WOODBURY UNIVERSITY COMPREHENSIVE CAMPUS PLAN
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STRATEGIES FOR FACILITY DEVELOPMENT

PREPARED BY LOUIS M. NAIDORF, FAIA       JULY 1, 2000
Acknowledgements

The Comprehensive Campus Plan reflects the contributions of the entire Woodbury Community with special mention due to the following:

President Kenneth Nielsen for recognizing the need and authorizing the preparation of the Plan and for setting many of the fundamental criteria.

Vice-Presidents Cindy Croft and Zelda Gilbert and the strategic planning teams for defining the university’s goals, objectives and actions.

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Introduction

Woodbury University enters the twenty-first century with a new spirit and high expectations for the future. For more than a decade the university has had the vision of becoming a distinguished university and, through that time, has taken significant steps toward that goal. Now a new strategic plan sets out the goals, objectives and actions necessary to give full form and substance to that vision.

The Strategic Plan calls for university-wide improvements and outlines a pattern of continuous growth and change. The Strategic Plan recognizes the important role of proper facilities and sets criteria for providing an effective and appropriate physical setting for all of the university’s activities.

In 1999 President Nielsen authorized an eighteen-month study to determine the necessary response to the long-range facility needs of the university as delineated in the Strategic Plan. This report, the Comprehensive Campus Plan, is the result of that effort.

Campus plans can have quite different purposes and, therefore, can take different forms. The purpose of this report is to provide a solid basis for a continuous, future oriented planning and decision making process.

The Comprehensive Campus Plan presents a series of snap shots that are representative of the campus at four points in its continuous evolution. The actual physical development of the campus will vary in its nature and timing, but the plan provides a strong and flexible armature of systems and concepts that are adaptable to such change.

The report includes text, plans, diagrams and charts which describe in detail the existing conditions on the campus and recommend options and courses of action to respond to future needs over the next twenty years. The existing conditions reflect the campus conditions as of May 6, 2000.

Nine principal criteria guided the preparation of the planning proposals:

- Accommodate substantial growth with incremental, carefully phased development.
- Provide flexibility to meet future needs.
- Provide facilities that enhance academic effectiveness.
• Improve operational efficiency.

• Create a safe and secure campus.

• Improve student life and recognize evolving student expectations.

• Keep the university in effective operation at all times.

• Provide cost-effective proposals that respect funding realities.

• Preserve and enhance the visual environment of the campus.

A central issue emerged early in the study:

• What is the university’s goal for its "ultimate" size and can this growth be accommodated on the Burbank campus and at other sites?

The goal for ultimate size balances the benefits of increased enrollments with the need to preserve the personal scale and character of the university. While there is no rigid answer, for planning purposes, a range of 1800 to 2000 was set for the Burbank Campus with an additional 300 to 400 at San Diego and other sites. This gives a total enrollment of 2100 to 2400 for the university.

The accompanying plans, diagrams and text delineate the planning response to these issues and criteria. They demonstrate that the university can meet all of the planning criteria and achieve its goals. Woodbury can improve every aspect of the campus can accommodate the desired growth with orderly, cost-effective development on the existing site and can retain the university’s unique character and educational environment.

After years of constrained funding and modest expectations, Woodbury can now address the future with confidence and vigor.
EXECUTIVE SUMMARY

- Woodbury University can achieve the Strategic Plan goals for substantial growth and improvement of facilities.

- The university can accommodate an ultimate enrollment of 2000 students at the Burbank campus within the existing site.

- The facility needs can be met with cost-effective, phased development that respects the university’s funding capabilities.

- The Campus Plan includes 76,000 square feet of university-funded construction including the replacement of substandard and temporary buildings and 56,000 feet of privately funded residence halls. The plan also proposes the adaptive reuse of Cabrini Hall, the gymnasium and South Hall. (Table, page 5)

- The proposed facility and site changes will enhance the academic programs, the quality of student life, and the operational efficiency of the university.
<table>
<thead>
<tr>
<th>Description</th>
<th>Area (Sq. Ft.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing Buildings</td>
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</tr>
<tr>
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<tr>
<td>Existing Building Remaining</td>
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<td>University Funded Building</td>
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<td>Private Residence Halls</td>
<td>56,000</td>
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<tr>
<td>New Buildings/Additions</td>
<td>132,000</td>
</tr>
<tr>
<td>Total Campus Buildings (after all phases)</td>
<td>270,000</td>
</tr>
</tbody>
</table>

Note: See report for construction in each phase
PLANNING PROCESS

Constant growth and change are now a fact of life for Woodbury. Expanding enrollments challenge the university to provide more classrooms and studios, faculty and staff offices, housing and recreation. New methods and technologies demand new and often innovative facility design concepts.

To avoid being merely reactive to these needs, however, the university requires an integrated, thorough and continuous planning process. To be effective, that process will be both participatory and anticipatory. It will engage all of the constituencies of the university and will be endlessly alert to changes in the larger academic environment. External forces of shifting demographics, economic, social and technological developments, emerging and declining fields of study will all impact the university and its facilities.

Seven steps of a forward-looking planning process are shown below with the suggested primary responsibilities for implementation.

- Monitor, analyze and communicate the impact of trends in enrollment, academic programs and operations: president, cabinet and deans.

- Define the resulting future facility needs: department heads, deans and chairs with input from faculty, staff, students and facility manager.

- Collate and prioritize the various statements of need and establish budgets and funding: president, cabinet and deans.

- Develop the necessary planning and architectural solutions costs: professional consultants.

- Review and modify planning and architectural proposals to respond to all needs and objectives: president and others as appropriate, including professional peers on major projects.

- Obtain permits, bid and construct projects: v.p. of financial affairs and facility manager.

- Assess the completed work and update the overall campus plan and its systems.

These steps and the planning systems and criteria in the report will provide an orderly process to meet facility needs.
Existing Conditions

Woodbury’s campus is one of the university’s most important assets. The handsome buildings set in landscaped open space against the background of the Verdugo Hills creates a lasting impression and expresses well the character of the university.

The campus covers 22.5 acres. The site, except for a one-half acre triangle along Glenoaks Blvd., is in the City of Los Angeles. The boundary between Los Angeles and Burbank extends along the east property line.

There are twenty structures on the campus with a total building area of approximately 165,000 square feet. Most of the buildings are in good condition. With care they can continue to serve the university for many years. A few structures, notably the Faculty Center and the Design Center, are at or beyond their useful life and need replacement. (Tables, pages 12 and 14)

There is parking for approximately 500 cars located primarily in the east and west parking lots and on the lot at North Hall.

The upper campus is relatively under-developed. The original football field and the running track are now replaced by a smaller soccer field. This portion of the campus offers significant opportunities for added parking, buildings and a greater variety of recreational activities.

The campus was acquired circa 1984, and major reconstruction of the site and buildings took place over the following three years. The principal new buildings were Miller/Hensel Halls, the original portion of the architecture complex and North Hall. The library and other buildings underwent substantial remodeling.

