

SUMMARY REPORT

January 2016



Acknowledgements

OSU-Cascades gratefully acknowledges the important contributions of our 83 Advisory Group members.

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Executive Summary

The Oregon State University-Cascades campus in Bend is getting started. After several years of planning, construction is well underway for the first phase of development on a 10-acre parcel near SW Century Drive and Chandler Avenue. Now, the University is purchasing a 46-acre site that adjoins the initial campus development site. Formerly a pumice mine, the site's topography presents unique design opportunities. Another 76-acre parcel nearby, a former demolition landfill, is also being considered for long-range campus expansion.

Meanwhile, long-range planning continues for the next phases of campus development. OSU-Cascades has initiated a community engagement process to advise the architectural design team working to prepare the long-range campus plan by 2017. As an element of community engagement, advisory groups have been recruited to offer strategic advice on four topics: health and wellness; sustainability; arts, culture and enrichment; and community integration.

Members of the four advisory groups met from November 2015 through January 2016 to offer their views on strategic questions posed by university administration that center on campus design. The following presents highlights from the four advisory groups' discussions.



Four advisory groups convened for facilitated discussions on key aspects of campus development.

Health and Wellness

Vision:

Students and staff leave campus healthier than when they arrive.

Health-wellness-fitness are fully integrated with campus design and programs, and in sync with the Bend/Central Oregon self-image.

Highlights:

- Health and wellness must be integrated into campus design and curriculum. Inspired spaces are needed where the university community can teach and learn, study, exercise, eat, hike, climb, play, gather and interact, reflect, encounter the environment.
- A healthy campus hinges on successful, collaborative partnerships with local health care providers and other groups. The campus will need flexible, multi-use space to enable partners to serve students.
- Transportation issues are a key barrier for delivering services to students. Even with some health services available on-campus, most community health care facilities will be off-campus. Solutions include bicycle and pedestrian connections, alternative transportation modes and finding ways to provide basic services on campus.
- Prioritizing and phasing health and wellness facilities/programs will be critical to success. The university can't do everything at once; setting priorities means asking and answering key questions. What's most important to do well first: a health center with multi-use/flex space, childcare, interfaith area, a fitness center and outdoor recreation options?
- A commitment to health and wellness requires closer communication with students. OSU will need multiple communication platforms to inform students of available on/off-campus resources, encourage healthy lifestyles, and help them navigate the healthcare system.

Sustainability

Vision:

OSU-Cascades is a model for sustainable design and practices. The campus presents an experience that transforms behavior of the campus community and visitors, on and off campus.

A curriculum focused on promoting and innovating sustainable practices attracts unique students, faculty, and corporate investment to benefit the university and community.

OSU-Cascades demonstrates an unwavering commitment to shaping a future that is socially, economically and ecologically sustainable.

Highlights:

- Design a well-planned green campus that is a living laboratory for a sustainable educational community. All resources should be conscientiously designed, intentionally used, recycled, renewed and monitored.
- Build systems to educate, encourage and track individual and campus-wide environmental "footprints." Develop a comprehensive sustainability scorecard rating and tracking system.
- Create and promote the business case, branding and track record to gain community support and engagement with OSU-Cascades as a unique, attractive and influential "Living Learning Lab for Sustainability". Share progress toward goals and actively communicate with regional partners.
- Secure strategic collaborative partnerships with local and regional corporate, governmental and community leaders for the resources, expertise and commitment to implement and sustain sustainable innovations over the long term. Start with local partners and vendors, while recognizing that national/international resources will also be needed to stay on the cutting edge of sustainability. Walk the talk through campus and local procurement policies, programs, products, internships and employment opportunities.



Arts, Culture and Enrichment

Vision:

OSU-Cascades becomes a regional hub – virtual and physical – for arts, culture and enrichment activities, connecting artists, students, faculty and patrons to increase attention for and influence of the arts.

Highlights:

 OSU-Cascades should be a leader in the arts, setting a high quality standard and willing to take risks.
 OSU should make a statement, creating an environment for arts and culture that embodies OSU-Cascades' commitment and quality standard: with indoor and outdoor performance spaces, community gathering and showcase facilities, sculpture garden, etc.



Ray Solley and Cate O'Hagan report on the results of the Arts, Culture and Enrichment advisory group.

- Arts and culture offerings should build organically from the University's current foundation and strengths: today's programs, curriculum, talented faculty: "Grow the programs we already have"; arrange programs and classes that "light a fire" to stimulate students' creativity.
- The curriculum can weave together art with anthropology, history and art history, placing it in a deeper cultural context that enhances learning and connects OSU-Cascades to this region.
- The University must learn to collaborate with the loose-knit network of mostly small non-profit organizations that currently run ACE programs in the region. The main challenge for this local arts scene is the lack of a sustainable funding model.
- To fulfill its mission in Central Oregon, OSU-Cascades will need to be a leader in making arts and cultural experiences accessible and relevant to the people who live here.

