

To: Members of the Western Illinois University Board of Trustees  
Mike Houston, Chairperson      Lorraine Epperson  
Carolyn Ehlert                      George J. Guzzardo  
Bill Epperly                          Chris Thomas

From: Joe Rives, Assistant to the President, Planning and Budget

Date: December 16, 2005

Re: December 2005 Strategic Plan Update

This month's *Higher Values in Higher Education* update focuses on:

1. Next steps following the Pell Institute for the Study of Opportunity in Education visit to Western Illinois University-Macomb.
2. Next steps following Ms. Carol Aslanian's visit, a national expert in nontraditional student recruitment, visit to Western Illinois University-Quad Cities.
3. A master plan update for both Western Illinois University campuses.
4. A status report on Western Illinois University's March 2006 executive dialogue session for presidents, vice presidents, and state coordinating board officials regarding student access, opportunities, and affordability.

### **Pell Institute**

Two staff members from the Pell Institute completed a campus visit to Western Illinois University-Macomb on December 6-8, 2005. Their reason for visiting Western Illinois University and 12 other public universities nationally is to document best practices (displayed below) in student retention at large colleges and universities. Displayed below are their research findings on best practices in low-income student retention at small colleges and universities.

1. Intentional academic planning: Through intrusive advising, freshman orientation courses and academic reviews for students in trouble, the institutions make sure that students pursue a well structured academic program;
2. Small classes: Most classes, even those for freshmen, are small, giving students opportunity for recognition and class discussion;
3. Special programs: Many students, especially those at academic risk, participate in programs that provide advising/academic support and give them a greater sense of belonging on campus;
4. A dedicated faculty: Most faculty members teach full-time and are easily accessible to students;

5. Educational innovation: These institutions have courses to ease freshman entrance and help students adjust to college life and offer a wealth of academic support through tutoring, group study, supplemental instruction, and mastery classes;
6. Developmental education: Although formal developmental offerings are fading, they were active at most of these institutions at the time they were selected;
7. Geographic isolation: Most of the institutions are in rural areas or small cities, making campus life and work on campus the center of the students' lives;
8. Residential life: Half the institutions require freshmen to live on campus;
9. Shared values: At many of the colleges, students share rural and small-town backgrounds, some share a religious orientation, and in some schools the faculty reflects similar backgrounds;
10. Modest selectivity: Institutions do not intentionally attract students from low-income families but they do seek students likely to graduate, setting modest but important admissions requirements — at least a C average in high school and decent SAT/ACT scores.
11. Financial aid for high achievers: The institutions use state and institutional merit-based aid to attract high-performing students; and
12. Retention policy: The colleges are explicitly concerned with retention and graduation rates, and several have set ambitious goals well beyond current performance.

The Pell Institute staff will also provide a summary of Western Illinois University's perceived strengths and opportunities in better serving low-income students. While this information will not be included in the national report, it will allow the University to develop and refine strategies that are designed to increase student retention and graduation rates as defined by Strategic Plan goals. These results will be shared after I receive Pell's report.

#### **Carol Aslanian's Visit to Western Illinois University-Quad Cities**

Our enrollment consultant, Ms. Carol Aslanian, completed her visit to Western Illinois University-Quad Cities on December 13-15, 2005. Carol led dialogue on the strengths and opportunities for Western Illinois University-Quad Cities as related to demand for higher education, our admissions/marketing policies and practices, and how to best accomplish our Strategic Plan enrollment goal of increasing Western Illinois University-Quad Cities enrollment from current levels to 3,000 students. Her final report and recommendations will be made within 14 weeks, and results will be shared after I receive her report.

#### **Western Illinois University-Macomb Master Planning**

The Western Illinois University-Macomb Master Planning Steering Team continues to solicit campus input for the future physical development of our campus. Table 1 (attached) summarizes feedback received to date. (Note: Table 1 displays representative feedback. If an idea has been presented more than once, it is only displayed once on this table. This methodology is being used to help ensure that all comments received from the campus community are incorporated into the master planning process).

