REED COLLEGE

CAMPUS FRAMEWORK MASTER PLAN

APRIL 2020

ZGF

EXISTING CAMPUS AERIAL

Reed College, October 2019

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The main campus area contains many of the historically significant buildings with a mixture of newer facilities as seen in 2019.

INTRODUCTION

Introduction

In 2016 Reed College began the process of choosing an appropriate site for a new residence hall, Trillium. This led to an assessment of what available sites still exist on campus and consideration of what the eventual build-out of this campus might look like. We discussed the relationships of current uses of existing buildings, preservation of open spaces, and goals for residential programs. This resulting document identifies the framework we envision to guide future building site selection as need arises. This Campus Framework Master Plan (CFMP) is the result of ongoing discussions with various campus constituencies up to December of 2019. These discussions included administrative, faculty, and student leadership; the faculty/staff Physical Plant Committee; and the Buildings and Grounds Trustee Committee. ZGF Architects LLP assisted with this process and with the development of this Campus Framework Master Plan document. This master plan will supersede prior master plans when approved by the Board of Trustees. Both the Heritage Master Plan (2006) and the Landscape Master Plan (1998) will be utilized as continuing reference documents.

Purpose

This Campus Framework Master Plan (CFMP) is based on assumptions and guiding principles established by the trustees, president, faculty, staff, and representatives of the student body. The CFMP is meant to serve as a guide for well-organized strategic development and stewardship of the Reed Campus for years to come.

The CFMP acknowledges that the physical environment must support Reed's academic mission, help foster a strong sense of community, and reinforce Reed's unique collegiate identity. Therefore, new and old buildings, infrastructure, and open spaces shall continue to be catalysts for a rich and meaningful educational experience. The guiding principles should not constrict the long-range vision but provide a framework for projects to be planned and located appropriately. These are listed under "Guiding Principles."

This CFMP was developed to illustrate the current vision for the location of future buildings and to inform the community on the capacity for new buildings within the current campus boundary.

Reed College has been integrally connected within the City of Portland both culturally and civically from its beginnings. This connection is significant both to the Reed College experience for its students, staff, and visitors; and to the Southeast neighborhoods it is located within. Consideration for this context should inform the conversation and decisions made through the CFMP.

The CFMP can help optimize the selection of any future building site to:

- maintain spacing and scale;
- preserve desirable open spaces and landscape features;
- allow for connecting walking paths, roadways, and parking lots;
- maintain proximity of buildings with similar functions.

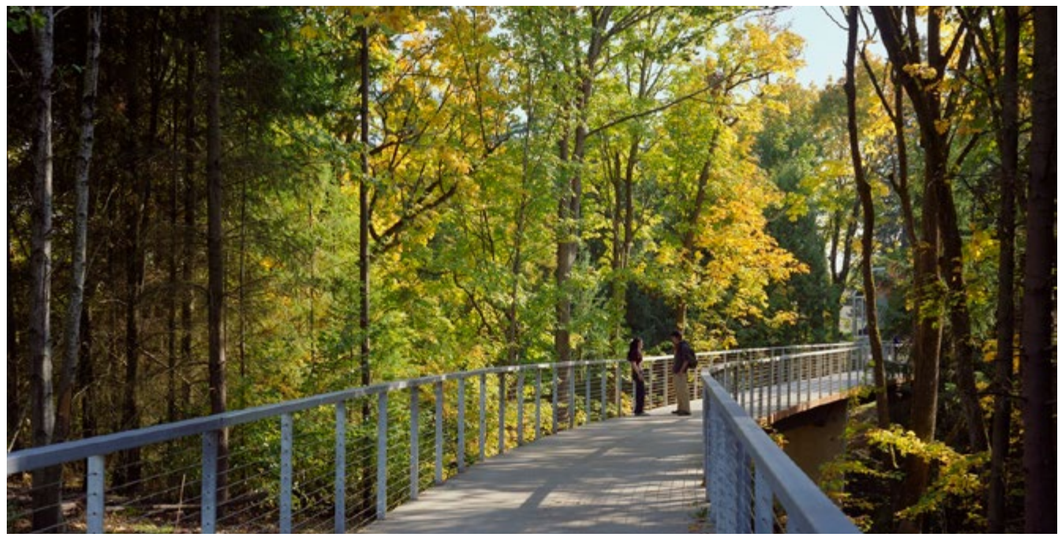
The plan identifies areas we believe should be preserved as open spaces, and we recognize these as part of the inherent fabric of this campus that are critical in maintaining the historic character of this beautiful place. The great lawn, canyon, and numerous mature trees resonate in concert with the built environment. We intend to maintain that balance.

The CFMP is designed to accommodate change. It presents a reasoned strategy for improvements rather than a finite plan that dictates where specific buildings will be located.

The CFMP is a tool for Reed College leaders to measure decisions affecting the future of the campus against a thorough understanding of current circumstances and probable consequences.

ABOVE *The Performing Arts Building was a major addition to the academic core.* **BELOW** *An existing office building provided a remodel opportunity to add the Child Care Center to the campus.*

Trillium was constructed and completed in the Fall of 2019.



ABOVE *Beginning with the grove residences, a new housing zone was established on the campus.*
BELOW *A delicately planned alignment for the new pedestrian bridge not only saved many existing trees, but further linked the north campus with the academic and student life core.*

Phase Out of Previous Conditional Use Master Plan

Reed College maintained a Conditional Use Master Plan (CUMP) from 1990 through 2018. That document was a response to the City of Portland requirements for pre-approval of campus development. The specifics of the CUMP were updated every 10 years and focused on new construction, major remodels, and allowable uses of existing facilities. In 2019 the city phased out the concept of “conditional use” and the CUMP became obsolete.

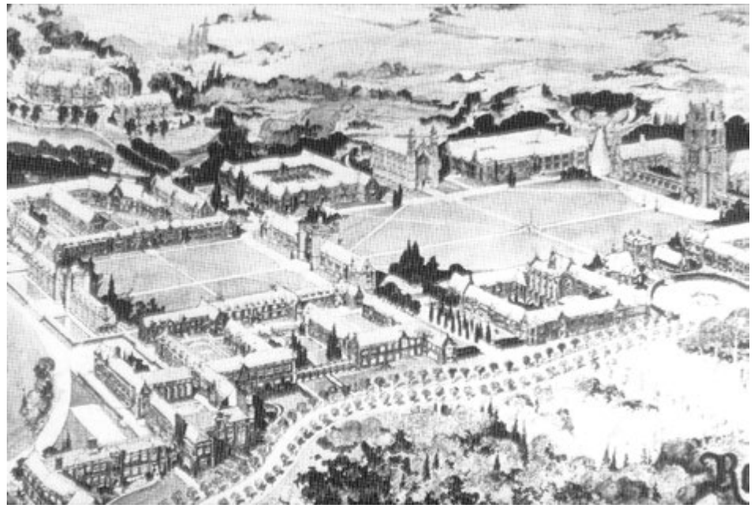
Beginning in 2018 zoning codes place Reed College in the Campus Institutional Zone – 1. This code change unifies the requirements for colleges and hospitals—all are now held to the same standards. Rather than establishing a set structure for development in the next decade, this Campus Framework Master Plan (CFMP) envisions the maximum alternatives for build out of the existing campus area over the long term.

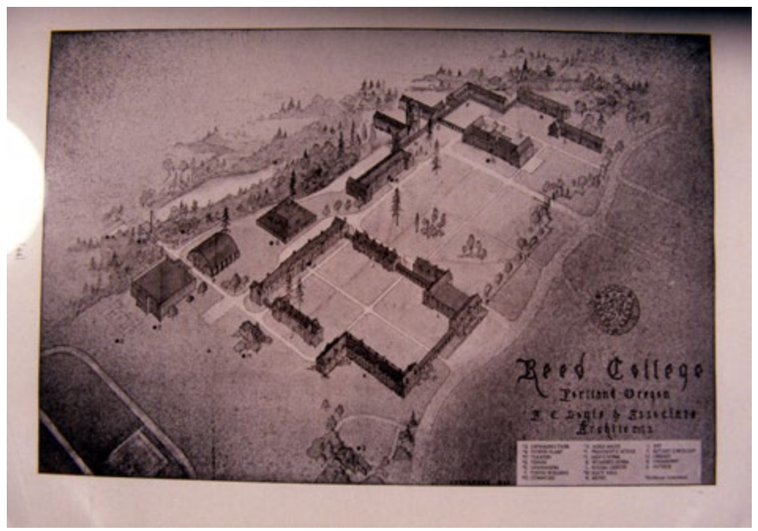
The Reed College Conditional Use Master Plans prior to 2019 were based on an existing, distinct order and structure in the arrangement of buildings and uses. The CFMP considers how that order can be extended to include sites for potential new facilities. Just what those facilities should be and how they should relate to established activities is also investigated in the CFMP. This document will establish opportunity zones for future campus growth within the existing boundaries and does not assume all sites being utilized. Guiding principles for the CFMP include a set of established assumptions about the future size and direction of the college, guidelines on how improvements should be achieved, and recommendations developed by specially convened committees.

The CFMP identifies principles of design, siting, construction, use and maintenance of buildings. These principles are rooted in a conception of Reed’s mission as a distinctive liberal arts college; in an understanding of Reed’s history, its current circumstances and aspirations; and in an awareness of the sensibilities of the Reed community and those of its neighbors.

Rendering of the Reed Campus as of 2019

GUIDING PRINCIPLES





Historical renderings depicting the proposed Reed Campus.

Campus Assumptions

The Campus Framework Master Plan is intended to provide a clear and understandable basis for decisions concerning overall improvements to buildings and grounds. Adherence to the precepts of the plan should ensure that future projects are consistent with the ethos of the college and supportive of the academic mission. The CFMP is more of a strategy than a prescription, and it can be used as the foundation for specific, near-term improvement master plans.

A starting point for this CFMP is the set of *Assumptions and Guiding Principles* which was developed with members of the Board of Trustees and others to direct the 1990 Conditional Use Master Plan. The assumptions have been updated for this CFMP as follows:

- The student body will not grow substantially larger.
- No major changes in the numbers of faculty and staff will occur, although modest additions are to be expected.
- The percentage of students in residence will be no less than it is now.
- Additional community spaces will be needed.
- The historical feeling of the campus should be respected and maintained.
- Universal accessibility shall be promoted across campus, applying current ADA standards with every new construction or renovation project.

General Guidelines

- The design and quality of facilities should enhance performance for those who use them.
- The physical environment of the campus should enhance the academic program and student life.
- The physical environment should enhance a spirit of community.
- Campus buildings and grounds should be well maintained and present an attractive appearance.
- Decisions made to save money or promote efficiency, but which might lower the quality of campus life, should be carefully weighed.
- Maintenance should not be deferred but should be conducted on a routine, ongoing basis.
- The natural features of the campus should be respected.
- Sustainable practices for both construction and building and grounds operations and maintenance should be employed to reduce impacts to the natural environment.

The renovation of the cross-canyon residence halls and dining commons at the Gray Campus Center utilized sustainable materials to take advantage of the views and sun exposure, but also energy efficiencies.