This initial period also saw major site improvements including parking, open space development and a utility infrastructure following the general grid arrangement of the campus. The adequacy of site utilities is an open question. Electric power from the DWP building is adequate for the proposed expansion but water and sewer capacities are not fully defined. The communication system is also not adequately documented. (See section on Facility Management.)

From 1990 to 2000 there was further campus-wide development, primarily initiated by the growth of the architecture program and accreditation requirements. General space deficiencies for faculty, staff, administration and trustees were also addressed during this period.
A total of some 13,000 square feet of new construction including the Aspect Building and additions to the architecture complex was completed during this 10-year period. An additional 11,000 square feet of space was gained by more efficient use of underutilized areas throughout the campus through a series of small, low cost projects that are listed on page 10.

The past 10 years demonstrate that a combination of new construction and the wise adaptive reuse of existing buildings is an efficient and cost effective means of meeting future space needs. This approach is employed throughout the proposed phases of campus development.
Remodeling Projects 1990-1999

The following projects allowed the university to meet expanding space needs while minimizing the extent of new construction.

- The original palatial MIS offices on the 2nd floor of Hensel Hall converted to a trustee’s boardroom, adjoining meeting room and offices for the president.

- The MIS office relocated into classroom space in Miller Hall.

- The lost classroom regained by shifting business and registrar’s records from Miller Hall to unused space behind the stage in Cabrini Hall.

- The unused Cabrini stage converted to an exhibit gallery.

- Cabrini Hall auditorium converted to architecture studios. Assembly functions shifted to the gymnasium.

- Unused women’s lockers in the gymnasium converted first into a Roark store and then into an animation drawing studio.

- The original architecture studios remodeled to increase workstation capacity from 75 to 120.

- An original architecture studio converted to two computer labs serving all design disciplines.

- A portion of the maintenance building converted first into a model shop and then into archival storage.

- The Faculty Center remodeled several times to expand faculty offices, create offices for the Vice President for Academic Affairs, Assistant Dean and Deans, provide part-time faculty offices and create a more efficient working environment. Note: the original faculty center, in planning and appearance was completely unacceptable.

- A redundant stairway in Cabrini Hall converted to a costume collection storage.
• The first floor of Hensel Hall remodeled to create space for the Office of University Advancement and offices for the CFO and for Human Resources.

• Audio-visual equipment storage and copier space developed in Miller Hall.

• Much expanded office space for Evening, Weekend, the MBA and AACEL programs developed in Miller Hall together with office space for the Dean of Business and Management.

• Cabrini Hall remodeled to create office space for career services and counseling services.

• Additional remodeling projects included the North Hall and South Hall student lounges, and expanding the book stack capacity in the library.

• Created approximately 45 additional parking spaces by more efficient use of existing parking areas that accommodated growth of 100 students.
<table>
<thead>
<tr>
<th>Building</th>
<th>Area - Sq. Ft.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miller Hall/Hensel Hall</td>
<td>24,000</td>
</tr>
<tr>
<td>Cabrini Hall</td>
<td>20,000</td>
</tr>
<tr>
<td>Design Center</td>
<td>10,000</td>
</tr>
<tr>
<td>Faculty Center</td>
<td>10,000</td>
</tr>
<tr>
<td>Library and Annex</td>
<td>13,000</td>
</tr>
<tr>
<td>Architecture Complex</td>
<td>17,000</td>
</tr>
<tr>
<td>Gymnasium</td>
<td>14,000</td>
</tr>
<tr>
<td>South Hall</td>
<td>17,000</td>
</tr>
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<td>North Hall</td>
<td>26,000</td>
</tr>
<tr>
<td>Maintenance</td>
<td>3,000</td>
</tr>
<tr>
<td>Pool House/ASG</td>
<td>500</td>
</tr>
<tr>
<td>Modular Units</td>
<td>3,500</td>
</tr>
<tr>
<td>D.W.P. Building</td>
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<td><strong>Total University Occupied</strong></td>
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<tr>
<td>Aspect Building</td>
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<td><strong>Total Campus Buildings</strong></td>
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<tr>
<td>Phase</td>
<td>Area-Sq. Ft</td>
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<tr>
<td>--------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Modular Unit</td>
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<td>Faculty Center</td>
<td>10,000</td>
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<tr>
<td>Maintenance Building</td>
<td>3,000</td>
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<td>Pool House/ASG</td>
<td>500</td>
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<tr>
<td>Design Center</td>
<td>10,000</td>
</tr>
<tr>
<td><strong>Total Removed-All Phases</strong></td>
<td><strong>27,000</strong></td>
</tr>
</tbody>
</table>
Site Restrictions

The development of the campus is constrained by zoning ordinances and by a number of easements and covenants. The campus is subject to the zoning ordinances and building codes of the City of Los Angeles.

- All buildings are limited to a maximum of three stories and 45' in height.
- The university is operating under a conditional use permit.

A series of easements and open space setbacks are located along the east, north and west campus boundaries.

- Two utility easements cross the front of the campus along the line separating the cities of Los Angeles and Burbank. The more northerly of these easements is apparently unused and not assigned to any use. It can likely be vacated which will give greater latitude to the design of the addition to the architecture complex.

- Open space covenants exist around the gym, the library and the Design Center. The City required these covenants because the buildings exceed the allowable area for their type of construction.

    The use of sprinkler systems permits much larger building areas. If sprinklers are installed in the gym and library, the university can request these covenants be removed. This is especially important for expansion of the library.

Easements and open space covenants are shown on the plan on the following page. The plan shows the impact of the existing site restrictions on the development of facilities, including the School of Business and Management Building and the additions to the architecture complex. The plan shows the removal of the open space covenants around the gym and library by the recommended sprinkler systems for these buildings.
LEGEND:
- EXISTING UNIVERSITY BUILDINGS
- 10' & 15' (AT EAST PROPERTY LINE) UTILITY EASEMENT
- 15' LANDSCAPE COVENANT
- OPEN SPACE COVENANT

WOODBURY UNIVERSITY - EXISTING LAND RESTRICTIONS
University Space Needs

Woodbury is entrepreneurial in responding to changing demands for academic programs. The existing campus and some of the pending changes reflect the emergence of first the architecture program and then multi-media and animation programs. The dynamic quality of the academic landscape will continue to influence the university’s programs and the facilities required to accommodate them.

The proposals for future buildings offer much greater flexibility than do the existing campus structures. Experience shows the desirability of having essentially generic buildings that can be quickly adapted to house classrooms, studios or office functions or a mix of all. The future buildings stress dimensions that work for any of these uses and open, non-structural interiors.

The program for needs considers six categories of uses:

- Instructional areas—classrooms, studios and computer labs
- Dining, assembly and exhibit functions
- Library Services
- Student Life—residence halls, campus store and recreation activities
- Office areas—administration, staff and faculty
- Maintenance and Central Services

The following sections analyze the different uses and activities and present a program for future expansion.
Instructional - Classrooms

Existing

The university currently has 16 classrooms, including two located in a temporary modular building and three with dual use as architecture critique rooms. There is currently a ratio of approximately 70 students per classroom. The current classroom count and the substandard size, equipment and furnishing of some of the rooms hamper proper scheduling. Extending the days of use has helped, but improvement is still needed.