Next steps for Macomb campus master planning include the following:

1. On January 17-19, 2006, Bill Brewer and I will work with Mr. Dick Rigterink, our master plan consultant, to develop a short list of three to five architectural and engineering firms for the campus to interview as we select a master planning firm for the Macomb campus.
2. On January 20, there will be a Western Illinois University-Macomb Steering Team meeting to review additional campus master planning feedback received and the credentials of the firms selected for on-campus master planning interviews.
3. On the February 2, Bill Brewer and I will host a general campus orientation session and tour for the master planning firms that will be interviewing with the Macomb campus.

4. On February 21, the Master Planning Steering Team will host open campus interview sessions for the firms selected to interview. These interview sessions will be open to all members of the campus community and will consist of three 60-minute public presentations followed by 30 minutes of questions and answers from the floor. I will provide additional details as scheduling for this day becomes finalized.
5. On February 22, the Macomb Master Planning Steering Team will review the evaluation forms received from the previous day and select the master planning firm for our campus.

#### **Western Illinois University-Quad Cities Master Planning**

The Western Illinois University-Quad Cities Master Planning Steering Team continues to solicit input from the campus community on ideas for the future physical development at the new Quad Cities-Riverfront campus. Table 2 (attached) summarizes representative feedback received to date.

Using the feedback received as a guide, Mr. Dick Rigterink completed three design scenarios for the future physical development of Western Illinois University-Quad Cities. These design scenarios were presented at an open campus forum for students, faculty, and staff on December 14<sup>th</sup>, and a repeat open campus forum will be scheduled for mid/late January. Additionally, these design scenarios have been presented to the Quad Cities Master Planning Steering Team, the Deans, Vice Presidents, and President Goldfarb.

In addition to a mid/late January open campus forum, next steps for Quad Cities campus master planning include the following:

1. On January 17-19, 2006, Bill Brewer and I will work with Dick Rigterink to start initial development of a campus master plan. This work will be based on feedback received from the campus community and from reactions to the three design scenarios presented to the Quad Cities campus.
2. On February 3, there will be a Quad Cities Steering Team meeting to present a first draft of the campus master plan, and an open campus forum will follow that same day.
3. On February 23, there will be a Steering Team meeting to present a revised draft of the campus master plan, and an open campus forum will follow that same day.
4. On March 15, there will be a Steering Team meeting and open campus forum to determine if we have reached a final master plan draft.

Once the campus feels that we have reached final draft status for the master plan, Bill Brewer and I will take the master plan to the two Quad Cities campus governance groups (Faculty Council and Student Government Association) for endorsement prior to seeking Western Illinois University Board of Trustees approval at the June 2006 meeting. Prior to the Board meeting, we will also take the final master plan draft to the Macomb governance groups who have Quad Cities representation (Civil Service Employees Council, Council of Administrative Personnel, Faculty Senate, and Student Government Association) as an information item. Both Western Illinois University campuses will be kept informed of campus master planning occurring at Macomb and the Quad Cities.

#### **Western Illinois University-United States Department of Education Conference on Access, Affordability, and Opportunity**

Planning for Western Illinois University's executive dialogue exclusively for Midwestern regional comprehensive colleges and universities and state coordinating board officials, in partnership with the United States Department of Education, the Pell Institute, and the Illinois Board of Higher Education, continues.

To date, presidents, chancellors, and executives from the following universities and agencies have confirmed to be panelists at our March 23-26, 2006, executive dialogue session.

- Augustana College
- Black Hawk College
- Carl Sandburg College
- Eureka College
- Grapevine Publications
- Illinois Board of Higher Education

- Illinois Wesleyan University
- Pell Institute for the Study of Opportunity in Higher Education
- Truman State University
- United States Department of Education
- University of Northern Iowa

Additional information will be provided as details are finalized. If you have any questions/recommendations for these or any other Strategic Plan actions, please contact me.

cc:      President Goldfarb              CSEC Chair Skien                      Associate Provost Clerc  
          Provost Rallo                      COAP Chair Maxwell                  Planning, Budget, and IR Staff  
          Vice President Hendricks        Faculty Council Chair Solymossy     Staff Secretary Barbara Mason  
          Vice President Johnson         Faculty Senate Chair Rock            Staff Secretary Norma Markert  
          Vice President Thompson       SGA Chairs Early and Wickard        Administrative Assistant Kerry Yadgar