Sustainability

Sustainability Mission Statement

Reed College is committed to responsible stewardship of its campus environment and is aware that our actions and decisions impact our city, our region, and our planet. As an institution of higher learning, Reed is dedicated to investigating, understanding, and promoting awareness of its present and future impact on the natural world. Through broad community involvement and education, Reed strives to incorporate ideals of sustainability into the operations of the college and the daily lives of individuals on campus. Sustainability is commonly accepted to mean meeting the resource needs of the present without compromising the ability of future generations to meet their needs. All Reed efforts in support of sustainability will strive to maintain and develop the college in a responsible manner and to minimize the college's impact on the environment.

Reed College's commitment to environmental sustainability is evident across a range of activities and programs, from land-use and building decisions to food-scrap and electronic disposal. Home to a 28-acre watershed, Reed has also invested in restoration efforts to improve habitat for birds, animals, and aquatic species.

An extensive trail system winds through the canyon area where the native fauna and flora are thriving.

OVERALL

- Consider the energy cost of building materials selected and the energy efficiencies that can be achieved through appropriate use of materials and systems.
- Evaluate the costs of materials and systems in new facilities and renovations over the life of the structure rather than on initial capital cost alone.
- Increase the proportion of construction waste and other waste material that is recycled.
- Investigate alternative energy sources that could reduce the college's reliance on fossil fuels.
- Take advantage of shading from mature deciduous trees and orient buildings to benefit from solar gain in winter and reduce it in summer.
- Use LEED or similar "green" design standards to assure consistency of application of sustainable and energy-efficient design.
- Reduce the volume of storm water run-off by limiting impervious surfaces and integrating run-off management with landscape design.
- Continue the protection and restoration of natural areas on campus.
- Further decrease vehicular circulation on campus by locating any new parking close to the perimeter and strengthening the pedestrian network. Incorporate designs that encourage use of alternatives to single vehicle commuting.
- Expand the outdoor lighting system to include new pathways, entrances, and parking lots. Lighting should be consistent across campus, balanced to avoid high contrast, and adhere to "dark skies" standards.

WATER QUALITY

- Carefully site buildings and paved areas to anticipate future space needs for storm water retention and treatment prior to discharge.
- Improve storm water retention and treatment for existing campus facilities as other improvements are made.
- Minimize oils, fertilizers, and other impurities in storm runoff from the campus grounds to protect the canyon and other receiving areas.

THE CANYON

- Conserve the flora and fauna of the canyon except for the removal of invasive species.
- Exclude vehicles from the canyon except for use of the road that crosses the earthen dam and connects north and south campus.
- Design construction methods and schedules in and near the canyon to minimize impact on the habitat and drainage.
- Maintain footpaths in the canyon to minimize the likelihood of erosion.
- Avoid establishment of non-native and invasive plant species in the canyon.

LANDSCAPE

- Recognize that vistas, sight lines, open spaces, and greenery are important to the quality of campus life.
- Place high priority on protection of natural areas.
- Consider use, placement, quality, and visual appearance of site furnishings—all of which are important to the function and appearance of the campus.
- Avoid introduction of potentially invasive plant species.
- Incorporate exterior art that is appropriate to the campus ethos and that has long-term value to the college.

MATERIALS

- Consider environmental, health, and social responsibilities of building materials.
- Evaluate the lifecycle environmental impacts of building materials such as global warming, resource depletion, and waste.
- Conserve natural resources as well as the energy associated with the extraction, processing, transportation, and disposal of material.
- Evaluate the health and social responsibilities of materials in terms of their toxicity to the environment, users and builders. Avoid Red Listed materials.
- Use durable products which require low maintenance.
- Use locally sourced/harvested/extracted materials.
- Provide adequate space for managing, sorting, and recycling of users' waste.
- Retain or reuse building components where possible.

TREES

Many native trees existed on campus when the college began. The first major tree planting occurred in 1933. Today there are over 100 species and more than 1,000 specimen trees on campus in addition to all of the native trees in Reed canyon. The trees at Reed have been well maintained throughout the years and replanting is a continuous activity. Many of the trees planted in the early days are reaching full maturity. The CFMP recognizes the need for maintenance staff to be proactive in removal and replacement to avoid hazardous tree fall and to continuously renew the tree canopy.

All buildings are continually evaluated from the mechanical systems to the historical significance on the campus. Each building on the campus plays a part in the functionality and everyday life at Reed College.

Accessibility

Reed College promotes universal accessibility to the campus and facilities for students, staff, faculty, and visitors. Universal access for a physical campus is creating spaces that are designed to be user-friendly for everyone, including people who use wheelchairs, canes and mobility scooters, and those with vision and hearing impairments, whether negotiating around the campus or inside the buildings.

The college meets universal accessibility standards whenever a new facility is designed and constructed. Accessibility features are incorporated early in the design process in ways that integrate with the programming of the new facility and the overall fabric of the campus.

Many of the Reed College "iconic" buildings were built before accessibility standards were in place; as each building is renovated, current federal, state and local government accessibility requirements are met. Sometimes renovations require extensive space adjustments, both indoors and outdoors, to accommodate the necessary standards. Evaluating scenarios to best incorporate accessibility improvements is an important part of the process for renovations of existing buildings.

During the design phase of each renovation, project stakeholders assess and identify potential accessibility improvements in order to meet the college's desired universal accessibility goals. Consideration is given to the programming needs of the building in comparison with the possible loss of space, historical significance and structural ability of the space to support accessibility improvements or goals.

The college actively addresses accessibility around the campus, whether by the pathway system or vehicle access. Each parking lot meets or exceeds the required number of accessible parking stalls, maneuvering requirements, and signage. From these locations, accessible pathways allow visitors to easily negotiate their way around campus. The pathways are paved, and accessible handrails are available anywhere sloped walkways are present. At building entries, sloped accessible ramps that meet code are provided where necessary, and many existing buildings have had these added where only stairs were available in the past.

Evaluating Existing Facilities

The buildings constructed over the life of Reed College have resulted in a campus with a unique character. The use, arrangement, form, and structure of the campus facilities reflect the values of the college. The Reed College Building Substantial Renovation and Removal Policy (2009) provides the college with decision guidelines when it is thought necessary to substantially renovate or remove a campus building.

The policy states that substantial renovation shall mean:

- *any exterior renovation that alters most of the facade of the building or alters the historic or characteristic building details;*
- *any interior renovation that changes the historic or characteristic building details and affects at least 50% of the building square footage;*
- *any addition to the building that increases its square footage by at least 50% or a demolition that decreases its square footage by at least 50%.*

The policy identifies three major criteria that will be looked at when the issue of a substantial renovation or removal of a building is being considered:

- *serviceability of the building;*
- *historical significance of the building to the Reed campus;*
- *architectural significance of the building.*

As the college's needs evolve, existing facilities will be evaluated to determine if they can be modified to meet those needs. When an existing facility is identified for remodel, a study of the projected uses must be conducted to address the program's requirements including accessibility, the functionality of existing mechanical systems, and code compliance. Many programs have very specific requirements that require input from key stakeholders.

As part of this study, a construction and maintenance estimate based on current market rates should be in place to assess the financial impact of necessary modifications to the existing facility. While cost efficiencies will be a primary consideration, other nonquantifiable aspects of each building should also be assessed. These include the building's historical importance, the ability to provide quality space for an alternative use that is also recognized as a need on campus, and the impact on its campus context if the building is renovated or removed.

FUNCTIONAL ASSESSMENT

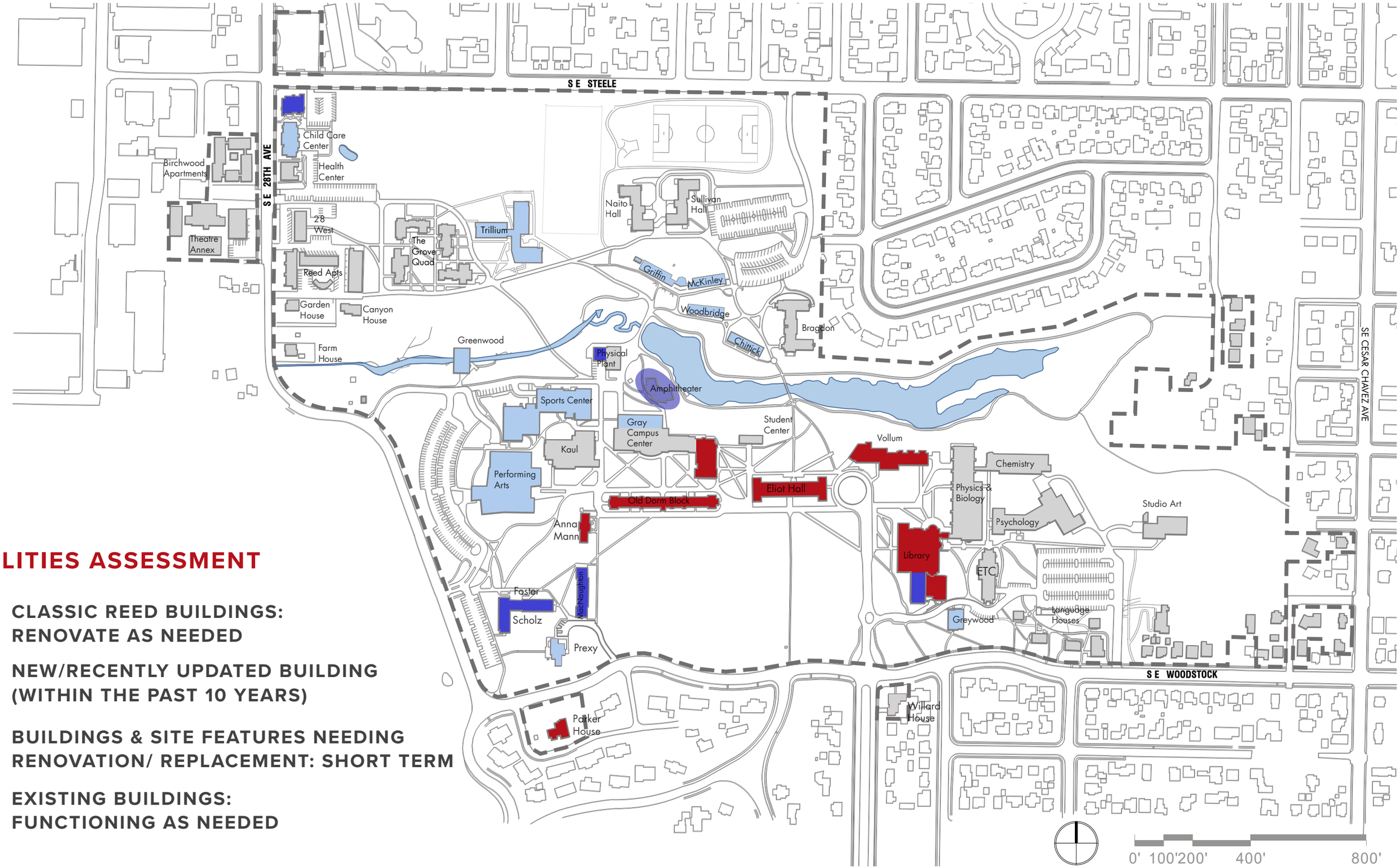
- Is the current use meeting the future goals of the college?
- Can this structure be modified to continue in its existing use, or should it be evaluated for a reuse?
- Are the existing building systems functioning properly and what is their remaining functional life span?
- Does the building meet current accessibility standards, or can it be modified to do so?
- If the building is meeting a continuing need, can that need be met while the facility is off-line?
- How do the renovation costs compare with the cost of a new facility?