Community Integration

Vision:

The University is committed at all levels – administration, faculty, students – to acknowledge and address impacts on and near the campus.

The campus is integrated (not isolated) from the community, inviting public use.

Highlights:

- OSU-Cascades will be an economic engine that vastly reshapes the community and the well-being of its inhabitants. However, the benefits of the University can only be fully realized through thoughtful integration of the campus with the community.
- The most challenging problems to address are traffic congestion and student housing, which are closely related. Providing adequate, appealing and affordable oncampus student housing options is critical to minimizing traffic impacts.
- The OSU-Cascades campus should be fully connected with an expanded citywide
 and regional network of bike and pedestrian trails, along with an improved public
 transit system. With improvements to these systems and supporting on-campus
 amenities (transit shelters, bike lockers, covered paths, etc.), students and staff should
 be able to live, work, teach, learn and recreate without needing their own personal
 automobile for daily use.
- The OSU-Cascades campus should take the form of a compact "ski village" that clusters residences with educational commercial recreational uses. The density will allow ready pedestrian and bicycle access to destinations on- and off-campus. Much of the campus can remain auto-free.
- The north and west campus boundaries should be well buffered from the residential neighborhoods. To the east and south, the campus/community interface should intermingle college and public facilities and activities. The boundary between the neighborhood and campus should be "soft", with a transition area where the campus and community merge. Community members should feel welcome on-campus.

Advice Wanted! The Community Engagement Process

What's Next for OSU-Cascades?

Planning for the next phases of OSU-Cascades campus development begins in early 2016 and is projected to take 17 months. Long-range planning will involve the design team and an internal OSU Steering Committee. Other important participants will include City staff, and the Bend City Council and Planning Commission, along with ongoing involvement of community members.

OSU-Cascades Long-Range Development Plan 2015 – 2035

Academic and Research Buildings
Housing and Student Life
Land-Use Plan
Landscape and Open Space
Circulation and Parking
Utilities and Infrastructure
Design Standards
Building Systems

Some of the questions to be answered about campus development:

- What academic programs will be offered?
- What are the research space needs?
- What is necessary to support student success?

- What percentage of students will reside on-campus?
- With whom should OSU-Cascades co-locate? Non-profits or businesses?
- Which organizations will be key partners for OSU-C campus development?
- How large will the campus be? 56 acres or 130 acres, for 3,000 or 5,000 students?
- What transportation system improvements will be needed?
- What are the costs and funding opportunities for site remediation (pumice mine and demolition landfill)?

At the same time, academic program planning is also underway. Currently, OSU-Cascades offers 18 undergraduate majors and three graduate degrees. In the future, University leaders envision the campus may ultimately offer 35 to 45 undergraduate, graduate, and certificate programs. Nursing, education and English are on the short list for early additions in the coming years. First, the University's academic planners must confirm: student demand for the programs; the match with OSU-Cascades' vision, mission and ethos; and the infrastructure/resource requirements.

Campus Expansion Advisory Committee/Recommendations

OSU-Cascades formed the Campus Expansion Advisory Committee (CEAC) in April 2013 to help inform and gather input from the Central Oregon community as OSU-Cascades expands to a four-year university on its Bend campus. Co-chaired by Matt Shinderman, a senior instructor of natural resources and the faculty lead for the sustainability degree program, and Jodie Barram, former Bend City Councilor, CEAC provided expertise on important issues OSU-Cascades and the community face as the new campus develops. The topics included transportation and parking, community outreach, health care, infrastructure, business partnerships, housing, neighborhood livability, regional collaboration, and sustainability. The CEAC members researched each topic area and developed recommendations.

To date, OSU-Cascades has adopted 92 of the CEAC's 115 recommendations to be included in campus planning. These earlier CEAC recommendations were accepted as a "given" and served as a foundation for the more recent advisory group process informing long-range campus development planning.

Advisory Group Process

The next phase of community engagement (just completed) involved convening four large (19 to 29 members) advisory groups, who were asked to consider key aspects of campus design:

Health and Wellness Sustainability Arts, Culture and Enrichment Community Integration



Advisory group members included some veterans of the CEAC process, subject area experts, OSU-Cascades students and staff, and some members who were selected through an application process.

The goal for the advisory group process was to re-engage and excite the Bend/Central Oregon community about the future OSU-Cascades campus.