Table 1  
*THE CAMPUS IS THE CLASSROOM*  
Western Illinois University – Macomb Master Plan Objectives Defined  
(as of 12/16/05)

Ten Themes Guiding Campus Master Planning

1. Learner Centered Campus  
Realize that our fundamental goal is to reinforce and sustain a learning community where students, faculty, and staff can obtain their educational and personal objectives. Our University mission, vision, and values, identified in our Strategic Plan, *Higher Values in Higher Education*, is at the center of what we do and how we think. We therefore look to upgrade current facilities and construct new facilities that make it easier and safer to transverse the campus and support the **academic excellence** of Western Illinois University.
2. Linking the Campus Areas  
Clearly define linkages and connections, patterns and design solutions that present the University as a unified learning environment supporting **personal growth**.
3. Distinctive, Aesthetically Pleasing Appearance  
Assist in making the campus more visually distinctive and aesthetically pleasing by utilizing natural as well as man-built elements. Use the most successful campus areas as a model in supporting **social responsibility**.
4. Environmental Awareness and Commitments  
Develop planning strategies and design guidelines that are models for protecting and utilizing our natural, physical, fiscal, and capital resources wisely.
5. Campus Structure and Order (Educational Opportunity)  
Establish broad physical patterns that give the campus a sense of order and understanding as to how the campus is organized in promoting **educational opportunity**. Unity can be achieved infilling and extending the best components of the existing campus into future growth zones or areas.
6. Accommodating Growth  
Define capacity limits and factors that limit growth thus allowing the institution to achieve Strategic Plan goals related to instruction, research, and service, and including a growing enrollment.
7. Utility and Technology Infrastructure  
Current, new, and remodeled facilities all have critical technology and infrastructure needs that must be meaningfully supported as we become the leading comprehensive university in the United States.
8. Community Interface  
As a public institution, Western Illinois University is a part of our larger host communities. The Master Plan needs to define solutions that are helpful to and supported by neighbors, residents of adjacent municipalities, and local, state, and regional planning agencies.
9. Flexibility  
Responsiveness to ever-changing expectations of higher education requires a high level of flexibility and adaptability. Therefore, the master plan needs to clearly define fundamental principles and broad patterns while maintaining the ability to respond quickly to emerging opportunities.
10. Comprehensive Physical Planning  
The Master Plan will be the umbrella plan guiding all future physical development at Western Illinois University. This includes all construction activities, as well as institutional plans for land use, facilities, technology, energy management, and infrastructure.

## Master Planning Themes and Representative Comments Received

### 1. Learner Centered Campus (Academic Excellence)

- A) *Lack of cohesive space planning to propagate the image of premiere public institution  
Stress the importance of safe environment*
- B) *The University is constructing a new multicultural center that will reinforce our academic excellence. The same can be said for the new Performing Arts Center.*
- C) *The Performing Arts Center should also include classroom space in the building. Moving all of the art classes into a new building along with performing arts, would allow the HP annex to be torn down and Garwood returned to its glory as an Art Gallery.*
- D) *Theatres/auditoriums are needed to host lectures, shows, and concerts.*
- E) *We are currently renovating Memorial Hall*
- F) *Past academic master plans have called for a new Science Building*
- G) *Create a free standing or expanded child care center to support our academic programs and students, faculty, and staff.*
- H) *Transform Malpass Library into a learning commons*
- I) *Incorporate outdoor learning areas into the landscape*

