made in other departments/units that are similarly affected.

7. Links to Fundamental Societal Opportunities, Challenges, or Needs
Human disease is a substantial challenge to society. The costs, both financial and emotional, can be immense. Applying basic science research directly to clinical issues to better diagnose, treat, and prevent disease states can have a significant impact on both individual patients and their families, as well as on society as a whole. This initiative will enhance the ability of UO faculty to carry out translational human health–related research and education. It will provide a direct benefit to the individuals who are studied and an indirect benefit to the larger society as graduates of the integrated programs begin to contribute to the various health care fields we serve.

8. Incorporation of Assessment and Communication Strategies
Assessment of the initiative will take several forms. First and foremost, we expect to see improved levels of external funding as a result of the organization across disciplines inherent in the plan. In particular, we would seek out more program project–oriented and graduate education–oriented grants in addition to typical individual or small group grants. Second, we will track the frequency and magnitude of contributions from the local clinical community. We expect a significant increase in these metrics once the initiative is fully organized and operational. This in turn will lead to a richer experience for both undergraduate and graduate students and greater success in their postgraduate careers.

With respect to communication, a major component of the initiative is community outreach and service. This will take a variety of forms, including health testing for the UO and the broader community; collaborations with Physical Education & Recreation to promote healthy nutrition and exercise habits on campus; patient education within the Student Health Center, PeaceHealth, and other local clinical institutions; and faculty outreach to both the clinical and lay public through seminars, workshops, and guest speakers.

9. Details of the Proposed Funding Model
We propose making combined use of philanthropic and external granting sources to fund the various components of this initiative. Through their own foundation, PeaceHealth has already agreed to contribute to the development of clinical educational experiences and research support as part of their collaborations with UO. A subset of the group is in the process of applying for an NSF IGERT grant that closely overlaps this initiative. Researchers at the CFC are collaborating with colleagues in the Department of Psychology on the preparation of a translational center for funding by the National Institute on Drug Abuse. Additional program-oriented interdisciplinary educational and research grants will also be applied for in the future as the initiative moves forward. In addition, we are interested in pursuing combined philanthropic outreach efforts with the Athletic Department to advance the idea of donor support of the high-performance athletic research and education components of this initiative. Finally, to the extent that this initiative raises the profile of translational human health–related research at the UO, it seems likely that this may appeal to alumni in a broad range of health care fields who may want to donate to programs that align closely with their chosen profession.
The goal of this budgeting is threefold: 1) to make targeted faculty hires in the various departments/units, 2) to expand and renovate core facilities for undergraduate education, and 3) to support research personnel to act as liaisons between UO and PeaceHealth for the purposes of patient recruitment and statistical and human subjects support. The ultimate goal for funding would be to construct a building to house the center and the labs/offices of faculty involved in the initiative.

10. Sustainability beyond 3- to 5-Year “Focus Phase”
To be sustainable beyond the initial support phase, we would continue to seek external research and education grant support mainly from the NIH, NSF, and Departments of Defense and Education, but also from private foundations such as the Murdock, McDonnell, and McKnight Foundations and the American Heart Association. In addition, the possibility of reinventing the plans for a regional medical school curriculum (i.e., the Oregon Regional Medical Education [ORMED] program) would potentially be enhanced by support for this initiative and could contribute to its longer term sustainability.

11. Supporting Team and Points of Contact
a) Points of contact:
Tom Dishion, College of Education and Department of Psychology
Paul van Donkelaar, Human Physiology

b) Supporting team:
Faculty members in the Departments of Anthropology, Computer and Information Sciences, Counseling Psychology, Geography, Human Physiology, and Psychology are directly associated with translational health related research. Additional faculty from the Humanities, Social Sciences, and professional schools may also align with the broader themes of the initiative.

12. Startup Resources Available
The UO and PeaceHealth have pledged a total of $250,000 to formalize their partnership over the next year. In addition, the PeaceHealth Foundation is committed to making medical education and research one of their top priorities moving forward. From a community perspective, city leaders in both Eugene and Springfield are supportive of the integration of UO research and education into the concept of medical clusters in the region. Finally, many supporting team members currently have, or are applying for, a variety of individual and group grants directly related to the focus of this initiative.

REPLACING ESSLINGER HALL
The current exploration of academic repurposing of McArthur Court, coupled with growing momentum for the completion of the Student Recreation Center master plan and growth of the Department of Human Physiology, create a sense of urgency and timeliness for considering the construction of a new academic building on the corner of 15th Avenue and University Street. The following information is intended to highlight the challenges and opportunities that exist in a new capital building project: replacing Esslinger Hall with a modern academic structure.

Challenges caused by the existing Esslinger Hall

- The “PE Building” (renamed Esslinger Hall in the 1970’s) was built in 1937 when UO enrollment was only 3,000.
- The two-story structure was built at a time when prime real-estate efficiency and campus green-space were of minimal consideration.
- The hasty, depression-era construction (designed in 3 weeks and built for $350,000) is evident in the poor quality of construction, ongoing maintenance challenges, and dysfunctional layout.
- The building lacks the foundation to support additional vertical construction.
- Portions of the building remain inaccessible by ADA standards.
- The structure has experienced considerable deferred maintenance.
- The seismic integrity of the building is questionable; the Student Recreation Center experiences 4,000 – 5,000 students and staff every day that use locker rooms, gymnasiums and multi-purpose spaces in the oldest, most earthquake vulnerable locations of the building.
- The majority of the structure is not air conditioned and was never intended for year-round use, which is now the norm. Many of the spaces have no ventilation to this day. Heating and ventilation capacity is the result of a series of rooftop units patched over time; with constant efficiency and durability challenges that continually impact the comfort and safety of occupants.
- The structure suffers from chronic, unpredictable roof leaks that jeopardize the safety of employees, students, and research subjects, and that have the potential to damage or destroy expensive research equipment.
- Classrooms and research spaces do not meet the technical and infrastructure needs to support today’s teaching and research.
- The current building houses the administrative office and several labs for the Department of Human Physiology, which has grown to 800 majors over the last decade. Because the current building cannot house all of Human Physiology, program growth has lead to the unfortunate dispersal of the department’s faculty, research, and teaching labs to six buildings around the campus perimeter. This is a barrier to meeting with students and undermines faculty members’ ability to create teaching and research collaborations.
- The original layout and infrastructure for water, power, and heating/cooling are ill-suited to house modern research labs operated by the Department of Human Physiology.
- Teaching labs for physiology and biomechanics in Esslinger are in spaces that were never designed for the concept of medical clusters in the region. Finally, many supporting team members currently have, or are applying for, a variety of individual and group grants directly related to the focus of this initiative.

Opportunities created by replacing Esslinger Hall

- A new structure would meet seismic and other modern building codes and redress the many challenges inherent in the existing structure.
- A new structure could support a multiple-story facility, greatly enhancing the academic impact and efficiency of this prime campus real estate location.
- Four aging, dark, stuffy general-assignment university classrooms could be replaced with modern classrooms featuring daylight, technological support, good acoustics, and all of the other features that support modern learning and teaching. Additionally, this structure affords the opportunity to provide additional large-classroom capacity to help meet the needs of our growing institution.
- Outdated and incorrectly sized recreation and support spaces lost to demolition would be replaced with construction quality commensurate with the most recent and future envisioned expansion.
- A new structure would unite Department of Human Physiology teaching, research, and administration components in a single location. Consolidating would liberate multiple campus spaces currently occupied
by Human Physiology, which could be repurposed for other needs. It would also reduce the need for redundancy of equipment and support that are currently obliged to new faculty hires located in discontinuous buildings, and remove the current financial burden of leasing off-campus space for research labs and faculty offices.

- A new structure would bring together Human Physiology and Physical Education & Recreation, enhancing the natural synergies that exist in research, teaching and the student services work of both departments. This alignment of programs is one of the strong collaborations implicit in the Human Health and Performance “Big Idea”.
- A newly built structure on the existing Esslinger Hall footprint could bring all these significant academic opportunities, and in addition may provide positive planning synergies related to the repurposing or replacing of McArthur Court.

### Envision a flagship capital building project

Imagine yourself approaching the intersection of 15th Avenue and University Street. Here you see a beautiful new academic building. It reads as 4 stories in height from the University Street west elevation. Its architecture respects the Ellis F. Lawrence building it replaced. Its style connects seamlessly to the newly expanded Student Recreation Center to the east.

Building floors and functions could be mixed and matched in multiple ways, but imagine the following:

- In the corner is a cozy juice bar and gathering place, convenient to visitors to the new building, which provides a synergistic connection and meeting place between the new or repurposed academic space that was the former McArthur Court and the Student Recreation Center.
- The ground floor contains multi-purpose activity space, locker rooms, and administrative space that support the functions of the Student Recreation Center.
- The second floor contains between 6 and 10 general assignment classrooms and one large-capacity lecture hall serving the broader campus needs.
- The third and fourth floors could bring the Department of Human Physiology’s teaching, research, and administration together in one place for the first time in their history.
- The building design could be contiguous with additional academic or other space in the footprint of a repurposed or replaced McArthur Court, providing a natural connection southward on University Street.
- Finally, consider the beautiful views to the north (EMU green space) and to the west (Gerlinger Hall and the forested Pioneer Cemetery) that new occupants and students in classrooms would enjoy for many years to come.

This prime location close to the heart of campus deserves a vibrant flagship building that is efficient, sustainable, and fulfills a multitude of campus needs.

Contacts for further information on this proposal:

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Head, Human Physiology
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minson@uoregon.edu

### HUMAN PHYSIOLOGY SPACE & FACILITIES

#### INTERNAL DISCUSSION SUMMARY

The purpose of this document is to summarize ideas gathered from faculty and staff within the Department of Human Physiology on future space concepts for the department. The hope is that it will provide a vision of how the department programs might better be interfaced within the department if they were relocated under one roof, and to highlight what space and facilities would be desirable and/or necessary for long-term success of the department. NOTE: The square footages in this document are a layperson’s rough guess and need refinement.

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Draft: September 19, 2010

HPHY Space & Facilities
INSTRUCTIONAL SPACE & FACILITIES

Current Human Physiology Undergraduate Labs

HPHY does not have adequate space in our undergraduate labs and this significantly limits the number of students we can serve, and worse, the experiences we deliver.

Current space allocation:

**Physiology Lab** – The lab occupies 1110 Sq Ft in the basement of the Student Recreation Center. We currently store supplies and bulky experimental equipment associated with the lab activities in a portion of this space. This limits the number of experimental work-stations available to students, and thus, the number of students we can accommodate in the various courses that make use of this lab.

**Biomechanics/Motor Control Lab** – The lab occupies 745 Sq Ft in the basement of the SRC. This lab space has a number of constraints beyond square footage that limit the depth and breadth of lab activities that can be undertaken (e.g., weight-bearing columns interrupt the use of visual tracking systems).

**Tissue Injury Lab** – The lab occupies 580 Sq Ft in the basement of the SRC, a space that is so constrained that students performing physical exams often bump into one another’s practice patients.

**Human Anatomy Lab** - Anatomy instruction takes place in an 840 Sq Ft lab in the basement of Klamath (075B). This space is inadequate for the 250+ students who take the anatomy sequence each term and cannot support a needed expansion of cadavers.

Short-term request for space allocation:

We recently proposed the following short-to mid-term (1-7 years) solution to this space issue that hopefully will bridge our needs until we can achieve our long-term plan.

**Human Anatomy Lab** – The anatomy lab will move to a 1200 Sq Ft space in the basement of Klamath. This will allow us to increase the number of cadavers available and, as a result, accommodate more students in the anatomy courses. Appropriate ventilation, plumbing, and lighting infrastructure would need to be included in any renovation that may occur.

**Biomechanics/Motor Control Lab** – The biomechanics/motor control lab will move to the 840 Sq Ft space currently occupied by the anatomy lab (Klamath 075B). The increase in the size of the lab will allow for more flexible use of the specialized experimental equipment as well as an additional 2-3 experimental work-stations. Minor renovation would be required.

**Physiology Lab** – The physiology lab will be expanded into the space currently occupied by the biomechanics lab (SRC 3). The space will be used to accommodate equipment and supplies currently located in SRC 4 so that we can add 3-4 more experimental work-stations to the current space. Minor renovation would be required.

**Tissue Injury Lab** – The lab will continue to be used as is.

Note: None of these short-term requests will redress the fundamental issue that HPHY is diffusely spread across all corners of campus.

Future Human Physiology Undergraduate Labs

As part of the plan to replace Esslinger Hall, we propose creating undergraduate laboratory spaces for all of the courses offered by HPHY. Thus, the spaces in Klamath that will be occupied by the anatomy and biomechanics labs would be released for use by the other departments once Esslinger Hall is replaced. We see the needs of HPHY being served by two teaching-related cores: 1) a Human Physiology Teaching Core, and 2) an Anatomy Teaching and Research Core.

Human Physiology Teaching Core

We have a growing and evolving series of courses that use existing lab spaces, but would be better served by a flexible core of teaching lab spaces suitable for computer-based data collection of physiological and biomechanical measurements in students. This space would also need the flexibility of being able to provide adequate support for existing and potential “wet lab” experiments in physiology. Thus, the existing labs (e.g., Biomechanics/Motor Control Lab, Physiology Lab, and Tissue Injury Lab) would be replaced by this new core. This would release space in Klamath and replace existing space in the Student Recreation Center.

| Table 1. Approximate space requirements for Human Physiology Teaching Core |
|-----------------------------|----------------|
| Approx. Sq Ft               | Primary lab for 300-level series |
|                             | Secondary lab for 300-level required core courses |
|                             | Secondary lab for sports medicine-related courses |
|                             | Tertiary lab for small elective courses |
|                             | Tertiary lab for small elective courses |
|                             | Storage area, stock room, and lab prep area |
|                             | Total |
|                             | 1110 |
|                             | 2000 |
|                             | 1500 |
|                             | 1500 |
|                             | 800 |
|                             | 800 |
|                             | 1000 |
|                             | 1600 Sq Ft |

An important aspect of this core is a large storage area for equipment such as treadmills, cycle ergometers, Douglas bags, and collapsible tables that are used during only a few terms during the year. The primary lab would support our 300-level physiology sequence during the academic year and summer. Ideally, it would be configured to accommodate two simultaneous lab sections for the same course, with 21 students per section. A mid-room partition could be opened for “joint lectures” then closed for separation of the lab sections. The same partition would allow part of the lab to accommodate other activities in summer, when enrollment may not necessitate simultaneous lab sections. One secondary lab would support our current 300-level required core courses (motor control, biomechanics, and physiology of exercise) and future versions of these courses. Some courses would require the entire lab space (e.g., motion analysis in biomechanics) while other times the lab could accommodate two simultaneous courses by closure of a movable partition. Another secondary lab would be configured for sports medicine related courses (e.g., tissue injury and rehabilitation, graduate AT courses), including 12 permanent trainer tables. The two smaller tertiary labs would host our rapidly expanding 400/500-level electives with labs. Key features would be computer projectors ceiling-mounted in each lab/partition, countertops to support computers and other lab equipment around most perimeter walls, adequate hand-wash sinks, particularly for the primary lab but in all areas, and an eye-wash, sink, and fume hood for wet-lab prep in the storage/prep area.

<table>
<thead>
<tr>
<th>Table 2. Design issues and further information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary lab</td>
</tr>
<tr>
<td>Moveable partition to split ½</td>
</tr>
<tr>
<td>6-8 hand-wash sinks, eye wash</td>
</tr>
<tr>
<td>Secondary lab for 300-level required core courses</td>
</tr>
<tr>
<td>Moveable partition to split ½</td>
</tr>
<tr>
<td>Cannot have pillar or other visual obstruction which would interfere with motion analysis labs</td>
</tr>
<tr>
<td>4 hand-wash sinks</td>
</tr>
<tr>
<td>Secondary lab for sports-medicine related courses</td>
</tr>
<tr>
<td>Twelve treatment tables and storage cabinets</td>
</tr>
<tr>
<td>All areas</td>
</tr>
<tr>
<td>Computer projector in each lab/partition with sound system</td>
</tr>
<tr>
<td>Counter tops along most walls for all labs</td>
</tr>
<tr>
<td>Key contacts for this core: Li-Shan Chou; Sierra Dawson; Grace Golden; John Halliwill; Paul van Donkelaar; Cori Miner</td>
</tr>
</tbody>
</table>

Anatomy Teaching and Research Core

There are a growing number of teaching and research collaborations related to human and primate anatomy, yet these activities are currently housed in temporary or inadequate spaces scattered across campus and adjacent properties such as the Center for Medical Education & Research (CMER) building, 11th & Hilyard. Many of these activities require special air-handling, due to the presence of potential pathogens and/or volatile chemicals. The Department of Human Physiology and Department of Anthropology generated a proposal for development of a
shared facility to consolidate these activities into a flexible-use education-research core that would include a rendering facility for specimen preparation as part of ISC-2 discussions in 2008. This core could support research related to these departments, the Human Health and Performance Initiative, the Institute for Cognition and Decision Sciences, SAGE, and new faculty in the Honors College, among others. The following table provides a list of anticipated users of this core.

<table>
<thead>
<tr>
<th>Table 3. Anticipated users of Anatomy Teaching and Research Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual faculty members</td>
</tr>
<tr>
<td>Frances White</td>
</tr>
<tr>
<td>John Lukacs</td>
</tr>
<tr>
<td>Stephen Frost</td>
</tr>
<tr>
<td>Madonna Moss</td>
</tr>
<tr>
<td>Guy Tasia</td>
</tr>
<tr>
<td>Josh Sinodgrass</td>
</tr>
<tr>
<td>Sierra Dawson</td>
</tr>
<tr>
<td>Andrew Karduna</td>
</tr>
<tr>
<td>Andrew Lovering</td>
</tr>
<tr>
<td>Paul van Donkelaar</td>
</tr>
<tr>
<td>Cliff Kentos</td>
</tr>
<tr>
<td>Samantha Hopkins</td>
</tr>
<tr>
<td>Ed Davis</td>
</tr>
</tbody>
</table>

Departments, Institutes, Initiatives, and additional groups
- Departments of Human Physiology, Anthropology, and Psychology; Robert D. Clark Honors College; Institute for Cognition and Decision Sciences; Institute of Neuroscience; SAGE; Lane County Medical Examiner's Office; Oregon State Museum of Anthropology; Oregon Health & Science University; Oregon National Primate Research Center
- Currently, all undergraduate anatomy instruction takes place in an 840 Sq Ft lab in the basement of Klamath. This space is inadequate for the 250+ students who take this course each term and cannot support a needed expansion from 5 to 10 cadavers. Anthropology lacks a facility for housing their graduate courses on dissection for biological anthropologists. Likewise, when faculty in the Institute of Neuroscience created a core sequence of required courses (Cellular, Systems, and Cognitive Neuroscience) for graduate students in Biology, Human Physiology, and Psychology several years ago, faculty noted that there was little opportunity for formal, hands-on learning of neuroanatomy at the graduate level. Thus, an essential element of the proposal is a doubling of current space of direct education of undergraduate and graduate students in human and primate anatomy. This teaching lab would be built with movable partitions so that it could be reconfigured each term to facilitate instruction and dissection activities as needed. We propose that part of the new anatomy core facility include additional human brain specimens and space such that a lab section covering neuroanatomy can be run during each Winter term when ION graduate students are completing the Systems Neuroscience course. Table 4 provides approximate space needs for the educational components of this core.

In addition, researchers in these departments have need for adequately ventilated space in which fresh cadavers (human and non-human primates) can be stored and prepared for projects. Most of these projects would lend themselves to flexible shared space that satisfies the common need for special air-handling, the presence of large freezers, and appropriate waste disposal. Thus, this proposal includes three rooms prepared for general use in these activities, built with adequate ventilation, fume hoods, and capable of housing large capacity freezers. One additional room would be a climate-controlled "bug room" designed for housing a colony of Dermestes maculatus, beetles that are used to de-flesh specimens. An integral part of this facility design is that it would centralize several activities that have special needs for disposal of waste (e.g., cadaver dissection, infected non-human primate material, and waste product from the beetle colony). Table 4 provides approximate space needs for the research components of this core. Many of these projects are translational in nature, provide critical links to the local medical establishment, and provide key opportunities for student involvement in research at both the undergraduate and graduate levels. As examples, there is keen interest from both the Medical Examiner and OSMA (Oregon State Museum of Anthropology) in both the Dermestid colony and the anatomy facilities. The following table summarizes some of the key features for this core.

<table>
<thead>
<tr>
<th>Table 4. Approximate space requirements for the Anatomy Teaching and Research Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area</td>
</tr>
<tr>
<td>Ante-room with lockers for student coats/backpacks (40)</td>
</tr>
<tr>
<td>Student capacity</td>
</tr>
</tbody>
</table>

The following table provides examples of some of the anticipated projects that would use this core facility. In addition to supporting current research and educational needs, this core would lend itself to a collaborative educational program between Human Physiology and Anthropology aimed at producing the next generation of anatomy instructors for medical and physical therapy programs.

<table>
<thead>
<tr>
<th>Table 5. Anticipated research projects for Anatomy Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research would include studies of comparative skeletal anatomy and evolutionary morphology using the Anthropology Primate Skeleton Collection. The collection currently consists of partially prepared primate and other vertebrate skeletons and partial skeletons from a number of sources especially the Oregon National Primate Research Center (ONPRC) and is the largest collection of its kind on the West Coast. It is currently in storage and unable to be used by University of Oregon and visiting scientists. Of special interest is the large collection of macaque monkey material of known genealogy and with associated behavioral and reproductive data. With these facilities, the collection would be able to expand to allow for research on new specimens from the ONPRC for similar studies of soft tissue.</td>
</tr>
</tbody>
</table>

This facility would also be used by the Anthropology zooarchaeology research program which involves preparation and comparative study of animal remains from archeological sites. The facility would also be used for forensic studies in collaboration with the Medical Examiners Office and collaborative studies with the Oregon State Museum of Anthropology on Oregon archaeology, history, and paleoecology.

This facility would be used for studies on isolated, perfused and ventilated lungs from healthy and diseased human and non-human primates to provide novel insight into the cardiopulmonary interactions that occur during rest and hyperdynamic conditions such as exercise. In studies such as these, with the addition of BIODUR plastics (like those used in the Body Worlds exhibits), we will be able to capture the morphometry of the pulmonary vasculature under various conditions providing visual proof of intrapulmonary arteriovenous connections that are patent under high pressure and flow conditions but closed under resting conditions. This experimental setup also provides for an effective teaching avenue by allowing students to see, with their own eyes, the effect of lung volumes and ventilation on pulmonary blood flow. This facility would be used for anatomical and biomechanical assessment of fresh frozen human cadaver tissue. This would involve dissection of an isolated joint, mounting it on a fixation jig, and testing on a mechanical testing device (e.g., Instron or 6 degree of freedom robotic manipulator) to explore structural-functional relationships related to pathophysiology of repetitive motion injuries, rotator cuff tears and injuries, and surgical approaches to shoulder joint repair.

The following table summarizes some of the key features for this core.

<table>
<thead>
<tr>
<th>Table 6. Design issues and further information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special air-handling</td>
</tr>
<tr>
<td>Power and cooling of several large freezers (emergency circuits for freezers)</td>
</tr>
<tr>
<td>Waste disposal</td>
</tr>
<tr>
<td>Fume hoods</td>
</tr>
<tr>
<td>Eye-wash station</td>
</tr>
<tr>
<td>Climate control for bug room</td>
</tr>
<tr>
<td>Sinks, Drains</td>
</tr>
<tr>
<td>Lighting - As natural light would be ideal, a top-floor location with skylights may be desirable.</td>
</tr>
<tr>
<td>Lockers for students coats, backpacks</td>
</tr>
<tr>
<td>Moveable partition for main room</td>
</tr>
<tr>
<td>Pathway from loading dock to facility that is amenable to transport of cadaver on gurney</td>
</tr>
<tr>
<td>Key contacts for this core: Sierra Dawson; Jon Runyeon; Josh Sinodgrass (ANTH); Frances White (ANTH); Maeve Sowles (Environmental Health &amp; Safety)</td>
</tr>
</tbody>
</table>

The following table summarizes some of the key features for this core.

<table>
<thead>
<tr>
<th>Table 4. Approximate space requirements for the Anatomy Teaching and Research Core</th>
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</thead>
<tbody>
<tr>
<td>Area</td>
</tr>
<tr>
<td>Ante-room with lockers for student coats/backpacks (40)</td>
</tr>
<tr>
<td>Student capacity</td>
</tr>
</tbody>
</table>

RESEARCH SPACE & FACILITIES

Current Human Physiology Research Labs

HPHY Space & Facilities

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Existing research space and facilities are distributed across Esslinger, Gerlinger, Gerlinger Annex, and the CMER building. Existing space is largely based on dedicated space assignments to each faculty investigator plus one core facility, the Evonuk Environmental Physiology Core. The spaces in Gerlinger, Gerlinger Annex, and CMER would be released for use by the other departments once Esslinger Hall is replaced, with the possible exception of Marjorie Woollacott’s Motor Control and Cognition Lab located in Gerlinger.