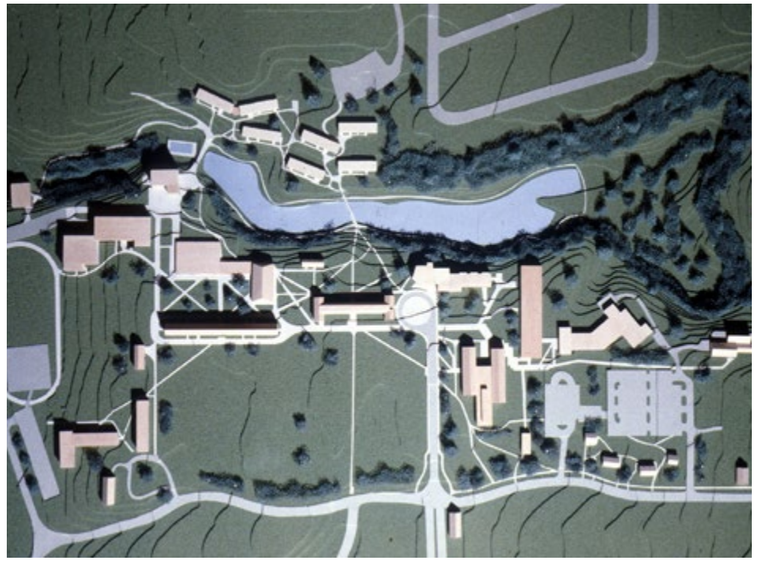
PLANNING CONSIDERATIONS

- How will renovation or removal impact the functioning and identity of the campus as a whole?
- If the building is serviceable for reuse, what uses would be enhanced by being in this location?
- How is the surrounding context of the facility changed if the building is renovated or removed?

FACILITIES ASSESSMENT

- **CLASSIC REED BUILDINGS: RENOVATE AS NEEDED**
- **NEW/RECENTLY UPDATED BUILDING (WITHIN THE PAST 10 YEARS)**
- **BUILDINGS & SITE FEATURES NEEDING RENOVATION/ REPLACEMENT: SHORT TERM**
- **EXISTING BUILDINGS: FUNCTIONING AS NEEDED**





TOP LEFT *A campus model from 1997 was constructed to aid the planning and design process for the ETC building and serves as a snapshot in time at Reed College.* **TOP RIGHT** *The existing quad that is formed by Old Dorm Block, the Gray Campus Center, the dining commons, and Kaul Auditorium is a vital center of student life activities that should be replicated in future building planning.*

ABOVE *The grove residence halls were carefully designed to utilize the character and building materials of the existing residence halls and were sited to create an outdoor quad space in the heart of the complex.*

Planning and Buildings

PLANNING

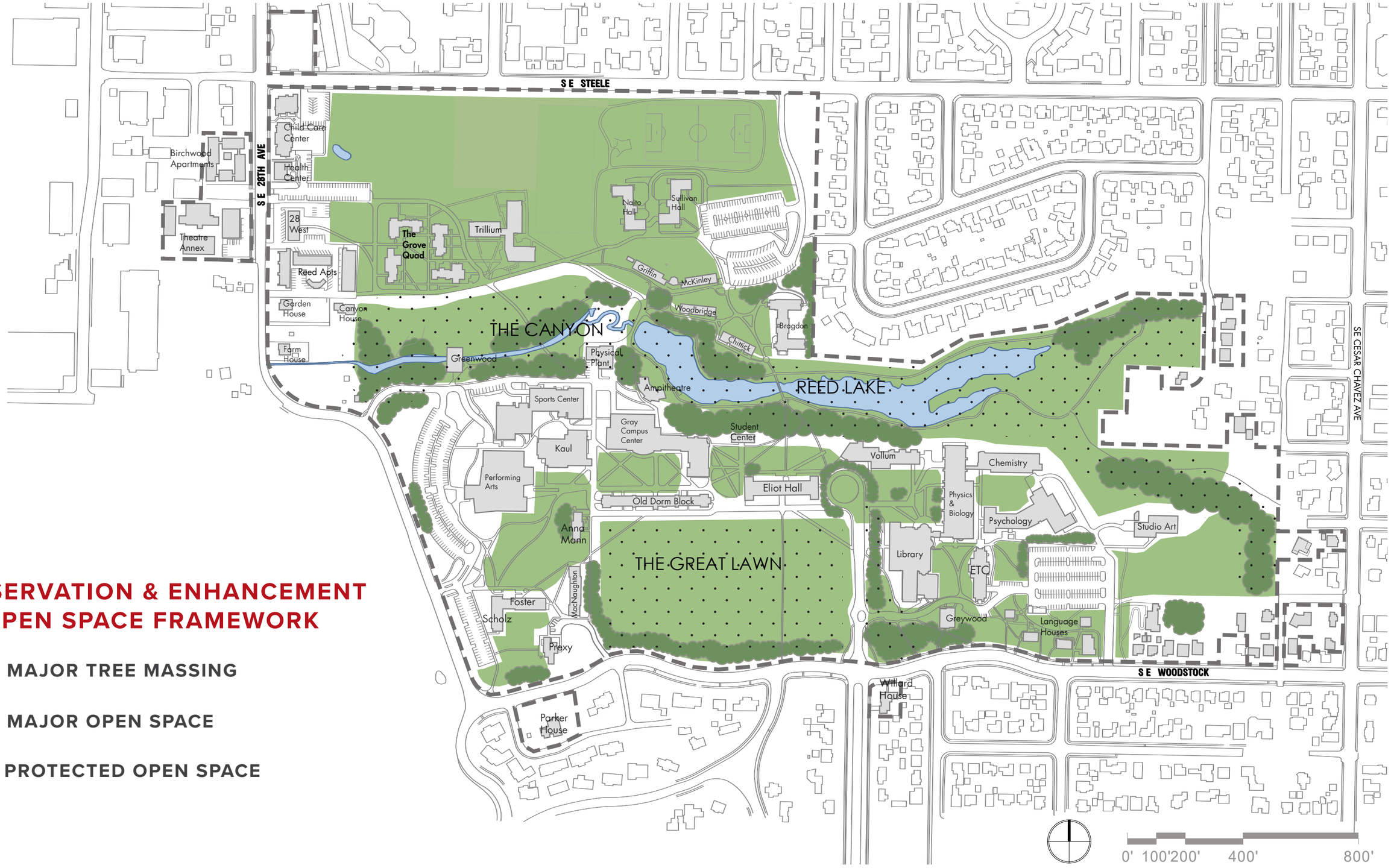
- Facilities planning should be an ongoing process and involve members of each campus constituency.
- Programming for new buildings should include relevant faculty, students, and staff.
- The college should utilize the Campus Framework Master Plan for reviewing any proposed changes to the physical nature of the campus.
- The Campus Framework Master Plan should be updated in response to changing circumstances.
- The college community should be kept informed about planning activities.

BUILDINGS

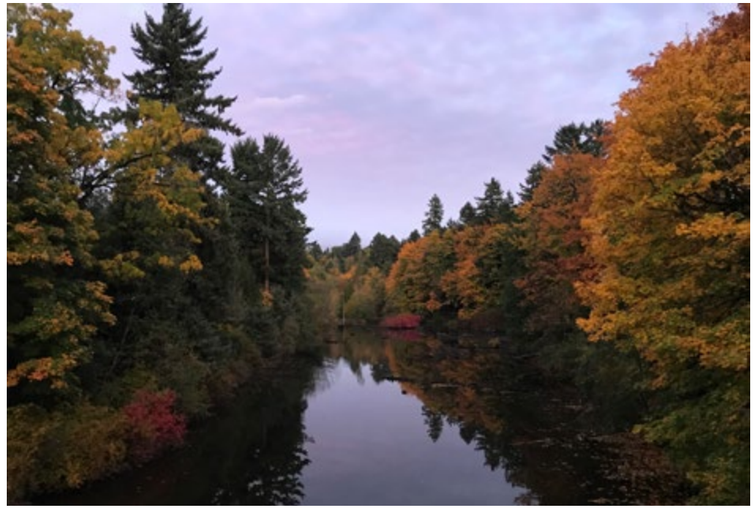
- Building renovations must preserve architectural integrity.
- All buildings should be of high quality.
- Buildings should be designed to minimize energy and maintenance costs.
- New buildings should be compatible with established campus architecture.
- Maintenance of new buildings should be incorporated into the operating budget and endowed to the extent possible.
- Temporary buildings should be avoided.
- Where feasible, faculty, staff, and administration should share buildings.
- Classroom space should meet the educational needs of the college.
- Technical space needs of faculty, staff, and students (laboratories, studios, practice rooms) should be met.
- Where feasible, buildings and spaces should invite people to come together.
- Dining areas should be attractive and functional. They should bring together all campus constituencies.
- Facilities should provide opportunities for incidental interaction among faculty, staff, and students.
- Office space for faculty and staff should be adequate for their needs.
- Study areas should be sufficiently plentiful to accommodate all students, including those who live off-campus.

PRESERVATION & ENHANCEMENT OF OPEN SPACE FRAMEWORK

- MAJOR TREE MASSING
- MAJOR OPEN SPACE
- PROTECTED OPEN SPACE



GUIDING FRAMEWORK



ABOVE *Large and small lawn areas are popular gathering spots on the campus during the non-inclement weather periods.* **BELOW** *A view of Reed Lake from the canyon pedestrian bridge.*

Open Space, Landscape, and Preservation Areas

Three distinct types of outdoor environment are woven together to form Reed's campus identity: open space, landscape, and preservation areas (including Reed Lake). Each area requires specific care, and the resulting effect sets the tone for vivid first impressions and results in lasting memories for all who visit.

OPEN SPACE

Reed is buffered from the surrounding neighborhoods by great expanses of open lawn. Established quads between building clusters provide additional opportunities for gathering and recreation. Circulation patterns within the quads encourage interaction between students, faculty, and staff. The open spaces contribute a sense of scale to the size and spacing of the campus buildings and offer pedestrians a daily variety of outdoor experiences.

LANDSCAPE

Reed's mature landscape provides a welcoming natural environment that is enjoyed by the entire college community. Foundation plantings provide seasonal variety and buffer buildings from pathways and open spaces. The open space areas are defined by an abundance of mature trees that add stature to the campus and create a sense of place. The Reed College Heritage Master Plan categorized the large landscaped lawn area at the college entrance on Woodstock Boulevard as a landmark. The college acknowledges the iconic value the image of Eliot Hall presents framed in this expansive foreground. It's a striking presence as you arrive on campus and sets the stage for the Commencement ceremony at the culmination of the Reed experience.

PRESERVATION AREAS

Many areas of campus are still in a natural state. Some preservation areas are protected from further development under local land use codes; the City of Portland has established environmental zones which include all of the canyon area.

Reed canyon is a 28-acre watershed in the heart of the campus, running east to west, dividing north from south, and is spanned by two pedestrian bridges and a land bridge. The watershed includes the headwaters of Crystal Springs Creek, a tributary of the Johnson Creek Watershed, and Reed Lake, which has been deemed the oldest naturally occurring lake in the City of Portland.