Desired outcomes also included:

- Wider local understanding and support for the OSU-Cascades campus
- A clear, long-term vision for a 3,000 to 5,000 student campus
- · Bend City officials' involvement and support
- State officials' confidence to ensure timely funding

The four advisory groups were organized and facilitated based on a set of *Framing Principles* adopted for this phase of community engagement (see box). Examples of the advisory group guidelines:

- Gather a broad range of opinions not try to reach consensus
- Review, but not rethink, the earlier work of the Campus Expansion Advisory Committee
- Not revisit earlier decisions, including selection of the present site

A joint orientation session set the stage for the advisory group process. Participants were updated on OSU-Cascades campus development then were briefed on their assignment. The orientation also included a visioning exercise, with advisory group members invited to share their personal visions for long-range campus development. Each advisory group met twice, for three hours per meeting. The groups were individually facilitated by a consultant team member. (With 30 members, the Community Integration group was given two facilitators.)

Framing Principles

- Organize an open, transparent and well facilitated community conversation that includes a wide range of ideas and perspectives to contribute to long-range campus design.
- Establish a clear, well defined assignment for the advisory groups, clarifying their role is advisory.
- Seek broad advice rather than consensus on future development of the OSU-Cascades campus. A range of perspectives is acceptable and valued.
- Build on earlier recommendations produced by the Campus Expansion Advisory Committee and related task forces.
- Acknowledge and honor OSU-Cascades' decisions and commitments to date regarding campus planning. Focus discussion on long range development planning for the selected site, rather than facilities and architectural design.
- Design and conduct an efficient process that respects time commitments of advisory group participants and staff.



OSU-C student Molly Svendson shares the student experience with advisory group members at the November 18 joint orientation session.

Each advisory group was assigned four to six strategic questions that became the focus for their meeting discussions. Examples of the strategic questions –

For Health and Wellness:

- How can the campus design contribute to a culture of health and wellness? What are the key components necessary to promote wellness?
- What promising collaborations or community partners could help OSU-Cascades promote health and wellness?

For Community Integration:

- How can the community benefit from the OSU-Cascades campus? What concerns should be addressed?
- What should be the character of the interface between the university and surrounding neighborhoods and resource areas?
- The advisory group process wrapped up with a joint sharing session, convening
 members of all four groups once again. Each advisory group reported highlights of
 their discussions on Health and Wellness, Sustainability and other topics. Then,
 participants joined in a collective exercise to explore areas of convergence among
 the groups' recommendations.

OSU-Cascades Long Term Development Planning Community Engagement Schedule

October – November, 2015 Advisory Group Recruitment

November 2 Chamber of Commerce Forum

November 10 Health and Wellness

November 18 Joint Orientation Session

December 3 Sustainability

Arts, Culture and Enrichment

Community Integration

December 7 Health and Wellness

January 7, 2016 Sustainability

Arts, Culture and Enrichment

Campus Vision

At the outset of the community engagement process members of the four advisory groups gathered for а joint orientation session. They were invited to share their personal visions for the long-range development of the OSU-Cascades campus over the next 100 years. Elements of these individual visions were considered again in a joint sharing session at the end of the advisory group process, looking for areas of convergence.



The joint session on January 21 allowed for dialogue among the four advisory groups on their ideas and recommendations.

The shared vision for the OSU-Cascades developed on behalf of the 83 advisory group members:

WE ENVISION the Oregon State University-Cascades campus as a dynamic hub of higher education located in the heart of our community, serving the people of Bend, Central Oregon and beyond with superior teaching and learning.

Our campus respects and connects with our neighbors, honors our natural environment, advances our region's economic innovation, and offers healthy, high-integrity academic experiences, transforming student lives and enriching our community's culture and livability.

The 'place-based' campus design speaks to the outdoor values and lifestyles of Central Oregon, reflecting our community's aesthetics with buildings, materials and landscapes inspired by the High Desert. Bicycle trails, pedestrian walkways and public transit reduce traffic and increase access to campus and points beyond, inviting our community to use and enjoy its public amenities.

Our campus is forward looking in its use of sustainable design and leading edge technology, and highly flexible in its ability to accommodate the change. In fostering open communication and interaction at every level, the OSU-Cascades campus connects people, promotes inclusion, encourages respectful behavior, and minimizes impacts on surrounding neighborhoods.

Strategic Questions/Advisory Group Responses

The core of the assignment for each of the four advisory groups was to answer a set of strategic questions specific to their topic. The following sections summarize the advisory groups' responses.

Health and Wellness

What emerging trends will shape the future for health and wellness?