Future Human Physiology Research Labs

Our vision for space and facilities that would best support our research mission in the future includes some dedicated space for faculty investigators, combined with a number of small multi-investigator core facilities. This would ideally be situated on a single floor to facilitate movement of shared equipment and also protocols that would potential have subjects moving from one core to another.

Dedicated Lab Space

The following table lists the approximate square footage that faculty members have identified as being desirable to support their research in the form of dedicated lab space, and lists a few special needs related to power, water, ceiling height, etc. A few faculty are interested in establishing a multi-investigator core facility that would serve as their primary research space as noted.

<table>
<thead>
<tr>
<th>Faculty Investigator</th>
<th>Special needs for their dedicated space</th>
<th>Approx. Sq Ft</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chou</td>
<td>See Motion Analysis Core</td>
<td>1500</td>
</tr>
<tr>
<td>Dreyer</td>
<td>See Applied Biochemistry Core</td>
<td>1500</td>
</tr>
<tr>
<td>Gilbert</td>
<td>Animal housing/surgery</td>
<td>600</td>
</tr>
<tr>
<td>Karduna</td>
<td>220v/3ph power</td>
<td>500</td>
</tr>
<tr>
<td>Lovering</td>
<td>Sink, gas ports, 220 v power</td>
<td>1000</td>
</tr>
<tr>
<td>Minson</td>
<td>Sink, tight climate control, 220v power, gas</td>
<td>600</td>
</tr>
<tr>
<td>van Donkelaar</td>
<td>Control room and 3 light isolated rooms</td>
<td>600</td>
</tr>
<tr>
<td>Neuro 2010/2011 hire</td>
<td>Unknown</td>
<td>600</td>
</tr>
<tr>
<td>Woollacott or similar research program (Depends on timing, etc)</td>
<td>800</td>
<td></td>
</tr>
<tr>
<td>Frey (PSY)</td>
<td>Multiple outlets on separate breakers</td>
<td>1500</td>
</tr>
<tr>
<td>Up to 4 other tenure-track faculty</td>
<td>4 @ 1000 Sq Ft</td>
<td>4000</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>11700 Sq Ft</td>
</tr>
</tbody>
</table>

It is assumed that in addition to the special needs identified in this table, the needs for built-in cabinets and counters will be addressed at a later time and are not specified in this document. Note that it is highly desirable for Gilbert to establish a satellite animal housing/surgery area in cooperation with Montie Mathews (Vet Services and Animal Care). We will need to work closely with Monte to determine the regulations and requirements for housing and surgery of small animals and how this area will interface with the larger animal care facility across campus in Streisinger Hall. This area may require special ventilation for both animal care and for use of anesthetic agents (to be determined).

Multi-Investigator Core Facilities

Motion Analysis Core

The Motion Analysis Core would support Li-Shan Chou’s primary research but be available to other researchers as needed. It would house his motion analysis camera system, force plates, and computer workstations for analysis. It would also house one biadox system for use in research (requires 220 v power). Ideally, this core would be 2000 Sq Ft with minimal dimensions of 60’x30’ for the motion capture area. Special needs include the mounting of a harness rack at a minimum height of 12’ over the motion capture area, a pit in the floor for imbedded force plates, and wood flooring throughout the motion capture area. The work done in this area is sensitive to vibration, so special consideration should be given to where this core is located in the larger building structure. Close proximity to the labs for Karduna, VanDonkelaar, and Woollacott would be desirable, buy may be offset by consideration of whether this lab would function better within the basement of the structure. [Key contact: Li-Shan Chou]. The labs of Karduna, van Donkelaar, Woollacott, and Frey might function as a “Core” area separate from the larger motion analysis core directed by Chou.

Applied Biochemistry Core

The Applied Biochemistry Core would support Hans Dreyer and Jeff Gilbert’s primary research, but also see routine use by John Halliwill, Andy Lovering, Chris Minson, and Josh Snodgrass (ANTH). It would house a wide range of equipment used to prepare, analyze, and store biological specimens. This core would consist of a large central area with flexible workstations for a variety of wet-lab activities, along with several smaller rooms dedicated to specific wet-lab activities. The main area would ideally be 3000 Sq Ft with non-slip floors, be configured with standard workbenches, up to 3 fume hoods, 1 biosafety hood, an ice machine, an emergency shower and eye wash station, 3 sinks for glassware, and in a separate room a bank of refrigerators and freezers for cold storage with special venting to offset the heat generated by the equipment. The power and cooling demands for this core will be significant. Five smaller rooms will be used to support 1) cell culture work (biosafety hood), 2) adenosinal work (biosafety hood), 3) microscopy, 4) cryostat, and 5) a mass spectrometer (the mass spectrometer generates a small stream of hot gas that needs to be exhausted). Ideally, each of these rooms would be approximately 200 Sq Ft, bringing the total of the core to 4000 Sq Ft. It would be good to have windows between the main core and the side rooms to increase safety. Close proximity to the special procedures rooms, environmental core, as well as labs for Minson, Halliwill, Lovering, and Gilbert would be desirable [Key contact: Hans Dreyer].

Environmental Core

The Evonuk Environmental Physiology Core would be used by a number of researchers but is not the primary research space for anyone. It would house the environmental chamber, a special 12’x12’ room with a sophisticated heating and cooling system and walls made of encapsulated 4” thick urethane insulation. The core would also have a supporting area for human subject preparation where we can instrument a subject prior to entering the chamber, or allow them to recover after they exit the chamber. This room could also serve as a wet-room to house an immersion pool which can be used to invoke rapid changes in body core temperature with either warm- or cold-water immersion. The chamber itself takes up 200 Sq Ft and requires a 13’ ceiling. It connects to an outside vent and an outside condenser unit which needs 460v/3ph/30amp service. The inside control panel needs 208v/3ph/120 amp service. The anteroom should be needs a waterproof floor with floor drain and ideally would be 400 Sq Ft. [Key contact: John Halliwill].

Exercise test/training area

A large open space that could house two treadmills, two adult bikes, two child bikes, and a biadox machine that could be used for functional exercise testing and training protocols. Ideally, the area would have wall-mounted TV screens or a window to the outside, a higher ceiling, and be close to a drinking water source. Would require several 208v circuits.

Walking hallway

We envision a hallway near or connecting with the exercise test/training area that is either circular or rectangular and could be used for performance of walking tests in an indoor controlled environment.

Subject screening/exam rooms

Set up like a clinical exam room, these spaces could be used by anyone to interview potential subjects, conduct basic screening or subject preparation, or conduct routine blood sampling, and would provide a space for collaborating physicians to meet with subjects. Up to 3 rooms, each 150 Sq Ft, and each with a hand-wash station, might be ideal.
Special procedures rooms
Similar in design to the subject screening/exam rooms, but larger to accommodate support during invasive procedures such as muscle biopsies and arterial catheterizations. A minimum of 2 rooms, each 300 Sq Ft, and each with a hand-wash station, and ideally, one or both rooms will have overhead surgical lighting, dedicated patient table, and built-in storage cabinets and counters. In addition, one of these rooms will house a gas autoclave which needs to exhaust to outside the building.

Microneuropography room
One room that is similar to the invasive procedures rooms, but with dedicated circuits and lighting chosen to minimize electrical interference for microneuropography recordings. 200 Sq Ft.

DEXA room
Houses the DEXA scanner, a specialized x-ray machine, which needs a dedicated circuit. 150 Sq Ft.

Sleep Study rooms
Two configured like hospital inpatient rooms for overnight subject occupation, with internal restroom and storage closet. 200 Sq Ft each. [Key contact: Andy Lovering].

Pulmonary function room
Medium sized individually temperature controlled room to house pulmonary function equipment including a whole body plethysmography “body box”, pulmonary function testing equipment, diffusion capacity equipment, and equipment for induced sputums and bronchial provocation. Approximately 250 Sq Ft.

Small repairs shop
Several work benches and tool storage for small mechanical and electrical repairs. 200 Sq Ft.

Storage
Several rooms throughout the department to store large equipment when not in use. Several “supply/stock” rooms to house larger orders of supplies as needed. 2000 Sq Ft total.

Changing rooms, restrooms, showers
General restroom needs, plus up to 3 larger “assisted” restrooms with showers and changing area that would be allow a researcher to remain with a subject and provide assistance as needed. 150 Sq Ft each.

Kitchen/break room
A small kitchen area that could support lunch breaks for researchers plus provide a location for preparing research meals if needed. 200 Sq Ft.

Crash cart
A hallway niche where an emergency “crash” cart can be centrally located. 50 Sq Ft.

Laundry
A location to house an “efficiency” washer/dryer for quick turn-around of items used in research. 50 Sq Ft.

Gas cylinder storage
A number of the labs use high volumes of compressed gas cylinders, in particular as a source of compressed medical-grade air, O₂, and N₂. Other more complicated gas blends are also in use in smaller quantities. It may make the most sense to have an outside storage facility for additional cylinders and/or plumb several of the lab spaces for the most commonly used gases. Some spaces would also benefit from a vacuum line. 200 Sq Ft.

<table>
<thead>
<tr>
<th>Table 8. Approximate Multi-Investigator Core space requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Facility (Contact)</td>
</tr>
<tr>
<td>Motion Analysis Core (Chou)</td>
</tr>
<tr>
<td>Applied Biochemistry Core (Drayer)</td>
</tr>
<tr>
<td>Environmental Core (Halliwell)</td>
</tr>
<tr>
<td>Exercise testing/training area</td>
</tr>
<tr>
<td>Subject Screening/Exam Rooms (Halliwell)</td>
</tr>
<tr>
<td>Special procedures rooms</td>
</tr>
<tr>
<td>Microneurography room</td>
</tr>
<tr>
<td>DEXA room</td>
</tr>
<tr>
<td>Sleep suites</td>
</tr>
<tr>
<td>Pulmonary function room</td>
</tr>
<tr>
<td>Small repairs shop</td>
</tr>
<tr>
<td>Storage</td>
</tr>
<tr>
<td>Changing rooms, restrooms, showers</td>
</tr>
<tr>
<td>Kitchen/break room</td>
</tr>
<tr>
<td>Crash cart</td>
</tr>
<tr>
<td>Laundry</td>
</tr>
<tr>
<td>Gas cylinder storage</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

ADMINISTRATIVE SPACE & FACILITIES

Current Administrative Space
Current administrative space includes the Human Physiology main office, a small conference room, and offices for our Department Head, Undergraduate Advisor, Office and Business Manager, Accountant, and Grant Administrator. The main office currently includes a reception area of 1200 Sq Ft, which houses a copier, mailroom, sit-down space for the department’s Undergraduate/Graduate Coordinator, a work-study student, and peer advisors. All are located on the ground floor of Esslinger. Sit-down space for the 38 graduate students, 3 technicians, and 1 post-disc associated with the department are located throughout Esslinger, Gerlinger, Gerlinger Annex, Bowerman, and CMER either as small offices or within research labs.

Future Administrative Space & Facilities
Main office facilities
As a central location of contact with over 800 undergraduate students, the main office and advising areas should be expanded substantially. We envision a main office suite capable of housing the following personnel through a combination of private offices, reception area, and flexible sit-down space. This suite would include mailroom space, a copy room, and perhaps space for a large format poster printer.

<table>
<thead>
<tr>
<th>Table 9. Approximate Space Requirements for Main Office Suite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception/waiting area</td>
</tr>
<tr>
<td>Department Head’s Office</td>
</tr>
<tr>
<td>Undergraduate Advisor’s Office</td>
</tr>
<tr>
<td>7 full-time administrative staff (current staff plus general office support, graduate student secretary, and accounting technician) @ 150 Sq Ft</td>
</tr>
<tr>
<td>Flexible sit-down space for 2 work study students</td>
</tr>
<tr>
<td>Flexible sit-down space for 2 peer advisors</td>
</tr>
</tbody>
</table>

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Conference and Tutoring Rooms

We use conference rooms for faculty and staff meetings, lab meetings, journal clubs, small seminar courses, and tutoring sessions, among other functions. With an expanding faculty, our needs might be met by one larger conference room, one close to the size of the current conference room, and a formal presentation room (e.g., tiered amphitheater seating like in the law school building). In addition, if we adapt an open-space configuration to house graduate students as suggested below under personnel offices, we should establish a cluster of small tutoring rooms that could be scheduled by GTFs for their office hours. This would give undergraduates a single location for office hours, reduce noise in the open-space used by graduate students for their own studies, and provide for private conversations between students and GTFs. These formal teaching rooms could be supplemented by informal learning spaces (“micro-lounges”) offering soft seating and a white board strategically located along hallways near the main office and tutoring/conference rooms, which can be used when meetings run over, for unscheduled discussion, etc. It would also be nice to have a central location for coffee/food breaks in proximity to the majority of sit-down spaces. Should there be a drop-in computer room for students as either part of the department plan or part of the “general classroom” component of the building?

Personnel offices

We anticipate that all faculty will have private offices within the department. These may be located in close proximity to the research facilities that they use most routinely, or close to the main office for those more involved in instruction. We are anticipating expansion of the existing faculty and a few offices that can house emeritus or visiting professors as needed.

Table 10. Approximate Space Requirements for Conference and Tutoring Rooms

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Approx. Sq Ft</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal presentation room with tiered amphitheater seating and AV (40-50 person capacity)</td>
<td>600</td>
</tr>
<tr>
<td>Large Conference with AV (30 person capacity)</td>
<td>500</td>
</tr>
<tr>
<td>Medium Conference with AV (15-15 person capacity)</td>
<td>400</td>
</tr>
<tr>
<td>4 Tutoring rooms (2-4 person capacity) @ 200 Sq Ft</td>
<td>800</td>
</tr>
<tr>
<td>2 Micro-lounge informal learning spaces @ 250 Sq Ft</td>
<td>500</td>
</tr>
<tr>
<td>Break room with countertop, sink, fridge, and dining furniture</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3300 Sq Ft</strong></td>
</tr>
</tbody>
</table>

Key contacts for Conference and Tutoring: John Halliwill; Chris Minson; Rick Troxel

The department currently has 40 graduate students, 3 technicians, and 1 post-doc either in the AT program or working with the 8 current research faculty. Not including the AT students, this averages 3.3 individuals per research faculty. However, most faculty favor larger lab teams than currently exist, averaging 5 individuals per faculty member. We are likely to see increases in the number of research faculty in the future, necessitating more personnel to support these new research programs. The following table estimates the number of graduate students, technicians, and post-docs that would potentially need sit-down space to support envisioned growth of the department. One approach to supporting this need is to create one or more flexible office environments (i.e., a few “bullpen” rooms with 5-12 workstations each) where sit-down spaces could be allocated on an as-needed basis. The bullpen’s could be organized to create small communities of students with similar programs of study, either housing a single lab group or bringing together 2-3 lab groups. Ideally, these areas would have lockers or lockable drawers for students to store personal items. In addition, there should be one space configured for students who do not have an assigned desk, but who may “drop in” from time to time and need somewhere to study and plug in a laptop (e.g., some AT students who have office space assigned in the Casanova Center, but need a space on occasion within the department). This could be an area analogous to study areas in the library. These open-space seating areas would be supported by the use of scheduleable tutoring rooms for office hours and private discussions as discussed above. In addition, in fairness to students who need a quiet area to study, socializing could be directed to one of several department lounge areas, as mentioned above.

Table 12. Approximate Space Requirements for Flexible Sit-Down Space

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Approx. Sq Ft</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 research programs with 6 personnel each</td>
<td>65 students, techs, etc</td>
</tr>
<tr>
<td>3 research programs from other departments</td>
<td>15 students, techs, etc</td>
</tr>
<tr>
<td>Graduate AT program (seating for ½ of the 15 students)</td>
<td>8 students</td>
</tr>
<tr>
<td>Drop-in space for up to 8 students</td>
<td>8 students</td>
</tr>
<tr>
<td><strong>Total: Assuming 100 Sq Ft per person</strong></td>
<td><strong>9600 Sq Ft</strong></td>
</tr>
</tbody>
</table>

BOWERMAN SPORTS SCIENCE CLINIC

The Bowerman Sports Science Clinic occupies ~ 4000 Sq Ft of the Bowerman Family Clinic adjacent to Hayward Field. The mission of the clinic is to consolidates cutting-edge testing “cores” into a single location, creates an exercise performance “think tank” environment, translates the latest advances in sports science into immediate benefits for athletes, generates exciting educational opportunities for students, and accelerates the sharing of sports science knowledge with the greater exercise community. Students and community members can access valuable sport and biomedical science information directed at improving their own fitness, health, and performance, at any stage in life. A system of testing packages and athletic training services are available to satisfy many needs and interests. Testing and services are provided by students from the Department of Human Physiology. Due to the unique community-oriented mission of this facility, the synergistic link to the world famous track & field venue, and its proximity to Esslinger Hall, we plan to leave Bowerman Sports Science Clinic in its current location.

SUMMARY TABLE

The following table summarizes the approximate space requirements for the Human Physiology facilities described throughout this document.

Table 13. Approximate space requirements for Human Physiology program and affiliated researchers

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Approx. Sq Ft</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Physiology Teaching Core</td>
<td>7600</td>
</tr>
<tr>
<td>Anatomy Teaching and Research Core</td>
<td>2800</td>
</tr>
<tr>
<td>Dedicated Lab Space</td>
<td>11700</td>
</tr>
<tr>
<td>Multi Investigator Core Space</td>
<td>12400</td>
</tr>
<tr>
<td>Main Office Suite</td>
<td>2550</td>
</tr>
<tr>
<td>Conference and Tutoring</td>
<td>3300</td>
</tr>
<tr>
<td>Faculty Offices</td>
<td>4050</td>
</tr>
<tr>
<td>Flexible Sit-Down Space</td>
<td>9600</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54200 Sq Ft</strong></td>
</tr>
</tbody>
</table>

For comparison, the following table summarizes roughly the current space available to the department (prior to the upcoming addition of our newest faculty hire, Jeff Gilbert). Some of the estimates are not particularly reliable. Bowerman Sports Science Clinic is not included in this table or the preceding table.

Table 14. Approximate space currently available to the Human Physiology program, exclusive of affiliated researchers
### PHYSICAL SPACE

<table>
<thead>
<tr>
<th>Location</th>
<th>Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiology Teaching</td>
<td>2485</td>
</tr>
<tr>
<td>Anatomy Teaching</td>
<td>840</td>
</tr>
<tr>
<td>Research Labs</td>
<td>8107</td>
</tr>
<tr>
<td>Main Office Suite</td>
<td>1400</td>
</tr>
<tr>
<td>Conference</td>
<td>300</td>
</tr>
<tr>
<td>Faculty Offices</td>
<td>1170</td>
</tr>
<tr>
<td>Sit-down space for GTFs</td>
<td>3500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18372 Sq Ft</strong></td>
</tr>
</tbody>
</table>

### CONTACTS

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
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</tr>
</tbody>
</table>

### DRAFT - ACADEMIC PLAN - 10/13/09 1

**Academic Plan**  
*University of Oregon*  
*October, 2009*

## Introduction

The University of Oregon has a longstanding tradition of excellence and independent-mindedness. We must bring that tradition to bear on our current situation: the environment has changed remarkably over the past decade, and to meet it skillfully, we too must change. The state has largely disinvested from higher education, the public requires heightened accountability from higher education, and advances in technology present opportunities and challenges to our pedagogy and research. It is now time for us to take control of our future. We must plan for the continuing changes in our environment, and above all we must design the University of Oregon that will be a decade hence. We must hold dearly to our values; at the same time we must work together to forge new ways of expressing those values in this new age. This Academic Plan was developed with broad community input, in order to communicate our dreams to ourselves, to candidates for the University Presidency, and to our stakeholders. While this document sets forth a vision, it nonetheless leaves much important work still to do. Implementing the goals presented here will require our additional energies and discussion over the next year. All the same, the vision is where we must start.

### Quintessential Oregon: Our Values, Our Mission

An academic plan must encapsulate and advance the values that define who we are, and the mission that directs our endeavors. Our quintessential values reflect and complement our core identity as a "liberal education" institution. At the same time, these values both shape and are shaped by our guiding mission as the Association of American Universities member and flagship institution of the Oregon University System.

We view “flagship” as a mission descriptor in the same way that other schools describe themselves as land grant, urban research, or regional. The Oregon University System schools endeavor to accomplish a complex collection of missions. Each contributes to many of these missions, however, the University of Oregon carries a unique responsibility for the state in world-wide competition for excellence in education and research. Our sister institutions also contribute significantly to this endeavor, but it is our primary responsibility to look to this national and international arena.

### Our Values:

**Liberal Education at Our Core** – We hold fast to a tradition of higher education that has prevailed in this nation since its very founding: a course of study that is rightly described as "liberal" because it prepares students for full participation as citizens in a free, democratic society, and enables the full development of human potential.
The Association of American Colleges and Universities (AAC&U) helpfully distinguishes between "liberal arts" (which comprise the familiar disciplinary divisions of the humanities, sciences and social sciences) and the broader category of "liberal education" which may include the professional schools. In their "Statement on Liberal Learning," the AAC&U explains that a liberal education is one "that fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of our ideas and actions" (http://www.aacu.org/About/statements/liberal_learning.cfm).

**Academics on a Human Scale** – We celebrate our position among the smallest public AAU institutions with the capacity to produce research while offering a liberal education that is broad, deep, and comprehensive. The scale of our intellectual enterprise allows for individual and transformative encounters with a diverse world of ideas. We avow our intention to maintain UO academics on this human scale, so that learning and discovery can arise within an intimate residential setting and be fostered by personal interaction within the classroom, the laboratory, the studio, and the field.

**Respectful Stewardship** – We are guided by the humble recognition that we have been entrusted with human and natural resources that we must sustain and manage for posterity. This sense of stewardship, inspired and renewed by the extraordinary beauty of the region and reflective of the broader public trust extended to us by the state of Oregon, underlies the environmental commitments of many of our colleagues, students and staff. It shapes our research, teaching and our practices. We cherish a campus life and a curriculum that publicly fosters our keen sense of the aesthetic, and champions creative and artistic expression within a rich and beautiful natural environment.

**Institutional Agility / Core Strengths** – We endeavor to preserve and to foster a flexible institutional structure that serves our goal of being an international center of research, education, professional development and social engagement. We also celebrate the accumulated wisdom and intellectual momentum derived from and forged by the traditional disciplinary structure of the University. Indeed, above all we strive to maintain a balance between two infrastructural values: the commitment to interdisciplinary agility on the one hand, and to the core strengths of disciplinary categories on the other.

**Cooperative Leadership and Community Engagement** – We are inspired by our University’s history and culture of shared faculty governance, and by the collaborative and cooperative spirit it fosters. We promote a campus life that encourages leadership through service, consultation and consensus-building. Recognizing our responsibility to make our scholarship accessible to others, we also embrace active engagement and collaboration with the community and the world around us.

**Resourceful Creativity** – With ingenuity, creativity, and confidence, we can move mountains. This spirit, shared by our faculty, staff, students, alumni, and donors, is reflected in our University of Oregon motto: mens agitat molem. In our research and our teaching, UO scholarship is characterized by a collaborative spirit of practical idealism. Resourceful, distinctive and unconstrained by convention, we critically explore and celebrate our collective cultural and individual diversity. These commitments are a catalyst for human discovery.

**Our Mission:**

The current Mission Statement for the University of Oregon, ratified by the University Senate in 1995 and reprinted at the end of this Academic Plan, continues to reflect our shared sense of values and purpose. In addition, we offer the following statement of objectives to clarify our defining role within the context of the AAU, Oregon and the Oregon University System.

**A Comprehensive Research University** – As a comprehensive research university, the University of Oregon is dedicated to the pursuit of excellence and the creation and transfer of knowledge in the liberal arts, the natural and social sciences, and the professions. Each of our academic units is essential to this core mission; from classics to cybernetics, from cytology to concertos, from sociology to sports marketing, our faculty and students aspire to world-class accomplishment.

**Public Partner** – We understand that we serve the people of Oregon and, even in the face of erratic public support, we are committed to ensuring access to higher education for the state’s most promising students regardless of their financial need. In turn, with our help, these students may serve the greater good of the state, the nation, and the world -- just as we strive to do with our basic and applied research.

**Equity and Diversity** – The shifting demographics of the state of Oregon call to mind the central mission of liberal education in a free and diverse nation: namely, to foster informed, public discussion of matters of genuine concern, enabling individuals to develop their fullest potential within a context that mirrors the full range of persons and perspectives that constitute society. Our state, like our nation, has always been a multicultural body, and our collective history makes evident the necessity for a true multicultural education. The UO thus strives to maintain a diverse and equitable community of discussion governed by principles of inclusion, freedom of thought and freedom of expression. We are committed to fostering an environment that ensures equitable access to the opportunities, benefits and resources of the institution for all, and that fosters curricula and other educational opportunities informed by our commitments to equity and diversity. We likewise commit to an educational excellence mission in which diversity and inclusion are integral. We hereby reaffirm the UO’s “Affirmation of Community Standards,” widely endorsed by faculty and student governing bodies in 2000 and appended to this document. We further reaffirm the University’s Diversity Plan, adopted by the President and ratified by the University Senate in 2006, as the blueprint for our progress in the areas of equity and diversity.