The canyon is filled with native trees and understory and provides a unique opportunity to engage with a Pacific Northwest ecosystem set within the city limits. It provides a habitat for a diverse array of wildlife. It also includes a system of paths that surround Reed Lake and line the headwaters of Crystal Springs which flows west to the Willamette River. The water volume here is very stable and provides a renewable source for the college's irrigation needs for the southern part of the campus.

Many of the large stands of evergreen and deciduous trees are extensions of the canyon. A significant number of these trees predate the first campus buildings. They provide significant stature, dense shade, and strong definition of our building clusters, interior roadways, and the campus edge. Planning for succession planting of these trees is critical for maintaining these prominent features of the campus into the future.

REED CANYON PRESERVATION AREA

- ENVIRONMENTAL PROTECTION OVERLAY ZONE-P
- ENVIRONMENTAL CONSERVATION OVERLAY ZONE-C

ABOVE *A historical photo of Reed Lake with Eliot Hall in the background.* **BELOW** *The Chemistry building is sited near the canyon edge to provide views into the flora.*

Environmental Protection and Conservation Zones

There are two environmental zones within the canyon and Reed Lake areas of the campus. These are the Protection and Conservation Overlay Zones. Established by the Metro Agency of Tri-County, the zones are intended to protect these environments from development. The college has long valued the benefit of protecting and enhancing these zones which can be traversed by two footbridges that span the canyon and Reed Lake.

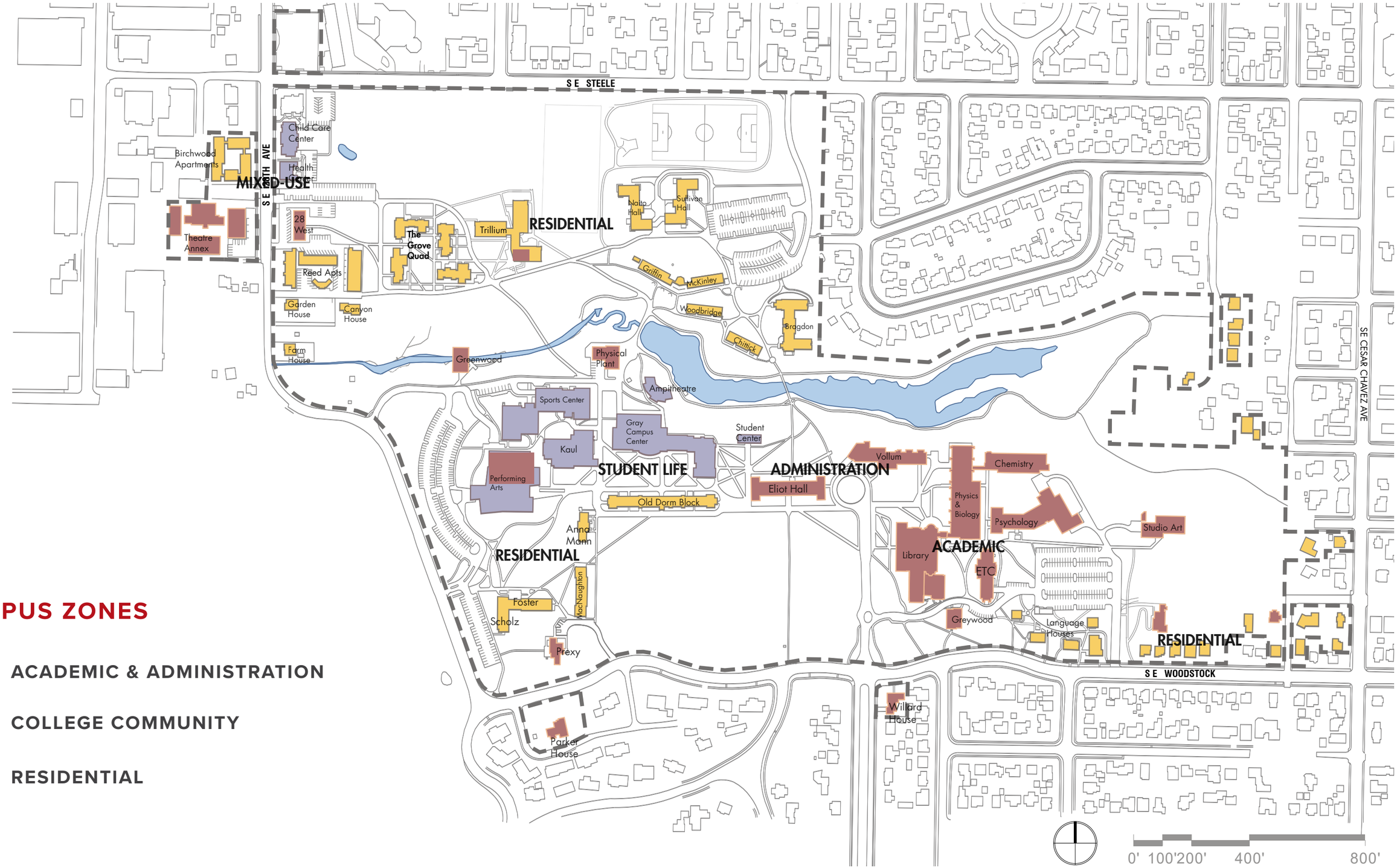
PROTECTION OVERLAY ZONE

The Protection Overlay Zone is located in the lower elevation of the canyon. It encompasses the Crystal Springs and Reed Lake and extends to where the canyon edges begin to rise. Crystal Springs is a critical, high-quality ground water resource in the Johnson Creek Watershed. The ecosystem of the Protection Overlay Zone is highly regulated to minimize development. These protections are in place to preserve its natural quality and vitality. It is highly recommended that development in this area be avoided.

CONSERVATION OVERLAY ZONE

The Conservation Overlay Zone has been established at the top of the slope of the canyon and extends towards the stream and lake edges. Within this zone some development could occur, but it is highly regulated and has an extensive permitting process. Existing facilities bordering or within this zone can be remodeled, but the footprint cannot extend beyond the current layout. Several buildings on the southern side of the canyon border this zone: Greenwood Building, Physical Plant, Gray Campus Center, Vollum College Center, Chemistry, and Studio Art building. The amphitheater, located on the north side of the Gray Campus Center is also in this zone. On the northern side of the canyon, the cross-canyon residence halls and Bragdon Hall are situated along the border of the Conservation Overlay Zone. All of the buildings within the Conservation Zone have unique canyon views worth preserving.

The pedestrian bridge spanning over the canyon connects the student life core with the north side residence halls.



CAMPUS ZONES

- ACADEMIC & ADMINISTRATION
- COLLEGE COMMUNITY
- RESIDENTIAL

Campus Zones

ACADEMIC

The academic core of the college is primarily located in the eastern part of the campus, south of Reed Lake, and extending from the Studio Art building to Eliot Hall. This has contributed to building layouts that help form traditional “quads.” The academic buildings provide links to the language houses along Woodstock and to the original campus housing of Old Dorm Block, Anna Mann, Foster-Scholz and MacNaughton. Any new academic buildings that may be considered in this vicinity should maintain the quad concept to unite the adjacent buildings and encourage pedestrian interaction between them.

ADMINISTRATION

The main administration office core is in Eliot Hall. It is centrally located and readily identifiable to campus visitors. Many other administration services are located throughout the campus.

STUDENT LIFE AND COMMUNITY

Student life activities are primarily concentrated around the Gray Campus Center. This location is the active hub of the campus. The dining commons, student union, bookstore, and other student-oriented activities and services are located in this area. The Gray Campus Center and Old Dorm Block frame a formal quad that is used throughout the day for many social activities and staging of campus events.

Community Safety, Residence Life Offices, and the Health and Counseling Center are located at the west edge of campus along SE 28th Avenue. The benefit of this location is the proximity to much of the student housing on campus, but this location is further from the central core.

MIXED-USE

Many of the buildings on campus provide mixed-use programming. New facilities can be designed in a flexible manner so that some combination of college uses could be co-located. The northwest corner of the campus at the intersection of SE 28th Avenue and SE Steele Street is zoned for commercial mixed-use allowing retail, residential, and office space uses. It would be beneficial to improve the college's appearance at this intersection.

RESIDENTIAL

There are three primary locations of residential buildings on the campus: the Language houses along SE Woodstock Boulevard; the west side concentration of Foster-Scholz and MacNaughton, Anna Mann, and Old Dorm Block; and the north side concentration of Bragdon, the cross-canyon residence halls, Naito Hall, and Sullivan Hall, Trillium, the grove, RCAs, and Birchwood apartments. The north campus is considered the preferred location for any future residence halls. On-campus housing is a major consideration of student life at Reed. Appropriate on-campus living environments contribute to student success. Desirable residence options with a variety of housing types and proximity to campus activities support the learning experience.

The college intends to maintain current levels of student housing during future remodels or new construction. New residence halls should be completed prior to taking outdated residence halls off line. Some important factors to consider:

- The percentage of students requesting residence may increase.
- Student residential life should be recognized as an important part of the educational program that contributes to the building of a community.
- Residence halls should enhance the academic mission of the college.
- New residence halls should have comfortable and pleasant student rooms, and space for social, study, and other activities.
- A variety of residential living styles should be available.