Because of the recent and dramatic changes in health care across the nation, still unfolding, the Health and Wellness group's discussion centered on immediate trends that greatly impact the delivery of health related services to students. To be prepared for the future, the group concluded OSU-Cascades will need a holistic approach to health with all aspects of wellness interconnected and integrated:

- Cost efficiency and health insurance
- Positive wellness behaviors (and incentives for them)
- Personal resilience
- Importance of social determinants of health
- Equity and access
- Culturally responsive programming and services
- Alternative therapies
- Technology
- Integration of wellness into education across the curriculum
- Healthy conversation, norms, messages, culture of wellness

How can the campus design contribute to a culture of health and wellness? What are the key components necessary to promote wellness? (programs – not facilities)

The group discussed the "Seven Elements of Wellness" developed by the Campus Expansion Advisory Committee: environmental, intellectual, emotional, physical, social, spiritual, and occupational. The campus design needs to consider all seven elements and encourage a culture of wellness. Specific recommendations for the campus design include making wellness visible and accessible everywhere:

- Virtual and physical reminders
- Natural light
- Commute options
- Indoors and outdoors
- Movement patterns across the campus and community that encourage social connectivity
- Outlets for extra-curricular programs, clubs

A number of dedicated space needs were also discussed. Group members felt that many of the services could be provided in flexible use space. Spaces / locations would be needed for the following health and wellness services / activities:

- Counseling/mental health
- Acute care/crisis intervention
- Research
- Staff/faculty break rooms
- Child care and family support
- Physical activity and fitness
- Career planning
- Sacred spaces (indoor and out)
- Places for whimsy and play
- Places to be alone

What promising collaborations or community partners could help OSU-Cascades promote health and wellness?

Advisory group members agreed that partnerships are a necessity to provide health services to students. Promising collaborations included transportation services, public and private fitness/recreation service providers, public and private health service providers, non-profit organizations, business community, faith community and others.

OSU-Cascades Campus Development Potential Partners

Bend Endurance Academy

Bend Parks and Recreation District

Bend Police Department

Better Together

BMC

Cascade's Public Transit System

Central Oregon Health Council

Central Oregon Oral Health Coalition

Central Oregon Research Coalition Children's Forest of Central Oregon

COCC

Deschutes County Health Services

Deschutes County Mobile Crisis Unit

Deschutes Land Trust Early Learning Hub

Family Resource Center

First Presbyterian Church

High Desert Food and Farm Alliance

Kinesiology Club

Mosaic Medical

Mt. Bachelor

Neighbor Impact

OSU Extension- Nutrition Services

Parent Education Hub

Public School District

Shared Future Coalition

St. Charles Emergency Services /

Health Systems / Primary Care

St. Helen's Center

Suicide Prevention Alliance

US Forest Service Volunteer Connect

Volunteer Connect

Youth Council

Health and Wellness members discussed how the potential partnerships can influence the design of the campus. The need for partners to help provide services drives the need for flexible space for use by community resources. Multi-use space that can transform/shift for various needs will provide more opportunities to provide a full range of services to students.

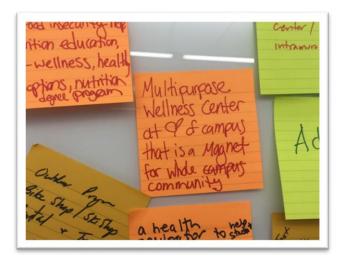
Transportation needs also drive the design. Members made a list of transportation-related "must haves" for delivering health services:

- Bike baths/racks; cages for bike racks
- Shower facilities
- Bike repair spaces/classes
- Bike share/car share services

What barriers confront OSU-Cascades for health and wellness, and how can they be overcome?

Barriers to providing health and wellness include:

- Site constraints for physical structures and outdoor spaces
- Neighbor issues
- Proximity of campus to providers
- Transportation barriers to services
- Lack of mental health and mental health service providers in community
- Lack of culturally sensitive services
- Need for significant coordinator of services



- Challenge of including spiritual well being services at a public institution
- Stigma of mental health services
- Insurance costs / funding for services not covered by insurance
- Lack of control over what businesses locate near campus
- Abundant opportunities for students to experiment with drug/alcohol resources

Ideas for overcoming barriers:

- Ensure effective communications to educate students about available resources and prevention/awareness
- Ensure confidentiality
- Disseminate information/destigmatize
- Create non-party culture for campus; help be a positive force in community

Sustainability

What emerging trends will shape the future for sustainability?

The Sustainability advisory group identified the following emerging trends that will impact development concepts of the OSU-Cascades campus in the near future:

- Increasing student debt challenging equitable access to a college education for all students.
- Interest in but complexity with integrating community values and policies especially related to natural resource use and regeneration.
- Creating a curriculum and campus culture focused on entrepreneurial resourceregeneration as an alternative to a focus on a growing economy.
- A priority for academic excellence to attract students, faculty and resources.
- Clear regional and community demand for alternative transportation options bus, ride-sharing, bicycle, and pedestrian paths, designs and infrastructure.