**Oregon’s Future** – We honor our commitment to a bright future by contributing to the economic and human development of Oregon. We educate Oregonians to take leadership roles in business, education, law, arts and multicultural communities across the state, and around the world. The comprehensive excellence of our University serves to attract the best and brightest from around the globe. In their artistic, professional and scholarly achievements our students and faculty serve the state of Oregon within an increasingly global environment. The knowledge created in our academic core furthers humanity’s ability to prosper, at peace with our neighbors and our environment.

**Preserving the Past** – If our accomplishments allow us to envision the brightest of futures it is because we stand, in the words of the well-known phrase, on the shoulders of giants. We
dedicate ourselves to preserving the accumulated wisdom of the world's diverse civilizations. This knowledge, entrusted to us by the past, must also be transmitted by us to posterity. Upon these historic and worthy foundations, we pursue excellence into a future the needs and opportunities of which have yet to be imagined.

Our Current Situation: Opportunities and Challenges

The academic plan for the University of Oregon should be formulated with a clear understanding of the factors that shape us now and will continue to affect us in the years ahead. How do our current capacities, and the opportunities and challenges that face us, align with our values and our mission? How might we respond to our present situation and navigate our future options in a "distinctively Oregonian" way? How we understand today, and how we meet the opportunities and challenges of tomorrow, will to a significant degree determine what the University of Oregon becomes.

As we consider who we are, and where we find ourselves today, three broad areas of opportunity and challenge emerge. The first of these entails a critical and defining feature of our mission: our status as public partner with the State of Oregon. How will we best express this partnership in the future? A second area of concern involves our core value of liberal education. Within the transformed realities of a twenty-first century world, how will we best provide such an education? Finally, as we look toward our future, how will we best fulfill our foundational mission as a comprehensive research university?

Without presuming to be exhaustive, we offer the following points for consideration.

Public Partner
A central aspect of our institutional mission is our commitment to serve the people of Oregon. The following are some of the critical factors we must consider as we determine how to meet this commitment in the years ahead.

Demographic Trends. We are becoming an increasingly diverse state. At least 25% of high school graduates in 2018 will be Latino/a. Many students from each cultural group will be first-generation university students. Diversity, then, is not just an ideal we should foster; it is a reality and an exciting opportunity to broaden the cultural scope of our campus. The impact of this demographic shift will be felt both in our academic programs and on our student-support infrastructure.

Funding. The University of Oregon has struggled in recent years with the State’s disinvestment from higher education. We are increasingly dependent on student tuition and fees, private philanthropy, and government and foundation research funds. All of these sources of funding present challenges as well as opportunities. How do we balance our growing need to fund our instructional mission with tuition revenues while protecting and promoting access, a core mission of the public university? How do we take full advantage of private fundraising to ensure investment in our core academic missions?

Liberal Education for the Twenty-First Century
The AAC&U defines a liberal education as one that promotes a "grounded intellectual resilience." Such resilience carries with it the expectation of lifelong learning, and the acceptance
of the ethical consequences of one's thoughts and deeds. Our own UO Mission Statement articulates much the same ideal of helping individuals "learn to question critically, think logically, communicate clearly, act creatively, and live ethically." Given the time-honored value of a liberal education in the arts, sciences and professions, how can we best help our students meet the challenges -- economic, cultural, technological and environmental -- of the twenty-first century?

- **The Rapidly Evolving World of Work.** The tremendous pace of change in our world means that in many instances we may be training students for jobs that we cannot yet even imagine. In today's world, we must ask what abilities and skills are most likely to enable our students to adjust successfully to a future that none of us can foresee. How can we best help our students prepare to live and work in an increasingly pluralistic society and to capitalize on the "resilience" and breadth afforded them by a liberal education?

- **Globalization.** A platitude though it may be, we do live in a global village. The Internet, ease of global travel, and internationalization of so many institutions, including the University itself, will increasingly lead us to think and engage beyond borders. Our faculty already compete with an international cohort of colleagues. Increasingly, so must our students learn to work comfortably in international settings in order to compete with the best graduates of other AAU schools. Our programs and curricula must present our students with a robust understanding of the world at large, providing opportunities for international study and exchange both abroad and at home.

- **Technology.** Information technology is critical to the academic work of the university. Whether it is high performance computing, visualization software, communication technologies, groupware and collaborative environments, or digitized collections, information technology will play a vital role in allowing the university to fulfill its mission. Because we have not kept pace with our peers in this area we should increase support for information technology infrastructure, applications, and staff to support the work of research, teaching/learning, and administrative processes. Information technology will be critical in achieving our goals of regional and international outreach in Portland and Bend, and with partners in the Pacific Rim and beyond.

In our use of information technology in teaching/learning we must be sensitive to the value of human interaction that is central to our pedagogy. One of the most important discussions on our campus today involves the appropriate infrastructure and uses of information technology to remain a face-to-face community that values sustained individual attention and human interaction.

- **Natural Environment.** As we enter the second decade of the twenty-first century, environmental concerns play an ever larger role in local and global public discourse, and are of particular relevance for us, given our commitment to sustaining our natural resources. Moreover, we belong to a distinctive region of the United States: the Pacific Northwest. Our goals and plans should capitalize upon our setting.

A Comprehensive Research University

We are among the smallest public institutions in the AAU, and the only institution in that elite ranking without colleges of agriculture, engineering or medicine. Our relative smallness inevitably precludes a model of exhaustive disciplinary coverage: we cannot meet all the research and educational goals of all our possible constituents, but must instead remain true to the ideal of liberal education, the core that unites the mission of all of our colleges, from Arts and Sciences and the Robert Clark Honors College, to our professional schools of Architecture and Allied Arts, Business, Education, Journalism and Communications, Law, and Music and Dance. How may we maintain and even enhance a uniquely Oregon model of focused disciplinary and interdisciplinary coverage?

- **Academic and Programmatic Emphasis.** Because funding is always limited, difficult programmatic choices are necessary. Can we be outstanding in all fields? If not, which will be our signature programs? Tough decisions will be necessary to take the future into our hands rather than simply waiting for it to happen. At the same time, we cannot forget what we might call a "signature" value: our long-lived tradition of cooperative leadership and engagement. The tough decisions that lie ahead must be forged in community, as we strive for the kind of substantive dialogue and shared decision-making that has defined our sense of community since our founding charter of 1876.

- **Internal Funding Models.** The choices ahead will entail careful reevaluation of funding streams. The way we fund our programs should be consistent with our priorities. The tensions and challenges posed by various funding models are considerable. While the flow of money should have some relationship to the flow of students, we must maintain our role as educational leaders with a well-developed sense of the programmatic balance a comprehensive research university should preserve.

- **Faculty.** Faculty expertise and scholarship remain our most significant resource. Competition for the best faculty talent is already very intense, and how well we hire, and retain the best faculty is sure to determine our quality as an institution and our appeal to students. At the same time, with funding and programmatic realities firmly in mind, we must make strategic decisions about the balance between tenure-track faculty, non-tenure track faculty, and our non-faculty, graduate instructors.

- **Infrastructure.** The physical infrastructure that supports our academic mission can provide the key in balancing institutional agility with core disciplinary strength. The synergies that develop among faculty, students, and staff are shaped by our infrastructure and the atmosphere it creates. Infrastructure refers to the types of buildings we construct, the units and classrooms that are housed within those buildings, the physical relation among buildings on the campus, the technology that connects them, and the green spaces that separate them. The connection between the organization of the space we inhabit and the academic programs we promote is significant and should be the result of careful planning.
Goals

Building and sustaining excellence in the arts, humanities, social sciences, sciences, and the professions require a clear set of goals that convey what is distinctively Oregon while also staunchly facing a bold set of challenges that will provoke an even bolder array of commitments for faculty, staff, and students. The three goals we offer below, deliberately few in number and strategic in focus, establish a broad framework of investments and commitments that will guide our pursuit of excellence in the next decade. Following each goal, we offer a set of more immediate, specific objectives integral to achieving that goal.

These goals are to be viewed as allied with goals in the University’s Diversity Plan and the accompanying unit Strategic Action Plans. Measurables corresponding to the diversity-related items below are found in those plans, evolve annually, and can be viewed at http://oied.uoregon.edu/page/strategic-diversity-planning.

Goal 1: To Achieve and Sustain AAU Excellence on a Human Scale

Our first goal is anchored to the University of Oregon’s current and distinctive standing as the Oregon University System’s flagship institution and only member of the AAU. Our AAU membership is critical to the State of Oregon as it enables a voice in important discussions of the future of research universities nationally and internationally. This goal marks our ongoing commitment to achieve and sustain the excellence embodied and required by AAU standards. However, we also recognize that our academic distinction is singularly and quintessentially Oregon—the “Oregon way” is marked by fierce but respectful independence of thought, a pioneering intellectual and industrious spirit, an unparalleled commitment to rigorous scholarship negotiated by and through an intimate community of scholars, and an institutional flexibility that can render results in a timely manner and, most notably, on a human scale. To achieve and sustain the excellence expected of an AAU institution, while maintaining a human scale and our quintessential identity, we envision a program of managed and marginal growth in line with the following objectives:

AAU Standards. Given the AAU's current ranking system, the UO's lack of certain professional schools puts our institution at something of a numerical disadvantage within that elite group. Nonetheless, our membership in the AAU remains an essential marker of our commitment to world-class excellence, and we intend both to guard and to improve the quality of undergraduate and graduate instruction and research by moving towards the AAU average in such measures as class size, library and IT infrastructure, faculty teaching load, student/teacher ratio, salaries, tenure vs. non-tenure-related faculty ratio and scholarly productivity.

Selective Flagship Institution. We seek to enhance our flagship status within the Oregon University System by attracting and admitting the most promising undergraduate students from Oregon’s diverse communities, other states, and the world. To this end, we will develop clear, comprehensive, and more selective admission standards that elevate our current admission criteria consistent with our academic mission and our role as the flagship university in the State of Oregon, while at the same time ensuring unbiased assessment of promise from all student groups. We commit to improving our student retention to the extent consistent with our public mission and to graduating most students within four years.

Access. We are committed to ensuring full access to the University of Oregon for all qualified Oregon high school students, regardless of financial need. This commitment will require not only sufficient financial aid to meet the full need of Oregonians consistent with the objectives of the Pathway Oregon program, but it will also require a directed effort to identify and address non-financial barriers. These barriers include, for example, first-generation status and English as a second language, which unwittingly limit access of many communities of Oregonians.

Institution Size. We intend to increase the size of the incoming freshman class and to grow the campus to a total of 24,000 students (from 20,300 students). This managed and marginal growth will provide the critical mass of students and economic self-sufficiency necessary to achieve the distinctive excellence we envision. We intend, however, to remain one of the smallest public flagship universities in the country, holding fast to our core value of liberal education on a human scale.

Graduate Students. We intend to increase the proportion of graduate students (excluding law) from 15 percent to above 19 percent, which is more reflective of our AAU peers. Graduate students enrich both the research and instructional enterprise on campus as they provide the critical support and creative energy that are essential elements of a tier-one research university. In the first place, we intend to develop self-supporting MA programs in the liberal arts, and sciences and the professional schools that expand our ability to address the growing workplace demand for students with graduate training. Even more importantly for our viability as a world-class research institution, we seek to reverse the decline in doctoral student enrollment (down by eight percent since 2003) and reach a stable enrollment of 1500 doctoral students within five years (in Fall 2007 there were approximately 1100 doctoral students).

Faculty Size and Quality. Any increase in student numbers must be met by an increase in faculty if we are to preserve our core educational mission — especially because UO faculty/student ratios are already low, relative to our AAU peers. We seek to increase the number of faculty by 100 to 125 tenure-track faculty lines to accommodate the growth in the number of students, while at the same time enabling strategic investments in areas of instruction and research that will allow us to better serve the public interest as well as enhance our distinctive excellence. We seek to recruit and retain a superb and diverse faculty through competitive salaries, including funding for research and professional support.

Out-of-State and International Undergraduate Students. We intend to increase the percentage of out-of-state undergraduate students to 40 percent of the total undergraduate student body. These out-of-state students will help provide greater diversity within our student body and the economic means to educate more Oregonians. We also intend to increase the number of domestic students from under-represented ethnic and racial groups and to return the international
mix of students to pre-9/11 levels of eight percent. This expansion will deepen the diversity of the student body in terms of race, ethnicity, national origin, cultural and religious background, social class, and regional representation. This change in the mix of students will also stabilize the financial position of the institution. In this time of broad state disinvestment in higher education, financial stabilization will foster excellence in research and instruction, and provide increased access for low-income Oregonians.

**Capacity.** We seek to increase the number and quality of classroom and office space across campus, and to upgrade those that have not benefited from the recent and unprecedented campus construction. We intend to dedicate resources to improve classroom and office space in areas that have the greatest potential to improve the teaching mission and external reputation of the institution. At the same time, while increasing the capacity of our physical plant, we must also undertake a parallel expansion and upgrade of our information technology infrastructure. Accordingly, we will form a commission to oversee both the development of our IT infrastructure and the policy for its use. Staff support is critical to delivering excellent research and teaching at a larger size. We must thoughtfully grow the staff to provide this support.

**Goal 2: To Promote the Cultivation of Intellectual Communities and Virtues**

Our collective commitment is not simply to impart to our graduates the ability to succeed in a purely pecuniary sense. We recognize that the creation, maintenance and transfer of knowledge will not by itself successfully prepare our students for the inevitable changes of a rapidly shifting world. Our students must prepare for an uncertain and unpredictable future; they must be able to adapt to the increasing complexity of a myriad of political, environmental and economic forces, all acting on a global scale. Hence, we work to enable students to pursue a complete life that engages their talents, intellect, and spirit. Our second goal reasserts our commitment to this complete life of the mind, in all its agility and intellectual resilience and breadth. By nurturing a vital intellectual climate dedicated to core disciplinary strengths, interdisciplinary dialogue and global exchange, we will continue to promote the cultivation of intellectual virtues as the underpinning of our teaching, our service and our research.

**Intellectual Climate and Visibility of Scholarship.** We aim to develop multiple strategies (e.g., on-campus summer conferences, sustained signature invited lectureships) to bring nationally recognized scholars and their graduate students to campus and to Oregon. By these means we seek to engage the intellectual discourse and to make visible the scholarly and creative work of our own faculty and graduate students.

**Connected Research.** We are committed to a connected research enterprise that nourishes discipline-based core programs while encouraging the development of interdisciplinary and collaborative research. We will pursue targeted research and innovative initiatives that have exceptional promise to serve Oregon and the nation, engage government-university-industry partnerships, and foster collaborative research and instruction across departments, programs, centers, institutes, and colleges.

**Interdisciplinary Research.** Our capacity to communicate across disciplines is an important strength of our scholastic culture and has resulted in new programs and important publications. We will continue to foster creative, interdisciplinary activities and enhance our reputation as an intellectual community where specialists in different fields work together successfully and without institutional obstacles.

**Internationalization.** The University of Oregon already has a strong commitment to an international curriculum both on and off campus. Moreover, our faculty members carry out rich and diverse research on an international scale. We take pride in our institutional participation and leadership in many international associations. But given our increasingly transnational world, an even stronger commitment is essential. We need faculty and students who are able to research, think, and communicate across cultures. Thus, we aim to increase the number of UO students who study abroad from 25 to 33 percent, and likewise increase the number of faculty teaching abroad. We must, in addition, however, aim not only to “internationalize” our research, courses, and our student body, but actually to be an international institution by facilitating permanent faculty exchange, robust collaborative research efforts, easy accreditation of courses for and from universities abroad, collaborative research, and other modes of intellectual and cultural exchange.

**Goal 3: To Enroll, Retain and Engage a Diverse Community**

Our 2006 Diversity Plan states, “As members of the University community, we take it upon ourselves to protect and enhance all intellectual discourse and to discharge the obligations such investigation requires of us. To that end, we should constantly work to make ourselves more adept at understanding how race, ethnicity, national origin or citizenship, gender, religious affiliation or background, sexual orientation, gender identity, economic class or status, political affiliation or belief, and ability or disability affect the way we live and learn, so that we are better able to respond to intolerance and prejudice, which violate our purpose and mission. The University will not sacrifice quality for diversity because diversity is an important component of quality and the aspiration to enhance quality is at the heart of our University mission statement itself.”

Our final goal is to promote a vibrant community where the wealth of human experience, knowledge and perspective may enrich the collective wisdom and life choices of us all. Such diversity is, indeed, the true brain-trust of higher education. The objectives for this goal comprise a range of tactics designed to ensure our ability to enroll, retain and inspire a student body, and a broader university community, that engages the full range of human life.

**Leadership in Diversity.** We seek to lead in offering a full spectrum of study and research on the past and present interactions of peoples, as well as the future needs of diverse communities to live in mutual respect. As the demographics of the state, region and world continue to change, leadership in building a just and equitable world becomes ever more salient. In order to build a community of scholarly perspectives and ideas drawn from a variety of life experiences, we intend to lead the state and region in the recruitment and retention of students, staff and faculty from diverse backgrounds.
Undergraduate Retention. We propose to increase the freshman retention rate from 82 to 90 percent across all student groups. Likewise, we intend to increase the graduation rate of entering undergraduate students from 62 to 70 percent. These objectives will require: (1) a systematic improvement in our efforts to identify and enroll high-achieving students who are initially well-matched to a tier-one research university; (2) a greater dedication to a more personal student experience with a curriculum and campus experience that addresses the needs of high achieving students; (3) a heightened ability to identify students who are at risk and the development of an infrastructure to meet their needs; (4) the provision of regularized and sufficient course offerings to ensure that students can graduate in four years; and (5) enhanced and effective academic advising that provides students with the information and resources they need to navigate academic requirements.

Graduate Student Recruitment, Retention and Success. We will ensure the successful recruitment, retention, and training of graduate students by: (a) increasing the level of financial support available to graduate students; (b) providing in-state tuition rates to doctoral students who have successfully completed their first year in residence; (c) extending at least a full-year, research or teaching assistant GTF appointment to doctoral students who have made satisfactory progress; and, where it is practical and desirable, (d) eliminating or significantly reducing the use of 400/500 level courses for graduate programs, and (e) supporting innovations in graduate curricula and programs that meet the changing needs of students.

High-Achieving Students. We plan to improve the identification of promising and high-achieving undergraduate and graduate students and in doing so, we declare a university-wide commitment to assist these students in garnering well-deserved national and international recognition such as the Rhodes, Marshall, Truman, Goldwater Scholarships, and National Science Foundation Graduate Research Fellowships.

Analyzing Student Experiences. How the student experience is shaped at the UO should be driven by data and best practices. The Schools and Colleges, Student Affairs, Undergraduate Studies, Graduate Studies, Academic Affairs, Institutional Equity and Diversity, and Institutional Research should actively coordinate participation in the top research consortia and national surveys. In addition, faculty and staff in the named offices will be charged to develop innovative ways to sample our undergraduate and graduate populations to provide data and information about the students—who they are, what they need, how they will best flourish and learn — and to monitor and recommend improvements in the overall student experience.

Student Involvement. Engagement in the broad world of human experience is an essential component of a liberal education. Thus, we aim to strengthen the contributions that student involvement, leadership, student-faculty engagement, and community-service programs make to the overall learning of our students. Currently at 25 percent of the student body, we aim as much as possible to increase undergraduate student involvement in leadership programming, service learning and internships.

Residential University. We propose to develop facilities and spaces that enhance the residential quality of the university and complement the academic mission and values of the institution. By increasing our capacity to successfully house and serve students in the campus core and thoughtfully renovating and constructing the buildings and spaces that enhance the student experience, we will ensure that our students will thrive in the university environment.

Strategic State-wide Initiatives. We seek to develop a strategic plan for academic and research programs in Portland, Bend, and other locales in Oregon with the explicit objectives of meeting our broad educational mission and adding value to the University as a whole, while serving the specific needs of Oregonians. Explicit consideration will be given to the tradeoffs of directing resources to these state-wide and regional initiatives and away from the home campus. Thus, the initiatives will not simply duplicate activities on the home campus, but rather supplement our teaching and research agendas with programs tailored for the local environment and meeting educational needs.

Strategy

To carry out our mission and to attain the goals described herein, we will employ a strategy of excellence, differentiation and focus. As we move forward in our funding choices, we will need to select a unique and coherent set of concentrations in order to assemble the critical mass to be excellent, with the agility to remain innovative and relevant. We will be big enough to be great, and small enough to be greater.

The University of Oregon consists of eight schools and colleges representing a letters and sciences core expressed through liberal arts and related professions: architecture and the arts, business, education, journalism, music and dance, and law. This focus enables rapid collaboration within a common understanding of our central values and virtues. Our strategy is to have the infrastructure and research expertise that no small liberal arts college can offer, yet be more coherent and nimble than an exhaustively comprehensive university like the largest of our sister AAU public institutions.

We commit to excellence in all we do. Our focus allows us to reach for this goal despite limited resources. We will align our multiple resource streams — tuition, philanthropy, grants and contracts, and state appropriation — to compete at the international level consistent with our AAU standing.

Yet with our resource constraints, we cannot move all parts of the University forward at the same pace. Our strategy takes advantage of our coherence and nimbleness to focus on a few areas, drive them to prominence, and then refocus while the initial areas maintain, if not improve their stature. We will repeat this process indefinitely, using a strategy of phased focus.

The accumulated wisdom and intellectual momentum derived from the traditional disciplinary structure of the University is crucial to our values and mission, and we affirm the importance of building and maintaining that structure. However, to capture the intellectual curiosity of potential donors, potential students, the legislature and the people of Oregon, we need to articulate our mission in a language that inspires with immediate relevance. Hence, focus areas are crafted as
interdisciplinary themes that each touch multiple areas of the University. These "Big Ideas" are designed to relate the intellectual endeavors of our faculty and students to their potential influence on the lives of the people of Oregon and beyond.

**Exploitation vs. Exploration**

For phased focus to produce uniform excellence at the University of Oregon over the long term, we must engage in two parallel processes. We must both (a) exploit current strengths to make that final push to prominence, and (b) explore new strengths and big ideas that are candidates for focus in the next phase. While resource allocation is focused on the current strengths, a seed program must be developed to enhance exploration.

**Resource Focus**
Each Big Idea must develop a funding model consistent with its relationship to our mission. Some may appeal to donors and rely on philanthropy to sustain excellence. Others may rely on external grants and contracts. Yet others may attract a new group of students to the University and base their funding on tuition revenues. Most resource models will likely include a mixture of sources.

**Examples**
During the blog discussion, on the order of 40 Big Ideas were proposed. That discussion can be reviewed at [http://academicplan.uoregon.edu/category/6-big-ideas/](http://academicplan.uoregon.edu/category/6-big-ideas/). We will soon begin the process of refining and selecting Big Ideas according to the process below.

**Process**
The first set of foci will be chosen in late Winter 2009. This will require a more formalized and systematic process in the next months to solicit, review and prioritize proposals responsive to the academic plan and associated criteria. Beyond that, we will annually review progress and cull unsuccessful foci in favor of emerging ideas. After three to five years, it is expected that an area of focus will be sufficiently advanced in its process of development, and will be able stand on its own without continued focused investment. New foci will be selected and the process repeated.

Criteria for selection of foci have been discussed on the academic plan blog. A current set under discussion include:

- Aligns with UO’s mission and goals noted above
- Builds on existing UO academic and disciplinary strengths
- Demonstrates a “critical mass” of faculty interest and participation
- Fosters new cross-institutional collaboration and partnerships
- Supports strengthening of some existing disciplines
- Links to fundamental societal challenges and needs
- Benefits can be accessed and communicated
- Has a funding model from some combination of fund-raising, tuition and/or grant and contracts.
- Sustainable beyond the three to five year “focus phase”

**Conclusion**

This document is the result of an ongoing and robust process of debate and exchange in the University community. It represents the work and ideas of many individuals and sets forth the aspirations of the University of Oregon scholarly community for the ten year period 2009-2019. We have outlined above the values and mission that make us "quintessentially Oregon." We have described both the strengths and challenges of our current situation, and the goals we will achieve during this period. Finally, we have laid out a strategy of excellence, differentiation and phased focus that will take us into the future.
University of Oregon Mission Statement

The University of Oregon is a comprehensive research university that serves its students and the people of Oregon, the nation, and the world through the creation and transfer of knowledge in the liberal arts, the natural and social sciences, and the professions. It is the Association of American Universities flagship institution of the Oregon University System.