Classroom utilization in terms of having full seats will be enhanced with the planned increase of average class size and this will absorb some enrollment growth.

Balancing these factors, a higher ratio of 75 students per classroom is used in this analysis. Some of the existing classrooms will be lost through conversion to other uses such as the required expansion of the business office. Conversely, as an example, some classrooms can be gained by conversion of space in the Design Center.

Proposed

The table on page 19 shows the existing classroom count and the required count in each subsequent phase.
### TABLE
PROJECTED CLASSROOM COUNT

<table>
<thead>
<tr>
<th></th>
<th>Existing</th>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
<th>Phase 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Start of Phase</td>
<td>16</td>
<td>18</td>
<td>21</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Deleted</td>
<td>-4</td>
<td>-2</td>
<td>-6</td>
<td>-1</td>
<td></td>
</tr>
<tr>
<td>Added</td>
<td>+6</td>
<td>+5</td>
<td>+9</td>
<td>+4</td>
<td></td>
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<tr>
<td>Net</td>
<td>16</td>
<td>18</td>
<td>21</td>
<td>24</td>
<td>27</td>
</tr>
</tbody>
</table>

Note: Design Center converted to provide three classrooms in Phase 1, then replaced by the Multi-Purpose building in Phase 4. The average classroom size is 900 square feet.
Instructional - Studios

Existing

The architecture and design programs are "studio based". This is an instructional approach quite different from the traditional classroom. Work in the studio is largely individual and students are expected to synthesize a variety of subject matter. Work is critiqued by instructors and openly presented and juried--an approach mandated by accrediting agencies because of its demonstrated power to develop student abilities, albeit in an often very demanding and harsh environment.

Studios have another advantage: they are a literal analog of the physical format and work methods in professional design offices and thus prepare students to make a more seamless transition to the working world.

Because of the effectiveness of the studio concept, other programs, such as the business majors, might find parallel applications. The proposal for the School of Business and Management Building includes such a "business studio".

Studios require more space per student although this is offset by much lower construction costs for open studio buildings and by charging higher tuition as appropriate.

Proposed

The table on page 21 shows the existing studio areas and the required areas in each subsequent phase.
**TABLE**  
**PROJECTED STUDIO AREAS (IN 000)**

<table>
<thead>
<tr>
<th></th>
<th>Existing</th>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
<th>Phase 4</th>
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<td>Architecture</td>
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<td>18.5</td>
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<tr>
<td>Graphic Design</td>
<td>3.0</td>
<td>5.0</td>
<td>6.0</td>
<td>7.0</td>
<td>8.0</td>
</tr>
<tr>
<td>Animation</td>
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<td>4.0</td>
<td>5.0</td>
<td>5.5</td>
<td>6.0</td>
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<tr>
<td>Fashion Design</td>
<td>3.0</td>
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<td>5.0</td>
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<tr>
<td>Interior Arch.</td>
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<td>5.5</td>
<td>6.0</td>
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<tr>
<td>New</td>
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<td>-</td>
<td>1.5</td>
<td>2.5</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25.0</strong></td>
<td><strong>31.0</strong></td>
<td><strong>37.5</strong></td>
<td><strong>44.0</strong></td>
<td><strong>48.0</strong></td>
</tr>
</tbody>
</table>

Note: Graphic Design includes multimedia and environmental graphics. "New" is a future additional design program.

In Phase 4 Interior Architecture “Relocates” from the gym to the Multi-Purpose Building.
Instructional - Computer Labs

Existing

Few issues present greater uncertainties than the future of computer use on the campus. There is no question that it will be pervasive, but there are questions of how best to physically accommodate the computers.

Will security concerns, the need for available lab techs and instructional approaches require centralized computer labs, or will the classrooms and studios follow practice in the workplace and simply decentralize computers at all workstations?

The trends are toward the latter position with rapidly increasing portable computer capabilities and far greater reliance on computers for written, graphic and communication functions. These factors, added to a clear move to wireless technology, indicate that all classrooms and studios—in arrangement, furnishing and lighting—should accommodate individual computers.

Proposed

Central labs remain viable for initial instruction at one end of the spectrum and high-end equipment at the other. Little or increase is projected, however, for centralized computer labs beyond the current 3500 square feet. Three locations are proposed until phase 4:

- The existing Miller Hall lab
- The computer lab in the architecture complex
- A new computer lab in the converted gym to serve the design disciplines in the converted gym.
Dining Facilities

The university’s dining facility is a functional and social necessity and should be located and designed to work as the active center of student life on campus.

Existing

"Woodys", the existing dining area, seats 65 inside and 135 outside. The 200 seats are a minimum for current enrollments, but present problems when it is cold or raining.

The kitchen and service areas are also inadequate. Traffic flow is poor and there is insufficient storage, food preparation and cooking areas. The entire existing facility has less than 2000 square feet. There is no provision for proper truck service.

Proposed

To properly serve the campus a new facility is required with the following elements.

- Main inside dining
  Provides 225-250 seats
  3500 square feet

- Outside dining terrace
  Provides 125 additional seats
  2000 square feet

- Kitchen, servery, storage, entry
  Designed for smooth traffic flow;
  And to serve both inside and outside-dining areas
  3000 square feet

- A service dock and a screened trash area convenient to the kitchen/prep areas for deliveries

- A central location with the outside terrace designed as a sidewalk café will create a lively social center for the campus.
Assembly Areas

The university requires a number of multi-purpose spaces to accommodate a wide variety of assembly uses. These activities can be divided into three groups.

- **Audience events:**
  Lectures, conferences, symposia, meetings and ceremonies, theatrical presentations, and video conferencing

- **Social events:**
  Dances, banquets

- **Exhibit areas:**
  Art shows, exhibitions, accreditation events

Existing

The gymnasium currently is the large multi-purpose assembly space. The gym is too large and barn-like in its present form to be appropriate for these assembly uses. It lacks air conditioning, proper acoustic treatment and an acceptable lighting or sound system.

The medium size assembly space, the boardroom, is excellent for many purposes but lacks the audio-visual capabilities for lectures and presentations. Additional spaces are required to serve the full range of needs.

The meeting room adjoining the boardroom is that only small assembly space. At least one additional dedicated small assembly space should be provided.

There are two existing exhibit areas: the Cabrini gallery, the former stage and the Wedge gallery in the architecture complex. Both spaces work well. The Cabrini gallery will be lost to conversion and an additional exhibit space for student and faculty work would help the marketing of the design programs.
Proposed assembly areas

- One large, multi-purpose assembly area 3500 sq.ft.

- The space to have the acoustical properties, lighting and sound systems to serve all of its audience and social functions.

  *3000s.ft. additional for kitchen/servery.

- Three medium-sized assembly areas 4500 sq.ft.
  - Boardroom 1200 sq.ft.
  - Lecture/meeting 1500 sq.ft.
  - Lecture/meeting 1800 sq.ft.

- Two small assembly areas 1200 sq.ft.
  - Meeting 600 sq.ft.
  - Meeting 600 sq.ft.

- Three exhibit spaces 3000 sq.ft.
  - Dedicated exhibit 1200 sq.ft.
  - Dedicated exhibit 1000 sq.ft.
  - Multi-use exhibit 800 sq.ft.