What steps can be taken to achieve OSU-Cascades sustainability goals for transportation, energy, water and waste (e.g., Net Zero Waste)?

- Design a well-planned green campus that is a living lab for a sustainable, educational community from all aspects. All resources are conscientiously designed, intentionally used, recycled, renewed and monitored.
- Build systems to educate, encourage and track individual and campus-wide environmental "footprints" on all levels with base studies, clear goals, short-term successes, and long-term community impacts.
- Create and promote the business case, branding and track record to gain community support for and engagement with OSU-Cascades as a unique, attractive and influential campus.

Which sustainability scorecard is best suited for OSU-Cascades (STAR or an alternative rating system)?

 The advisory group favored customizing a STAR based scorecard as it offers a comprehensive multi-dimensional means of tracking, comparing, and communicating results relative to goals on many criteria levels.



The Sustainability advisory group favors using the STAR scorecard to measure progress on sustainability.

What promising collaborations or community partners could help OSU-Cascades achieve the sustainability goals?

- Strategic collaborative partnerships with local, regional, national and international corporate, governmental and community leaders are needed for the resources, expertise and commitment to achieve sustainability goals over the long term.
- Regional partners include: local manufacturers, technology firms, Apple, Facebook, bio science firms, regional developers, Deschutes National Forest, breweries, water and air quality agencies, waste management and other local firms and policy leaders.
- Leverage OSU influences and regional endorsements to secure outside financing, expertise and resources.

What barriers confront OSU-Cascades for sustainability, and how can they be overcome?

- The advisory group recognized that the challenge to raise funds needed to address priority visions and goals for the campus design focused on sustainability creates a potential barrier.
- Additionally, the ability to create programs and policies addressing transportation, environmental and resource use for an urban campus integrated with surrounding community presents challenges.
- By partnering with local supporters, the OSU Corvallis campus, neighborhood and local government agencies and other strategic partners, OSU-Cascades can establish the credibility, momentum, and precedence to overcome significant barriers.

Arts, Culture and Enrichment

What emerging trends will shape the future for arts, culture, and enrichment?

Most of the emerging trends are seen as being on the immediate horizon, in the next 5-10 years:

- Technological innovations embraced to make and share art online.
- Boom in arts/cultural/heritage/culinary tourism, driven by Baby Boomers, with Bend emerging as a destination.
- Trend toward participatory versus observational art, with new audience expectations.
- Tension/cross-fertilization as new creative disciplines burst onto the scene, blurring boundaries and opening limitless possibilities to integrate the arts with other academic disciplines, business, sustainability, health, etc.
- The official conversion of STEM (science technology math) to STEAM (inserting art), creating a permanent place for the arts in the K-12 curriculum.
- Population growth, in-migration, growing diversity.
- Changes in the natural world: climate change, environmental degradation, loss of native habitat.

The direction for one trend seems unclear: funding for the arts. The current patchwork system for funding the arts seems to be in a flux, unsustainable – but a solution isn't yet apparent.

What are the region's long-range aspirations for arts – culture – enrichment? Where are the most significant voids in our region?

The shared aspiration is that OSU-Cascades will transform the local arts scene, with Bend/Central Oregon having richer, more diverse offerings, becoming a place where artists and arts professionals can make a living – "like Ashland."

The campus should become a center for arts-culture-enrichment and the creative community, a hub, a gathering place and creative incubator for multiple art disciplines, and artists.

The voids to be filled include facilities: performing arts center, visual arts center, museum, cultural center, contemporary arts center, rehearsal spaces, exhibit spaces, art studios and labs.

Further aspirations for OSU-Cascades in arts, culture and enrichment:

- Enhance the intellectual presence, relevance, depth, visibility; increase audience appreciation for the arts. Promote intellectual collaborations an Institute.
- Update Bend's arts offerings; make the local arts scene more contemporary; take risks.
- Contribute international flavor, ethnic and cultural diversity broaden audience participation to include older and younger residents.
- Help the community develop a new funding model for the arts.

What are the institutional capabilities of OSU-Cascades in arts, culture and enrichment? How do these align with the region's voids?

The main advice for OSU-Cascades is to partner with the local arts/creative/cultural community: build on existing strengths, piggyback, collaborate, promote, leverage. The University is in a unique position to nurture interactions between arts, culture and various academic programs and disciplines.

The University's institutional capabilities also include its potential to set a higher quality standard: elevating the value of the arts in the community; attracting a faculty of diverse, talented arts and culture professionals; offering meaningful content; and providing leadership in the local arts sector. This leadership role also includes risk taking and experimentation – "a safe place to fail."