The university is a community of scholars dedicated to the highest standards of academic inquiry, learning, and service. Recognizing that knowledge is the fundamental wealth of civilization, the university strives to enrich the public that sustains it through:

- a commitment to undergraduate education, with a goal of helping the individual learn to question critically, think logically, communicate clearly, act creatively, and live ethically
- a commitment to graduate education to develop creators and innovators who will generate new knowledge and shape experience for the benefit of humanity
- a recognition that research, both basic and applied, is essential to the intellectual health of the university, as well as to the enrichment of the lives of Oreganians, by energizing the state's economic, cultural, and political structure
- the establishment of a framework for lifelong learning that leads to productive careers and to the enduring joy of inquiry
- the integration of teaching, research, and service as mutually enriching enterprises that together accomplish the university’s mission and support its spirit of community
- the acceptance of the challenge of an evolving social, political, and technological environment by welcoming and guiding change rather than reacting to it
- a dedication to the principles of equality of opportunity and freedom from unfair discrimination for all members of the university community and an acceptance of true diversity as an affirmation of individual identity within a welcoming community
- a commitment to international awareness and understanding, and to the development of a faculty and student body that are capable of participating effectively in a global society
- the conviction that freedom of thought and expression is the bedrock principle on which university activity is based
- the cultivation of an attitude toward citizenship that fosters a caring, supportive atmosphere on campus and the wise exercise of civic responsibilities and individual judgment throughout life
- a continuing commitment to affordable public higher education

University of Oregon Affirmation of Community Standards

The University of Oregon community is dedicated to the advancement of knowledge and the development of integrity. In order to thrive and excel, this community must preserve the freedom of thought and expression of all its members. The University of Oregon has a long and illustrious history in the area of academic freedom and freedom of speech. A culture of respect that honors the rights, safety, dignity and worth of every individual is essential to preserve such freedom. We affirm our respect for the rights and well-being of all members.

We further affirm our commitment to:

- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the University community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.
HEALTHY CAMPUS INITIATIVE PROPOSAL

Introduction

The lack of physical activity, poor nutrition, excessive weight, and smoking are primary contributors to heart disease, diabetes, cancer and other health issues. The overall financial costs of these lifestyle-related diseases are staggering, as are the personal costs. Although the statistics are grim, there is also hope. It has been shown that aggressive intervention programs can have a powerful impact on improving the health of participants, while curtailing spiraling health care costs. Every wellness dollar spent yields a potential return-on-investment of $1 to $5 in health cost savings (Chapman, 2005).

Individual health is closely linked to community health, and community health is profoundly affected by the collective beliefs, attitudes, and behaviors of individual community members (Healthy People, 2010). Likewise, on a college campus, employee and student wellness is reciprocally related to the wellness of the campus community. A healthy campus can increase educational and civic engagement in support of academic excellence and community service.

The University of Oregon recognizes that healthy faculty, staff, and students benefit the university and the State of Oregon. Student Affairs professionals have long understood the relationships between choices made during college, student physical and mental health, and academic achievement. Increasing overall student wellness can result in fewer class absences, improved retention and persistence, reduced utilization of physical and mental healthcare services, more effective study practices, work productivity and academic success and the development of healthy living skills and habits for lifelong physical and mental vitality.

Benefits to the university workplace include decreased absenteeism, increased productivity, greater focus and concentration in the workplace, decreased turnover, reduced chronic illness and disease, fewer and less expensive disability claims, increased satisfaction and enjoyment, the development of healthy living skills and habits for lifelong physical and mentally vitality, and reduced utilization of the physical and mental healthcare system leading to decreased health care costs (Sibson Consulting, 2008; WebMD, 2006).

The Healthy Campus Initiative is based on the belief that healthy students, faculty, and staff are more likely to achieve the ambitious goals set forth in campus strategic and academic plans. Through collaborative efforts across campus, the Healthy Campus Task Force hopes to create a culture in which the pursuit of a balanced lifestyle is valued, physical and mental health is fostered, and all members of the university community are encouraged to take responsibility for choosing to be well.

UO Healthy Campus Task Force

The concept of Wellness is one that encourages individuals to take personal responsibility for making positive choices for their health and well-being. Recently, the Vice President for Student Affairs, Dr. Robin Holmes, invited a cross-campus group of individuals to explore the idea of making wellness a priority for the UO campus. The Healthy Campus Task Force recommended pursuing a campus-wellness initiative by developing a coalition of key stakeholders to move us
strategically toward wellness for students, faculty, and staff, making the UO campus community a healthy place to live, learn, and work. The task force set a goal to propose a cohesive and comprehensive approach to health and well-being for the University of Oregon.

To advance this goal, the task force defined the following objectives:

- Identify current programs and services that promote a healthy lifestyle and healthy choices for students, faculty, and staff;
- Identify ways to unify our efforts to boost the efficiency and add value to current Healthy Campus programs and services;
- Identify the benefits to the University in supporting the Healthy Campus Initiative and relate the initiative to the University Mission Statement, the University Academic Plan, the Student Affairs Strategic Plan, and other similar plans and documents;
- Develop recommendations for the organizational structure, staffing, and funding to support the Healthy Campus Initiative.

The Healthy Campus Initiative Task Force first began meeting in July 2007. Since that time, the task force has included representatives from the following departments: Physical Education and Recreation, Human Resources, Counseling and Testing Center, Health Center, Environmental Health and Safety, University Housing, Student Life, Athletics, Facilities Services, the College of Arts and Sciences, and the Department of Human Physiology.

While these units provide services and programs designed to promote the health and well-being of the university community, each unit tends to operate independently of the other. The UO lacks a single, centralized office or individual responsible for coordinating programs interdepartmentally; establishing well-defined, overarching objectives to guide programming; ensuring that programs adhere to best practices; safeguarding against duplication of services; assessing and addressing gaps in the array of programs and services; ensuring that users can easily identify resources at the point they are ready to make health behavior changes; standardizing outcome measures; and collecting and evaluating outcome data.

Healthy Campus Initiative/Wellness Best Practices

Research on best practices for national campus wellness has illustrated the need for an organized, coordinated, and collaborative approach to wellness programming to increase program effectiveness and efficiency, maximize participation and improve overall benefits to the university community.

Extensive research has led Segal/Sibson Consulting to offer the following guidelines as best practices for establishing campus wellness initiatives:

1. Create a compelling vision and establish goals and objectives;
2. Train and engage leaders and obtain strong senior management support;
3. Provide dedicated onsite staff;
4. Communicate effectively at all levels;
5. Offer resources and programs to motivate, educate and empower;
6. Coordinate services, and develop a comprehensive program design;
7. Offer multiple program modalities;
8. Make the work environment obviously healthy;
9. Recognize and reward (provide incentives);
10. Evaluate and continuously improve.

Task Force members contacted several peer institutions and institutions with well-established wellness programs to identify best practices. See Appendix A for a list of institutions consulted. Numerous characteristics of healthy campus initiative programs emerged as best practices.

- Explicit support from upper level university administration;
- Collaboration among various campus departments: representatives from each department who are well versed about program activities, benefits, and access to the programs;
- An identifiable coordinator(s) responsible for coordinating collaborative efforts and programs (leading the campus wellness team or advisory council);
- Programs that incorporate multiple dimensions of wellness and that design activities and educational interventions according to those dimensions;
- A comprehensive, professional, well-designed and easy to navigate website that addresses health risks, disease states, life states and life events;
- An educational publication (e.g., magazine);
- A calendar of events on the website for specific wellness-related activities;
- Incentives (e.g., money, program fee reimbursement or health insurance benefit discounts) offered to staff for participating in HR sponsored programs;
- Programs that are easily identified by a “trademark” (brand, logo);
- Information and education geared toward faculty/staff and students separately located on a shared site;
- Flexible work schedules for staff to participate in activities during the work day;
- Free health assessments, coaching sessions, and facilities to support the program;
- The existence of a core wellness class and a track for participants to follow, a way to periodically check in, and certificates of completion.

Current Programs and Services

Task Force members completed an inventory of current programs offered to enhance the physical and mental wellness of staff and students. While the list is not exhaustive, it provides a good representation of current efforts (See Appendix B for the complete list).

The inventory revealed a wide range of services and programs, including various physical activities, use of environmentally friendly cleaning products, mental health services, and healthy food choices. These programs illustrate the commitment of several departments to create a healthy campus environment. However, programs are not as widely utilized as expected.

Recommendations

A unified and coordinated approach to campus wellness would be more successful than the current decentralized model. Decentralization has resulted in a duplication of efforts and less than desirable participation. The Healthy Campus Initiative program would include staffing for administration and program delivery, a uniform model of wellness, incentives for participation, a
more aggressive outreach and marketing effort, a central website for information, and extensive data collection and program evaluation.

**Uniform Model of Wellness**

The proposed UO Wellness Model includes eight domains (alphabetical order): cultural, emotional, environmental, intellectual, occupational, physical, social and spiritual.

1. **Cultural:** increased awareness of and respect for our individual and collective identities in all of their diversity;
2. **Emotional:** managing the balance between our mental and physiological states while coping adequately with our feelings and sharing concern for others’ well-being;
3. **Environmental:** intentionally choosing safe and sustainable practices that provide a supportive environment for making healthy choices;
4. **Intellectual:** challenging and invigorating the minds of our university community members;
5. **Occupational:** achieving personal satisfaction and enrichment in life by pursuing work that is consistent with personal values, interests, and beliefs;
6. **Physical:** taking personal responsibility for decisions affecting physical health and quality of life and physical health;
7. **Social:** engaging in mutually supportive interactions that embrace dignity and respect;
8. **Spiritual:** exploring and integrating personal values, meaning and purpose in life.

A Wellness Wheel would be the centralized Healthy Campus Initiative logo to be displayed on the website and other program materials.

**UO Wellness Wheel**

![Wellness Wheel Diagram](Image)

**Healthy Campus Website**

An integral part of collaborative wellness programs would be a website for all related campus resources. The website would be most effective if it were a prominent link off the UO homepage, with a simple address such as [http://wellness.uoregon.edu](http://wellness.uoregon.edu). Having a strong website is no longer an added bonus but a vital part of any successful program. This page would act as an educational tool, as well as a place to find campus wellness activities and events. Our busy students, staff and faculty could access this information at their fingertips anywhere, anytime. The website also would help reduce the amount of fliers, letters and other mass mailings that are typically sent through Campus Mail. In addition, the website could be a valuable tool in collecting data and surveying the campus to evaluate current programs and services and also to find areas for improvements. This would be an important asset in creating unity and coordinating among the various departments on campus that currently provide a variety of wellness services.

**Incentives**

The importance of incentives for faculty, staff and student participation cannot be overstated! The cost-benefit ratio of a healthy campus initiative program is driven by participation rate. Increased participation results in increased cost benefit to the university. At 25% participation, the ratio would be around 1/5 ($1 invested returns $5 in savings). At 100% participation, the ROI would approach 1/20 (Summex Health Management, 2006). “Because most human behavior is purposeful, and Wellness requires ‘work’ along with deferred gratification,” financial wellness incentives are the most effective (WebMD Health Services, 2004). Improved health was not sufficient motivation for participation on other university campuses; additional incentives were necessary. These incentives included health insurance premium or registration costs that were reimbursed or cash for participants upon successful completion of major steps of a wellness program. Incentives can take many forms, but they do require a financial resources commitment.

**Centralized data collection and program evaluation**

With centralized infrastructure to collect meaningful survey data, we can:

- Administer a health and productivity questionnaire;
- Identify the most common health and behavior risks affecting work and academic performance;
- Collect and evaluate all health, disability, Workers Compensation data;
- Design evidence-based, health-promotion programs with targeted educational and environmental initiatives;
- Establish a centralized data warehouse used to measure impact of programs and individual goals;
- Use data gathered to modify and adjust programs based on results;
- Create social norms marketing campaigns by comparing students’ actual behaviors to their perceptions about peer behavior;
- Allocate monetary and staffing resources based upon defined needs;
- Provide needs assessment data for campus and community task forces on health issues that are implicated in avoidable health costs and absences such as physical fitness, healthy weight management, health-disorder management (e.g. diabetes), stress, depression, musculoskeletal challenges, substance use, etc.;
- Have readily available graphs and data for policy discussions and presentations with faculty, staff, administration, and board members;
- Support faculty research and academic linkages.
### Anticipated Annual Operational Budget Estimate

**UO Healthy Campus Initiative**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Program Coordinator @ 1.0 FTE</td>
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<tr>
<td>Program Coordinator OPE (variable)</td>
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<td>Program Coordinator OPE (PEBB)</td>
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<td>Marketing Expense (posters, printing, staff uniforms, promo gear, swag)</td>
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<td>Centralized web site software and management expense</td>
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<td>Special Event expense</td>
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<td>Tech Support</td>
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<td>Office support, program scheduling, logistics</td>
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<td>Staff Development and Training</td>
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<td>Student labor for program delivery</td>
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<td>Contracted part time instructor salaries</td>
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<td>Program Assistant wages (part time)</td>
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<td>Assessments, surveys, evaluation</td>
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<td>“Student/Faculty/Staff participation incentives”</td>
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<td>New program development, supplies &amp; equipment</td>
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<td>Existing program expense</td>
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<tr>
<td><strong>Total Annual Budget</strong></td>
<td><strong>$298,800</strong></td>
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</table>

One time start up expenses for office set up, equipment purchase, etc.  

$55,000

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**NOTE:** It should be acknowledged that budget growth is likely necessary after a period of 2-3 years once programs become established and participation demand increases. Steve Cyboran (Sibson Consulting) has reviewed this proposed budget and advises it ultimately will need considerable growth.

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*The majority of the participation incentives budget will be dedicated to encourage faculty staff who would not otherwise participate in health behavior change. This could take the form of cash for participation, reimbursement of program expenses at completion of prescribed level of participation, reduction of health insurance premiums for certain level of participation, prizes for reaching certain goal thresholds, and other creative incentive plans.*

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**References**


Appendix A
Peer Institutions Contacted to Determine Best Practices

Indiana University
University of California, Santa Barbara
University of Colorado, Boulder
University of Iowa
University of Michigan
University of North Carolina, Chapel Hill
University of Virginia
University of Washington

Additional Institutions Contacted with Existing Wellness Programs

Duke University
Gallaudet University
Ohio State University
Purdue University
Stanford University
University of California, Los Angeles
University of California, Riverside
University of Minnesota
Washington State University
West Virginia University

Appendix B
Inventory of Current Programs and Services by Department

PE & Rec Wellness

- Open recreation hours for members and guests to use the facilities and equipment for physical activity and socialization:
  - Gym space, fitness equipment, rock wall, swimming pool, mat rooms, studios, classroom, lounge
- Physical Education classes (approx. 175 per term) for credit and non credit in the following areas:
  - Aerobics (14); Aquatics (11); Scuba (7); Certification (2); Fitness (15); Individual Activities (15); Martial Arts (18); Mind Body (33); Outdoor Pursuits (19); Racquet Sports (14); Running (6); Team Sports (11); Weight Training (10)
- Recreational fitness programs and educational workshops:
  - Rec Fitness group exercise classes:
    - Freebie Friday group exercise class (2nd Friday of each month)
    - Fitness Week events
    - Women on Weights workshop
    - PAC 10 Fitness Challenge
    - Early Bird Circuit Training workouts
    - National Rec Sports & Fitness Day – February 22nd
    - Take a Hike – Faculty/Staff Fitness Walk
    - Personal Training – Progressive, Developed, Basic, Buddy, Follow Up, Fitness Assessment
    - Fitness Orientation
- Recreational Sports team and individual intramural competitions:
- Family Recreation programming:
  - Sports-O-Rama Summer Camp
  - Rock-O-Rama Climbing Camp
  - Family Rec Day

Athletic Department

- For student-athletes:
  - Mandatory weight lifting with assistance from strength and conditioning coaches
  - Mandatory conditioning
  - Mandatory meetings with nutritionist
  - Training Table for teams who choose to provide it
  - Nutrition bar for healthy foods post and prior to workouts
  - Annual physicals required
  - Access to athletic trainers, doctors, etc
  - Access to an in-house clinical psychologist as of 1/09
  - Referrals to specialists
- For staff:
  - Access to weight room and aerobic facilities during down times
University Housing

- Award winning dining venues serve nutritious meals that appeal to a wide variety of tastes:
  - Vegan and vegetarian entrees daily, local products, no trans-fats, no hormones or antibiotics
- Recreation and open space areas are maintained near most residence halls:
  - Basketball courts, volleyball courts
- Diversity-related resources and organizations are available to Housing residents and staff members:
  - Count Me In program, Start on the Right Foot program, Quality Circles, Diversity Outreach Team, Community Conversations
- Cultural Competency Training for staff members with curriculum developed in coordination with several multicultural organizations on campus:
- Leadership opportunities:
  - Hall government, complex government, Residence Hall Association (RHA), Peer Judicial Board, Leadership in the 21st Century class, jobs as Resident Assistants (RA's), jobs as FIG Academic Assistants (FA's)
- Extensive environmental awareness and sustainability efforts by University Housing staff:
  - The "Ducks for Sustainability" campaign features everything from recycling competitions to energy controls, product purchases, and general business practices
  - Custodial staff is trained in disease prevention and control using a variety of "green" products
  - Community awareness is encouraged through extensive recycling education efforts
- A multitude of social, community service, and educational programs are created each week to engage students with the campus and each other:

Environmental Health and Safety

- Ergonomic guidance, assessments and training for employees:
  - Maintain an ergonomic lending library with equipment for trial use for employees
  - Coordinate the ergonomic assessment team
- Technical assistance, education, training and/or evaluations as part of EHS programs:
  - Fire protection, laboratory and chemical safety, and environmental monitoring
- Occupational safety technical assistance, education, training and/or evaluation:
  - Personal protective equipment, blood borne pathogens, hearing conservation, driver safety and general employee safety
- Participate on the faculty/staff fitness walk committee and staff a table during the walk
- Participate on the UO employee wellness committee
- CPR and first aid training
- Public health guidance and training (such as communicable diseases) for employees

Health Center

- Medical services for diagnosis, treatment and prevention:
  - Health care providers
  - Triage
  - Dental services
  - Pharmacy
- Nurse Specialty Clinic:
  - Allergy, travel, and asthma clinics
  - Immunizations
- Mental health services:
  - Psychiatrist
- Health promotion:
  - Nutrition education
  - Cholesterol screening
  - Cooking classes
- Nurse Specialty Clinic:
  - Allergy, travel, and asthma clinics
  - Immunizations
- Mental health services:
  - Psychiatrist
- Health promotion:
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  - Personal protective equipment, blood borne pathogens, hearing conservation, driver safety and general employee safety
- Participate on the faculty/staff fitness walk committee and staff a table during the walk
- Participate on the UO employee wellness committee
- CPR and first aid training
- Public health guidance and training (such as communicable diseases) for employees

Human Resources

- With PEBB:
  - Member of PEBB-sponsored statewide Healthy Worksite Initiative (HR staff attend monthly meetings and participate in initiatives)
  - Coordinate with University Health Center to implement annual PEBB faculty/staff/dependent flu clinic
  - Coordinate PEBB annual faculty/staff comprehensive health screenings
- With PE and Rec:
  - Co-sponsor the annual UO faculty/staff fitness walk
  - Fund and co-sponsor employee $10 discount coupons for PE and Rec classes
• Convene and facilitate quarterly UO employee wellness committee:
  o This group initiated the annual fitness walk
  o Developed and marketed name for campus wellness efforts: “Promoting a Healthy U”
  o Create and distribute quarterly newsletter of campus wellness opportunities: “Promoting a Healthy U”
  o Sponsor quarterly workshops for employees promoting health and wellness
  o Implement and manage UO faculty/staff health and wellness web page, “Promoting a Healthy U”
  o Manage the UO EAP contract and market services
  o Have oversight for managing Lactation Program for faculty, staff and students, including four campus lactation rooms and a personal refrigerator loan program

Office of Student Life

Assist students who are struggling to successfully meet their psychological, medical, social, financial and academic needs. Staff members provide intake, follow-up, and referral to campus and community resources. Some of the issues addressed include:
  o Stress/anxiety
  o Depression
  o Suicide concerns
  o Eating disorders
  o Nontraditional student issues
  o Bias response incidents
  o Medical issues/hospitalization
  o Family concerns
  o Sexual assault
  o Substance abuse
  o Women’s issues

• Outreach, education, consultations on topic areas and issues including:
  o Student Conduct and Community Standards
  o Nontraditional Students
  o Veterans issues
  o Diversity education and support
  o Family programs
  o Comm/University Resource Assistants
  o Women’s issues
  o LGBT education and support
  o Substance abuse
  o Suicide prevention
  o Sexual assault/partner violence/healthy relationships
  o Student conflict resolution

• Substance abuse prevention efforts:
  o Substance Abuse Prevention team, short term and long term planning with AOD
  o Late night programming efforts (e.g., Halloween) targeted social norms media campaigns

• Women’s Center and sexual assault prevention efforts:
  o Alliance for Sexual Assault Prevention (ASAP), advocacy for victims
  o Sexual Wellness Advocacy Team (SWAT), peer theater program
  o Community engagement projects around healthy relationships
  o Women’s health and health promotion programs

• Veterans and Nontraditional students:
  o Female Veterans group
  o Advise the Nontraditional Student Union
  o Advise the Veterans and Family Student Association

• Student Conduct and Community Standards:
  o Many interactions involve discussions about alcohol and other drug use and misuse and outreach to high risk students

• Student Conflict Resolution Services:
  o Train students in healthy communication, mediation, and restorative justice issues

• Lesbian, Gay, Bisexual, Transgender Education and Support:
  o Bridges panels
  o Advise LGBTQ
  o Queer Ally Coalition (QAC)

• Diversity Education and Support:
  o IMPACT Peer Mentoring I, II, and III classes
  o Advise the Intercultural Mentoring Program Advancing Community Ties (IMPACT)

Counseling and Testing Center

• Intake and brief therapy regarding a variety of mental health issues including:
  o Stress/anxiety
  o Coping with difficult medical diagnoses
  o Eating disorders
  o Body image/body size acceptance
  o Depresssion, bipolar disorder, schizophrenia, anxiety disorders and other biologically based mental health issues
  o Sexual assault
  o Sexual decision making
  o Suicide prevention
  o ShrinkRap column in every parent newsletter addressing mental health issues of interest to parents

• Outreach and Education on topics and issues including:
  o Stress/anxiety/depression
  o Healthy relationships
  o Eating disorders
  o Body image/body size acceptance issues
  o ShrinkRap column in every parent newsletter addressing mental health issues of interest to parents

• Provide consultation and debriefing to faculty, staff, parents, and students regarding mental health issues:
  o Crisis community support, debriefing sessions with groups of students, faculty, and staff
- One-on-one consultation with faculty, staff, students, parents about specific students of concern
- Training for faculty and staff regarding importance of prevention and attention to mental health issues as part of violence prevention
- Participate in IntroDUCKtion parent panel

- Group therapy for students coping with depression, anxiety, eating disorders

- Substance abuse intervention efforts:
  - Voluntary “New Directions” group for students who want to explore substance use issues
  - Evidence-based psychoeducational workshops for mandated students

- Suicide prevention and intervention
  - Provide leadership to consortium of Oregon colleges and universities regarding suicide prevention efforts
  - Evaluate suicide assessment report forms to recommend to Dean of Students which students should be asked to participate in mandatory suicide assessment process
  - Conduct suicide assessments for students required by the Dean of Students to participate in process
Translational Research that Promotes Human Health and Performance

1. Outline of the Big Idea

The goal of basic human physiological and behavioral science is to understand the processes underlying health and performance. The range of topics guiding research in this broad area includes how various physiological systems contribute to the quality of human life, what factors influence development, what kinds of interpersonal (families, peers, spouses) and affective processes undermine physical and mental health, and how specific physiological and psychological systems and factors interact in health and disease. This approach to studying life has led to many remarkable discoveries and quite often to improved diagnosis, treatment, and prevention of disease, as well as strategies that promote improved health and performance.

Unfortunately, the translation of basic physiological and behavioral science findings into clinically relevant applications can sometimes take decades or longer. The translation of life science findings into effective clinical and prevention practices lags because the application of findings is often deemed peripheral to the science. To make this translation more rapid and effective, a team of researchers who straddle the basic science and clinical worlds is required to generate synergistic findings that benefit all. For example, the failure or success of a clinical trial provides insight into the malleability of an underlying process, suggesting a need to better understand a physiological or behavioral dynamic. Despite the promise of translational research approaches, a number of intellectual and institutional barriers quite often limit the likelihood of such teams being formed. The lack of translational research activities in higher education in particular contributes to barriers to training the future generation of scientists in such approaches. The National Institutes of Health (NIH) has identified this issue as a major concern and has recently started a number of translational human health–related research initiatives to address the problem. The Translational Human Health and Performance Big Idea has evolved in the past several years as a local response to this issue.

During the past decade at the University of Oregon, explosive growth has occurred in health-related research that is model focused, operates at the forefront of clinical treatment and performance enhancement, and addresses applied issues. In fact, research at the UO has led to innovations in a wide range of contexts, from the treatment of depression in adolescents and adults to the use of tactile maps to improve wayfinding in the blind/sight impaired. This work emanates from research partnerships with practicing clinicians and hospital organizations that have been led by faculty from a wide range of disciplines including anthropology, computer and information sciences, counseling psychology, geography, human physiology, and psychology. Because translational research is, by definition, highly integrative, the critical mass of faculty associated with this initiative has multidisciplinary expertise spanning numerous fields. Perhaps most important, by embracing translational research, these faculty members have adopted an outwardly focused perspective that directly engages the community by responding to health issues affecting broad segments of society both in Oregon and beyond. For example, UO faculty have directly contributed to the design of prevention programs adopted in many of Oregon’s public schools and in mental health treatment and community service systems. To ensure effectiveness, this outward focus has been reciprocated by the local clinical community in the form of partnerships with both individual health care providers and entire organizations.