This array of spaces meet most of the university’s needs with some large audience and social events, as currently held off campus.
Library Services

The library is appropriately located in the most prominent building on the campus. The library consists of two parts: the original chapel, now a reading and study area with the circulation desk and part of the book collection, and the library annex that houses the bulk of the book collection and the library offices. Lectures are also offered in the main library.

Existing

The library very attractive and generally works well. It is primarily deficient in space for books and in access to the collection. It also has a very cramped and inefficient circulation desk. The library could also better serve as a social/gathering place for students and as a setting for lectures.

Proposed

- Provide an 8000 square feet addition to house a book collection of 100-120,000 volumes, study areas and restrooms.
- Improve electronic information access.
- Relocate and improve the circulation desk and reference area.
- Improve study facilities for individuals and small groups including computer facilities.
- Consider a "Starbucks" coffee bar to attract more library use.
- Provide enclosed courtyards and gardens to allow outdoor reading.
- Reorganize library offices and relocate the librarian to a more accessible position.
Student Life

A student center, modern residence halls, dining facilities and a variety of recreational facilities are all requirements for good student life on campus. Many of these functions now have limitations that are addressed by the proposals.

Student Center

Existing

At present there is no student center. Rather, dining, lounge areas, campus store and social gathering places are either seriously deficient, scattered or absent entirely.

Proposed

- Develop a cluster of student-centered activities at mid campus
- Provide a new dining and social gathering facility (See also Dining/Assembly)
- Develop a nearby student lounge of 2000 square feet with seating areas, a pool table and ASG meeting/office space.
- Relocate and expand the campus store to 3000 square feet. Include a copying/reproduction/FAX center.
- Locate Student Affairs, Career Services and Counseling as part of the cluster of student centered activities.
- Create new outdoor gathering places
- Create a new pedestrian zone for club activities, “lemonade stand” enterprises and other activities.
Residence Halls

Existing

Current housing accommodates 175 students of which 50 are assigned to Aspect. A current short fall of 40-45 beds is met by off campus housing. North and South Halls are outmoded in design offering little privacy and with group bathrooms. Only North Hall is air-conditioned.

Proposed

- Seek private funding to develop two new residence halls with a combined capacity of over 200 students. Design these buildings for “apartment style” student housing.
- Remodel North Hall to improve the rooms and baths.
- Reassign South Hall to other uses.

Recreation

Existing

There are two basketball courts and a small swimming pool. The soccer field is used primarily by an outside lessee. A greater variety of recreation facilities are needed with a better relationship to lockers and restrooms.

Proposed

- A cluster of court and field sports for basketball, volleyball, softball and short-field soccer.
- A jogging track and walking trail.
- An Olympic size swimming pool.
- A fitness center with an exercise-weight room, aerobics/dance studio and lockers and restrooms.
Offices - Administration

Existing

The university currently allocates 12,000 square feet to administrative offices and related support areas.

Office space for the various functions is, in many cases, limited and inefficient. The Strategic Plan calls for adequate, well-designed and properly equipped offices as an essential component of effective university operations.

An important issue is the land-locked position of the office spaces. To allow expansion, classrooms and other functions must be relocated.

Proposed

- Expand and group together admissions, the registrar, financial aid and the business office to create Don St.Clair’s "one-stop-shopping" for students. Relocate the adult programs, the Dean of Business and Management and the remaining classroom.

- Expand the Office of University Advancement, the marketing functions, the CFO and Human Resources on the first floor of Hensel Hall.

- Add a conference room on the first floor of Hensel Hall.

- Relocate the existing lobby.

- Relocate the Student Affairs offices from Cabrini Hall and combine with Career Services, the counselor and nurse in a new location. Include a small conference room and a storage/work room.

The table on page 31 shows the existing office areas and the proposed areas in each subsequent phase.
Offices - Faculty

Existing

The Faculty Center currently houses the V.P. of Academic Affairs, an Assistant Dean, two Deans, twenty-five chairs and full time faculty and the staff. The building also offers space for adjunct faculty, support functions and the Learning Center.

The offices are generally acceptable although some chairs and faculty are too crowded to function properly. There is also limited space for part-time faculty and staff functions. The most pressing issue is the inability to provide additional faculty offices as these positions are authorized. Immediate needs for faculty offices will displace the faculty computer facility.

Proposed

- Keep faculty in a centralized location including the three Deans and the V.P. of Academic Affairs and Assistant Dean. This has proved a highly effective means of promoting collaboration and communication among the faculty as well as unusual esprit de corps.

- Develop a new "Faculty Center" in an existing building such as South Hall.

- Allow for an increase in full-time faculty proportional to enrollment growth plus the correction of current deficiencies.

- Provide more adequate space for adjunct faculty.

- Provide two additional conference rooms.

The table on page 31 shows the existing office areas and the proposed areas in each subsequent phase.
### SUMMARY
PROJECTED OFFICE AREAS (in 000)

<table>
<thead>
<tr>
<th></th>
<th>Existing</th>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
<th>Phase 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>12.0</td>
<td>13.0</td>
<td>16.0</td>
<td>17.5</td>
<td>18.0</td>
</tr>
<tr>
<td>Faculty</td>
<td>8.5</td>
<td>9.0</td>
<td>12.0</td>
<td>14.0</td>
<td>15.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20.5</strong></td>
<td><strong>22.0</strong></td>
<td><strong>28.0</strong></td>
<td><strong>31.5</strong></td>
<td><strong>33.5</strong></td>
</tr>
</tbody>
</table>

Note: Includes related support areas.
Maintenance/Central Services

These important functions are currently located in a galvanized iron shed and a temporary modular building. Access to Central Services is poor and the maintenance structure is well beyond its useful life. Storage is limited and should be expanded and centralized although material is stored that would be better discarded. The supply issue is being addressed through better purchasing policies that require less on-campus storage.

Proposed

- Relocate Central Services to a permanent building with an available truck dock for mail and supply delivery.

- Construct a new 3000 square feet maintenance building. Include pallet storage capability. Provide shop facilities for woodworking, plumbing, and electrical. Include office space for maintenance and, as one option, for the facility manager.
Phasing of Facility Development

The university will develop the campus facilities and infrastructure incrementally to meet emerging patterns of growth and change as they emerge. The Plan presents the following phasing strategies as illustrative of some of the options available. The actual sequence of construction and timing will be determined by the university and will reflect funding realities as well as perceived needs. Whatever the extent and pace of development, certain principles should be observed:

- Permanent or interim space must be provided *in anticipation* of need with allowance for the lead-time required for funding, planning and construction.

- The needs of all essential university functions should be identified and accommodated at each stage of development.

- Care must be taken not to displace a function without first finding an alternative home for it. In other words, there must be carefully coordinated planning to assure the continuity of functions including apparently "minor" ones.

- The planning process should be seen as continuous, responding to the evolution of programs, funding sources, growth patterns and, most critically, to change in the external political economic and social climate. Although continued growth is likely for the next decade, the following years could well present the university with quite different circumstances.