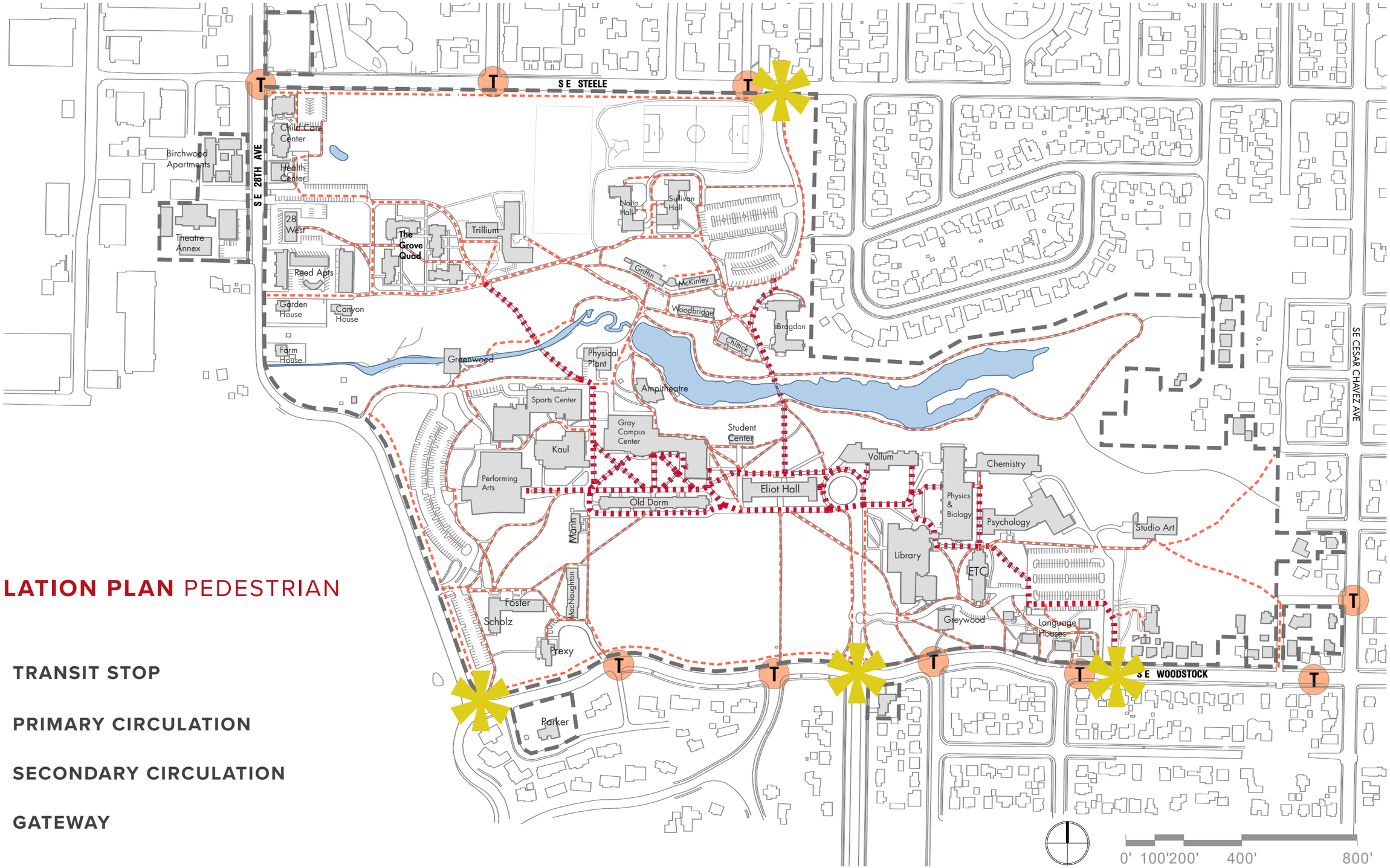
CIRCULATION PLAN PEDESTRIAN

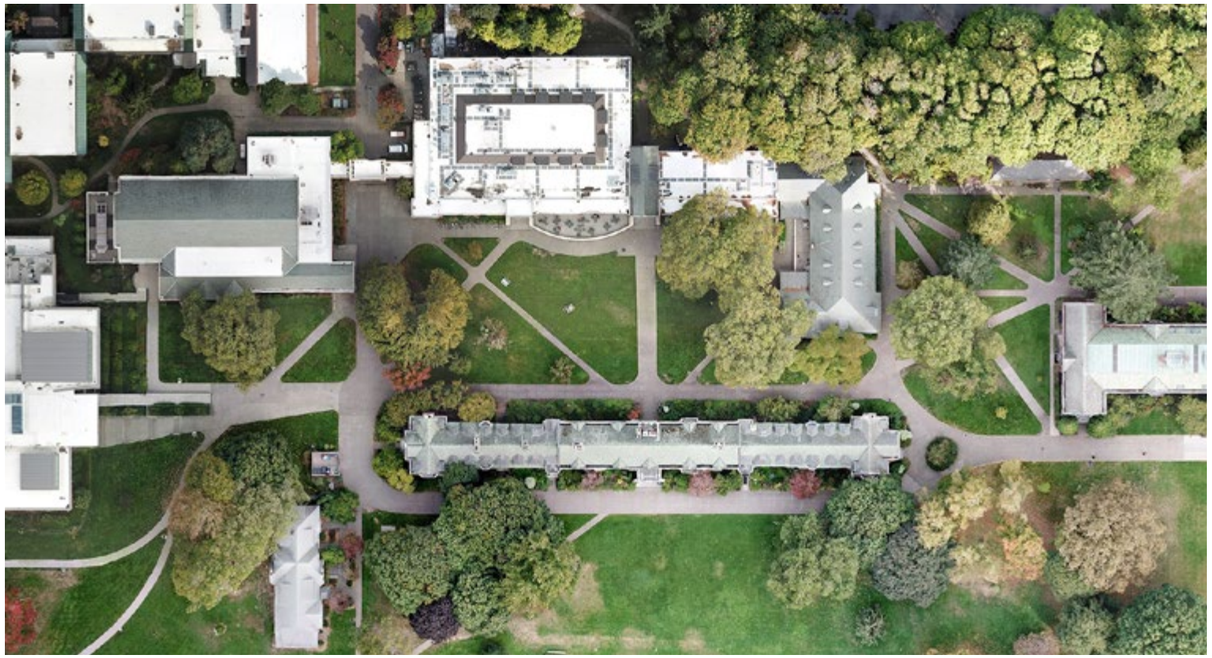
T TRANSIT STOP

PRIMARY CIRCULATION

SECONDARY CIRCULATION

GATEWAY





ABOVE *Interconnecting pedestrian pathways cross the campus.*
BELOW *Interior pathways shared by bicycles and pedestrians present a sense of the vibrancy of campus life.*

Circulation and Parking

PEDESTRIAN

Reed College is a walkable campus. A pedestrian can walk from one end to the other in less than twenty minutes. To maintain this walkability the pedestrian circulation system must be easy to navigate and accessible.

The pathway network for pedestrians is based on a primary and secondary system of walkways. This system is based on usage and the actual widths of the walkways. The primary pedestrian paths are typically at least 8 feet wide and connect buildings within the academic and student life sectors. These connections end and start at the major building entrances. Many of these primary walkways intersect with secondary pathways that lead to residential buildings and other buildings outside the academic and student life core. This is evident at the north ends of both pedestrian bridges spanning the canyon and Reed Lake.

Secondary pathways are a mix of different widths usually 6 feet wide or less. These walkways provide access to parking lots and buildings that are less frequented. Some of these walkways also connect the periphery of campus to internal locations, and to the heart of the campus (academic and student life core).

BICYCLE

Bicycles are encouraged on the campus. They are the vehicle of choice for many commuters. Bike parking areas are located at each building entrance for short-term parking, within various buildings for long-term storage, and in many of the residence halls.