One of the main goals of this initiative is to support the formalization of these partnerships, with the ultimate goal of building a center facility whose mission is to create and advance knowledge directed at improving the quality and longevity of human life. Operating through novel academic, clinical, and community partnerships, it will be a source of support for collaborative, interdisciplinary human health–related research, and a “home for ideas” on how seamless translation of basic research into practice can be achieved. Although research will be the focal point of the center, it will also champion the design and implementation of educational opportunities for undergraduate and graduate students through collaboration between academic investigators, medical professionals, and businesses within and across a host of disciplines. In addition, systematic research on intervention, service, and outreach activities will contribute to the dissemination of health-related research generated within the center so that it flows to both the university and the broader community.

Tracking the existing growth and success of translational work on the human condition in the UO community suggests that an initiative focused on translational health and human performance is already successfully under way at the grass roots level. Recent trends in science in the United States suggest that capitalizing on this success by supporting translational research at the university level as a Big Ideas initiative would be an excellent investment in an exciting and promising interdisciplinary field. The likelihood of a successful outcome for such an effort is not a matter of speculation because, despite a modicum of organized support and coordination, translational human health–related research has arrived at the UO and is making a visible mark on the science community. Students are drawn to the departments that focus on this work, and a host of medical, mental health, and education practitioners enthusiastically embraces it through their cooperation. Without doubt, an investment in such an initiative would be positively transformative for both the university and the local clinical community and result in societal benefits from the local to the global level.

2. Alignment with the Goals of UO’s Mission and Academic Plan

This initiative aligns with the three goals of UO’s Academic Plan in several ways.

a) Goal 1: To Achieve and Sustain AAU Excellence on a Human Scale.

We are convinced that this initiative will bring us into alignment with a major focus of NIH funding concerned with translational human health–related
research. It is more important than ever to seize this opportunity now that the new administration has reinvested in science at a substantial level. As such, by developing and supporting the collaborative infrastructure and personnel associated with the center described earlier, the UO will be able to leverage the strengths of our team to become attractive for funding from the NIH and other agencies. This strategy has already borne fruit in the form of direct financial support from PeaceHealth, multiple funded projects on translational research from several external funding agencies, and an application to the National Science Foundation (NSF) Interdisciplinary Graduate Education and Research Training (IGERT) program. Given that one of the major metrics of the Association of American Universities (AAU) is the level of external research funding and associated scholarly productivity, we are confident that this initiative will raise our status within this body by building on existing activities and strengths.

To achieve this goal, we will emphasize a variety of interactions and service venues for community, research, and training collaborations, from one-on-one mentoring and small group interactions to direct collaboration on scientific projects ranging from basic to applied. For example, the direct clinical experiences for both undergraduate and graduate students that we envision as part of this initiative would occur in settings of only a handful of students. For this purpose, we are fortunate to have clinical collaborators from the local community who are remarkably generous with their time.

The impact on human health and performance will be reinforced by the community service and outreach that we envision taking place as an integral component of this initiative. We would place graduate and advanced undergraduate students in many of the positions associated with this outreach so they receive training and experience in the appropriate one-on-one interaction with members of the broader community while putting into practice their knowledge of human health–related concepts. For example, UO faculty at the Child and Family Center (CFC) currently not only train doctoral students in school, counseling, and clinical psychology in an empirically supported family intervention model, but also engage in translational research to improve both their understanding of developmental processes leading to mental health challenges and the design of more effective and efficient interventions that promote mental health.

Finally, the immense popularity of translational human health–related research and training at the UO means that departments that align closely with this approach can, if they so choose, become more selective in their admission criteria and standards. The result of such selectivity would be a student body of similar or slightly larger size that is significantly higher achieving than their counterparts were 5–10 years ago. This, in turn, will lead to better-prepared graduates who will have a more direct and immediate impact on the community they enter upon leaving the university. In addition, this increased selectivity will enhance our status as the flagship institution within the Oregon University System.

b) Goal 2: To Promote the Cultivation of Intellectual Communities and Virtues. Connected and interdisciplinary research and education comprise the main means by which this initiative will fulfill the second goal of the Academic Plan. At the core of translational human health–related endeavors is a connection to the external health care institutions that are in direct contact with patient populations whose disease states we seek to better diagnose, treat, and prevent through our applied basic science research. This connection is vital to the successful translation of research findings and undergraduate and graduate education. No amount of reading and attending lectures can replace the knowledge gained by directly interacting with a patient suffering the debilitating effects of injury, disease, drug abuse, or mental health difficulties. When students are exposed to such interactions during clinical observations and/or data collection, their perception of the adaptive limits of the human condition is transformed.

c) Goal 3: To Enroll, Retain and Engage a Diverse Community.

Several members of our team have been involved in two diversity-related programs on campus for the past several years. The first is the Summer Program for Undergraduate Research (SPUR) organized by the Department of Biology, which targets high-achieving minority undergraduate students from the UO and other institutions nationwide to take part in intensive summer research in the life sciences. The second program is the Summer Academy to Inspire Learning (SAIL), which originated in the Department of Economics. This program targets local middle and high school students of low socioeconomic status for weeklong academic camps with various social and natural science themes and an introduction to aspects of campus life. If our initiative is selected as one of the Big Ideas, we will recruit additional supporting team members to host SPUR students in their labs and/or contribute to the SAIL program during the summer months.

At a graduate level, colleagues in the Counseling Psychology program recently received an award from the American Psychological Association for the design of a doctoral training program that promotes education and training in cultural diversity. Several ongoing behavioral and prevention science programs at the CFC specifically focus on the translation of knowledge to the design of family interventions shown to promote positive outcomes among diverse families, including those from the African American, American Indian, and Latino communities. If selected, we will pursue similar approaches to a broad range of diversity-related human health and performance issues.

3. Addresses Core Missions

This initiative will have a positive effect on the delivery of educational content in line with the translational nature of the human health–related research already taking place. Making targeted hires of faculty with expertise in translational-oriented research will help achieve a critical mass of faculty specializing in this approach. More formally organizing and increasing the number of clinically
oriented internship and observation opportunities will also reinforce and thereby further enhance the student experience.

4. Builds on Existing Academic Strengths
The UO College of Education is one of the top programs in the nation, bringing in millions of dollars in research funding every year. A significant component of its research and education endeavors is translational in nature. Similar approaches are also being taken by groups of faculty or entire departments within the College of Arts and Sciences. Across the various programs and units are at least 26 faculty members whose interests align with translational human health–related research and education. Yet, despite the close alignment of approach and research questions being addressed, the extent of collaboration has been relatively minor. The strength of this initiative is the proposed creation of a center that will formalize the organization of the translational approach both within and outside campus. This will foster collaborations more easily, create relationships with the local clinical community in an organized fashion, and serve to more formally introduce undergraduate and graduate students to clinical settings for research and education.

5. Fosters New Cross-Institutional Collaboration
a) Within-UO academic collaborations
The proposed initiative would bring together colleagues from a variety of disciplines within CAS and COE and from research institutes associated with the UO community, such as the CFC, Oregon Research Institute, and Oregon Social Learning Center. Potential collaborations also exist within the social sciences and humanities programs relevant to the sociological, cultural, economic, and philosophical causes and effects of health and disease, as well as among faculty in Architecture & Allied Arts who are interested in the design of infrastructure that promotes healthy lifestyle choices.

b) Within-UO academic/athletics collaborations
The UO Athletic Department has been remarkably successful both financially and on the playing field throughout the past decade. Although the department is self-sufficient and somewhat independent administratively, their leadership team has expressed a desire to be more directly involved in the academic mission of the university. From the perspective of this initiative, a number of themes would, or already do, benefit from close collaborations with the Athletic Department. Using high-performance athletes as participants in research examining cardiovascular, respiratory, and neuromuscular systems allows unique insight into how these systems function in typical healthy populations. In addition, athletes are at greater risk for sustaining various injuries such as concussion and joint damage. Clinically oriented research aimed at these injury states has the potential to inform subsequent diagnosis, treatment, and prevention not only in an athletic, but also in the more general, population. Thus, one of the goals of this initiative is to actively pursue collaborations with the Athletic Department for the purpose of benefiting both the athletic and the academic missions of the university.

c) Outside-UO academic/health care collaborations
A key feature of this initiative is external partnerships with local and regional health care institutions. A major component of this proposal is to strengthen a collaboration that has developed during the past several years with PeaceHealth. Agreements for collaborative efforts have been started with the Oregon Heart and Vascular Institute and more recently extended to collaborations with UO in rehabilitation neuroscience and gerontology. There have also been discussions about expanding this effort to include complementary and alternative medicine, women’s health, and orthopedics. Although these partnerships have been initiated, they have not been fully developed or formalized. The creation of a center associated with this initiative would solidify these partnerships and create an environment in which they would remain self-sustaining.

d) Outside-UO academic/mental health practice collaborations
The creation of the UO CFC as a translational research center has led to long-term successful collaborations between the Oregon public school system and community agencies concerned with the treatment and prevention of drug abuse and mental health problems in children and adolescents. Currently CFC is collaborating with 44 Oregon middle schools to promote empirically supported mental health interventions for families in the public school context to improve academic success, reduce mental health problems, and prevent drug abuse among Oregon children. As an ongoing process, CFC researchers conduct model-driven research on the etiology and course of mental health and drug use problems in children and families and apply these models to the design of innovative intervention services that treat and prevent these outcomes.

6. Strengthens Existing Disciplines
This initiative will strengthen the programs in a number of disciplines that have seen remarkable growth during the past 5–10 years as a result of embracing translational human health–related research and education. As an example, the Department of Human Physiology has seen a five- to six-fold increase in the number of undergraduate majors in the past eight years from just over 150 in 2000 to approximately 800 currently. Supporting this initiative would allow HPHY to make targeted faculty hires to reduce its current student-to-faculty ratio (~60/1) to a more reasonable number (another important AAU metric) and expand and improve its undergraduate lab facilities. Similar hires and infrastructure improvements will be made in other departments/units that are similarly affected.

7. Links to Fundamental Societal Opportunities, Challenges, or Needs
Human disease is a substantial challenge to society. The costs, both financial and emotional, can be immense. Applying basic science research directly to clinical issues to better diagnose, treat, and prevent disease states can have a
significant impact on both individual patients and their families, as well as on society as a whole. This initiative will enhance the ability of UO faculty to carry out translational human health–related research and education. It will provide a direct benefit to the individuals who are studied and an indirect benefit to the larger society as graduates of the integrated programs begin to contribute to the various health care fields we serve.

8. Incorporation of Assessment and Communication Strategies
Assessment of the initiative will take several forms. First and foremost, we expect to see improved levels of external funding as a result of the organization across disciplines inherent in the plan. In particular, we would seek out more program project–oriented and graduate education–oriented grants in addition to typical individual or small group grants. Second, we will track the frequency and magnitude of contributions from the local clinical community. We expect a significant increase in these metrics once the initiative is fully organized and operational. This in turn will lead to a richer experience for both undergraduate and graduate students and greater success in their postgraduate careers.

With respect to communication, a major component of the initiative is community outreach and service. This will take a variety of forms, including health testing for the UO and the broader community; collaborations with Physical Education & Recreation to promote healthy nutrition and exercise habits on campus; patient education within the Student Health Center, PeaceHealth, and other local clinical institutions; and faculty outreach to both the clinical and lay public through seminars, workshops, and guest speakers.

9. Details of the Proposed Funding Model
We propose making combined use of philanthropic and external granting sources to fund the various components of this initiative. Through their own foundation, PeaceHealth has already agreed to contribute to the development of clinical educational experiences and research support as part of their collaborations with UO. A subset of the group is in the process of applying for an NSF IGERT grant that closely overlaps this initiative. Researchers at the CFC are collaborating with colleagues in the Department of Psychology on the preparation of a translational center for funding by the National Institute on Drug Abuse. Additional program–oriented interdisciplinary educational and research grants will also be applied for in the future as the initiative moves forward. In addition, we are interested in pursuing combined philanthropic outreach efforts with the Athletic Department to advance the idea of donor support of the high-performance athletic research and education components of this initiative. Finally, to the extent that this initiative raises the profile of translational human health–related research at the UO, it seems likely that this may appeal to alumni in a broad range of health care fields who may want to donate to programs that align closely with their chosen profession.

The goal of this budgeting is threefold: 1) to make targeted faculty hires in the various departments/units, 2) to expand and renovate core facilities for undergraduate education, and 3) to support research personnel to act as liaisons between UO and PeaceHealth for the purposes of patient recruitment and statistical and human subjects support. The ultimate goal for funding would be to construct a building to house the center and the labs/offices of faculty involved in the initiative.

10. Sustainability beyond 3- to 5-Year “Focus Phase”
To be sustainable beyond the initial support phase, we would continue to seek external research and education grant support mainly from the NIH, NSF, and Departments of Defense and Education, but also from private foundations such as the Murdock, McDonnell, and McKnight Foundations and the American Heart Association. In addition, the possibility of reinvesting the plans for a regional medical school curriculum (i.e., the Oregon Regional Medical Education [ORMED] program) would potentially be enhanced by support for this initiative and could contribute to its longer term sustainability.

11. Supporting Team and Points of Contact

a) Points of contact:
   Tom Dishion, College of Education and Department of Psychology
   Paul van Donkelaar, Human Physiology

b) Supporting team:
   Faculty members in the Departments of Anthropology, Computer and Information Sciences, Counseling Psychology, Geography, Human Physiology, and Psychology are directly associated with translational human health related research. Additional faculty from the Humanities, Social Sciences, and professional schools may also align with the broader themes of the initiative.

12. Startup Resources Available
The UO and PeaceHealth have pledged a total of $250,000 to formalize their partnership over the next year. In addition, the PeaceHealth Foundation is committed to making medical education and research one of their top priorities moving forward. From a community perspective, city leaders in both Eugene and Springfield are supportive of the integration of UO research and education into the concept of medical clusters in the region. Finally, many supporting team members currently have, or are applying for, a variety of individual and group grants directly related to the focus of this initiative.
Policies are adopted methods that describe how to apply the Campus Plan to development projects. They are expressions of the university’s requirements with respect to the physical development of university properties. Policies apply to all development within the Plan’s jurisdiction.

Each policy below is further elaborated in a later chapter of the Plan.

**POLICY 1: PROCESS AND PARTICIPATION**

The structured and effective manner in which the university’s planning process functions stems from the principles described in The Oregon Experiment. The cornerstone of the process is the principle of participation, which is an extension of an established tradition in Oregon generally and at the University of Oregon in particular.

Three other principles – organic order, coordination, and diagnosis – also are relevant to Policy 1 and ensure responsiveness to the institution’s needs. (Refer to page 11.)

To implement these principles from The Oregon Experiment, the university shall follow the planning process policy refinements in “Policy 1: Process and Participation” (page 11) for all construction projects and campus planning activities.

**POLICY 2: OPEN-SPACE FRAMEWORK**

The University of Oregon campus is organized as a system of quadrangles, malls, pathways, and other open spaces and their landscapes. This organizational framework not only functions well, but also serves as a physical representation of the university’s heritage.

As opportunities arise, the fundamental and historic concepts of the university’s open-space framework and its landscape shall be preserved, completed, and extended. All construction projects shall follow the policy refinements established in “Policy 2: Open-space Framework” (page 23).

**POLICY 3: DENSITIES**

Development densities are established to preserve the historic character of the university campus as a setting conducive to thoughtful and reflective endeavor, while at the same time allowing for accommodation of new facilities.

To control the look and feel of the campus, no construction project shall result in a density in excess of the maximum densities established in “Policy 3: Densities” (page 31).

**POLICY 4: SPACE USE AND ORGANIZATION**

When a university is too spread out, people cannot make use of all it offers. On the other hand, a campus diameter based strictly on the ten-minute class break is needlessly restrictive. The location of program spaces greatly affects how the campus functions and influences the degree of positive interaction.

In order to distribute the campus’s available space in ways that are functional, flexible, and compatible, all proposed construction projects shall meet the policy refinements as described in “Policy 4: Space Use and Organization” (page 33).

**POLICY 5: REPLACEMENT OF DISPLACED USES**

All university uses are important to the university. A new use must not benefit at the expense of an existing use.

All plans for new construction (buildings or remodeling projects) shall keep existing uses intact by developing and funding plans for their replacement as described in “Policy 5: Replacement of Displaced Uses” (page 39).

**POLICY 6: MAINTENANCE AND BUILDING SERVICE**

The university was established over 125 years ago and is likely to continue far into the future. It continued viability depends on the creation of a campus that is long lasting, easily maintained, and easily serviced.

The university’s campus and facilities shall be designed to meet long-term university needs and to be efficiently maintained and operated in accordance with the policy refinements in “Policy 6: Maintenance and Building Service” (page 41).
The continuity and quality of the university’s campus environment are materially affected by the character and architectural style of the buildings. Furthermore, the university’s historic buildings and landscape, which are important defining features of the campus, are artifacts of the cultural heritages of the community, the state, and the nation.

To preserve the overall visual continuity and quality of the campus and as a commitment to the preservation and rehabilitation of identified historic resources, all construction projects shall follow the policy refinements in “Policy 7: Architectural Style and Historic Preservation” (page 43).

In addition to complying with applicable federal and state requirements, the university is committed to making all new facilities welcoming and accessible to all users without discriminating on the basis of ability. This inclusive environment enables all users to participate equally in the university’s programs, activities, and services.

To provide access for all of members of its community, all construction projects shall follow the policy refinements set forth in “Policy 8: Universal Access” (page 45).

Carefully addressing transportation needs is vital in creating a cohesive, functional campus. A complete transportation policy includes coordinating transportation efforts with the larger community.

To ensure the safe, efficient, and affordable transportation needs of the campus community, all construction projects shall follow the policy refinements in “Policy 9: Transportation” (page 47).

The development, repair, maintenance, and operations of the University of Oregon today have an impact on the local environment and the ability of future generations to thrive.

To ensure that the unique characteristics of specific areas are not overlooked, all proposed construction projects shall consider the special conditions in “Policy 12: Design Area Special Conditions” (page 65).

Patterns establish a means of articulating commonly held values as they pertain to the campus environment and design. Patterns ideally function together as words in a sentence, creating a cohesive whole built on a common design language, the “pattern language.”

To achieve effective and meaningful dialog about important campus design issues, all construction projects shall consider the patterns contained in “Policy 11: Patterns” (page 51).
BUILDING DESIGN
This set of patterns informs how each building should be designed.

Four-story Limit
Architectural Style
Building Character and Campus Context
Arcades
Operable Windows
Materials and Operations
Flexibility and Longevity
Future Expansion
Wholesomeness of Project
Wings of Light
Pools of Light
Quality of Light
Public Gradient
Organizational Clarity
No Signs Needed
Building Hearth
Classroom Distribution
Fabric of Departments
Faculty-Student Mix
Office Connections
Places to Wait
Enough Storage

SUMMARY:
Design Area F
Location: Athletics and Recreation
Esslinger Footprint (approx.) = 73,500 GSF
Remaining capacity (SF) (buildable area) = 63,815
Remaining FAR (GSF) = 110,112

2009 - 2011 BIENNIAL CAPACITY PLAN

PHYSICAL ACTIVITY FIRST
SYNERGY IN ORGANIZATION
BRINGING PEOPLE TOGETHER
COLLEGIALLY IN COLLABORATION
HUMAN BASED RESEARCH

As discussed during User Group Session
PEDAGOGY
1. the function or work of teacher; teaching
2. the art or science of teaching; education; instructional methods

One-way communication
- limited interaction
- questions inhibited

Two-way communication
- interaction not inhibited
- questions taken (electronically?)

Flexibility for teaching or instructional methods

UNIVERSITY CLASSROOMS:
Seats and Quantity - Verify
One (1) 40 seat classroom
Two (2) 49 seat classrooms
One (1) 60 seat classroom
A/V, Geometry, Seating. Recent on Campus Precedent?
Department Classrooms? Quantity and Size?

AUDIO/VISUAL (AV)
- voice reinforcement and sound system for video
- sight lines/visibility

Criteria
- farthest seat from the screen
- closest seat to the screen
- sight line angles
- acoustic engineering
- AV room and location

500 SEAT CLASSROOM/LECTURE HALL
Critical Lecture Hall Issues
- Pedagogy
- AV
- Geometry
- Seating/Furniture
Classroom Study

**SEATING/FURNITURE**
- fixed seats and tables vs. moveable
- tablet arm chairs or tables
- seating for testing
- accessibility
- furniture storage

**DIAGRAM:**
- 294 fixed seats (14 rows)
- stage
- flat floor with raised and stepped seating
- storage
- projection room
- 4,075 GSF

**CLASSROOM STUDY**

**DIAGRAM:**
- 299 fixed seats (13 rows)
- stage w storage (accessibility?)
- sloped floor with fixed seats
- storage
- projection room
- 3,290 GSF

**GEOMETRY**
- plan and section shape for acoustics and viewing

Criteria
- ceiling height for screen (3:4 or 9:16)
- floor slope or steps
- flat floor with raised platform
- accessibility and exiting
PRECEDENT:
-Iowa State University, LeBaron Hall Auditorium
http://www.educause.edu/learningspacesch22

-Rutgers
http://classrooms.rutgers.edu/
- John Hopkins

OBSERVATIONS:
Office Areas:
- spaces made home
- multi-use/purpose
- varying or atypical office area

Classroom Study
DIAGRAM:
-300 fixed seats (11 rows)
-stepped floor with fixed seats
-4,000 GSF

Classroom Study
DIAGRAM:
-494 fixed seats (17 rows)
-stage w/ storage (accessibility?)
-sloped floor with fixed seats
-storage
-projection room
-6,000 GSF

Human Physiology (HPHY) Facilities Tour

Human Physiology (HPHY) Facilities Tour
Lab Areas:
- furniture clearance
- teaching labs

Lab Areas:
- subject or treatment area
- storage + supplies
- adjacent office area

Lab Areas:
- flexibility
- equipment
- apparatus for research

Lab Areas:
- research based labs
Lab Areas:

WET LABS are labs where chemicals, drugs, or other material or biological matter are tested and analyzed requiring water, direct ventilation, and specialized piped utilities.

DRY LAB is a lab where computational or applied mathematical analyses are done. Also refer to a lab that uses primarily electronic equipment. In photo printing refers to systems that do not employ the use of “wet” photographic chemicals.
## HPHY Program

### EXECUTIVE SUMMARY

Why now? Big Idea and Academic Plan
- Esslinger Hall
- HPHY Space Need
- PE&Rec Need
- Synergy in Collaboration
- University Classrooms

**ESSLINGER HALL**
- Existing Conditions

**CAMPUS PLAN**
- Patterns

**HUMAN PHYSIOLOGY (HPHY) Need**
- Program
- Blocking and Stacking

**PE&REC NEED**
- Program
- Blocking and Stacking

**LARGE CLASSROOM STUDY**
- Precedent and Need
- 500 Station Classroom Study

**CONCEPT DIAGRAMS**

### Table of Contents

- Human Physiology (HPHY) Phase 1 DRAFT

### SPACE NAME

<table>
<thead>
<tr>
<th>SPACE NAME</th>
<th>Quantity</th>
<th>Net Sq. Ft</th>
<th>Total</th>
<th>NOTES</th>
<th>ACCESS</th>
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<tr>
<td><strong>GROUP B: HPHY RESEARCH LABS &amp; OFFICES</strong></td>
<td></td>
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<tr>
<td>Gilb Lab</td>
<td>2</td>
<td>500</td>
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<tr>
<td>Haiti Lab</td>
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<td>Environmental Core</td>
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<td>Teaching/Demo Room</td>
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<td>Lowering Lab</td>
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<td><em>Unassigned Labs</em></td>
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<td><strong>Applet Instruction Core</strong></td>
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<td>Micronography Room</td>
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<td><strong>Peckwell Room</strong></td>
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<td><strong>Sleep Suites</strong></td>
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<td><strong>Pharmacy Function Room</strong></td>
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<td><strong>Research Staff</strong></td>
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<td>5 staff per program</td>
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</table>

**Efficiency Factor** 20% 0.80

**HPHY** 24,100

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## Human Physiology (HPHY) Phase 1 DRAFT

### Preamble

Physical Education and Recreation Department (PE&Rec) Start Up
- PE&Rec Esslinger Tour
- PE&Rec Need

### Phase I Summary

- Start Up
- PE&Rec Tour
- PE&Rec Need

### Synergy in Collaboration

- University Classrooms

### Existing Conditions

- Patterns

### Human Physiology (HPHY) Space Need

- Program
- Blocking and Stacking

### Table of Contents

- Why now? Big Idea and Academic Plan
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- Program
- Blocking and Stacking
- LARGE CLASSROOM STUDY
- Precedent and Need
- 500 Station Classroom Study
- CONCEPT DIAGRAMS

---

### Executive Summary

**Why now?** Big Idea and Academic Plan

- Esslinger Hall
- HPHY Space Need
- PE&Rec Need
- Synergy in Collaboration
- University Classrooms

**ESSLINGER HALL**

- Existing Conditions

**CAMPUS PLAN**

- Patterns

**HUMAN PHYSIOLOGY (HPHY) Need**

- Program
- Blocking and Stacking

**PE&REC NEED**

- Program
- Blocking and Stacking

**LARGE CLASSROOM STUDY**

- Precedent and Need
- 500 Station Classroom Study

**CONCEPT DIAGRAMS**

---

### Synergy in Collaboration

- University Classrooms

---

### Existing Conditions

- Patterns

---

### HPHY Program

### Group B: HPHY Research Labs & Offices

- Gilb Lab
- Haiti Lab
- Environmental Core
- Teaching/Demo Room
- Lowering Lab
- *Unassigned Labs*

### Group C: HPHY Teaching Core

- Primary Lab 500 sq. ft.
- Secondary Lab 500 sq. ft.
- Teaching Lab 500 sq. ft.
- Storage, Staff Rooms & Lab Prep

### Group A: HPHY Research Labs & Offices

- Gilbert Lab
- Haiti Lab
- Environmental Core
- Teaching/Demo Room
- Lowering Lab
- *Unassigned Labs*
- Applet Instruction Core
- Special Procedures Room
- Microbiology Room
- Peckwell Room
- Sleep Suites
- Pharmacy Function Room
- Storage
- Change Rooms/Shower/Tattoo
- Cafeteria
- Leashy
- Self/Other Storage
- Towel/Utility Area
- Other Faculty Office
- Research Staff
- Other Research Staff

### Notes

- All space is in available annexes 3 each of the 60 student and 80 student classrooms.