The dates shown on the phasing plans are representative only. They indicate an initial phase of three years, including the currently authorized work and three subsequent six-year periods.

The table on page 34 is a summary of the proposed building projects in each of the four phases.
### SUMMARY
### NEW CONSTRUCTION

<table>
<thead>
<tr>
<th>Phase</th>
<th>Area-Sq. Ft.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 1</strong></td>
<td></td>
</tr>
<tr>
<td>Classroom Building</td>
<td>3,000</td>
</tr>
<tr>
<td>Architecture Studio</td>
<td>6,000</td>
</tr>
<tr>
<td>Records Vault</td>
<td>500</td>
</tr>
<tr>
<td>Gym, 2nd Floor Addition</td>
<td>6,000</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>15,000</strong></td>
</tr>
<tr>
<td><strong>Phase 2</strong></td>
<td></td>
</tr>
<tr>
<td>Business &amp; Management Lecture Hall</td>
<td>2,000</td>
</tr>
<tr>
<td>Library Book Stacks</td>
<td>8,000</td>
</tr>
<tr>
<td>Maintenance Building</td>
<td>3,000</td>
</tr>
<tr>
<td>Architecture Lecture Hall</td>
<td>1,500</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>14,500</strong></td>
</tr>
<tr>
<td><strong>Phase 3</strong></td>
<td></td>
</tr>
<tr>
<td>Business &amp; Management Building</td>
<td>7,000</td>
</tr>
<tr>
<td>Classroom, Store, Office</td>
<td>7,000</td>
</tr>
<tr>
<td>South Hall Additions</td>
<td>3,500</td>
</tr>
<tr>
<td>Miller, Hensel Lobby Addition</td>
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</tr>
<tr>
<td>Architecture Addition</td>
<td>3,000</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>21,500</strong></td>
</tr>
<tr>
<td><strong>Phase 4</strong></td>
<td></td>
</tr>
<tr>
<td>Fitness Center</td>
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<tr>
<td>Multi-Purpose Building</td>
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<tr>
<td>Library Annex Addition</td>
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</tr>
<tr>
<td>Cabrini Dining Addition</td>
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</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>24,500</strong></td>
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<tr>
<td><strong>Total University Funded</strong></td>
<td><strong>76,000</strong></td>
</tr>
<tr>
<td>Private Residence Halls</td>
<td>56,000</td>
</tr>
<tr>
<td><strong>Total Construction</strong></td>
<td><strong>132,000</strong></td>
</tr>
</tbody>
</table>
Phase 1: 2000 through 2002

The first phase includes the currently proposed projects described in the President's Report for the 1999-2000 academic year. The projects focus on adding required instructional space, improved dining and recreation facilities and expanded parking. Beyond these projects, the phase also addresses the need to plan for a new residence hall.

Phase 1: Summary

- Construct a new, three classroom-building to be located on a small site behind the existing swimming pool.

- Construct an additional studio building in the architecture complex to replace the existing modular classroom structure.

- Convert the architecture studios, gallery and records storage area in Cabrini Hall into a new multi-purpose dining/assembly facility.

- Construct two small replacement records vaults at the edge of the west parking lot. Structures are designed to form a new gateway to the central campus.

- Initiate steps to convert the gymnasium to studio space for the expanding design programs and that also will be a temporary location for the displaced architecture studios. Design for the addition of a second level.

- Convert the Design Center to a multi-function building, housing, as needed, classrooms, studios or faculty/staff office areas.

- Expand parking for 110 additional cars adjacent to the existing North Hall parking.

- Construct new recreation facilities, including a basketball court, two volleyball courts and extensive landscaping on the upper campus.
• Initiate a study of privately funded development of a new residence hall on the upper campus. The proposed site allows external access from Scott Road, the bordering residential street. This access, together with proper design, allows the conversion of the residence halls to conventional apartments. This is a probable requirement for financing and gives the university useful flexibility as well.
Phase 2: 2003 through 2008

The second phase of development proposes important site improvements, additional buildings and the possible conversion of the Aspect Building to university use.

Phase 2: Summary

- Construct the new connecting road to the upper campus. The reconfiguration of the entrance to North Hall and the existing parking to further expand parking count.

- Relocate the entrance drive to the west parking lot to improve circulation and to create a site for the proposed School of Business and Management Building.

- Initiate construction of the School of Business and Management Building.

Option 1. Construct the Business and Management Building in two increments. Construct the first increment, a 150-seat, state-of-the-art lecture/assembly hall in Phase 2 and the remaining classrooms and support facilities later. Meet the need for additional classrooms through conversion of the Aspect Building. This conversion would provide four new classrooms and would house the relocation of evening and weekend college offices from the first floor of Miller Hall.

Option 2. Construct the entire Business and Management Building in Phase 2, and defer conversion of the Aspect Building. Find an alternative location for the evening and weekend college offices. This approach would add five new classrooms in Phase 2.

- Remodel the first floor of Miller Hall for functional efficiency and to provide required expansion. Redesign the wasteful corridor to gain useful space. Relocate admissions, registrar, financial aid and business office functions to create one-stop access for students.
• Remodel the first floor of Hensel Hall to expand the Office of University Advancement the human resources office, the marketing function and to provide an additional conference room.

• Consider enclosing the breezeway between Hensel and Miller Halls to create a more visible and functional reception area and to free further space in Hensel Hall.

• Construct the first of two new residence halls on the upper field. The residence hall would be three stories high and would house 100 to 110 students.

• Construct a two-story addition to the north side of the library with an ultimate capacity of 110,000 books. Removal of book stacks allows expanded reading/study use of the main library building and conversion of the library annex to house the learning center and group study rooms for the School of Business and Management and others.

• Remove the back wing of the design center and expand the east parking lot to recapture parking lost to the library addition.

• Construct the lecture/critique room in the architecture complex.

• Toward the end of Phase 2, the faculty offices move into a portion of South Hall. The "temporary", modular Faculty Center, now 23 years old, is removed to make way for a large new parking area for 100 cars.

• A new maintenance building is built to replace the 45 year-old maintenance shed.

• Central services are relocated into the east wing of the gym, and the existing modular building is removed.

• A new cross-campus road now provides improved traffic flow and an effective truck rout. (See sections on automobile and service circulation.)
Phase 3: 2009 through 2014

Two major additions to instructional space, the second new residence hall and faculty office space, and expanded student recreation facilities are included in this phase.

Phase 3: Summary

- Option 1. Construct the second segment of the School of Business and Management Building, a one-or two-story structure, as required, housing classrooms, computer and communication facilities, and an "office simulation" lab.

  Option 2. Convert the Aspect Building as previously noted.

- Construct four additional classrooms, a relocated and expanded campus store, and other functions in a two-story structure on the site of the existing pool and ASG clubhouse.

- Build a new Olympic-size pool to replace the old facility.

- Convert the existing campus store to a student lounge and ASG clubhouse. This forms another component of the Student Center together with the dining/assembly space in Cabrini.

- Construct the second new residence hall on the upper field.