The University will also have physical space for arts and cultural activities: offering new spaces and greater capacity. These facilities can be used in creative ways, for example to host summer programs for the community.

OSU-Cascades' institutional capabilities may also include:

- A more clearly defined artistic vision for the region; a new arts and culture identity.
- Promoting a more participatory approach to the arts, DIY "Get scrappy."
- A multi-discipline, "balanced," arts curriculum.
- Funding solutions; more efficient use of limited dollars available for the arts.

What programs and curriculum should OSU-Cascades offer for arts – culture – enrichment?

Advisory group members underscore the need for OSU-Cascades to cover a cross-section of the arts, "the basic building blocks": design, studio arts, music, theater, dance, writing, media, film making. Programs should "spark interest" – encourage intellectual curiosity and promote a high level of discourse, research and analysis, and introduce mind-stretching concepts.

Other priorities mentioned for programs and curriculum:

- Programs/classes with hands-on creative content
- Those with immediate applications in art-making and business
- Enhancing multi-cultural experiences for students, staff and community; exposing all to different cultures
- Connecting the arts to the region's natural history and anthropology
- Quality vs. quality
- Communications



Chantal Strobel of the Deschutes Public Library offers her insights to fellow members of the Arts, Culture and Enrichment advisory group.

What are promising collaborations or community partnerships?

There's no shortage of promising arts and culture collaborations suggested to increase the University's *collective impact* in Central Oregon and beyond. Advisory group members point to possible partnerships with local community groups, artists and individuals, schools, the business community, and arts organizations and funders outside the region. The opportunities represent *"many layers"*:

- Forming creative teams
- Sharing space
- Pursuing funders and funding
- Offering mentorships and internships

An incomplete list of potential partners identified by advisory group members:

Arts & Culture Alliance of Central Oregon

Bend Film Festival

Caldera COCC

Bend La Pine Public Schools Deschutes Public Libraries

EDCO

High Desert Museum

Native Arts & Culture Foundation

Oregon Community Foundation

OSU-Corvallis

PICA

Portland Art Museum

Scale House Sisters Quilt Show

Tower Theater

Visit Bend/Cultural Tourism Commission

Warm Springs Confederation

What barriers confront OSU-Cascades for arts, culture and enrichment, and how can they be overcome?

The barrier named by most advisory group members is funding – or a lack thereof. Without a dedicated funding source for arts and culture in Central Oregon, many organizations remain small, struggling to survive "on a shoestring." And there's little money available for collaborations. While this is the daunting reality, some observers wonder what OSU-Cascades can do. Should this be a priority?

A second barrier is partnerships among arts and culture organizations – important for the University's future role as a "hub," and "aggregator" or "convener" – but time consuming to arrange. A solution suggested by participants is for OSU-Cascades to choose its partnerships very strategically.

Another barrier is characterized as arts and cultural "illiteracy", lack of interest or local "ownership." In some quarters, the arts are misunderstood as elite or "ivory tower" activities. A related problem is competition for participants in Central Oregon with year-round outdoor recreation and so many other attractive opportunities. Possible solutions mentioned include building greater awareness of the economic benefits of the arts, and long-term audience-building activities across arts and culture.

Additional barriers identified by advisory group participants:

- The region's geographic isolation, weather, small talent pool, seasonal residents and lack of public transit.
- OSU-Cascades is "starting from scratch" with limited arts programs and classes, no facilities, and a perception of the University as an "alien" unknown in the arts, and culture community, and lacking community trust.
- The absence of strong arts education in local K-12 schools.
- A Bend-centric, westside-centric impression of the University.

Community Integration

The Community Integration advisory group continued the dialogue on many of the same topics covered in the CEAC process with similar results.

What emerging trends will shape the future for community integration?

The Community Integration advisory group's emerging trends included changes in transportation preferences, student demographics, technology, and population growth in the Bend area.

Many advisory group members agree that use of personal vehicles will decrease over time due to ride share options, better public transit, and potentially new transportation methods. Others think OSU-Cascades campus should be realistic and not plan on having a reduction of personal vehicle use and instead ensure there are adequate parking resources.

Other trends mentioned:

- Advisory group members say student demographics are changing and OSU should expect to have older students, some with children and families.
- Advances in technology will change how and when students learn. Web-based learning opportunities may decrease the need for classroom space.
- Population growth will help move Bend toward more urban, denser design and promote investment in alternative transportation modes.
- Other trends include: diverse housing preferences for students and faculty; the evolving mobile workplace; and a need to integrate community members into the

campus space as more retired community members seek lifelong learning opportunities.