---

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- Why now? Big Idea and Academic Plan
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- CONCEPT DIAGRAMS

---

### Human Physiology (HPHY) Phase 1 DRAFT

### Phase I Summary

- Physical Education and Recreation Department (PE&Rec) Start Up
- PE&Rec Esslinger Tour
- PE&Rec Need

### Synergy in Collaboration

- University Classrooms

### Existing Conditions

- Patterns

### Human Physiology (HPHY) Space Need

- Program
- Blocking and Stacking

### PE&Rec Need

- Program
- Blocking and Stacking

### LARGE CLASSROOM STUDY

- Precedent and Need
- 500 Station Classroom Study

### CONCEPT DIAGRAMS
Stacking Option C

HPHY-Group B = "B"
HPHY-Group E = "E"
HPHY Administration Office = Admin
HPHY Conference and Tutoring = Conf
University Classroom = UC
One 80 Station University Classroom = UC 1@80
UNASSIGNED = UA

Stacking Option D

HPHY-Group B = "B"
HPHY-Group E = "E"
HPHY Administration Office = Admin
HPHY Conference and Tutoring = Conf
University Classroom = UC
One 80 Station University Classroom = UC 1@80
UNASSIGNED = UA
When a university is too spread out, people cannot make use of all it offers. On the other hand, a campus diameter based strictly on the ten-minute class break is needlessly restrictive. The location of program spaces greatly affects how the campus functions and influences the degree of positive interaction.

In order to distribute the campus's available space in ways that are functional, flexible, and compatible, all proposed construction projects shall meet the policy refinements as described in “Policy 4: Space Use and Organization” (page 35).

The university was established over 125 years ago and is likely to continue far into the future. Its continued viability depends on the creation of a campus that is long lasting, easily maintained, and easily serviced.

The university’s campus and facilities shall be designed to meet long-term university needs and be efficiently maintained and operated in accordance with the policy refinements in “Policy 6: Maintenance and Building Service” (page 41).

All university uses are important to the university. A new use must not benefit at the expense of an existing use.

All plans for new construction (buildings or remodeling projects) shall keep existing uses intact by developing and funding plans for their replacement as described in “Policy 5: Replacement of Displaced Uses” (page 39).

The continuity and quality of the university’s campus environment are materially affected by the character and architectural style of the buildings. Furthermore, the university’s historic buildings and landscapes, which are important defining features of the campus, are artifacts of the cultural heritage of the community, the state, and the nation.

To preserve the overall visual continuity and quality of the campus and as a commitment to the preservation and rehabilitation of identified historic resources, all construction projects shall follow the policy refinements in “Policy 7: Architectural Style and Historic Preservation” (page 43).

In addition to complying with applicable federal and state requirements, the university is committed to making all new facilities welcoming and accessible to all users without discriminating on the basis of ability. This inclusive environment enables all users to participate equally in the university’s programs, activities, and services.

To provide access for all of members of its community, all construction projects shall follow the policy refinements set forth in “Policy 8: Universal Access” (page 45).

Carefully addressing transportation needs is vital to creating a cohesive, functional campus. A complete transportation policy includes coordinating transportation efforts with the larger community.

To ensure the safe, efficient, and affordable transportation needs of the campus community, all construction projects shall follow the policy refinements in “Policy 9: Transportation” (page 47).

Policies are adopted methods that describe how to apply the Campus Plan to development projects. They express the university’s requirements with respect to the physical development of university properties. Policies apply to all development within the Plan’s jurisdiction.

Each policy below is further elaborated in a later chapter of the Plan.

The University of Oregon campus is organized as a system of quadrangles, malls, pathways, and other open spaces and their landscapes. This organizational framework not only functions well, but also serves as a physical representation of the university’s heritage.

As opportunities arise, the fundamental and historic concepts of the university’s open-space framework and its landscape shall be preserved, completed, and extended. All construction projects shall follow the policy refinements established in “Policy 2: Open-Space Framework” (page 23).

Development densities are established to preserve the historic character of the university campus as a setting conducive to thoughtful and reflective endeavor, while at the same time allowing for accommodation of new facilities.

To control the look and feel of the campus, no construction project shall result in a density in excess of the maximum densities established in “Policy 3: Densities” (page 31).
Policy 11: Patterns

Campus-wide Pattern List: A Pattern Language for the University of Oregon

The following list is arranged roughly from global issues to specific issues. Patterns in bold typeface must be considered for every project.

The full text of each pattern, with patterns arranged in alphabetical order, follows this list.

LARGE SCALE CAMPUS
This first set of patterns defines how the campus is formed at the greatest scale and looks at the composition of the entire campus.

Universal Access
Sustainable Development
Open-space Framework
Campus Quadrangles and the Historic Core
University Shape and Diameter
Campus Trees
Pavilions
Open University
Main Gateways
Good Neighbor
Outdoor Classroom
Student Housing

TRANSPORTATION
This set of patterns defines the transportation systems (including pathways) of the entire campus.

Local Transport Area
Bike Paths, Racks, and Lockers
Park Sheds
Paths and Goals
Road Crossings
Pedestrian Pathways
Looped Local Roads
Hierarchy of Streets
Spill-Over Parking
Shielded Parking and Service Areas
Small Parking Lots in Campus Core
Peripheral Parking

SITE ARRANGEMENT
This set of patterns informs how buildings should be arranged to become a part of the campus.

Site Repair
Use Wisely What We Have
Existing Uses/Replacement
Positive Outdoor Space
South-facing Outdoors
Quiet Backs
Water Quality
Accessible Greens
Local Sports
Research Ties
Public Outdoor Room
Small Public Squares
Main Building Entrance
Activity Nodes
Building Complex
Connected Buildings
Family of Entrances
Tree Places
Access to Water
Seat Spots
Sitting Wall

BUILDING DESIGN
This set of patterns informs how each building should be designed.

Four-story Limit
Architectural Style
Building Character and Campus Context
Arcades
Operable Windows
Material and Operations
Flexibility and Longevity
Future Expansion
Wholesomeness of Project
Wings of Light
Pools of Light
Quality of Light
Public Credit
Organizational Charity
No Signs Needed
Building Health
Classroom Distribution
Fabric of Departments
Faculty/Student Mix
Office Connections
Places to Walk
Enough Storage

POLICY 11: PATTERNS

The campus is composed of approximately 295 acres. Within this vast area smaller areas of campus exist, each with its own distinct feel and history. High-quality development requires attention to the unique details that give each of these individual Design Areas its own character.

To ensure that the unique characteristics of specific areas are not overlooked, all proposed construction projects shall consider the special conditions in “Policy 12: Design Area Special Conditions” (pg 69).

The development, repair, maintenance, and operations of the University of Oregon today have an impact on the local environment and the ability of future generations to thrive.

To achieve effective and meaningful dialog about important campus design issues, all construction projects shall consider the patterns contained in “Policy 11: Patterns” (pg 51).
Policy 11: Patterns

Applications of Patterns in Design Process:

a. All user groups shall review the Campus-wide Pattern List and select relevant patterns and must include those listed in bold text.

b. Each pattern on the Campus-wide Pattern List shall be considered as the project is designed.

c. As the user group defines the project, the list may grow to include new patterns written to address specific issues the user group wishes the project architect to consider.

d. In most cases literal interpretation of the pattern should be avoided. The pattern is intended to identify the essence of an issue that needs to be considered and suggest ways in which the issue may be resolved.

EXAMPLE:

Use Wisely What We Have

New construction reduces limited land inventories and valuable natural resources on and off campus. Development projects also may put pressure on green open spaces, landscape features, and historic resources that contribute to the university’s cultural character and simulating intellectual environment.

THEREFORE: All new campus growth should promote efficient development and, whenever beneficial, make use of existing facilities to preserve valuable open space and historic resources.

Department of Physical Education and Recreation

Assignables and Gross Square Footage

Study completed June, 2010

<table>
<thead>
<tr>
<th>Building</th>
<th>Assignable</th>
<th>Non-Assignable</th>
<th>Gross</th>
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<tr>
<td>Esslinger</td>
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<td>5,769</td>
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<td>500</td>
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<tr>
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<td>1,070</td>
<td>14,685</td>
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<tr>
<td>Student Tennis Center</td>
<td>39,326</td>
<td>144</td>
<td>39,470</td>
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<tr>
<td>Covered Tennis &amp; BB Courts</td>
<td>27,849</td>
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SUMMARY:
Design Area F
Location: Athletics and Recreation
Esslinger Footprint (approx.) = 69,795 GSF
Remaining capacity (SF) (buildable area) = 63,815
Remaining FAR (GSF) = 110,112
97,794 total gsf Esslinger building area
(63,881 gsf basement, 33,913 gsf lvl 1, lvl 2)
70,912 gsf assignable spaces Esslinger building area
(49,548 gsf basement, 21,364 gsf lvl 1, lvl 2)
Precedent:
Iowa State University - LeBaron Hall Auditorium

363 seat LeBaron Hall Auditorium was designed to facilitate instructor-to-student as well as student-to-student collaboration and active learning.

Overall Room Area: 5200 sq.ft.
(approximately).

Seating Capacity: 363 including accessible spaces at lower, mid and upper levels.

Hall Level 1
- Level 1 includes teaching level access, lobby, small work station area, elevator and restroom access
- Height difference from flat floor teaching area to level 2 is approximately 8'-9"
- Tiered seating with widened 3rd tier and aisles dividing the seating into thirds allows the instructor better access to students
- Each tier transition has 3 stairs (approximately 21" vertical transition)
- ADA seating and general access/entry points at teaching level (Level 1), mid-level (3rd seating tier) and upper level (Level 2)
- ADA access to mid-level seating requires elevator

EXECUTIVE SUMMARY
Esslinger Hall
HPHY and PES&Rec Need
Synergy in Collaboration
University Classrooms
ESSLINGER HALL
Existing Conditions
CAMPUS PLAN
Patterns
HUMAN PHYSIOLOGY (HPHY) Need
Program
Blocking and Stacking
PESREC NEED
Program
Blocking and Stacking
LARGE CLASSROOM STUDY
Precedent and Need
500 Station Classroom Study
CONCEPT DIAGRAMS
Level 2
- Seats in the front row of each tier were customized to swivel 240 degrees for better student interaction during group activities/discussions
- Continuous, dual projection screen mounted above white board
- Technical control system can accommodate any instructor needs (including optional student response system) and can be remotely monitored
- LeBaron Hall is also used to host and record guest lectures

Section Diagram:
- One tier of seating added at the top of the room and seats added along both sides of the room to achieve greater capacity
- Greater capacity in proposed expanded configuration increases farthest seat depth to 78", requiring a 15'6" tall projection screen per UO standard of 1/5 the maximum viewing distance
- View angles from closest seat maintained from LeBaron Hall but not optimal
- Keeping tier height (18" each) and depth from LeBaron Hall, along with projection screens/white board configuration requires a minimum ceiling height of approximately 24' at lectern

- 483 seats + 8 ADA spaces = 491 total
- 5 tiers of seating rather than six and removed widened seating tier at mid-level
- Overall depth of space (and farthest seat distance from screen) reduced
- Overall height of space (and height of projection screen) reduced
- Viewing angles remained
- Fewer stairs at each tier considerably reduced the height from podium level to top seating tier
- 4 entry/access points
- ADA seating at upper and lower seating levels

Plan Diagram:
Area: 7750 sq.ft.
Capacity: 506 (seating) plus 8 ADA spaces
Notes:
- One tier of seating added at the top of the room and seats added along both sides of the room to achieve greater capacity
- Greater capacity requires additional side aisles for circulation/exiting and additional ADA spaces (8 total provided, 7 minimum required)
- Elevator (not shown) still required to access 3rd tier ADA seating
- Horizontal viewing angles maintained
PHYSICAL ACTIVITY FIRST:
Physical activity is essential to basic human health and well-being. Encouraging and supporting active life styles is an important component to the University’s Healthy Campus Initiative.

Therefore: Strengthening the mind and body should be celebrated and expressed in the building organization. Building circulation is to be clear, open, and arranged to encourage physical activity. Activity spaces are to be open and expressed to adjacent interior and exterior spaces.

SYNERGY IN ORGANIZATION:
The organization of HPHY, PE & Rec, and the new Healthy Campus Initiative should take advantage of the natural synergy between programs and establish new opportunities for synergistic relationships.

Therefore: Create spatial/architectural opportunities that are flexible to encourage creativity but that also encourage sharing of ideas and cross-pollination of teaching strategies and learning/research outcomes.

BRINGING PEOPLE TOGETHER:
HPHY and PE & Rec departments thrive when faculty, staff and students come together to learn from and share in the human experience and condition.

Therefore: All opportunities to create flexible, open, and connected spaces are to be explored to foster human interaction. Create informal/in between learning and interaction spaces for teaching, research, and recreation and promotion of health and wellness.

COLLEGIALITY IN COLLABORATION:
Inter-disciplinary collaboration between departments and programs with reinforce and create learning opportunities. Collaboration beyond the University, government-university-industry partnerships that enable translational connection between research and practice.

Therefore:

HUMAN BASED RESEARCH:
Faculty, staff, and student wellness as a basis for extended research in order to serve the community and the University. Opportunity to learn from and study the human condition.

Therefore:

LEARNING OPPORTUNITIES IN PE & REC:
Learning opportunities through physical education and recreation can sometimes be overlooked in academic environments. PE & Rec offers a vehicle to teach across the entire Campus population, both inside and outside the classroom.

Therefore: Showcase to the broadest audience on campus the future of Human Health and Performance Big Idea – translation of basic research into practice throughout the facility. Express the fact that overall faculty, staff and student wellness is directly affected by physical activity and recreation.
### PE & Rec Program

<table>
<thead>
<tr>
<th>SPACE NAME</th>
<th>Quantity</th>
<th>Net Sq. Ft.</th>
<th>Net Sq. Ft.</th>
<th>NOTES</th>
<th>Area Existing</th>
<th>Existing</th>
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<td><strong>OFFICE / ADMINISTRATIVE AREA</strong></td>
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Esslinger Replacement Stacking Diagram

- HPHY Group B = "B"  
- HPHY Group E = "E"  
- HPHY Administration Office = Admin  
- HPHY Conference and Tutoring = Conf  
- University Classroom = UC  
- One 80 Seat University Classroom = UC 1@80  
- Healthy Campus Classroom = HCC  
- Unassigned = UA

Esslinger Hall Concept Study Area Summary:

- Human Physiology: 74,750
- General Purpose Classroom: 19,250
- PE&Rec: 89,400

Total: 183,400 GSF
**Physiological Activity First:**
Physical activity is essential to basic human health and well-being. Encouraging and supporting active lifestyle has been the foundation of the PE & Rec program for over 90 years. The University’s recent commitment of the Healthy Campus Initiative is an extension of this strongly held belief and tradition.

Therefore: Strengthening the mind and body should be celebrated and expressed in the building organization. Building circulation is to be clear, open, and arranged to encourage physical activity. Activity spaces are to be open and expressed to adjacent interior and exterior spaces.

**Synergy in Organization:**
The organization of HPHY, PE & Rec, and the new Healthy Campus Initiative should take advantage of the natural synergy between programs and establish new opportunities for synergistic relationships.

Therefore: Create spatial/architectural opportunities that are flexible to encourage creativity but that also encourage sharing of ideas and cross-pollination of teaching strategies and learning/research outcomes.

**Bringing People Together:**
HPHY and PE & Rec departments thrive when faculty, staff and students come together to learn from and share in the human experience and condition.

Therefore: All opportunities to create flexible, open, and connected spaces are to be explored to foster human interaction. Create informal/in between learning and interaction spaces for teaching, research, and recreation and promotion of health and wellness.

**Collegiality in Collaboration:**
Inter-disciplinary collaboration between departments and programs with reinforce and create learning opportunities. Collaboration beyond the University, government-university-industry partnerships that enable translational connection between research and practice.

Therefore: Create flexible, open and connecting spaces that can foster collegial interactions across departments and programs with common interests. Create informal/in between interaction spaces for collegial brainstorming sessions. Provide easy access for colleagues visiting from outside organizations, including transport of larger shared or borrowed equipment. Explore possibilities for some program components to flow back and forth from the controlled and uncontrolled entry portions of the building to facilitate these interactions.

**Human Based Research:**
Faculty, staff, and student wellness as a basis for extended research in order to serve the community and the University. Opportunity to learn from and study the human condition.

Therefore: Consider shared-use spaces that serve the wellness needs for faculty, staff and students and also are opportunities to learn from and study the human condition. Create entry-ways to the dedicated research spaces that provide secure access yet can still be inviting and accessible to research subjects. Create a research environment that facilitates the maintenance of subject confidentiality.

**Learning Opportunities in PE & Rec:**
Learning opportunities through physical education and recreation can sometimes be overlooked in academic environments. PE & Rec offers a vehicle to reach across the entire Campus population, both inside and outside the classroom.

Therefore: Showcase to the broadest audience on campus the future of Human Health and Performance Big Idea – translation of basic research into practice throughout the facility. Express the fact that overall faculty, staff and student wellness is directly affected by physical activity and recreation.
Vision and Goals:

One Building Complex for HPHY, PE&Rec

One Community: Faculty, Staff and Student

Teaching and Research - Academic Mission

Synergy between Departments

Long-standing PE&Rec Tradition

Recognized PE&Rec Leader and Innovator

Partnership with Community and Professions

Integration of Healthy Campus Initiative

Big Idea: Health and Human Performance

Cooperation and Collaboration

Health and Wellness

Patterns and Goals:

Core Purpose: 
Active Balanced Lives

Core Values: 
Multicultural Community
Integrity
Excellence
Compassion

Personal Development
Cooperation
Responsible Stewardship

Wellness

Fun

Universal Access
Sustainable Development
Open-space Framework
University Shape and Diameter
Campus Trees

Universal Access

Synergy between Departments

Directors Office
Standard Offices
Administrative Support Work Area

Student Assistant Work Area
Student Employee Lounge/Break Rm
Adjunct Instructor Work Area
Mail Room/Work Area
Professional Staff Lounge
Conference Room
Storage

Lobby/Waiting Area

HEALTHY CAMPUS SUITE

Directors Office
Standard Offices
Student Assistant Work Area
Resource Room

Storage

Classroom
General Classroom

PE & Rec Patterns and Goals

Core Purpose and Values

Patterns and Goals

LARGE-SCALE COSMOS

The floor plans shown below how the campus is formed at the gross scale and looks at the composition of the entire campus.

Universals Access
Sustainable Development
Open-space Framework
University Shape and Diameter
Campus Trees

HISTORY OF THE SITE

This diagram shows the historical context of the site.

Siting

The diagram illustrates the site's relationship to the surrounding environment.

一层的平面图展示了如何在建筑尺度上形成校园，并从校园的整体构图入手。

总体布局

可持续发展

开放空间的结构

校园的形状和直径

校园的树木

历史

该图展示了该地点的历史背景。

定位

该图展示了该地点与周围环境的关联。
### PE & Rec Program

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### Net Subtotal

- **Net Subtotal:** 7,100 3,100 4,000 0
- **Efficiency Factor- 25%:** 1,775 775 1,000 0
- **TOTAL:** 8,875 3,875 5,000 0

### AQUATIC & NATATORIUM SPACE

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### Net Subtotal

- **Net Subtotal:** 5,100 2,000 0 3,100
- **Efficiency Factor- 5%:** 455 95 410 0
- **TOTAL:** 5,005 Total discrepancy due to (e) Esslinger courts 1,047 4,508 0
Organizational structure; quadrangles, malls, pathways, open spaces and their landscapes. This open-space framework shall be preserved, completed and extended.

CAMPUS PLAN POLICY 2:
OPEN -SPACE FRAMEWORK

Designated Open Spaces
The open-space framework consists of Designated Open Spaces and Pathways.

Essential components of the open-space framework include quadrangles, axes, promenades and greens.

Summary HPHY, PE & Rec Combined Program

<table>
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<tr>
<th>SPACE NAME</th>
<th>PROGRAM AREA</th>
<th>OPTION A AREA</th>
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<td>DESIGNATED OPEN SPACES</td>
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<td>GREENS</td>
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Esslinger Hall Concept Study Area Summary:
Human Physiology
General Purpose Classroom
19,250
PE&Rec
Lower Level GSF (Assumes all area PE&Rec uses) 62,090
Upper Level GSF (Assumes 1/2 of Upper Level GSF 34,027) 17,010
Assumes 25% area for space standard increases (offices and courts) 8,500
PE&Rec Total 87,600
181,600 GSF
OPEN -SPACE FRAMEWORK

Axes:
Longer and narrower than quadrangles they serve to interconnect open spaces. Typically they include informal and formal sidewalks and planting. Many campus axes are or were streets. Buildings have front entrances facing an axis.

OPEN -SPACE FRAMEWORK

Greens:
Significant open spaces typically less formal than quadrangles due to surrounding buildings, pathways and planting.

OPEN -SPACE FRAMEWORK

Pathways:
Designated pathways have been identified and are to be preserved. While the path location or shape may change, the connection is to remain. All projects must consider the pathway needs of the area.

OPEN -SPACE FRAMEWORK

Sun, Wind and Light
OPEN -SPACE FRAMEWORK

Axes, Greens and Pathways

Axes:
- University Street Axis
- Knight Library Axis
- 15th Avenue Axis
- Onyx Axis

Greens:
- Gerlinger Entrance Green
- Gerlinger Field Green
- Straub Hall Green

OPPORTUNITIES:

- ...
RESOURCES IDENTIFICATION
Current building name: Esslinger (Arthur A.) Hall
Historic building name: Physical Education
Building address: 1525 University Street
Ranking: Tertiary

ARCHITECTURAL DESCRIPTION
Architectural style classification: Moderne
Building plan (footprint shape): Irregular L-shaped
Number of stories: 1.5
Foundation material(s): Poured concrete
Primary exterior wall material: Poured concrete with stucco finish
Secondary exterior wall material: N/A
Roof configuration/type: Flat
Primary roof material: Elastomeric sheet roofing
Primary window type: Grouped hinged sash
Primary window material: Wood
Decorative features and materials: Doors, concrete detailing around doors, gutters, panelling of concrete, planters at main entrance
Landscape features: Oaks at the entrance and shrubs in planting strip alongside west elevation, cast stone urns by PWA artist Walter Pritchard, bike racks on North Side
Associated resources: University Street Axis, connected to McArthur Court at southwest and Student Recreation Center at the northeast

Comments: The building is a low, horizontal, poured concrete structure that is simply but elegantly detailed. The building's decoration is furnished by the groupings of windows, geometric patterns in the doors and transom panels above the doors, and patterns in the concrete.

ARCHITECTURAL HISTORY
Date of construction: 1936
Architect: Lawrence, Holford, & Allyn
Builder/Contractor: Ross B. Hammond, General Contractor; Poole & McConigle, Inc., Structural Steel
Moved? (yes/no): No
Date of move(s): N/A

Description/dates of major additions/alterations: Esslinger Hall has been remodeled periodically. The most significant alterations were the addition of a second story administrative wing, construction of the Leighton Pool, and connection to the Student Recreation Center.

For details on the remodels and other alterations refer to Continuation Sheet 1.

HISTORICAL ASSOCIATIONS & SIGNIFICANCE
Original use(s) or function(s): Men's Physical Education
Current use(s) or function(s): Physical Education
Area(s) of significance: Education, Architecture, Social History
Period of significance: 1936

Statement of Significance (use continuation sheet if necessary):

The Physical Education Building is a good example of the association between campus planner and architect Ellis Lawrence with the Public Works Administration (PWA). The PWA provided the funding for the construction of the Physical Education Building and other projects built on the campus during the 1930s. The restrained quality of the building conforms to the PWA guidelines for economy as well as a growing trend in architecture toward simple forms. Esslinger Hall is a low, horizontal, poured concrete structure that is simply but elegantly detailed. The building's decoration is furnished by the groupings of windows, geometric patterns in the doors and transom panels above the doors, and patterns in the concrete. Detailing of the concrete provides the building's primary ornament. The detailing emphasizes the horizontality of the site with contrasting vertical elements highlighting the entries. The combinations of octagons and rectangles in the doors along with the horizontal band of rectangular, grouped hinged sash windows are in keeping with the emphasis on simple geometries in the Moderne style. Although the Physical Education Building is the only Lawrence project on the Oregon campus to employ the Moderne style, the massing and refined detailing is characteristic of Lawrence's work throughout the campus.