- Convert the remaining residence hall space in South Hall to additional faculty offices.
Phase 4:  2015 through 2020

Phase 4 provides accommodation for growth to and beyond the projected 2000 enrollment limit on the Burbank campus. It also includes desirable additions for enhanced student life and library functions.

Phase 4: Summary

- Construct a new multi-purpose instructional; building on the east side of the quad replacing the now 80 year-old Design Center building. The new structures are designed to accommodate a flexible mix of classrooms, studios, offices and technical support spaces as required by changing university needs.

- Complete expansion of the library to link the main building with the library annex.

- Build a two-level fitness center providing a large general exercise room, a dance-aerobic studio and locker/restroom facilities on the site of the existing handicapped ramp to the upper field.

- Complete the last increment of parking. As an option, if necessary, a double deck structure on the site of the old faculty center and maintenance building can be built to provide 100 additional spaces to take on-campus enrollment to over 2200.
Automobile Circulation

The automobile circulation system is important to the effective functioning of the university. The system includes access/exit points to the campus, the on site roads and the parking areas. It should provide safe and convenient access to all sections of the campus, adequate, well-distributed parking and a minimum of conflict with pedestrian movement. The plan identifies and addresses current deficiencies and future needs.

The existing automobile circulation is illustrated on page 48. The campus has two entrances: the main gate on Glenoaks Blvd. and a secondary entry off of Cabrini Road to the upper campus.

While the circulation system works reasonably well, there are three principal problem areas:

- There is no automobile connection between the upper and lower portions of the campus. As the upper campus is developed with additional parking, recreation uses and residence halls, this connection becomes increasingly important.

- There is limited connection between the east and west sides of the lower campus. The road behind South Hall is one-way westbound which prevents an effective link between the major parking areas.

- At the main gate on Glenoaks Blvd. the misalignment with Cohasset Street, the absence of left turn lanes and lack of signals create serious hazards for entering and exiting traffic.

The proposed circulation plan (page 49) resolves these issues:

- Two new roads connect the upper and lower campus. On the west side, the road curves up behind the remodeled gym; and on the east, the road extends through the site of the new residence halls to connect with Scott Road.

- A new two-way connector road links the east and west sides of the campus.
- The plan proposes reopening the east gate on Glenoaks Blvd. and creating a new left turn lane. This will substantially reduce traffic hazards and reduce auto and truck congestion.

- The new entry points and road connections will sharply improve automobile movements on the campus.

Parking

Adequate parking is essential. Public transport is limited and the staff, faculty and students must largely rely on the automobile. Even resident students require parking spaces. The existing parking areas are sufficient for the current enrollment level but as enrollments increase there must be a proportional increase in the amount of parking.

A study of enrollments and parking indicates that one car space is needed for every 2.3 students. The 2.3 to 1 ratio includes parking for staff and faculty. For every 100-student increase in enrollment, therefore, 43 new car spaces are needed.

Parking for a maximum enrollment of 2000 students can be served by surface parking for 820 cars, plus 50 spaces under the two new residence halls.

It is important to note that parking, at feasible cost, is actually the limiting factor for on-campus growth. Structured parking is expensive: it costs $10-12,000 per car compared to $1500-2000 for surface parking.

Maximum on-campus growth plus the probable expansion of the San Diego program and other sites allows the Woodbury campus to double its size to 2400 students. This is a reasonable maximum to retain the university's personal qualities. The university may set a lower growth limit; however, if it elects yet more growth, structured parking, acquisition of adjacent property or greater reliance on off-campus sites is required.

The proposed site plan revisions shown on the phasing plans distribute the parking more evenly around the campus. Coupled with the new entry points and circulation system, parking will be more accessible and convenient for all sectors of the campus.
WOODBURY UNIVERSITY - PROPOSED AUTOMOBILE CIRCULATION
Service Circulation

The campus requires substantial truck traffic to deliver supplies and mail and to remove trash. This traffic should have a clearly defined route and convenient, carefully screened delivery and pick up points.

Existing

The existing service system has a number of deficiencies. (Page 51)

- A large number of delivery and trash trucks that enter and exit through the main gates creates conflicts with automobiles and are less than visual delights.

- Truck routes are circuitous and poorly defined.

- There are no loading docks for food service, mail, supplies or the campus store. Trucks frequently unload in the parking lots.

- Trash dumpsters are poorly located for proper function and are much too visible.

Proposed

The proposed plan institutes major improvements. (Page 52)

- The east gate is opened and is the entry/exit point for all trucks off of Glenoaks Blvd., removing this traffic from the main entrance. A supplementary access is retained at Cabrini Road.

- A clear truck route is established along the eastern boundary of the campus. This links with the new cross campus road behind South Hall and with the connecting ramp leading to the upper campus and then to Cabrini Road. Thus all truck traffic is removed from the central campus and makes it much less visible.

- Three screened loading docks are provided along the truck route for food service, supplies and mail/central service and the campus store. Trash pickup points are relocated for better access and visibility.
Pedestrian Circulation

A clear and ordered pedestrian path system is another functional requirement and an important aspect of the perception of the university. The path system directs the eyes as well as movement and, combined with landscaping, offers the opportunity to enhance the experience and character of the campus.

Existing

The existing pedestrian path system is coherent and logical and is well integrated with most of the buildings. The exceptions are, however, significant. The major paths do not link with the upper campus or with important structures such as the gymnasium. In the case of the gym, the only pedestrian access is across the large west parking lot. The development of the upper campus and the addition of new buildings call for extension of the path system. (See page 55)

Proposed

- Existing north-south paths are extended on either side of South Hall to link, via stairs, with the upper campus. This connects the new classroom buildings, residence halls and recreation facilities to the central campus.

- The east-west walk between Cabrini and South Halls is extended to the west as a curving tree lined esplanade linking with the converted gym. This path also connects the proposed classroom student store building and creates an important new center for student activity.

- Another east-west esplanade borders the southern edge of the upper campus. It links the major residence hall and recreation areas and provides a series of overlooks of the campus and the city beyond.

- A separate pedestrian entrance is proposed from Glenoaks Blvd. just west of the existing entrance gates and walls. This would align with a proposed pedestrian crosswalk across Glenoaks Blvd to Cohasset Street.

- Improved handicapped access ramps are provided from the pedestrian entrance to the level of the quad.
- An enhanced walkway crosses the west parking lot to link with the Aspect Building.

- A sidewalk bordering the new ramped roadway to the upper campus provides an ADA compliant connection between these major sectors of the campus.

- Handicapped access should be provided at all buildings in accordance with ADA requirements. An outside elevator should be added on the north side of Cabrini to give access to the second floor. A handicapped lift should be provided at the entrance to South Hall.

The proposed pedestrian circulation is shown on page 56.

Campus Graphics

A campus-wide graphics program is a major aid to pedestrian movement, especially for visitors and those new to the university. The components of a graphics program include:

- Entrance signage indicating directions to visitors' parking

- Main directory and campus map

- Wayfinding signage with building and room identification and subdirectories

- Kiosks for posting notices

- Electronic billboards

The graphic program brings more than convenience; it also adds lively visual elements to the campus.
LEGEND:

- EXISTING UNIVERSITY BUILDINGS
- PROPOSED PEDESTRIAN CIRCULATION
- PROPOSED PEDESTRIAN CIRCULATION AT GLENOAKS BOULEVARD

WOODBURY UNIVERSITY - PROPOSED PEDESTRIAN CIRCULATION
Safety and Security

Maintaining a safe and secure campus is another goal of the Strategic Plan. With exceptions, Woodbury provides such a setting with relatively few problems. As the university grows and the area around the campus develops, even greater care needs to be taken.