### 2. Linking the Campus Areas (Personal Growth)

- A) *Quadrangles could be used to bring the campus together*
- B) *The Library could be a mall area at the center of campus*
- C) *The recreational fields are sacred because they are intensively used by the students*
- D) *Protect recreation fields and areas*
- E) *There are not any outdoor student gathering places: only indoor spaces (union)*
- F) *We need outdoor benches and attractive gathering areas.*
- G) *Need for legacy to court students into perspective alumni*
- H) *Master Planner needs to understand importance of things other than those that are strictly academic*
- I) *Need a Commuter Lounge: Currently, commuter students who have large gaps of available time in their day have no place to catch a nap, eat and do homework at the same time, or just generally relax*
- J) *Need an identifiable Mall Area: There is a demand to see the mall area turned into a park: more benches, foliage, pathways, areas more open for students to relax outdoors*
- K) *Use the area south of Sherman as activity space*
- L) *There are too many buses on campus and too many bus stops.*
- M) *Instead of having as many bus stops, lets consolidate them and treat them more like terminals that pull people into the campus.*
- N) *Parking areas are too diverse*
- O) *Examine the service drives/loading docks for the campus, particularly those that are near city streets and/or bus stops*
- P) *The University needs more group study areas.*
- Q) *The University needs better signage.*
- R) *We need to continue with efforts to bring our campus into full ADA compliance.*
- S) *Utilize low density parking structures to consolidate vehicle parking, reduce scale of existing parking lots on campus, and release ground for higher valued uses such as buildings and green space.*

### 3. Distinctive Appearance (Social Responsibility)

- A) *Plan for the use of Lamoine River & associated environment for recreation*
- B) *Need to protect & enhance green spaces. Identify ways to use the sloping topography in a positive way*
- C) *The campus lacks a strong physical symbol: many don't think the Sherman cupola serves this purpose very well*
- D) *Stress the Importance of amphitheatre & Lake Ruth*
- E) *Do better job of communicating and convincing public of the importance of the University's role in educating and improving social responsibilities – create a place to enforce this*

- F) *Renovate the Grand Ballroom*
- G) *Update the exteriors of residence halls*
- H) *Close the skirt around the second floor of the Library to help solve water leakages.*
- I) *Continue to improve campus landscaping*
- J) *Utilize more exterior art and architectural elements on campus grounds*

4. Environmental Awareness and Commitments

- A) *Conceptual landscape suggestions should be conveyed in the plan. WIU needs a theme or direction that can be reflected in the physical environment*
- B) *The master plan needs to take into account the wildlife preserve and the farm*
- C) *Recycling: There is a shortage of recycling options for students in the residence halls (styrofoam containers and not properly disposed of), on campus, and in academic and administrative buildings*
- D) *Campus landscaping improvements – suggestions included a tree lined mall with chairs and tables; landscaping that is friendlier to wildlife*
- E) *Rehabilitate the old outdoor theatre area by South Quad*
- F) *Create new and emphasize existing natural settings as well as restorative areas in the landscape*
- G) *Utilize native materials in construction of buildings and on site landscaping*

5. Campus Structure and Order (Educational Opportunity)

- A) *Campus never developed strong sense of academic areas – a clear sense of how campus works to students (structure & organization)*
- B) *Murray Street should be closed to traffic*
- C) *Should integrate bus transit in vehicular view of master plan*
- D) *Build foot bridges over Western Avenue, University Drive, and Murray Street for students to cross to alleviate traffic problems*
- E) *Closing Murray Street will make it very difficult to get around campus*
- F) *Build a parking deck to the east of the University Union (where parking already is) and have it also serve as a press box/sky boxes for Hanson field activities*
- G) *The renovation to the football and baseball stadiums will set high standards for athletic facilities, but I am not sure how this relates to the Target Western Forward plan or possible expansion of the recreation center.*
- H) *Is the University Residence best suited at its current location or should the President live on Adams Street, closer to campus*
- I) *The University needs to limit pedestrian-vehicular conflicts*
- J) *We would like to see build names on buildings with Department names*
- K) *Create meeting areas around the residence hall complexes*
- L) *Create a pedestrian traffic walkway between Knoblach and Union*
- M) *Bus traffic pattern around campus*

6. Accommodating Growth

- A) *Currently there is no center to campus*
- B) *Campus should grow in areas of distinctiveness*
- C) *Campus arrivals and gateways are a high priority*
- D) *The mater plan needs to address sites for future new residence halls – Thompson/Higgins*
- E) *Will the University retain a designated area for future physical development*
- F) *Should there be expansion plans for Horn campus or Kibbe*
- G) *The University must provide accessible parking at all new and existing structures on campus.*
- H) *Safety (lighting, access to emergency call boxes, and building access) must be taken into consideration with the construction of new facilities.*
- I) *What would be the next major classroom building that could be built that would allow the University to grow?*
- J) *Create remote and compact storage to meet needs and requirements of the library.*