The original building contained two basketball courts, eight handball/squash courts, locker rooms, and office space. During construction, the building was attached to the existing McArthur Court by a set of doors at the southwest corner. Modifications include the addition of a second story administrative wing in 1954, construction of the swimming pool in 1958, and the remodeling of the second story to repair damage resulting from the 1971 fire. In 1975, the University renamed the building in honor of the contributions of Arthur A. Esslinger during his service as Dean of the College of Health, Physical Education, and Recreation from 1953 until 1971. The continuing growth of athletics and physical education at the University prompted the construction of the Student Recreation and Fitness Center in 1999 (designed by TBG Architects of Eugene and Cannon-Parkin of Los Angeles) which is attached to Esslinger Hall at the northeast corner.

Esslinger Hall has fair integrity. The connection of Esslinger Hall to the Recreation Center altered the north elevation of the building but the principle entry façade on the west remains intact. Updates to the interiors conform to the spatial arrangements and material quality specified by Ellis Lawrence in 1936. Esslinger Hall is well maintained and in good condition. Although it is simple in design (Criterion C), Esslinger Hall reflects the importance of athletics at the University of Oregon, as well as tell the story of the broader influence of the PWA on the design of public buildings in the United States during the 1930s (Criterion A). It has relatively low significance when considered with other campus buildings, therefore making it a tertiary resource.

NATIONAL REGISTER ELIGIBILITY ASSESSMENT
Historic Significance (check one): _ High _ Medium _ Low _ Very Low or None
Integrity (check one): _ Excellent _Good _ FAIR _ Poor
Condition (check one): _ Excellent _Good _ FAIR _ Poor
Building designation: _ City Landmark _ National Register _ National Historic Landmark _ Not listed

Preliminary National Register eligibility findings
Building is potentially eligible: _ Individually or _ As a contributing resource in a district only

If eligible individually, applicable criteria (check all that apply):
_ A. Associated with significant events
_ B. Associated with significant persons
_ C. Distinctive architecturally
_ D. Archaeologically important

If applicable, building qualifies under NR Criterion Considerations: _ Yes _ No If yes, which apply:

Building is NOT eligible: _ Intact but lacks distinction or _ Altered/loss of integrity or _ Not 50 years old

Survey Form Page 2
Building Name: Esslinger Hall

View of Esslinger Hall with the PWA logo on the facade.
BIBLIOGRAPHICAL REFERENCES

Books


Facilities Services Project Manuals


Guides

Continuation Sheet 1

Section Architectural History

1954 Construction of 2nd Story Administrative offices
1958 Construction of Leighton swimming pool
1961 Remodeling of Human Performance Lab
1964 Installation of new floor
1970 Repairing and cleaning of exterior, reglazing of windows
1971 Fire
1975 Creation of women's locker room
1978 Upgrade to Fire Protection Systems
1985 Retrofits to ductwork as part of Energy Conservation Measures
1995 Remodeling for Academic Counseling Center including air distribution system and finish materials
1998 Installation of new roof
1999 Joining with Student Recreation Center addition
The following represents the Architect’s understanding of discussions held, required action items and decisions reached during the meeting. The minutes are organized by subject and ordered sequentially by meeting number/section number/item number. Action items from previous meeting are included for review. Revisions should be communicated to YGH within one week.

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<th>MTG# / SEC# / ITEM#</th>
<th>ISSUE DESCRIPTION</th>
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<td>See meeting note attendee and distribution list above, as well as attached Project Team Contact Information</td>
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<tr>
<td>1.2.0</td>
<td>Schedule</td>
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<td>1.2.1</td>
<td>Refer to overall schedule reviewed during session and included here. Phase I and Phase II work will result in different U.G. member attendance. YGH to send electronically.</td>
<td>MW 10/5/10</td>
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<td>1.2.2</td>
<td>Communication protocol reviewed. Direct communication is encouraged but all communication should be directed to and at a minimum copied to UO CPRE PM Martina Bill.</td>
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<td>1.3.0</td>
<td>Vision</td>
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<tr>
<td>1.3.1</td>
<td>General overview and introduction from Dennis Monroe and Chris Minson.</td>
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Opportunity – one building concept – healthy living – fundraising opportunity. Teaching and research – tied to academic mission. 1500 credits via activity course – need to be practical application of teaching to Student Recreation Center (SRC) – healthy campus initiative – synergy between SRC and Human Physiology (HPHY) plus general assignable classrooms – is a win every place you look – looking for “win” “win” “win” for all. HPHY History – Physical Education – Human Movement – Human Physiology 2004 – long history with SRC. HPHY currently has 11 FTE, 2 Instructors, 9 Research Faculty. Focus of teaching and majority research funding is to study human condition. Research on animals is a component but all research – everything ties to human condition.

1.3.2 General vision discussion with User Group:
- Natural coming together with SRC
- Health & human performance – “Big Idea”
- Synergy between departments
- Close proximity – research education campus + community health
- Lab + classroom proximity
- Another theme – baby boomers – health – aging population is a central issue for health for our country – practical application for health
- HPHY growth in past 6 years – medicare/health/allied health in the future is now a large and stable employment base and will remain so for many years. These employment opportunities in human health related fields have driven the increase in student body
- 23k students at the University of Oregon. Students arrive some in good health others in bad. Mostly learned behavior that is left behind at 18 years old. A central question for the University is: are the students leaving healthier? Our sense is they are leaving less healthy.
- Incredible opportunity to impact healthy and human performance
- Research, teaching, community outreach
- Must build full range of campus support

1.3.3 Student Health Center. A concept – the time has come to address the health of the entire campus community. UO understand that the students that use the clinic are getting healthier – learning outcomes
- Spread preventative health message
- Campus community – opportunities to take care of the entire community
- Care for students + administrative staff
- Clinic – physician @ clinic want to teach - what are possibilities for the Clinic and HPHY to collaborate. Should some Clinic functions be considered for Esslinger?
- Project and Health Initiative have the potential to be a significant for recruiting and real time for retention
- There are a variety of functional needs that the Clinic must serve in the current location – what are clinical services that should or could be available at HPHY/SRC? UO HPHY/SRC and Student Clinic to review
- Currently HPHY has 40-45 physicians that are interested in and or are teaching and are directly involved in HPHY program
- Tapping to data set @ clinic of students or subjects
- Pharmacy component, should that be a program element of the proposed project?
- Closer proximity between Student Health Center to HPHY would be good
- Health Center is undersized at 45,000sf but just completed a large
### 1.3.4 Classrooms General:
- 3 types of classrooms in terms of control and use – University, Shared and Department owned and operated.
- Number of classrooms and size currently in Esslinger are to be sustained.
- Esslinger currently has four (4) classrooms: One (1) 40 person classroom; Two (2) 49 person classrooms; One (1) 60 person classroom. All classrooms are University Classrooms.
- The University needs classrooms. Every classroom possible.
- Upgrades to existing classrooms – accessibility, technology and seating arrangements often result in loss of seats.
- Classroom co-locate to share storage.
- At HPHY will teaching in the round be necessary for demonstration?
- Ideally University prefers classrooms in 70 to 80 range – would be ideal if additional seats could be provided in addition to what is existing.
- Flexible multiple purpose classrooms are important.

### 1.3.5 Esslinger Study calls for a 500 seat classroom:
- Absolute need for 500 seat – 6000 students/week – 12/ day class 8am – 4pm in large classroom Columbia 150.
- This is the only large classroom on campus. Columbia 150 seats 507.
- Faculty are willing to go 600 to 700 students/class.
- 600 or 650 would be great.
- Question - faculty opinion for large classrooms due to student performance? No this is simply the instructional preference. Once you get above 100 students the amount above 100 does not seem to be an issue for faculty.

### 1.3.6 Overall project vision continued………
- Consolidation of HPHY – some spaces can be recaptured for SRC – for example, Gerlinger Hall – HPHY classroom, but designed as a gym; not great for research or classroom.
- Test fits for uses and define desirable program items to prioritize.
- Student recreation centers can be 6 to 8 floors and see economies of scale.
- Is there a height limit? 4 story – UO Campus planning is a guideline. What is the height of MAC Court? Martina and Miles to confirm.
- Main Components of overall program are: HPHY depart/faculty + instructional space; SRC functions; Classrooms.
- Proximity of two groups is critical as well as establishing essential relationship and spatial opportunities created by adjacent uses that could serve dual purpose.
- There will be common core shared elements but also separate distinct elements and Recreation security or check-in with perimeter is very important to controlling the operation.
- Selling point to donors – it is very important – “Big Idea” – Human Health and Performance and the Healthy Campus Initiative – Initiative for staff, faculty and students - whole campus and in this way capitalize on many natural synergies.
- PE & Recreation – SRC phase III – SRC & EMU are currently being studied by Brailsford and Dunlavy. Both projects will likely move forward in the Spring together.

### 1.4.0 Sequence of SRC, Esslinger and Mac Court
- SRC addition and improvement design will proceed in 2011. A critical part of the Esslinger Concept Study is phase II to identify the opportunities and challenges of SRC addition and improvements prior to funding and complete design of Esslinger Concept.
- The south end of the SRC and Esslinger which connects to Mac Court will be repurposed now that the Athletic Department has new space.
- What is the status of Mac Court, how will the building and reuse of the site and building impact Esslinger? Study is complete but not conclusive on future use. Several options are still being considered for re-use. Martina will make the re-use study available to the entire team.

### 1.5.0 Review of existing site plans and 2005 floor Plans
- Discussed fire lane access east of Mac court. Is it possible to eliminate this access road given change in use? Most likely not but YGH and CPRE will review.
- Discussed Leighton pool – 6 lanes – 25-yard pool built in the 60’s as and appendage to Esslinger. Pool has significant maintenance issues, approximately $300k – piping + infrastructure. Given Esslinger Concept and maintenance cost Leighton pool will likely go away.

---

UO Esslinger Hall Concept Study - 96300
Work Session #1 – 2010.09.29
YOST GRUBE HALL ARCHITECTURE
### 1.6.0 Human Physiology

**1.6.1 Space study audit based on Human Physiology Space and Facilities document dated September 19, 2010**
- Common sizes to build on – lab areas – 500’ area as basis
- Specialized equipment? HPHY to provide information on any additional special equipment
- Wet lab vs. dry lab – flexible labs module – 11’ module (11’, 22’, 33’)
- Faculty to think of labs based on research. Research labs must be flexible to accommodate varying research requirements
- UO standards for lab - flexible lab spaces? CPRE to review and provide standard and or module if available
- Office standards – UO vs. OUS – UO not using standard (120 - 150 - 180 OUS standard) CPRE to provide base standard.

YGH to update program spreadsheet to reflect meeting discussion and goal to standardize and make interior areas flexible.

---

### 1.7.0 Human Physiology Department Tour

**1.7.1** Tour of existing spaces included review of office, administrative areas, research and teaching labs in Esslinger Hall, Gerlinger Hall, Gerlinger Annex and the Center for Medical Education and Research.

Photos and general observations will be reviewed at work session #2

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NEXT MEETING: MONDAY, OCTOBER 11, 8:00-12:00, HERITAGE HALL – BOWERMAN BUILDING

END OF MEETING MINUTES
Meeting Minutes

Project Name: University of Oregon Esslinger Hall Concept Study
Project Number: 96300
Date: 10/11/2010
Location: University of Oregon, Bowerman Building, Heritage Hall
Topic: Work Session #2

Distribution: Attendees listed in bold text

<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
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</thead>
<tbody>
<tr>
<td>Mike Eyster (ME)</td>
<td>UO Student Affairs</td>
</tr>
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<tr>
<td>John Halliwill (JH)</td>
<td>UO Human Phys (HPHY)</td>
</tr>
<tr>
<td>Dana Mills (DAm)</td>
<td>UO Health Center</td>
</tr>
<tr>
<td>Peg Rees (PR)</td>
<td>UO PE &amp; Rec</td>
</tr>
<tr>
<td>Bryan Haunert (BH2)</td>
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<td>Brent Harrison (BH1)</td>
<td>UO PE &amp; Rec</td>
</tr>
<tr>
<td>Tom Favreau (TF)</td>
<td>UO SAPP</td>
</tr>
<tr>
<td>Ken Doosee (KD)</td>
<td>UO Academic Affairs</td>
</tr>
<tr>
<td>Dennis Munroe (Dm)</td>
<td>UO PE &amp; Rec</td>
</tr>
<tr>
<td>Rachele Raia (RR)</td>
<td>UO CAS/Dean's Office</td>
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<tr>
<td>Martina Bill (MB)</td>
<td>UO CPRe</td>
</tr>
<tr>
<td>Christopher Minson (CM)</td>
<td>UO Human Phys. (HPHY)</td>
</tr>
<tr>
<td>Debbi Moody (DMK)</td>
<td>UO YGH</td>
</tr>
<tr>
<td>Miles Woofter (MW)</td>
<td>YGH</td>
</tr>
</tbody>
</table>

Prepared by: Miles Woofter
Issue Date: 10/27/2010

The following represents the Architect’s understanding of discussions held, required action items and decisions reached during the meeting. The minutes are organized by subject and ordered sequentially by meeting number/section number/item number. Action items from previous meeting are included for review. Revisions should be communicated to YGH within one week.

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<th>MTG# / SEC# / ITEM#</th>
<th>ISSUE DESCRIPTION</th>
<th>ACTION</th>
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</thead>
<tbody>
<tr>
<td>2.1.0 Campus Plan</td>
<td></td>
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<tr>
<td>2.1.1 2009 – 2011 Biennial Capacity Plan (BCP)</td>
<td>Area numbers included in the BCP already consider future SRC as planned in 2004. Design Area F Athletics and Recreation</td>
<td>MW summary in draft report 11/1</td>
</tr>
<tr>
<td>Capacity: Remaining Coverage (SF) = Footprint Area = 63,815 Remaining FAR (GSF) = Overall SF = 110,102 BCP allows additional coverage and FAR area for new construction BCP is about looking forward to future concepts and for that purpose is consistently reviewed and updated Esslinger Concept Study (ECS) will most likely impact next review of the 2009-2011 BCP and may change the overall areas</td>
<td></td>
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<tr>
<td>2.1.2 Policy 11 Patterns</td>
<td>Patterns establish a means of articulating commonly held values pertinent to the University of Oregon campus environment and design. The common design language is the “pattern language”</td>
<td></td>
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<tr>
<td>Patterns are organized in 4 categories from large scale to small: Large Scale Campus Transportation Site Arrangement Building Design</td>
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<tr>
<td>2.1.3 Project Specific Patterns:</td>
<td>Patterns can be considered project specific and some patterns impact program priorities.</td>
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<tr>
<td>• Physical activities first; encourage active lifestyle. Stairs vs. elevator</td>
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<td>• Synergy in organization; fabric of departments</td>
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<tr>
<td>• Shared organizational structure</td>
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<tr>
<td>• Bring people together; collegiality in collaboration, cross-disciplinary learning</td>
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<tr>
<td>• Healthy campus initiative; maintenance of health and quality of life; from application side to teaching next generation of leaders for translation, activity, teaching, research</td>
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<tr>
<td>• Teaching pedagogy. Teaching model has evolved</td>
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<tr>
<td>• Places to wait and meet; informal learning opportunities; Places for Students to observe</td>
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<tr>
<td>• Maintain what we have. Make effective use of existing conditions</td>
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<tr>
<td>• Human research – human condition; most students and many faculty do not know it is going on in Human Physiology</td>
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<tr>
<td>• Display the work with the building - explain the work of HPHY. But subjects cannot be put on display, but how can the work be shown - it is very interesting opportunity. Caution “Patient Confidentiality”</td>
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<tr>
<td>• Protecting general accessibility – base minimum; goal is to provide new classrooms</td>
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<tr>
<td>4-story versus 5-story building; will read as 4 from University; and 5 stories from 15th Avenue. How many classrooms will the building include and if a large 500 seat lecture hall is this element a standalone building</td>
<td></td>
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</tr>
<tr>
<td>1.1.1 See meeting note attendee and distribution list above, as well as attached Project Team Contact Information</td>
<td>MW 10/19</td>
<td></td>
</tr>
</tbody>
</table>

2.2.0 Classroom Study
2.2.1 General Discussion
2. Audio Visual

- YGH to review UO Standards
- Room shape and technology for Audio and Visual is critical to success of room
- Voice enhancement will be necessary
- Projection to one or multiple screens will be necessary
- Evolution in visual presentation: 3:4 and 9:16 video and HDTV format

3. Geometry of Room

- Ceiling height for screen is driving factor
- Floor slope or tiers, raised platform

4. Seating/Furniture

- Plan for technician technology; not user technology
- ceiling mount projection is typical and requires a console at the front of the room for the teacher/faculty
- Size is factor in terms of fixed vs. not fixed. If not fixed overall square footage will increase dramatically
- Row dimension from (T) is critical factor, seating layouts for testing, professors access to students
- Lilly example has 4 aisles – seen as a positive

Animal research currently focused on two or three buildings where this type of research can be accommodated. If in Esslinger Concept needs to accommodate all required systems for ventilation – wet lab technology

2.3.1 Seismic not necessarily a critical issue for this building; maybe not as bad as others

- 24/7 use of SRC and Esslinger. Use and condition is a significant factor
- Usage – all day, every day, all year; A/C

2.3.2 Historic Resource Report

- Esslinger is Not registered as a Historic Building
- Demolishing is therefore an option
- Initial concern with concept was weight of Ellis Lawrence building. But Fenton Hall. YGH to review current design.
- YGH shows PSU – Haultman Hall - multipurpose flexible space. Flat floor with raised stage at approx. 4' above finished floor

2.4.0 Space Audit Study/Program Review

2.4.1 Space Audit Study;
- Update spreadsheet – YGH received – will check and distribute
- Summarized revisions

2.4.2 Classroom Requirement:

- No furniture storage in University Classrooms; do not expect storage
- Screens vs. whiteboards; whiteboards have reflection challenges
- Need to have retractable screen
- Dual screens; just a couple on campus; Lawrence using separate screens/different images; perhaps 2 screens
- LeBaron Hall Auditorium Iowa State University – Great precedent; “just build the LeBaron”
- Noted that several UO large classrooms have exit by the stage or front of room to the exterior – this is not good
- Access to seating; access from back is very important. Seating access is critical
- Media lectern is standard. Need flat area to work on; more than laptop; more surface books + papers need to be accommodated
- Media standard; overhead projector
- Demonstration – document camera will be needed
- Current general purpose classrooms
  - 1@40 stations
  - 2@49 stations
  - 1@60 stations
  - Total = 198 Stations
- Proposed classrooms - ideal
  - 1@500 stations
  - 3@60 stations
  - 3@40 stations
- All 4 classrooms need movable furniture/seating
- Cannot take anything away. What is currently in Esslinger needs to be maintained
- 2-40’s and 2-80’s okay as long as number of existing seats is maintained
- At least 40 no smaller
- Always can teach a smaller class in larger classrooms

2.4.3 Human Physiology (HPHY)
- In lab storage – could be cabinets not necessarily a room directly off of lab
- Chou Lab. Motion analysis – example large room with flexible space
- Planning for faculty that is not here. New research new teaching methods need to plan for flexibility
- Blocking and stacking diagrams will be generated by YGH
- All classrooms do not necessarily be together, Groups A+B labs and classrooms can be mixed; HPHY offices/administration = most traffic
- Anatomy lab – access loading dock once per year; very challenging
- Controlled lab access is important
- Admin Services can be broken into two; faculty and student; one large office vs. two should be considered
- Interface with student body: all students meet with peer advisors; does not slow during the academic calendar; a lot of foot traffic
- Internal business of department: research grant; accounting; mail; copy; faculty service; OA = office administrative
- Groups C D & E are related; D & E are directly grouped together; dry labs; have the tallest ceilings – double height spaces
- Group C can stand alone; wet labs; require all necessary mechanical, electrical and plumbing systems. Venting is very important
- A+B Can these be collected together on floors and between levels
- Research labs do not translate directly to offices or require architectural relationship
- Labs do not necessarily need windows; labs interior; but what about daylight

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<th>1.4.0 Sequence of SRC, Esslinger and Mac Court</th>
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NEXT MEETING: Monday, November 1, 1:00-5:00, SRC conference room 63

END OF MEETING MINUTES
### Meeting Minutes

**Project Name:** University of Oregon

**Esslinger Hall Concept Study**

**Project Number:** 96300

**Date:** 11/01/2010

**Location:** University of Oregon, Student Recreation Center, Room 63

**Topic:** Work Session #3

**Distribution:** Attendees listed in bold text

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**Prepared by:** Miles Woofter

**Issue Date:** 11/30/2010

The following represents the Architect’s understanding of discussions held, required action items and decisions reached during the meeting. The minutes are organized by subject and ordered sequentially by meeting number/section number/item number. Action items from previous meeting are included for review. Revisions should be communicated to YGH within one week.

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<tr>
<td><strong>3.1.0 Phase 1 Review / Summary of Work</strong></td>
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<tr>
<td><strong>3.1.1</strong></td>
<td>Reviewed scope of work for Phase 1 and Phase 2 of the study. Discussed extent of work and how to fully incorporate PE &amp; Rec program needs with the SRC and the upcoming separate SRC project.</td>
<td><strong>MW 11/5</strong></td>
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<tr>
<td></td>
<td>• Current Esslinger Study includes analysis and replacement of all Esslinger spaces.</td>
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<td>• All PE &amp; Rec spaces in Esslinger will be considered by plan scenarios.</td>
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<tr>
<td></td>
<td>• All PE &amp; Rec needs will be analyzed in program and blocking and stacking diagrams so that the full need is understood. Spaces will be allocated according the east/west separation as either Esslinger or SRC.</td>
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<td></td>
<td>• Concept scenarios drawings will focus on Esslinger spaces and replacement but will not extend to the SRC. Impact on the SRC based on scenario will be noted. Study does not include concept scenarios for SRC.</td>
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| **3.1.2 Program spreadsheet and blocking/stacking diagram review** | | |
| | • Discussed Plan diagrams as "Blocking diagrams" | |
| | • Described "Stacking" as vertical organizing picture that represents relationships between the elements of the program | |
| | • Square foot net area - YGH to update spreadsheet to clarify area descriptions. | |
| | • Tiered classroom diagram for best practices based on LeBaron to be issued by YGH for review and input from User Group | |
| | • Question regarding Orientation of blocking and stacking diagrams in relationship to campus and the potential impacts cost. Will the building be oriented E/W or N/S? Different scenario’s will be reviewed in terms of diagrams showing program and relationship of program elements to site and campus. At this point, however blocking and stacking are not intended to consider orientation. Rather to simply represent program components only. We try not get too architectural with these diagrammatic representations of program | |
| | • HPHY Lab planning = approximately 20,000 square feet / floor plate | |
| | • Difficult to daylight a 20,000 sf floor plate. Design team to consider strategies to reduce floor plate in order to create a narrower building footprint. | |
| | • Better chance for view and light – 6 stories? YGH to consider 6 stories | |

---

**3.2.0 Classroom Study**

**3.2.3 Classroom Study**

| | Diagrams include classroom components and separates the 500 person classroom | |
| | • Locating classrooms at 3rd floor is more challenging because of egress. University also prefers classrooms on level 1 (ground) or level 2 | |
| | • University Classrooms are scheduled through the University. All classrooms included in study will be University controlled. At this point no shared or department controlled classrooms. SRC control is critical and needs to be separated from access to other building elements. Flexibility of use and creation of synergy, healthy campus initiative. This is an important exploration with the control of SRC access creating a challenging design issue. Flexibility of spaces and uses through the day with access from the SRC side but with the opportunity for access from the HPHY/classroom side in order to share spaces. | |
| | • YGH to provide classroom plans and diagrams for User Group review | |

---

**2.2.3 Large Classroom Design requires definition and study in three specific areas**

**Ref: work session presentation slides:**

1. Pedagogy
   - HPHY; not one way; professor out in open; flexibility is very important; clickers – electronic communication
   - Walking around is very important for faculty; 1.5-2 hour lectures; group work is necessary
   - Never more than 15 minutes before a break-out in current teaching style
2. Audio Visual
- YGH to review UO Standards
- Room shape and technology for Audio and Visual is critical to success of room
- Voice enhancement will be necessary
- Projection to one or multiple listeners will be necessary
- Evolution in visual presentation. 3:4 and 9:16 video and HDTV format

2.3.0 Replacing Esslinger – Review and Prioritization of Priorities
2.3.1 Seismic not necessarily a critical issue for this building; maybe not as bad as others
2.4/7 use of SRC and Esslinger. Use and condition is a significant factor
Usage – all day, every day, all year; AV
Combine physical issue – building condition and significant usage
Project alignment with Big Idea – Human Health and Performance; where does the rubber meet the road; where is the functionality
Project summary and prioritization must factor the Academic Plan and the Big Idea. Classroom component is part of Academic Plan + 5 big ideas. YGH to review Academic Plan and Big Idea and incorporate in Study
Educational value outside the classroom; intentional out of the classroom exposure learning outcomes for outside the classroom
Sustainability – 2030 net zero; green university, green future; energy saving; carbon neutrality

2.3.2 Historic Resource Report
- Esslinger is not registered as a Historic Building
- Demolishing is therefore an option
- Initial concern with concept was weight of Ellis Lawrence building. But there is little attachment to Esslinger – what are the issues with demolition? We have address existing conditions and nature of original design,
- Fire lane discussed between Student Tennis Center (STC) and south of Mac Court is to be maintained but this needs further review. Fire lane also identified east of Mac Court. YGH and CPRE to review

2.4.0 Space Audit Study/Program Review
2.4.1 Space Audit Study:
- Update spreadsheet – YGH received – will check and distribute
- Reviewed UO Classroom Standards

2.4.3 Human Physiology (HPHY)
- General lab discussion. Dry and wet lab review. Animal research currently focused on two or three buildings where this type of research can be accommodated. In Esslinger Concept needs to accommodate all required systems for ventilation – wet lab technology
- In lab storage – could be cabinets not necessarily a room directly off of lab
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- Group C can stand alone; wet labs; require all necessary mechanical, electrical and plumbing systems. Ventilation is very important
- A+B Can these be collected together on floors and between levels
- Research labs do not translate directly to offices or require architectural relationship
- Labs do not necessarily need windows; labs interior; but what about daylight
- Spaces must be flexible for the lifetime of the building
- Communication – faculty and GTF offices have relationship
- YGH to diagram both concepts

3.5.0 PE & Rec Program Need and Goals
3.5.1 Continued conversation on scope of work in Esslinger Concept Study.
Challenging to consider Esslinger without considering SRC
But SRC will be designed and constructed first. This is known. Esslinger HPHY + PR & Rec will hopefully be second.
- very difficult to create explicit links between two projects given the known and sequence of funding, planning, design and construction
- Expansion and completion of SRC prior to start of Esslinger
Noted that SRC study of 2004 is significantly impacted by the notion of replacing Esslinger. SRC 2004 assumptions related to Esslinger may indeed
be obsolete given Esslinger Concept Study.
Agreed that Esslinger and SRC facilities and overlap of department and programs need to be reconciled.
- One goal of Esslinger Study is to establish opportunities now before SRC design and construction on begin
- Future is always more messy than planned
- Biggest selling point of Esslinger - HPHY and PE&Rec idea is synergy between programs.