How should OSU-Cascades define community-wide livability? What are the key components?

The advisory group's key components for community-wide livability include:

- Improve the local economy.
- Provide full-time jobs that can support a family.
- Graduate students that are employable in the community.
- Use, hire, consume local products and services.
- Develop internship opportunities in the community.
- Provide space for a business incubator for job creation.
- Foster industry/academic partnerships.
- Encourage K-12 students to attend college.



The 29-member Community Integration advisory group discussed how to design a campus that ensures community livability.

How to be a Good Neighbor:

- Manage transportation access to campus.
- Coordinate with the City of Bend's links to the City's bike/ped paths.
- Create a soft boundary between campus and the community.
- Encourage student to be socially conscious students; promote community service.
- Embrace cultural diversity on the campus.
- Provide spaces that are available for the community.
- Communicate with the community.

How can the community benefit from the OSU-Cascades campus? What concerns should be addressed?

Community benefits and concerns identified by advisory group members:

Benefits	Concerns
Increased diversity	Housing: availability/pricing/condition
Younger, vital population	Traffic congestion/parking
Cultural enhancements/performances	Safe passage for bicycles & pedestrians
Global viewpoint	Demand on services, parks trails,
Intellectual stimulation	habitat
Higher level of sustainability	Security/terrorism
Higher density; better transit	Political change
Leadership	Quality of life
Access to education	Noise
Diversification of the economy	Light pollution
Local educated workforce	Alcohol usage
Human capital/labor pool	Intergenerational conflict
Retaining local youth	Polarized neighborhoods
Attract more outside dollars	
Attract new businesses	
Beehive for Bend's economy	

What should be the character of the interface between the university and surrounding neighborhoods and resource areas?

OSU-Cascades Campus' high level use area should be oriented to the east where the neighboring use is most intensive. On the western boundary—close to established residential neighborhoods--facilities should be low intensity, daytime uses.

Every part of the perimeter should be an extension of what is developed across the street from campus. Community amenities such as like restaurants; child care centers; library space, recreation facility or outdoor spaces should be at the edge of the campus where community members can use them as well as students and faculty.

The campus core should be car-free and densely built like modern ski villages (Squaw Valley, North Star, Whistler, Vail). Access for cars should be limited. Walking and biking should be encouraged through the use of multiple entry points connected to community paths.

To improve safety for students and reduce traffic congestion, pedestrian bridges or underground passages across the major streets should be considered.

The use of variable landscaping could be used to denote transition zones.

For access – amenities – open space – landscape – housing – transportation – parking – what should be the high level priorities given to the campus design team?



Top priorities include managing transportation and housing issues. The advisory group recommended providing amenities that encourage students to stay on campus, with community members invited to utilize the campus resources.

Transportation & Housing

- Be an almost car-free campus, but plan for realistic parking needs
- Provide limited access for car access
- Design campus with a transit hub and features that encourage biking and walk
- Develop a compact design for the campus which leaves room for open space
- 60% of students living on campus
- Consider over or under passes across major streets
- Provide bike storage areas / zip cars / parking garage
- Create shuttle service from remote parking; access on campus or electric shuttles on campus
- Provide car charging stations; have bikes available on campus to get around
- Develop adequate on-campus housing options that are appealing to all students

Amenities

- Student health center
- Davcare
- Multi-use cultural center / place for a veteran center
- Wall spaces to serve as galleries; comfortable to sit and hang out
- Athletic facilities / fitness center with a pool
- Lecture halls open for the community
- Cafes / brewpub / small grocery store
- Library open to the public
- Underground corridors that connect buildings / covered pathways
- Rooftop green spaces
- Beautiful natural landscaping and art

What barriers confront OSU-Cascades for community integration, and how can they be overcome?

The biggest barriers include student housing and traffic impacts. Developing appealing housing on campus is a solution for both addressing the housing needs and reducing traffic impacts. Creating a walkable/bikeable campus and improving Bend's public transportation system are considered key ingredients to reducing students' need for daily use of a vehicle.

Concerns for integrating students with the established community is also of concern to some advisory group members. One solution is to promote student health and wellness through education, and support reduced use of alcohol and other substances. Other ideas include promoting student community service (volunteerism) which provides opportunities for community members and student to get to know one another better.

A Campus Imagined: Advice for the Design Team

Advisory group members were also invited to offer advice for the soon-to-be-chosen campus design team. Much of the advice centers on five themes:

- "Sense of place" a design, building materials, natural lighting, landscaping consistent with the high desert setting
- Forward looking cutting edge, adapted to a future with constantly emerging technology
- Connected to Bend carefully integrated with the surrounding neighborhoods and city;
 welcoming to community members
- Flexible adaptable to the diverse and ever-changing requirements of today's (and tomorrow's) university
- Designed to lessen off-site impacts promoting non-auto travel, providing adequate housing on and near campus.