7. Utility and Technology Infrastructure

- A) *If it hasn't been done already, offer wireless internet service all over campus*
- B) *Provide top of the line wireless technology in the library and across campus.*
- C) *We need to be sure that CIT is consulted on all technology related matters. Classrooms must be designed as electronic classrooms and the buildings must be wireless.*
- D) *WIU should make a commitment to turning all classrooms into electronic classrooms and complete the wireless plan for our campus. Both of those would be great recruiting tools.*
- E) *Ensure that the cables supporting the internet infrastructure system are sound.*
- F) *In 20 years, I would like to see WIU as an institution of higher learning that serves a worldwide community with a virtual campus equal to its two physical campuses*
- G) *Electronic classrooms are needed to support library instruction*
- H) *Fiber Optics connections to all campus entities, or minimally, Memorial Hall (UTV)- Sallee Hall (Broadcasting)- Browne Hall (CoFAC) - Western Hall and University Union, to facilitate 21st century broadcasting/telecasting of pertinent campus activity.*
- I) *The University must recognize the criticality of renewing and expanding virtually all exiting utility infrastructure through out campus in order to facilitate it's short and long term strategic objectives.*

8. Community Interface

- A) *It would be nice to encourage more restaurants and shops in the campus area for faculty, staff and students to be able to walk to for their lunch hour or dinner*
- B) *Little physical integration w/Macomb, humanistically linked but not physically*
- C) *City residents should be attracted to campus as they are in Madison at the University of Wisconsin*
- D) *Great universities are associated with great dynamic with communities*
- E) *If we can't bring the campus to the city, can we bring the city to the campus?*
- F) *Perhaps a Welcome Center type building at a main entrance would be advantageous to the University. A place where visitors could stop for information, for assistance, for campus tours, for that one-stop shopping idea ...a customer service oriented set up with some meeting rooms and run on-line transportation from this building to create less vehicular traffic on campus for safety purposes*
- G) *How will the proposed interstate improvements impact the campus and how can the campus better relate to this element*
- H) *Define edges & entrance of campus*
- I) *The city is working on a master plan for West Jackson street development which presents huge opportunities for the University. We should work together to blend the physical aspects of Western Illinois University and the city of Macomb.*
- J) *We need to enhance our facilities at the University Golf Course (e.g., new Club House, restaurant)*
- K) *A new pro shop at the golf course*
- L) *The Master Plan needs to address to entrances to campus – off 67 south and Adams Street*

9. Flexibility

- A) *The University is currently responding to a state-mandate to sprinkle the residence halls*
- B) *The University is currently rebuilding several elevators*
- C) *The master plan should be adaptable, but at the same time promote consistent design guidelines for future physical development*

10. Comprehensive Physical Planning

- A) *The Master Plan should be clearly linked to Higher Values in Higher Education*
- B) *Know where the institution wants to go and a plan for how to get there*
- C) *Master Plan should be a tool to assist physical plant in doing their job*
- D) *Stress the importance of an actionable & demonstrable plan*
- E) *Establish a culture of accountability for campus facilities*
- F) *Master plan needed to prevent randomness in upcoming building phase*
- G) *Bring together entire campus on planning activities*
- H) *Need for design guidelines*



- I) *The infrastructure here on campus could use some serious updating*
- J) *The campus needs to go through a major period of remodeling and rebuilding. All of the buildings and their infrastructure are past their prime and are in major need of repair. The mechanical and electrical systems are past their designed lives and need to be replaced and upgraded. Once the project for remodeling Memorial is complete, another major building needs to be remodeled. There should be a priority remodel list of buildings. Many of the comfort and quality of life issues we have in the buildings now are caused by systems that are beyond repair and need to be replaced.*
- K) *We need to engage in space planning (e.g., many state universities have separate structures to accommodate human resource services).*
- L) *Develop construction standards that bring consistency of quality and appearance with emphasis on aesthetic and creative design solutions for campus*