Safety

Safety focuses on the prevention of accidents and the ability to deal with emergency conditions. The prompt and correct response of campus personnel is a key factor, but the design of the facilities and the planning of the site are also very important. Earthquakes, fires and automobile involved accidents are the major concerns.

Earthquakes

Earthquake preparedness stresses the proper structural design of new buildings and, where necessary, the retrofitting of existing structures.

The university should understand the level of seismic design required by the Uniform Building Code. The design criteria are based on saving the lives of occupants even though buildings may sometimes sustain enough damage to require demolition and reconstruction. A higher level of design is required in "essential" buildings such as hospitals. This level of structural and mechanical design is expensive and is normally beyond prudent needs. Well-designed low-rise buildings with knowledgeable attention to configuration and structure can provide adequate resistance to the maximum probable earthquake. The university can, however, sustain major damage from the maximum credible earthquake.

Each seismic event provides new knowledge about the nature of earthquake forces and about resistant design criteria. A case in point is the damage sustained by steel framed buildings such as Miller-Hensel due to past common welding methods. Some structures sustained enough hidden damage to render them vulnerable in a future quake. The inspection by a structural engineer of selected welded connections is, therefore, recommended.

Fire

Fire is another major life safety issue. Fire prevention calls for the formulation of rules for the storage of flammable materials, no smoking policies and other prudent steps.
The building code and Fire Marshall requirements provide a high degree of safety during fires. They are, however, primarily concerned with protecting the structural integrity of the buildings, exiting the occupants and preventing the spread of fire to other structures. Common sense says that the best thing to do with a fire is to put it out and promptly. Sprinkler systems do a very good job of fire suppression especially when coupled with the response of carefully prepared personnel.

The installation of sprinklers is recommended in all assembly areas, residence halls and large studio spaces where there is frequently a great deal of flammable material. The installation of sprinklers will also allow the university to request removing the vacant space requirement around the library and gym that prevents expansion of these structures.

Automobile accidents

Automobile safety is a function of proper site design. The recommendations for new entry points and road connections will reduce the existing hazards. They remove dangerous situations such as the existing conflict between pedestrians and autos at the main entrance and the serious problems at Glenoaks Blvd. In general, the site plan separates pedestrian and automobiles whenever feasible and provides clear systems for each.

Communications

Safety also requires good communication. The building code mandates "pull boxes" at all exit points in buildings to sound an alarm and call the fire department. Few are aware of these devices or of their responsibility to activate them. Emergency phones distributed in highly visible locations would also provide better verbal communication.

The proposed site design and the recommendations for seismic and fire emergencies and for an improved communication system will allow the university to meet the goal of a safe campus.

Security

A secure campus protects both persons and property. Actions by members of the campus community are the province of university regulations and, where necessary, police response. The proposals in the Plan focus on protection from outside intruders.
Perimeter protection

The campus should have perimeter protection in the form of walls and fences sufficient to deter intrusion. At present the campus perimeter is a chain with missing links. An easily scaled 4-5 foot high wall encloses the entire west boundary line. At the auto entrance of Cabrini Rd there is no protection at all from unwanted pedestrian access. The Plan recommends adding higher walls or fences along the west boundary to a height of 8 feet.

Automobile access

Automobile access must also be controlled and monitored. The proposed connecting road between the upper and lower campus provides the opportunity to close access from Cabrini Road to North Hall at night. Night access can now be limited to the main gate and its guard station.

Lighting

The campus currently has a number of badly lighted areas. Proper security requires good lighting throughout the campus.

Television monitoring

Cameras at strategic locations are a useful adjunct to guard patrols as a deterrent to crime. Cameras, to be most effective, require a centralized, staffed monitoring location. Cameras with automatic recording capability are a reasonable compromise.

Locking systems

The university has a master key system that is frequently compromised by the need for keys by the staff, faculty and students. The open access to the design studios leads to frequent petty theft, but greater care by students may be the only reasonable solution.
Facility Management

Guiding the complex process of growth and change on campus requires the assistance of a skilled professional. The university is adding the position of facility manager to perform this function as well as organizing and managing the university’s facility issues.

The general responsibilities of the facility manager will focus on maintaining the buildings, site, infrastructure and services in support of Woodbury’s educational mission. These include the management of change and the assembly of a functional database and information system for all of the facilities.

The university’s documentation of the campus was never complete. Over the past fifteen years it has become more seriously deficient.

- Building plans are incomplete and do not show current conditions. None of the remodeling and alterations of the past ten years has been recorded.
- Site and utility information is also incomplete and in some cases, inaccurate. As one example, an unrecorded sewer line on Aspect Building site caused an expensive problem.

Recommendations

- Floor plans of buildings and site and utility plans should be scanned into computer documents and then brought up to date with an on-going process to keep them current.
- The new facility manager should be assigned a document and records control responsibility.
- The facility manager should have the ability, experience and responsibility to coordinate the, at time, intricate campus changes. The manager should be capable of seeking, with the administration, creative solutions to space needs and to anticipate those needs.
- The facility manager should assist the President and the administration in identifying highly talented and qualified architects to design major structures and to serve as peer review of work done by faculty. This last will not be popular with the faculty but is necessary.
Open Space

The open spaces on the campus are the settings for a wide variety of important functions and activities. These uses fall into several categories.

- Ceremonial
  The central quad serves very well as the setting for commencement and as the symbolic heart of the campus.

- Social
  Plazas at the library and Miller/Hensel Halls work well for social events. New terraces at the Cabrini dining hall will join the court at Woody's as centers for student gatherings.

- Organizational
  The architecture court and the proposed Business and Management plaza are settings for school related events.

- Recreational
  The soccer field, used primarily by an outside lessee, will be replaced by court and field sports, jogging, walking and swimming facilities, all related to a future fitness center.

- Parking and roads
  See automobile circulation

- Walkways
  See pedestrian circulation

- Passive
  There are no defined areas for quiet retreat. The plan proposes a series of small courts and gardens developed for this purpose. See the following section on landscape concepts.

- General campus setting
  Open space to create breathing room between buildings or separation from neighbors.

Noise

The enjoyment of outdoor areas on campus is now hampered by continuous noise from the freeway and from over flights. Little can be done about the flight paths, but a sound wall along the freeway will reduce traffic noise.
Of the total campus area of 22.5 acres, 84% remain as open space after completion of all the projected new buildings.