The following advice on these themes (and others) is voiced by individual advisory group members through dialog and worksheets submitted at the January 21 Joint Sharing Session.

Sense of Place

- Add "sense of place" design with "Eastern Oregon style"? Include all cultural communities in the design.
- Just because we are in an area dominated by wood and craftsman style



Advisory group members attending the joint session give suggestions to OSU-C staff and the campus design team.

- doesn't mean the campus has to adhere to that trend. "Forward thinking" and "respect for the natural world" can be compatible.
- The campus should take full advantage of the high desert's natural beauty, light and resources in all ways.
- "Fit" for Central Oregon expresses the uniqueness of our region.
- Use of native plants; facilities reflect the environment we live in.
- A campus that looks natural on the Bend landscape, that is welcoming, that discourages driving.
- Plan for growth but don't get too big.
- Unique to Bend. Lots of natural light.
- Open and inviting design natural light, local materials (timber, rock, plants).
- A design that embodies a sense of place consistent with the high desert region.

Forward Looking

- Strive for design that is cutting edge 50 years from now.
- Take the campus farther than you thought possible. Don't be afraid to reach high and go far.
- The world will change more in the next 20 years than in the last 200. Get ahead of the curve: digital campus, driverless cars, AI, quantum computing.
- The design should inspire and innovate.

Connected

- It should be a draw for students and community alike: some place they want to spend time
- Blur the edges. Bring businesses into campus. Create community awareness and appreciation.
- The university should not be isolated (physically or otherwise) from all other members of the greater Central Oregon community.
- Include nearby areas along Chandler and Century so that plan integrates development in those areas.
- Connect Bend to the campus.
- Common gathering spaces that invite dialogue: prominently placed, at ground level so folks can see.
- Buildings that are clearly labeled can be easily differentiated, thus allowing followers to easily identify the buildings they'd like to visit.

Flexible

- As a modern educational institution, the campus needs to maintain its flexibility of offerings, and the physical campus design needs to enable and empower that flexibility.
- Campus should feel "special" upon entering. But let it grow, change and improve over time
- We need a creative, flexible, dynamic library space that can fulfill multiple uses throughout any given day, encouraging students to be creative academics.
- Build for 5,000 student campus, not 15,000.

Lessen Off-site Impacts

- Provide enough parking for students and guests for daily use and special events!
 Enough housing!
- Please address how to integrate the surrounding area via transportation and minimal need for cars.
- The campus should meet most of the daily needs of campus users in close proximity. To
 do this, it should balance academic facilities, non-academic amenities, and house 40%
 of students on campus.

Additional Advice

- 60 percent of campus design seems related to physical structure; almost as much time should be devoted to the program of outreach systems of the university.
- OSU-Cascades could become the first campus to be a certified living community.
- Integrate safety with openness.
- Don't overlook simple things: tiered seating in classrooms, showers, good use of space in offices, adjustable classroom podiums.
- Focus the design on inclusivity how it can be designed to confirm different identities are welcome, represented and included in structure, art, design, etc.
- Look at current best practice campuses of similar size and scope, then try to set a new bar whenever possible.



Associate VP Kelly Sparks thanks advisory group members for volunteering to continue through the campus design process in 2016-2017.

Public Participation

The OSU-Cascades community engagement process for long-range development planning invites participation from interested members of the public. The advisory group membership (83-strong) consists largely of citizen volunteers. In addition, advisory group meetings are open to the public, with time allotted on each meeting agenda for public comment.

While some members of the public have been attending the advisory group meetings, only a few have

presented oral or written testimony. The comment echoed most often at these meetings was advice to the University to continue consulting with neighbors and other community members on campus design: If you continue to involve the community, the majority will continue to support the campus' shared mission.

OSU-Cascades Community Engagement Long Range Development Planning Framing Principles

- Organize an open, transparent and well facilitated community conversation that includes a wide range of ideas and perspectives to contribute to long-range campus design.
- Establish a clear, well defined assignment for the advisory groups, clarifying their role is advisory.
- Seek broad advice rather than consensus on future development of the OSU-Cascades campus. A range of perspectives is acceptable and valued.
- Build on earlier recommendations produced by the Campus Expansion Advisory Committee and related task forces.
- Acknowledge and honor OSU-Cascades' decisions and commitments to date regarding campus planning.
 Focus discussion on long range development planning for the selected site, rather than facilities and architectural design.
- Design and conduct an efficient process that respects time commitments of advisory group participants and staff.



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