Table 2  
*THE CAMPUS IS THE CLASSROOM*  
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## Master Planning Themes and Representative Comments Received

1. Learner Centered Campus (Academic Excellence)
  - a. *Importance of Science labs*
  - b. *Create adequate Library space*
  - c. *A larger library*
  - d. *Include a child care center to support academic programs as well as students, faculty, and staff.*
  - e. *Facilities for hospitality management program?*
  - f. *Give consideration to storage space / areas*
  - g. *Create storage space for faculty instructional materials, etc.*
  
2. Linking the Campus Areas (Personal Growth)
  - a. *Some form of presentation area – whether a multi-purpose room or ?? that would allow visiting concerts, recitals, plays, etc that can be accessed without penetrating security envelope of classrooms, offices (permitting easier after-hours use).*
  - b. *Evenings & weekends will require special amenities – lights for evening, quiet personal spaces*
  - c. *Need for indoor quiet communal study spaces*
  - d. *Consider need for quiet space for student study*
  - e. *A quiet place/room where students, staff & faculty could go and nap, meditate or just get away from it all*
  - f. *Confidential records room*
  - g. *Faculty conference room*
  - h. *Work space for Graduate Assistants*
  - i. *Work space for administrative assistant with reception area*
  
3. Distinctive Appearance (Social Responsibility)
  - a. *There should be an architectural theme / complimentarily (not necessarily consistency) through all buildings. With consideration for economics, make facilities as aesthetically pleasing as possible, layout should not be utilitarian, etc.*
  - b. *Water fountain, benches, sitting spaces for students on the exterior*
  - c. *Perhaps outside walk of indigenous plants, focus on Mississippi River and ecology, ichthyology (fish)*
  
4. Environmental Awareness and Commitments
  - a. *Use environmental & sustainable design*
  - b. *Maintain park feel, and linkage to the Mississippi River: maintain an environment that enhances interaction (e.g., sitting areas, flower gardens, etc.).*
  - c. *Perhaps emphasis on health and wellness, by walks, using ecologically sound building materials, etc.*
  
5. Campus Structure and Order (Educational Opportunity)
  - a. *Clarify the academic programs and administrative units that will go in the first three buildings.*
  
6. Accommodating Growth
  - a. *Plan for 3,000 students as the initial goal and then move to 5,000 students as a goal.*
  - b. *4 lab training classrooms*
  - c. *4 small interview rooms*
  - d. *3 group rooms with mirrors and technology*
  
7. Utility and Technology Infrastructure
  - a. *The entire facility should have embedded, technological flexibility (high capacity broadband, Wi-Fi connectivity, docking stations, etc.)*
  - b. *Larger or more computer labs*
  - c. *Provide appropriate technology (bug in the ear, video cameras, etc.)*

8. Community Interface

- a. *Traffic ingress / egress (both 34th and River Road) with linkage to public transportation (tie to Metro-Link?) and sufficient parking, even if some of it is gravel overflow lot between building and railroad tracks.*
- b. *Bridge over River Road or traffic light-controlled walkway to access river biking /walking path and Butterworth park.*
- c. *I just want to remind folks of the idea to put a public aquarium in the metal building, it would be income generating and there is a non-profit organization looking for a site to put an aquarium. It would fit nicely with WIU's Graduate Certificate in Zoo & Aquaria Studies*
- d. *Integration of recreation & fitness*
- e. *A bookstore where school supplies, WIU logo items and textbooks could be purchased*
- f. *Link the Riverfront campus up with the riverfront bike/walk path*
- g. *If restaurants are developed on the riverfront, a shuttle back and forth to those restaurants - really nice for staff with limited lunch time and for all if parking is an issue at the Riverfront campus*
- h. *A snack bar or more extensive vending area*
- i. *An exercise facility*

9. Flexibility

- a. *Provide adequate parking*
- b. *Provide ample green space*
- c. *ATM or desk where students can get change or cash a check*

10. Comprehensive Physical Planning

- a. *All internal spaces should be designed for maximum utilization flexibility (avoid single-use rooms), with sound barriers between all rooms.*
- b. *Call boxes on the grounds with phones that call campus security for help*
- c. *Sound proofing and locking capabilities for entire department area*