After completion of the final phase of campus development, land uses have the following percentages:

<table>
<thead>
<tr>
<th>Land Use</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Landscaping</td>
<td>33%</td>
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<tr>
<td>Parking</td>
<td>27%</td>
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<tr>
<td>Buildings</td>
<td>16%</td>
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<tr>
<td>Recreation</td>
<td>12%</td>
</tr>
<tr>
<td>Roads</td>
<td>6%</td>
</tr>
<tr>
<td>Walks and Plazas</td>
<td>6%</td>
</tr>
</tbody>
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Landscape Concepts

Landscape is an integral part of the open space on the campus. It establishes character, works with the buildings to define spatial boundaries, reflects or contrasts with the campus geometry and visually unites the campus with the surrounding environment. Landscape can also give more pure pleasure than any other physical element on the campus.

Existing

Currently, the most attractive open spaces are those that front on Glenoaks Blvd. and the area around the central quad. These spaces create an excellent first impression of the university as well as a strong focal space for the campus. The central quad is a setting for and is defined by some of the university’s most important structures, including the library, Hensel and Miller Halls and Cabrini Hall.

Additions to the original landscaping during the past ten years further enhance the character of the campus. Extensive hedges and shrubbery help to screen parking areas and strengthen the definition of the quad. Major tree plantings will, as they mature, provide pleasantly shaded walks and seating areas; and the rose garden creates a bright color accent.

Large parts of the campus, however, do not share this landscape character:

- The large parking areas, in spite of some recent tree planting, are bleak and out of scale with the more intimate quality of the university.

- Major structures such as the gym and the north residence hall are sparsely landscaped and are isolated from the main portion of the campus with no visual or pedestrian connections.

- The upper campus recreation fields and courts are similarly disconnected. Future residence halls also require visual and functional integration with the central campus.

- Finally, all parts of the campus landscaping, both new and existing, should consider the factors of reduced water usage and lower maintenance costs in the selection and arrangement of plant materials.
Proposed concept

The landscape concept creates a handsome, sylvan setting for the entire campus. A skilled landscape architect will develop the concepts beyond the outline presented here.

The landscape concept reinforces a formal, ordered character of the central campus. A more casual and natural quality on the upper campus and along the perimeter creates a transition with the neighboring residential area and, importantly, with the Verdugo Hills which act as a visual extension of the campus.

The landscape is integral with and based on the scale and the geometry of the site and its pedestrian system.

- Lines of trees give shade to the major walks and also frame and give them a third dimension. The allee of trees are a visually unifying element on the campus, and are one of the signature design aspects of the campus.

- Large parking areas are divided into smaller "outdoor rooms" with hedges and trees. Within the parking areas alternatives to asphalt paving should be explored to improve drainage as well as appearance.

There are excellent opportunities to develop a series of small gardens on the campus each with individual character and purpose. These spaces and others can provide more personally scaled settings for reading, conversation or simply the quiet enjoyment of a garden.

- The area between the new library addition and the central quad
- The enclosed courtyard between the library and the library annex
- The courtyard at South Hall
- The forecourt of the School of Business and Management
- The courtyard between the new classroom wings on the site of the existing swimming pool
The selection of plant materials is consistent with the design approach. Ordered arrays of evergreen carrot wood trees line the main walkways and define the central quad. In contrast, at the perimeter and on the upper campus, groves of eucalyptus, California pepper and melaleucas, reflect the more natural character of the area.

A further reason for using different tree species is to avoid disease problems that can rise with monoculture plantings.

The framework plantings of evergreen trees are complemented by stands of deciduous trees that provide seasonal change and focal points of color in their flowers and foliage. A variety of species are presently on campus or are proposed, including among others:

Creator Myrtle, Jacaranda, Chinese Pistache, Flowering Plum, Flowering Cherry, Hawthornes, Tabebuia, Hong Kong Orchid, Cassia, and Ginko, London Plane

While lawns will remain dominant on campus, carefully selected, low water use and low maintenance shrubs, vines and groundcovers are also important parts of the design vocabulary. These add color, texture and fragrance and provide an intermediate scale element to the larger trees.
Geometry

A system is needed to give the campus a coherent visual order and to avoid a random scattering of buildings. The original campus plan prepared by Colman Caskey did just that. It instituted an ordering system of grids and building alignments to unite the then current campus buildings and to provide a basis for future building. In this scheme, Miller-Hensel was aligned with Cabrini Hall and a series of major pedestrian walkways extended this geometry throughout the lower campus. An exception is the library that is set at an angle to the dominant north-south grid system, as is the original portion of the architecture complex.

The later buildings on the campus respect the original concept. The additions to the architecture complex reinforce the dominant north-south axis and extend the major pedestrian path system. The so-called "Wedge Gallery" forms a transition with the angled alignment of the original architecture building.

The proposed future buildings also conform to this geometric framework but with subtle variations and transitions. The combination of variety within an established order allows flexibility to meet specific site conditions while preserving the overall clarity of the organization of the campus.
Icons and Memory Points

The university's buildings and open spaces can have symbolic as well as functional purposes. The library is the prime example. It is the intellectual center of the campus and its physical form makes it also a landmark building. Landmark buildings fulfill a special need: they serve to represent a larger and more complex entity. There are many examples on a grander and lesser scale. The Eiffel Tower symbolizes Paris, while a single chrysanthemum can evoke an image of Imperial Japan. It is an interesting and useful aspect of human perception that these iconic elements can evoke such recognition. It explains why the library can so effectively symbolize the university as a whole, and how other smaller elements on the campus can also powerfully serve to evoke memories. While the landmark building will remain in the minds of all; a fountain, a bench, or a grove of trees can be important at an individual, much more personal level. The Plan recognizes this need and proposes four levels of iconic elements:

- Central landmark

The library fulfills this role completely. Its central position on the campus, its height and its visibility all combine to make the library the symbol of the university. It is important now simply to not detract from the library and its role in the design of future buildings, particularly adjacent structures. Note that the additions to the original architecture building were deliberately designed to serve as supporting rather than as competing design elements.

- Major buildings

The importance of the library does not deny the need for other important buildings to have a strong and distinctive architectural character. This may be achieved by the expressive quality of the overall design or by the form and character of important portions of the building. Existing examples include the entrance elements of Cabrini Hall, Miller-Hensel Halls and the architecture complex. In all three cases, the entrances are marked by strong vertical elements. Of equal importance, these entrances are located at the terminus of major pedestrian paths. The Plan recognizes the importance of these visual axes in the proposed locations for future structures such as the School of Business and Management Building.
• Personal memory points

The campus plan provides many opportunities for physical features that can serve symbolic evocative purposes. A key issue is the preservation and enhancement of existing elements such as the central quad that is a setting for everything from grand ceremonies to casual sports. The fountain, seating areas and the tree lined walks now add more intimate focal points within the quad and give the space greater definition. The proposed new tree lined walks or esplanades create new opportunities for shaded seating areas and overlooks. Other areas of the campus can be developed with pavilions for smaller ceremonies or as areas for quiet retreat.

• Recognition and memorial elements

The university provides several ways to recognize and honor contributors and to memorialize members of Woodbury’s community. Further opportunities exist beyond the current practice of naming buildings and engraving paving. Outdoor spaces such as walkways and courtyards can also be naming opportunities, as are benches and groves of trees.

Woodbury University provides a unique education experience with memorable relationships and events. The campus provides physical attachment points for visual memories, keeping those memories vivid through the years.