Difficult for PE & Rec to consider Esslinger without SRC. Goal however is to think of the ideal. For HPHY the work to date has focused on the ideal session.
- Verification of need – part of process
- SRC space and program need to be identified and documented as part of study. Entire need including the SRC functions

3.5.2 Program + Need SRC
- How to increase synergy between HPHY and PE & Rec
- Do not undersell; meet the need to 30k students; 99-2000 too small day we open
- Joint between Esslinger and SRC will be considered by concept designs

3.5.3 PE & Rec Goals:
- Desired possible outcome – back to pipe dream
- Sales selling point synergy – what does it really mean? Anchoring point of synergy
- Intersections research + needs of students, staff, faculty. Healthy campus initiative integration
- Big Idea Human Health and Performance. Translation of research into practice
- Mixed use workout area space – controlled access but not turnstile – obesity subjects – research and training + diabetes / access (wheelchair/diabetes to research)
- Consider special populations of campus community. Women only, spinal cord injured. Specialized classes; staffing of area? PE deals with special populations classes – for example % body fat for weight loss
- Open desk – point of contact, PE & Rec student – help desk with Grad student with clinical background
- Peer advising – student health center
- Need for private areas to exercise to conduct research – research subjects, special planning
- Mixed-use/Multi-use; flexibility; connections
- Special population – funding challenges hinder ability to work together and share but departments should be looking at partnering
- Departments and programs need to serve special needs. What do students with special needs want? What do they need?
- Why not study obese people? HPHY can’t; don’t have time or staff or money; can’t get more detail; no opportunity for training. But together HPHY/PE & Rec could share knowledge, expertise, resources to work on this type of study
- Must meet the needs of 30k students

3.6.0 Campus Plan and Policies

3.6.1 Campus Plan Policies
- General overview of Campus Plan and Policies. User Group members should review Campus Plan and in particular Policy 1, 2 and 11

3.6.1 Policy 11: Patterns
- Reviewed current list project specific pattern topics generated at User Group Session 2 asking for PE & Rec input to expand the list
- Learning component – classroom; educational; recreational
- Learning outside the classroom; inside and outside the classroom
- Learning at UO campus – taking it back to community
- Life Long Learning – community connections; student learning;
- Membership for community drop-in human subjects; advantage to community? Not a primary; community is peripheral; welcoming but limiting
- Healthy campus initiative – big picture; social and leisure; bringing people
- Active balance lives – core purpose/values; 8 values

YGH to develop text for each Project Specific Pattern for review and input from User Group

3.7.0 PE & Rec Program

3.7.1 PE & Rec Program starting point could be SRC 2004 program with the addition of any new or revised program components.
- Need to understand full scope of program from existing spaces in Esslinger and SRC to future anticipated need.
- YGH distributed 2004 program summary for reference
- PE & Rec team to review and provide program needs summary
NEXT MEETING: Monday, December 13, 1:00-5:00, SRC conference room 63

END OF MEETING MINUTES
### Meeting Minutes

**Project Name:** University of Oregon

**Project Number:** 96300

**Date:** 12/13/2010

**Location:** University of Oregon, Student Recreation Center, Room 63

**Topic:** Work Session #4

**Distribution:** Attendees listed in **bold text**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>UO Department</th>
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<td>Ken Dossee (KD)</td>
<td>UO Academic Affairs</td>
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<td>Rachelle Raia (RR)</td>
<td>UO CAS/Dean’s Office</td>
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<td>Christopher Minson (CM)</td>
<td>UO Human Phys (HPHY)</td>
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<td>Fred Tepper (FT)</td>
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<td>Gene Mowery (GM)</td>
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<td>Miles Woofler (MW)</td>
<td>YGH</td>
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<td>Richard Grace (RG)</td>
<td>YGH</td>
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Prepared by: Miles Woofler

Issue Date: 12/27/2010

The following represents the Architect’s understanding of discussions held, required action items, and decisions reached during the meeting. The minutes are organized by subject and ordered sequentially by meeting number/section number/item number. Action items from previous meeting MB 1/11/2011, MW 1/11/2011 are included for review. Revisions should be communicated to YGH within one week.

### MTG# / SEC# / ITEM# ISSUE DESCRIPTION ACTION

#### 4.0.0 Introductions / General

- **4.0.1** One more work session will be scheduled in the New Year – this is the 4th session of 5; next session to be scheduled in mid to late-January

#### 4.1.0 Draft Report Phase 1

- **4.1.1** Outdoor pursuits program will need direct access from the exterior
  - Items stored should be directly accessible from outside. Gear includes sleeping bags, tents, etc.
  - The gear is used for PE classes – drive up to storage
  - Area to dry out gear is necessary
  - Currently at Gerlinger annex; consider using area at NE corner for SRC SB37 which is currently equipment maintenance

#### 3.1.1 Reviewed scope of work for Phase 1 and Phase 2 of the study. Discussed extent of work and how to fully incorporate PE & Rec program needs with the SRC and the upcoming separate SRC project.

- Current Esslinger Study includes analysis and replacement of all Esslinger spaces.
- All PE & Rec spaces in Esslinger will be considered by plan scenarios.
- All PE & Rec needs will be analyzed in program and blocking and stacking diagrams so that the full need is understood. Spaces will be allocated according the east/west separation as either Esslinger or SRC.
- Concept scenarios drawings will focus on Esslinger spaces and replacement but will not extend to the SRC. Impact on the SRC based on scenario will be noted. Study does not include concept scenarios for SRC.

Discussed in general the Table of Contents for the Phase 1 Draft

- YGH to generate phase 1 draft for review and input from User Group

#### 4.2.0 Classrooms

- **4.2.1** General review and update of 500 seat classroom study.
  - Large classroom – study (LeBaron) enlarged and programmed at 7750 sf; Registrar has significant need for this size of classroom regardless of proposed Erb Memorial expansion. Erb Memorial does not include 500 seat lecture hall. Registrar is turning away requests for 500 seat rooms.
  - YGH to incorporate for information only UO Classroom Columbia 150 – what is the depth of room? Other characteristics. Be careful not great precedent rather very good understood point of reference. Also PLC 386. Martina to provide plans for dimensioning and furniture types.
  - ADA front and back – middle would be great. Universal access is very important to UO. Mid-point access is more equal for all users.
  - Access for faculty to teaching level is very important
  - Ramping issue from inside of room. YGH to study further to determine if

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**Prepared by:** Miles Woofler

**Issue Date:** 12/27/2010

**University of Oregon**

**Student Recreation Center, Room 63**

**Topic:** Work Session #4

**Distribution:** Attendees listed in **bold text**

**Prepared by:** Miles Woofler

**Issue Date:** 12/27/2010

**The following represents the Architect’s understanding of discussions held, required action items, and decisions reached during the meeting. The minutes are organized by subject and ordered sequentially by meeting number/section number/item number. Action items from previous meeting MB 1/11/2011, MW 1/11/2011 are included for review. Revisions should be communicated to YGH within one week.**

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3.3.2 Classroom Study

- Diagrams include classroom components and separates the 500 person classroom
- Locating classrooms at 3rd floor is more challenging because of egress. University also prefers classrooms on level 1 (ground) or level 2
- University Classrooms are scheduled through the Registrar's office. All classrooms included in study will be University controlled. At this point no shared or department controlled classrooms. SRC control is critical and needs to be separated from access to other building elements.
- Flexibility of use and creation of synergy; healthy campus initiative. This is an important exploration with the control of SRC access creating a challenging design issue. Flexibility of spaces and uses through the day with access from the SRC side but with the opportunity for access from the HPHY/classroom side in order to share spaces.
- YGH to provide classroom plans and diagrams for User Group review

3.3.3 Historic Resource Report

- Esslinger is Not registered as a Historic Building
- Demolishing is therefore an option
- Initial concern with concept was weight of Ellis Lawrence building. But there is little attachment to Esslinger – what are the issues with demolition? We have address existing conditions and nature of original design.
- Fire lane discussed between Student Tennis Center (STC) and south of Mac Court is to be maintained but this needs further review. Fire lane also identified east of Mac Court. YGH and CPRE to review
- For SRC goal would be eliminate separation between STC and SRC to eliminate multiple control points. Single control is an important operational issue for SRC. Tie to tennis center by SRC is important

4.3.0 Replacing Esslinger – General Discussion

- Demolition is therefore an option
- Esslinger is Not registered as a Historic Building
- Initial concern with concept was weight of Ellis Lawrence building. But there is little attachment to Esslinger – what are the issues with demolition? We have address existing conditions and nature of original design.

4.3.1 Rebuild Esslinger: what is new; what must be replaced; necessary program elements that are still in use. Spreadsheet adds columns to document Esslinger Existing Program, SRC Existing and New Program

- Phasing diagrams are very important. YGH to review scope of work and effort required to develop phasing diagrams for Esslinger replacement given SRC construction first.
- Admin educational as part of multipurpose on level 2. Shared program elements
- UO encourages team to consider going vertical for the SRC if elements currently located in Esslinger are shifted to SRC site. A multilevel SRC is not out of the question

4.4.0 PE&Rec Program Requirements – Space Audit Review

- Per previous note on Outdoor Pursuits. Existing Maintenance could be ideal location
- Total new program area is 183,400 gross square feet
- Mid aisles and access

4.4.1 Reviewed stacking diagram for entire program

4.5.0 Campus Plan and Policies

4.5.1 Project Specific Patterns

- YGH to review use of terms – Human Health and Performance Big Idea is new. PE&Rec program one of the first in the country
- PE department from the 1920s - 90 years of physical activity and education tradition at UO - huge value. Intramural program; 90 year history; physical activity
- Health Campus Initiative (HCI) and Big Idea Human Health and Performance are new arm or extension tradition
- Responsive to HCI – but not in same sentence as PE & REC - HCI – future but not past
- Research teaching practical application around living. Community and professional involvement – Big Idea.
- User group to review content and comment if necessary
- YGH to add “therefore” text to all patterns

4.6.0 Building Concepts or Scenarios

4.6.1 Reviewed three scenarios:

Option A.
- North south tower element with large classroom south toward Mac Court.
- 5 level scheme including basement
- Academics is stretching to south particularly when reuse of Mac Court is considered.
- Consider the 7 minute walking circle. Classroom still within the circle. YGH to review with CPRE
- Assumes locker rooms in current basement location and replaces all SRC basement level functions in current Esslinger footprint

Option B.
- Courtyard with classroom in mid-block scheme.
- 4 level scheme including basement.
Space between building and classroom seen as a positive
Classroom integrates well with scheme
Assumes locker rooms in current basement location and replaces all SRC basement level functions in current Esslinger footprint but construction would extend over the top of existing lockers
Users preferred for aesthetics, cohesiveness and integration of entries around classroom

Option C.
- L shaped tower to south adjacent to Mac Court with classroom shifted toward 15th Avenue
- Assumes locker rooms will be relocated along with Leighton Pool in SRC construction. Diagram shows new Natatorium
- Option C could still work, as does Option B in terms of impact on SRC.
- YGH to review with CPRE. Esslinger Study not intended to plan SRC expansion, rather note assumptions.

Design team to consider the following:
- Phasing of construction and impact of SRC design and construction first Esslinger Hall replacement in the future.
- Future use and growth as campus expands to south and east
- Classroom structure and impact on both Esslinger and SRC
- Lobby orientation for HPHY/PE&Rec/Classroom and SRC, internally connecting University St new entrance and 15th Ave existing entrance
- Daylighting and ventilation – floor plates are wide and North/South orientation not ideal

3.7.0 PE & Rec Program

3.7.1 PE & Rec Program starting point could be SRC 2004 program with the addition of any new or revised program components.
- Need to understand full scope of program from existing spaces in Esslinger and SRC to future anticipated need.
- YGH distributed 2004 program summary for reference
- PE & Rec team to review and provide program needs summary

NEXT MEETING: Mid-late January. Time and location to be confirmed

END OF MEETING MINUTES
Meeting Minutes

Project Name: University of Oregon
Esslinger Hall Concept Study
Project Number: 96300
Date: 1/24/2011
Location: University of Oregon, Student Recreation Center, Room 63
Topic: Work Session #5

Distribution: Attendees listed in bold text

Prepared by: Miles Woofter
Issue Date: 2/16/2011

The following represents the Architect's understanding of discussions held, required action items, and decisions reached during the meeting. The minutes are organized by subject and ordered sequentially by meeting number/section number/item number. Action items from previous meeting are included for review. Revisions should be communicated to YGH within one week.

MTG# / SEC# / ITEM# ISSUE DESCRIPTION ACTION

5.1.0 Introductions/General

5.1.1 Final session with User Group. Draft report will be issued in two weeks February 8, 2011 - for User Group review and comment. Review and comments from User Group by Friday, February 18. Final report will be issued by March 4, 2011.

5.1.2 Request for a final presentation in conjunction with the final report by YGH. Martina and Miles will review as well as if additional images/renderings for the study are necessary. MB/MW 2/4/11

5.1.3 Dana Johnston, College of Arts and Science, attends the meeting in place of Rachelle Raia

4.2.0 Classrooms

4.2.1 General review and update of 500 seat classroom study.
- Large classroom – study (LeBaron) enlarged and programmed at 7750 sf;
- YGH to incorporate for information only UO Classroom Columbia 150 – what is the depth of room? Other characteristics. Be careful not great precedent rather very good understood point of reference. Also PLC 386. Martina to provide plans for dimensioning and furniture types.
- Registrar has significant need for this size of classroom regardless of proposed Erb Memorial expansion. Erb Memorial does not include 500 seat lecture hall. Registrar is turning away requests for 500 seat rooms.
- ADA front and back – middle would be great. Universal access is very important to UO. Mid-point access is more equal for all users
- Access for faculty to teaching level is very important
- Ramping issue from inside of room. YGH to study further to determine if ramps are possible. YGH will incorporate in final report
- Circulation for faculty during exams is important. Mid aisles and access across aisles.
- ADA best practices – tables for accessible at lower levels – best at each access level
- LeBaron – swiveling rows – this is positive. Front row on each level swivels
- Interior vs. exterior access; Entry vs. exiting. Lobby location is important. Ideally interior lobby for upper and lower level. Code for size of room requires exiting directly to exterior (If not directly will have to be routed through rated horizontal exit.) YGH to review code

5.3.0 Replacing Esslinger – General Discussion

5.3.1 Vision and Goals for Esslinger Replacement Study were presented and reviewed:
- One Building Complex for HPHY, PE&Rec
- One Community: Faculty, Staff and Student
- Teaching and Research - Academic Mission
- Synergy between Departments
- Long-standing PE&Rec Tradition
- Recognized PE&Rec Leader and Innovator
- Partnership with Community and Professions
- Integration of Healthy Campus Initiative
- Big Idea: Health and Human Performance
- Cooperation and Collaboration
- Health and Wellness

General discussion:
- Need included learning component given integration of classrooms
- Heart of Campus at 13th and University. Importance of University Street Axis and relationship to EMU.
- Extending to learning environment – the academic core along University Street
- One Community should read. Student, Faculty and Staff. About larger community but very student focused. Student focus of the SRC is sometimes at a sacrifice of integrating the larger campus community
Research and outreach is necessary beyond the student environment
- YGH request a core purpose form Human Physiology for the draft report

5.3.2 Reviewed combined program summary for Esslinger Replacement. Area includes all HPHY, Classrooms, Large Classroom, PE&Rec and all of SRC. Total area = 347,791 GSF
- Esslinger Replacement Area with excludes SRC area to the east of the existing
- Esslinger footprint = 181,600 GSF

2.3.2 Historic Resource Report
- Esslinger is not registered as a Historic Building
- Demolishing is therefore an option
- Initial concern with concept was weight of Ellis Lawrence building. But there is little attachment to Esslinger – what are the issues with demolition? We have address existing conditions and nature of original design.
- Fire lane discussed between Student Tennis Center (STC) and south of Mac Court is to be maintained but this needs further review. Fire lane also identified east of Mac Court. YGH and CPRE to review
- For SRC goal would be eliminate separation between STC and SRC to eliminate multiple control points. Single control is an important operational issue for SRC. Tie to tennis center by SRC is important

5.4.0 PE&Rec Program Requirements – Space Audit Review

5.4.1 YGH summarized and reviewed corrections and additions to PE&Rec program. Due to combined area use between PE&Rec and HPHY, new area requirements and existing area information totals for New area, Esslinger existing, and SRC existing do not add up to the overall total for PE&Rec. This is due to existing areas not aligning with requirements for new areas. PE&Rec (includes entire SRC) required space is 254,553 gross square feet (GSF).

5.4.2 Based on UO Facilities Services Design Services Records additional existing areas for reference include:
- Esslinger Area = 93,794 GSF
- Student Recreation Center = 136,968 GSF (incl. Esslinger basement)

5.4.3 Esslinger Replacement will assume that the most likely spaces to be rebuilt and included in Esslinger are offices, multipurpose rooms and similar functions currently housed in this space other than lab and teaching areas.

5.4.4 Gymnasium location will depend on phasing and future SRC addtion (phase III). Diagrammatic options show two scenarios where the existing Esslinger footprint is part of replacement and gymnasium area is included. One scenario does not include this area or gymnasiaums in the replacement, rather the gymnasiaums are relocated during SRC phase III.

5.4.5 Likely Natatorium and Lockers will be relocated by the SRC phase III work. This would potentially free locker area currently in Esslinger for other uses.

5.4.6 Challenge is the SRC is going to happen soon. Design in 2012. Construction 2012-2013. Projects will not happen at same time. Esslinger could be 5-15 years away.

4.4.1 Rebuild Esslinger; what is new; what must be replaced; necessary program elements that are still in use. Spreadsheet adds columns to document
- Esslinger Existing Program, SRC Existing and New Program.
- Phasing diagrams are very important. YGH to review scope of work and effort required to develop phasing diagrams for Esslinger replacement given SRC construction first
- Admin educational as part of multipurpose on level 2. Shared program

5.5.0 Campus Plan and Policies

5.5.1 Reviewed project specific patterns which have been refined and completed with User Group input.

5.5.2 Reviewed overall Campus Plan Patterns: Large Scale/Campus, Transportation, Site Arrangement and Building Design. YGH recommended adding several patterns to the "must be included" list.

5.5.3 YGH presented Campus Plan Open-space Framework, Axes, Greens and Pathways. Given significant axes, greens and pathways there is great opportunity to improve the corner of University Street and 15th Avenue. This is a prime area of real-estate with incredible potential. Additional diagrams are requested to further study this corner and the relationship between the axes, greens and pathways and the building. Diagrams could include:
- Tree diagram
- Pathways from Pioneer Cemetery
- Informal pathways
- Building entry

Discussed the impact of Pioneer Cemetery both in terms of green space that is often used by PE&Rec and campus community and the benefit of the large trees on the west side of University Street.

5.5.4 HPHY requests that a diagram/campus map of current HPHY program locations be included in the final report

5.5.5 Reviewed opportunities and constraints with group:
- Future use of Mac Court offers new opportunity for adjacent buildings
- Improvements to University Street from 15th to 18th is a great opportunity for buildings and the street
- Bike access is excellent. Should celebrate bike transportation and make it easier to park, lock and walk. Racks at building entry are typically good but present architectural challenges
- Proximity to other significant campus projects EMU, SRC and East Campus Housing
- Improve access and accessibility to the super block that extend to Hayward Field
- Vehicle access to 15th is a challenge. Could imagine limited access similar to University Street and 13th. But University Street and 18th is a primary vehicle access point from south.
### 5.6.0 Building Concepts or Scenarios

#### 5.6.1 All three scenarios: Option A, B and C now incorporate program colors and have all as a result been adjusted to address adjacencies (horizontally and vertically), massing, daylight and ventilation. To simplify all options show a similar response to the corner of University Street and 15th Avenue.

Option C has evolved to a greater extent with a larger mass to the south and an internal atrium.

**General discussion:**
- Freeing the corner of 15th and University Street is a positive
- Main entry to SRC and Esslinger pushed toward University Street.
- Multiple entries are envisioned along the street with the Main entry at the corner
- Schemes B and C appear to place more emphasis on the classroom which is seen as a positive
- Scheme C steps up toward Mac Court effectively
- Daylight for classrooms is very important for both instructor and student.
- Safety and egress-perception of exterior is important
- HPHY prefers the program distribution and connectivity represented by schemes B and C
- Long corridors in all schemes should offer daylight and view at the end
- Option C location of lab and classroom could be revised. UO prefers classroom toward front of building or University Street. Scheme could provide daylight to classrooms from east
- Views from Esslinger Replacement to SRC athletic spaces to the east offers a great opportunity
- There is value in conceptualizing how Esslinger will connect to the new SRC. Not knowing how the new SRC will evolve in the design process is a challenge
- Esslinger replacement and SRC will have to carefully consider and plan controlled access versus not controlled access
- In general of the three schemes presented the User Group preferred option C

#### 4.6.1 Reviewed three scenarios:

- **Option A:**
  - North south tower element with large classroom south toward Mac Court.
  - 5 level scheme including basement
  - Academics are stretching to south particularly when reuse of Mac Court is considered.
  - Consider the 7 minute walking circle. Classroom still within the circle. YGH to review with CPRE. Area is with in 7 minute walking distance from the majority of classroom building entries. Reference Campus Plan Appendix G: Walking Circles
  - Access between basement level and level 1 to be reviewed
  - Assumes locker rooms in current basement location and replaces all SRC basement level functions in current Esslinger footprint

- **Option B:**

- **Option C:**
  - L shaped tower to south adjacent to Mac Court with classroom shifted toward 15th Avenue
  - Assumes locker rooms will be relocated along with Leighton Pool in SRC construction. Diagram shows new Natatorium
  - Option C could still work, as does Option B in terms of impact on SRC.
  - YGH to review with CPRE. Esslinger Study not intended to plan SRC expansion, rather note assumptions.

**Design team to consider the following:**
- Phasing of construction and impact of SRC design and construction first Esslinger Hall replacement in the future.
- Future use and growth as campus expands to south and east
- Classroom structure and impact on both Esslinger and SRC
- Lobby orientation for HPHY/PE&Rec/Classroom and SRC, internally connecting University St new entrance and 15th Ave existing entrance
- Daylighting and ventilation – floor plates are wide and North/South orientation not ideal

#### 5.7.0 Next Steps

**5.7.1 General discussion:**
- UO to determine if there is a preferred option that should be highlighted and if necessary further developed with renderings and diagrams.
- UO to determine if additional presentation should accompany final report
- YGH to provided additional diagrams in draft report
- YGH to summarize existing conditions and history

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**END OF MEETING MINUTES**