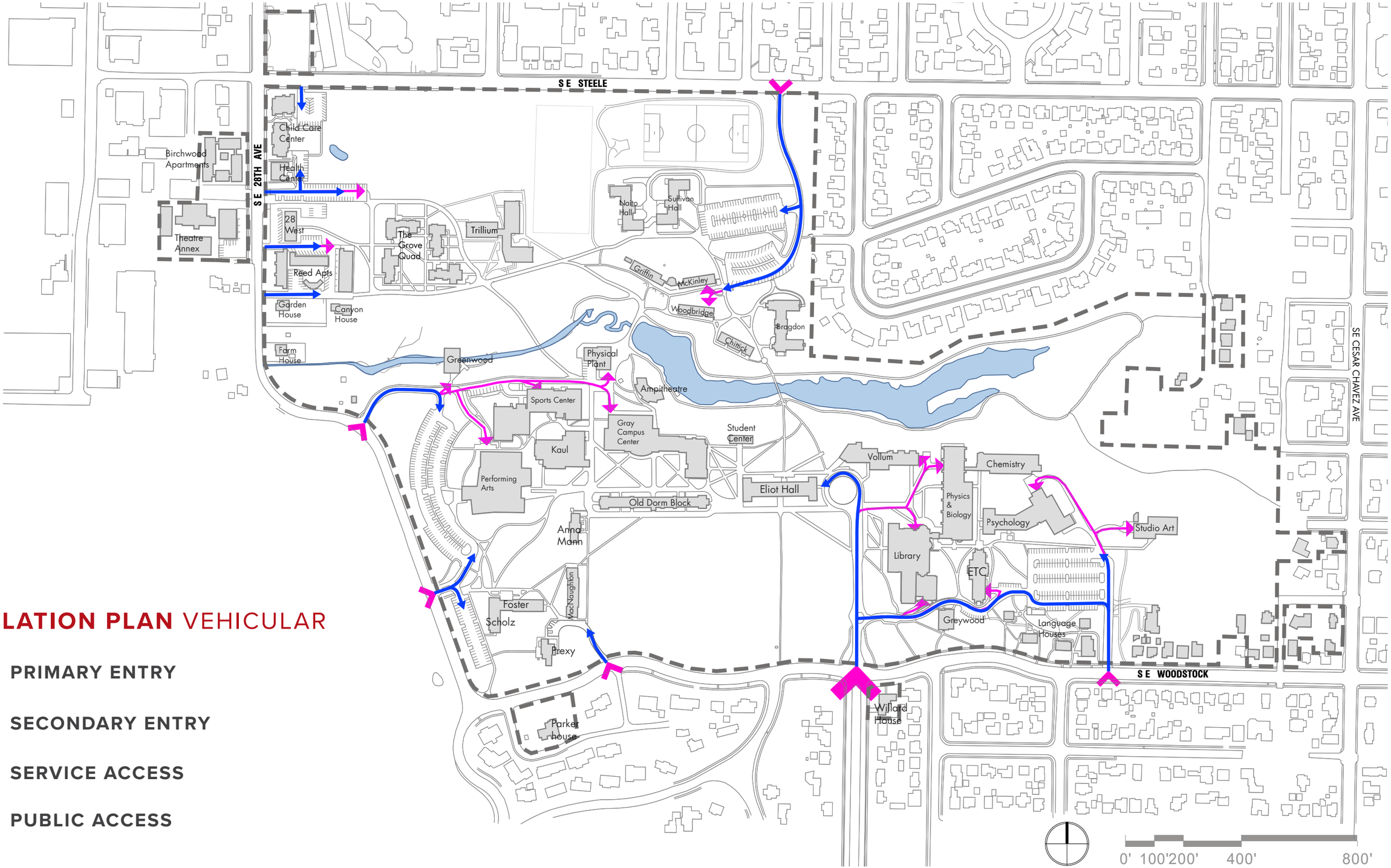
CIRCULATION PLAN VEHICULAR

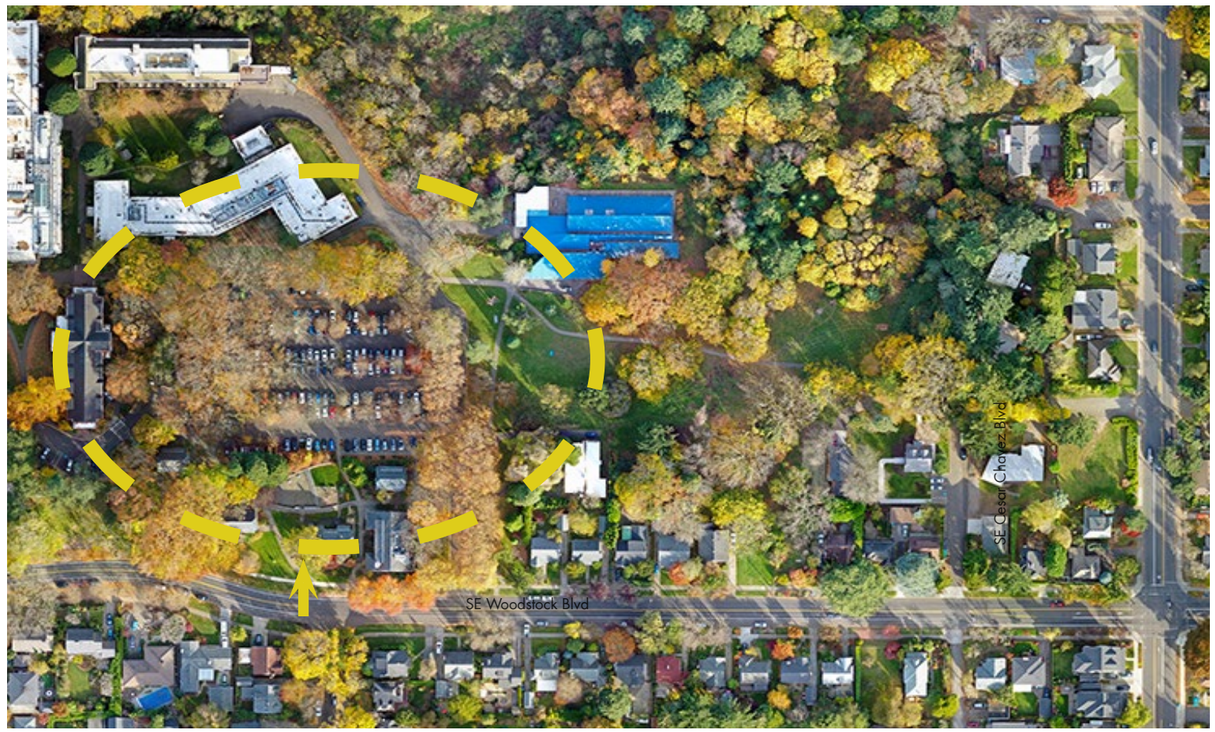
PRIMARY ENTRY

SECONDARY ENTRY

SERVICE ACCESS

PUBLIC ACCESS





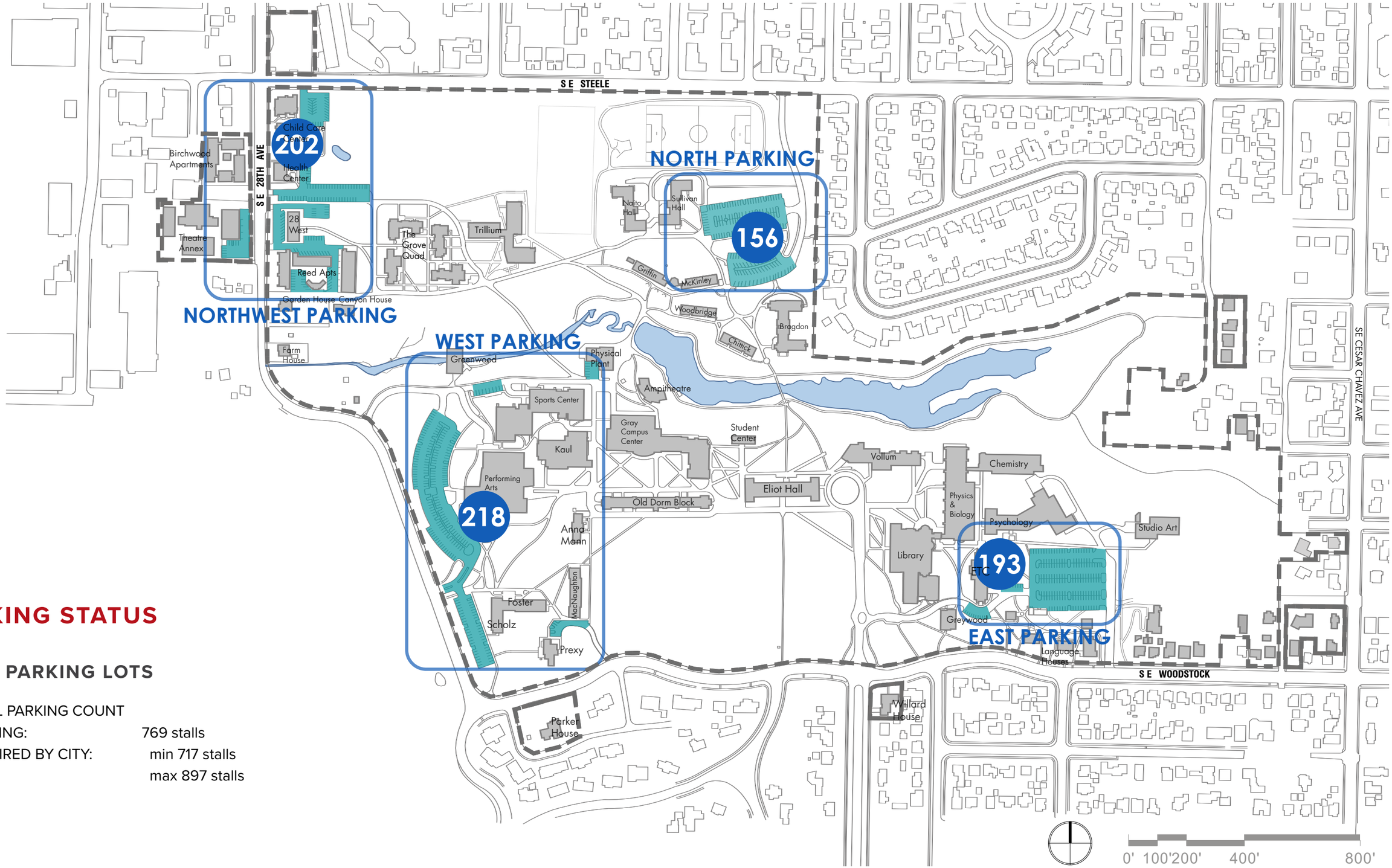
ABOVE *The vehicle roadway system is buffered by established landscapes, mature trees, and sidewalks to slow vehicles and allow for a variety of transportation types.*
BELOW *The east parking lot entrance to the campus is marked by established street trees, landscape, and signage.*

VEHICULAR

There are six main access points for vehicles entering the campus that terminate at a parking lot or at the drop-off at Eliot Circle. All parking areas are accessed via the perimeter streets. The interior roadway from Eliot Hall to the earthen dam at Reed Lake is shared by pedestrians and campus service vehicles. This system of widened pathways creates a predominantly pedestrian campus interior.

The following parameters have been observed on the campus currently and should remain:

- Minimize vehicular traffic inside the campus core. Walking should be protected as the primary means of circulation.
- Designate service vehicle routes to minimize conflict with pedestrians where possible; emergency vehicles may use pedestrian zones.
- Design for safety using appropriate lighting, landscaping, and circulation consistent with other design considerations.
- Promote use of public transit and other options beyond single vehicle commuting.
- Provide appropriately located accessible and carpooling spaces and access throughout the campus.



PARKING STATUS

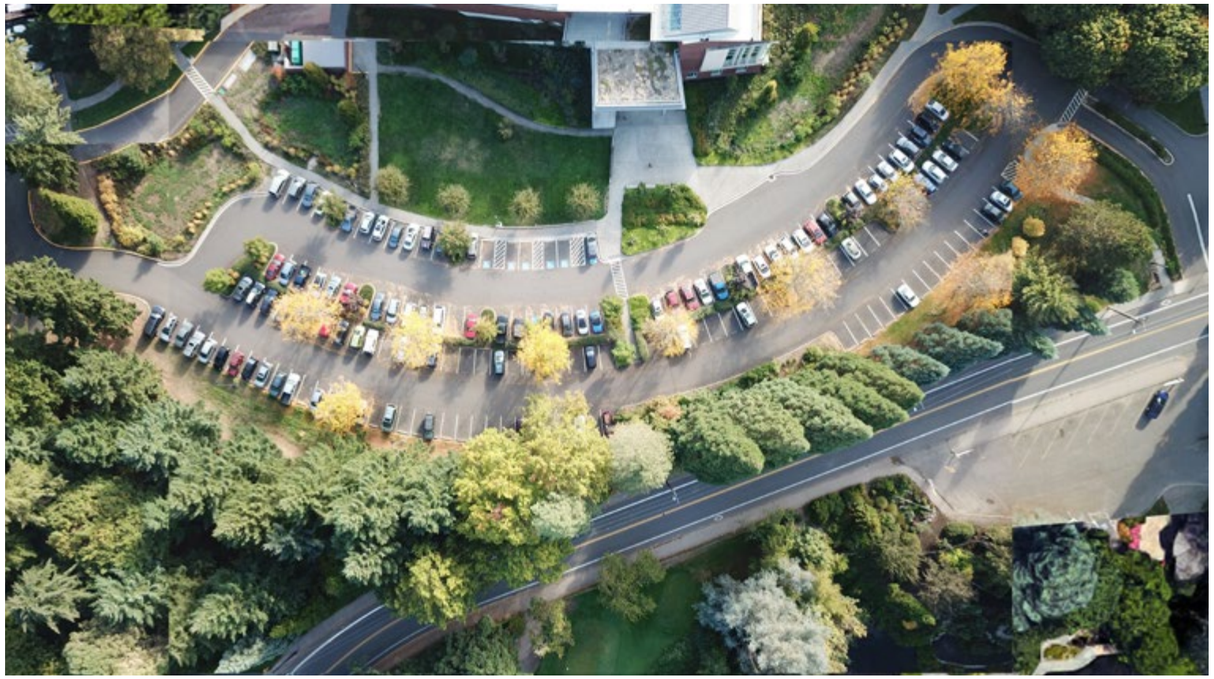
PARKING LOTS

TOTAL PARKING COUNT

EXISTING: 769 stalls

REQUIRED BY CITY: min 717 stalls

max 897 stalls



ABOVE *The west parking lot is buffered from SE 28th Avenue by mature trees and landscape.*
BELOW *The popular east lot has an established tree canopy that provides shading during the sunny days and helps screen the parking lot from SE Woodstock Boulevard.*

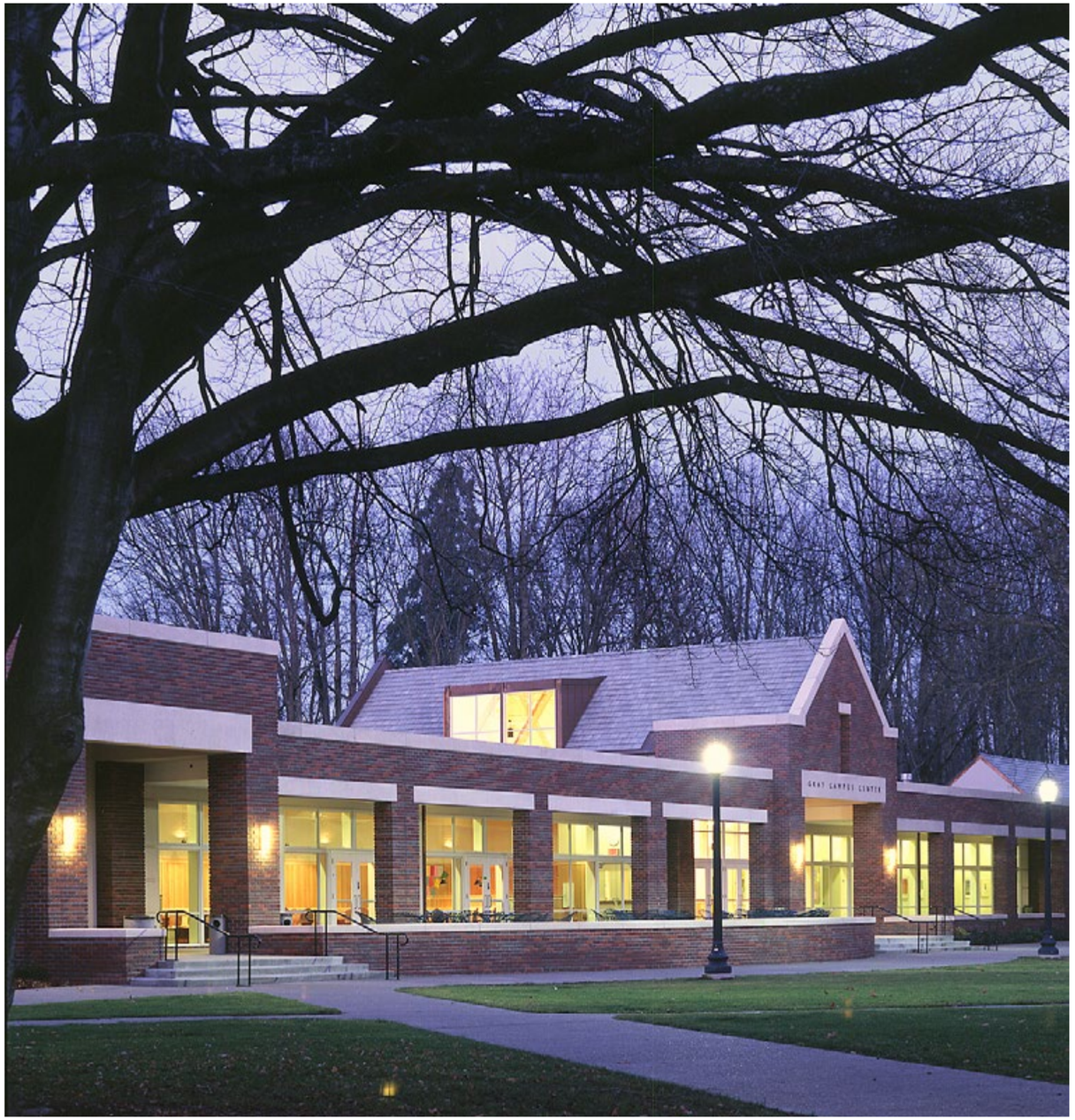
PARKING

The college has three major parking areas that are accessed at key vehicle entries to the campus. There is a fourth area that is made up of several smaller parking lots. The largest demand has been noted in the mornings at the east parking lot which provides the closest access to the academic core of the college. The core of the campus is within a 10 minute walk from all four parking lots. Further studies will identify where possible electric vehicle charging stations should be located and means to further reduce daily single occupancy vehicle visits to the campus.

Under the college's Campus Institutional Zoning code designation (CI-1) requirements, the parking will be reviewed as part of the Transportation Demand Management (TDM) plan process. An approved TDM is necessary for the permitting of any project that increases the overall square footage of the campus by 20,000 sf or greater. TDM plans are intended to reduce the amount of single occupancy vehicle trips to the campus to 30%. The college is in the process of updating its TDM plan with the city. The city policy under the CI zoning code will be continued to be monitored and evaluated by the college as new projects are proposed.

Vehicle parking should adhere to the following parameters:

- Parking is limited by city regulations designed to deter the growth of single vehicle transportation.
- All Reed students, faculty, and staff should park in campus parking lots.
- Parking should be sufficient to accommodate regular visitors to campus.
- Parking lot design should encourage vehicle sharing for commuters.
- Parking should allow for safe access to campus for all community members and visitors.



Consistent outdoor lighting throughout the campus provides a unifying atmosphere and establishes safe sight lines during nighttime hours.

Lighting

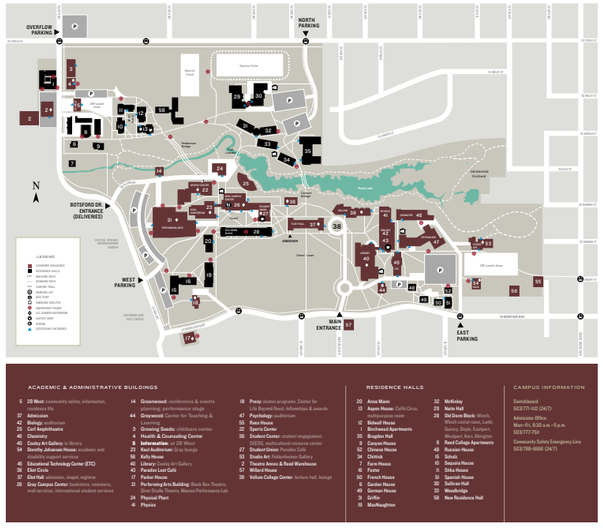
Outdoor lighting is a major asset to the campus—it mitigates safety concerns and provides a more welcoming atmosphere after dark. Walking at night from the campus core to a residence or parked vehicle should feel safe. A consistent outdoor lighting type provides uniformity and continuity of the pathway system.

DESIRABLE ELEMENTS FOR OUTDOOR LIGHTING

- Maintain balanced light levels on footpaths and in parking lots. Light should be sufficient to enable people to recognize one another at several yards' distance; but avoid over illumination.
- Avoid sharp contrasts in illumination levels that limit peripheral vision or create glare.
- Minimize projection and reflection of light upwards into the sky.
- Select light fixtures that are consistent in appearance and intensity.

Wayfinding and Signage

The college should maintain a prominent, inviting, and functional main entrance that fits into an overall plan for campus vehicular and pedestrian traffic. There are two major markers to the campus: at the main entrance along SE Woodstock Boulevard and at the corner of SE 28th Avenue and SE Woodstock Boulevard. These two areas help identify the campus edges and entries to the college. There are college signs at the less formal entrances to the campus. These entrances should have a unified standard appearance. Clear and inviting entrances to a campus provide recognizable identity for visitors and a unified appearance to surrounding neighborhoods. The campus buildings are clearly identified with signage at each major entrance. Directional signage is visible at the parking areas and at the main front entry to the school along SE Woodstock Boulevard.



ABOVE *The campus map of Reed College is available in key locations on campus as a wayfinding tool for visitors.*

ABOVE *The main entrance to the campus is identified by the signature marker before arriving at Eliot Circle.* **BELOW** *The west parking lot entrance is identified by signage and the standard outdoor lighting of the campus.*

The cross-canyon and Anna Mann residence halls both capture the architectural character of the periods in which they were constructed. These buildings are two examples of the diverse architectural character that has been preserved and enhanced at the college.

Architectural Character

The campus has a rich history of capturing architectural character defined by the eras in which the buildings were designed. When entering campus this heritage can be seen immediately—expressed in the collegiate Gothic architecture of Eliot Hall and Old Dorm Block to the contemporary designs of the Performing Arts Building and Trillium. The rest of the campus emerged between these periods. Careful planning and selection of building type has resulted in a particularly unique signature of building typology created over the last 100 years.

New buildings must give shape to well-proportioned quads, courtyards, and promenades with consideration given to shading and solar access. Building siting, height, and mass should be carefully studied for their impact on the quality of the adjacent open spaces and structures.

The design of new buildings should explore opportunities for greater openness, transparency, and connection between inside and outside spaces. Consider, for example, the transparency of the building's facade—exposing interior lighting to the outdoor environment can promote an improved sense of community and safety after dark.

Building entrances should be carefully positioned in relation to the circulation and open space framework to provide clear and intuitive wayfinding, support personal safety, and enhance activity patterns of the adjacent open spaces.

Thoughtful consideration should also be given to the siting of new buildings in order to create quadrangles and other spaces that enhance the outdoor use of the campus.

To continue this rich tradition of architectural character:

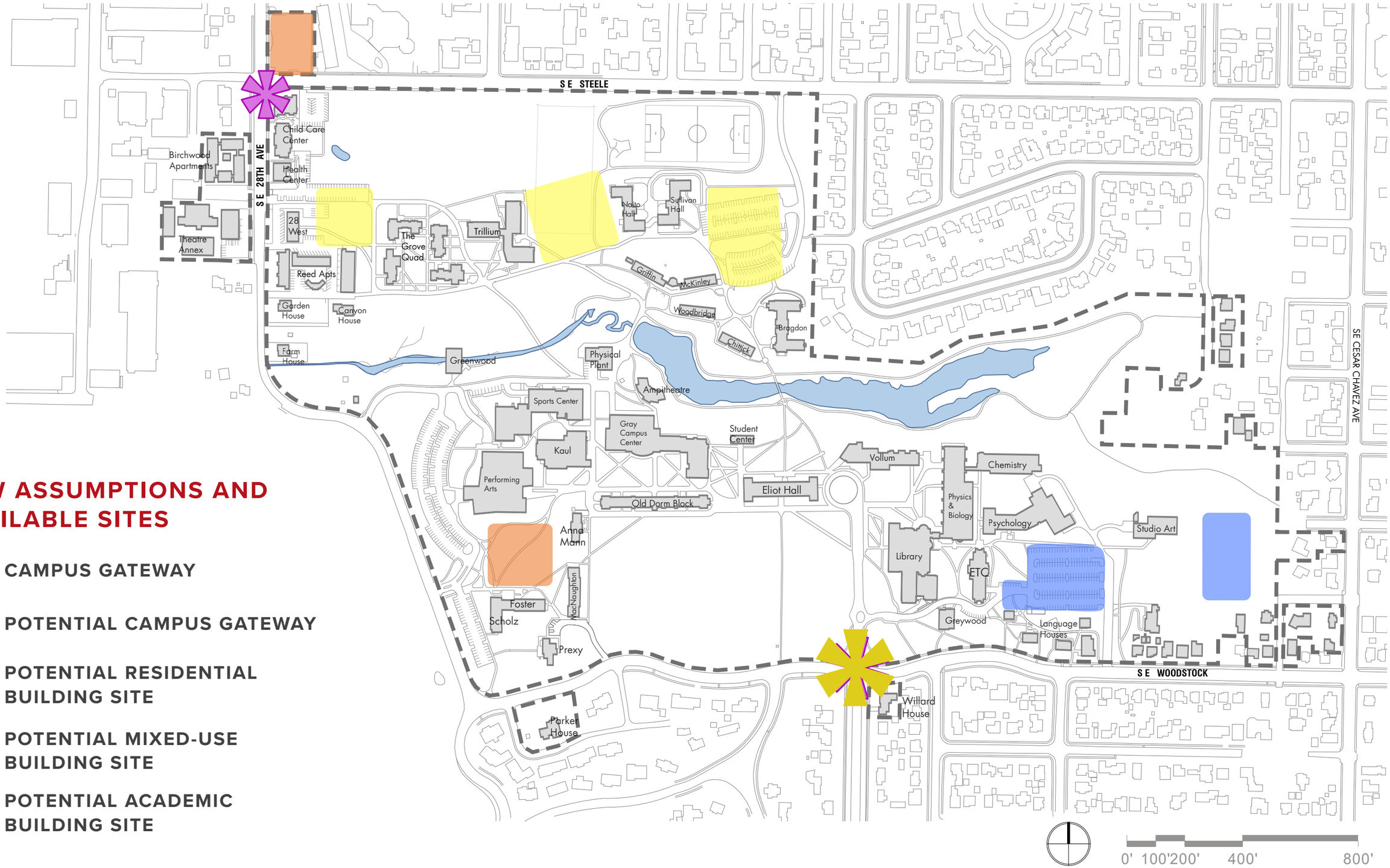
- Maintain a thoughtful relationship to the Reed architectural vernacular while remaining true to the mission of each unique building program.
- Create building massing with a sense of scale appropriate to the building program and the surrounding campus.
- Maintain a sense of active life from the exterior and interior.
- Fill interior spaces with natural light, providing occupants with a heightened connection to nature.
- Reinforce the sense of permanence and timelessness.
- Extend the existing campus fabric through the use of authentic materials that require little maintenance and age gracefully over time. Brick, copper, concrete, wood, and glass are materials that have precedent on campus.

Old Dorm Block and Eliot Hall are signature buildings that set an early precedent for quality and craftsmanship on the campus.

The Child Care Center is a successful example of a contemporary remodel of an existing building on the campus.

NEW ASSUMPTIONS AND AVAILABLE SITES

- CAMPUS GATEWAY
- POTENTIAL CAMPUS GATEWAY
- POTENTIAL RESIDENTIAL BUILDING SITE
- POTENTIAL MIXED-USE BUILDING SITE
- POTENTIAL ACADEMIC BUILDING SITE



FUTURE PARAMETERS

ABOVE *The cross-canyon residence halls were evaluated and major renovations were deemed necessary. These renovations have revitalized the residential halls' presence on campus.* **BELOW** *The newly constructed Trillium building was built primarily as a residence hall, but also includes a multi-use space for lectures and gatherings.*

Projected Uses of Existing and New Facilities

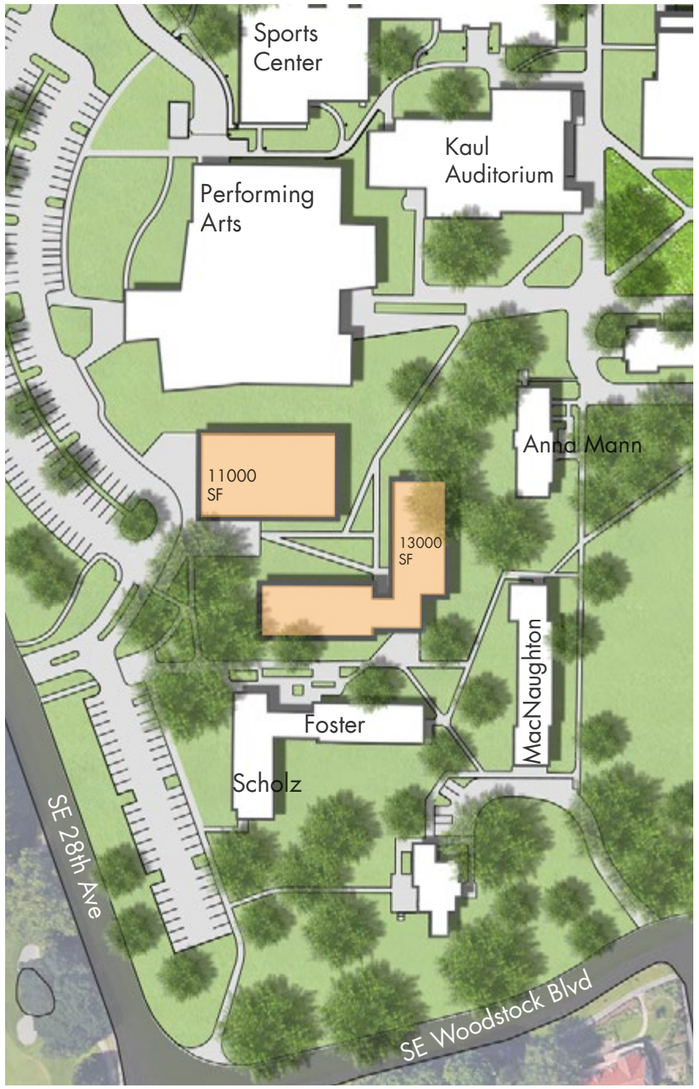
College needs change over time. Being able to evaluate how to physically accommodate those changes within the campus infrastructure is a constant challenge. These needs arise from the academic, student life, residential, and administration areas of the college. How those needs are prioritized will shift over time.

Several studies for possible projects have been completed for Reed College in recent years. These studies should be revisited if there are any commonalities between a new project and those already studied. Lessons learned in these studies can save time and inform decisions related to the new project in terms of program, siting, and impact on the infrastructure and campus environment.

Meeting the Goals of the College

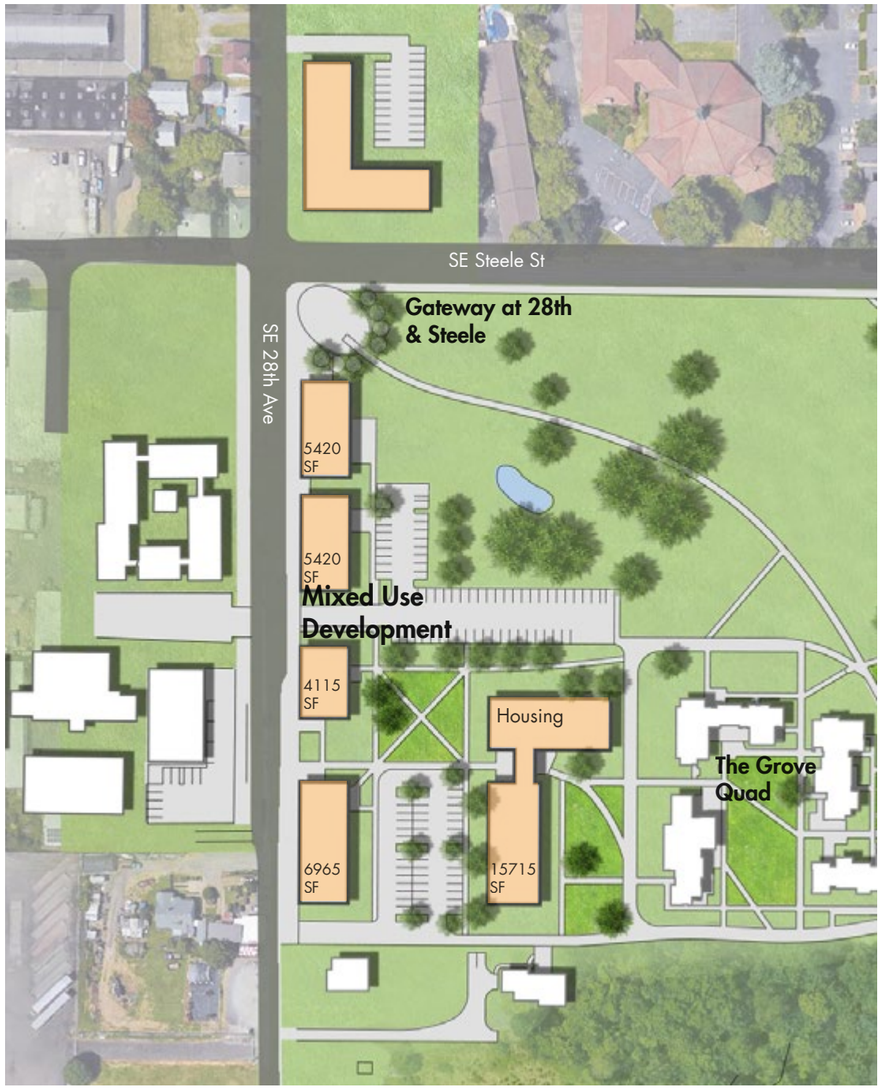
As new facilities are considered for the college, it will be important to establish evaluation criteria for each potential project. One primary question to ask is: "What is driving the need for this new facility?" The answer to this question will quickly establish the program need and what improvements are required. Whether it is academic, student life, facilities, residential, mixed-use, or administrative, this need will require evaluation against other program priorities.

Once a project has been identified, a leadership committee should be formed. This committee should include department staff and other stakeholders who can help guide the goals and program of the facility.



Adding a new mixed-use academic building and residence hall would link the western residence area with the student life and academic cores.

An academic core expansion idea that utilizes both the east parking lot and east meadow areas.



How development might occur along SE Steele Street and SE 28th Avenue within the Reed College boundaries.

Available Sites on the Campus

The evolution of construction at Reed over time has created opportunities for new building sites that can strengthen functional sectors on campus: academic, residential, student life, administrative, and mixed-use. The simplest sites for new construction are those where parking lots are currently located. For example, a building on the east parking lot site could enhance the academic core on that side of campus. If additional facilities were needed, building in the east meadow would help frame that edge of campus and form an east meadow quad.

The western part of campus near the Performing Arts Building and Foster-Scholz and MacNaughton has an area along the hillside where a building could be sited. Preservation of view corridors to the Portland West Hills is a primary consideration in this location. With its adjacencies to academic, student life, and administration sectors, the site could be well suited for a mixed-use facility. Several remodel evaluations have been generated for the Foster-Scholz and MacNaughton buildings. From these evaluations it has been determined that renovations designed to improve accessibility and quality of living spaces would require resources approaching the cost of new construction. If any of these buildings were removed, this site becomes a gateway opportunity for a new mixed-use building at this prominent campus corner.

The Performing Arts Building was designed to accommodate an expansion to the west if that need becomes necessary. This foresight for new facilities is important as college needs change over time.

A majority of the facilities on the north side of the canyon are residential buildings. This side of the campus has a larger share of available locations for buildings, but the uses should remain residential and mixed-use. Locating any major academic buildings here would isolate the new facility from the established academic core on the eastern half of campus. The existing parking lots near the Naito Sullivan residential halls are a possible building location. With new construction here, parking would need to be relocated to the eastern edge of the campus at the north entrance. Two additional potential building sites in this area are located between grove housing and the 28 West building and between the Naito Sullivan and Trillium residence halls at the southern end of the existing rugby field.

Because Reed College is a large park-like setting, much of the landscaping buffers the campus from surrounding neighborhoods. An existing large lawn between SE Steele Street and the residence halls accommodates recreational outdoor activities. This green edge is consistent with the existing southern campus landscape established along SE Woodstock Boulevard and should remain.

The Reed Campus in-filled at the potential locations for new facilities.

CAMPUS POTENTIALS

A 3D rendering of the Reed Campus in-filled at the potential locations for new facilities.

Possibilities for Campus Future

The growth of a campus is a continual ebb and flow of needs and assessments. Setting goals for each sector of campus—residential, academic, administrative, mixed-use—will help keep strong ideas for growth and replacement in focus. Whether it is a new campus gateway or academic building, the guidelines established in this document lay out parameters that each project can be tested against.

The images on these pages reflect thoughts about where new facilities might be located. While Reed does not need all of the new buildings shown here, it is important to consider how these potential sites might affect both the overall campus and the various functional sectors. These tests help inform future decision makers about the choices they will make and the impact those choices have on the long-term development of the campus. Steps to help facilitate long-term visioning include:

- Evaluate the program and functionality of existing facilities to help determine priorities for possible remodels.
- Anticipate infrastructure upgrades and upkeep to avoid possible failures in the future.
- Assess landscape health throughout campus to provide necessary succession for replacement as necessary.
- Construct goals and aspirations with college leadership and the Board of Trustees in coordination with other planning processes.

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