1990

UA1B3/1 Campus Master Plan

Johnson/Romanowitz/Architects & Planners

Follow this and additional works at: http://digitalcommons.wku.edu/dlsc ua_records

Part of the Higher Education Administration Commons, Human Geography Commons, Landscape Architecture Commons, Physical and Environmental Geography Commons, Urban, Community and Regional Planning Commons, and the Urban Studies and Planning Commons

Recommended Citation


This Report is brought to you for free and open access by TopSCHOLAR®. It has been accepted for inclusion in WKU Archives Records by an authorized administrator of TopSCHOLAR®. For more information, please contact topscholar@wku.edu.
<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preface</strong></td>
</tr>
<tr>
<td><strong>Conceptual Master Plan</strong></td>
</tr>
<tr>
<td><strong>Visitor's Route to Campus</strong></td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
</tr>
<tr>
<td><strong>Planning Process</strong></td>
</tr>
<tr>
<td><strong>Planning Parameters and Assumptions</strong></td>
</tr>
<tr>
<td>Desirable Student Population</td>
</tr>
<tr>
<td>Maintain Current Density</td>
</tr>
<tr>
<td>Green and Natural Areas</td>
</tr>
<tr>
<td>Hilltop</td>
</tr>
<tr>
<td>Vehicular Movement</td>
</tr>
<tr>
<td>Pedestrian Campus</td>
</tr>
<tr>
<td><strong>Master Plan Elements</strong></td>
</tr>
<tr>
<td>Surrounding Roadways</td>
</tr>
<tr>
<td>Campus Boundaries</td>
</tr>
<tr>
<td>Moving Off Campus</td>
</tr>
<tr>
<td>Intercollegiate Athletics</td>
</tr>
<tr>
<td>Physical Plant</td>
</tr>
<tr>
<td>Housing</td>
</tr>
<tr>
<td>Community College</td>
</tr>
<tr>
<td>Continuing Education</td>
</tr>
<tr>
<td>Economic Development Center</td>
</tr>
<tr>
<td><strong>Parking</strong></td>
</tr>
<tr>
<td><strong>Shuttle</strong></td>
</tr>
<tr>
<td><strong>Pedestrian Access</strong></td>
</tr>
<tr>
<td><strong>Street Closings</strong></td>
</tr>
<tr>
<td><strong>Campus Focal Point - Cherry Hall and the Hilltop</strong></td>
</tr>
<tr>
<td><strong>Getting Visitors to Campus</strong></td>
</tr>
<tr>
<td><strong>Future Building Sites</strong></td>
</tr>
<tr>
<td><strong>Accommodating Campus Recreation</strong></td>
</tr>
<tr>
<td><strong>Other Issues</strong></td>
</tr>
<tr>
<td>Concepts vs. Details</td>
</tr>
<tr>
<td>Phasing</td>
</tr>
<tr>
<td>Cost of Implementing the Plan</td>
</tr>
<tr>
<td>Better Distribution of Teaching</td>
</tr>
<tr>
<td>Maintenance Funding</td>
</tr>
<tr>
<td>Integration with Comprehensive Plan Update</td>
</tr>
<tr>
<td>Signage</td>
</tr>
<tr>
<td>Utility Master Plan</td>
</tr>
<tr>
<td>Handicapped Accessibility and Code Compliance</td>
</tr>
<tr>
<td><strong>Updating the Plan</strong></td>
</tr>
<tr>
<td><strong>Appendix A - Executive Summary</strong></td>
</tr>
<tr>
<td><strong>Appendix B - A Background Booklet</strong></td>
</tr>
</tbody>
</table>
"We have all drunk from wells we did not dig, and been warmed by fires we did not build." -- an anonymous commentary posted in the lobby of the Bowling Green-Warren County Chamber of Commerce.

This observation captures the essence of campus master planning. As we approach long range definition of planning concepts to guide the development of Western Kentucky University, we must look beyond the obvious and the easy to achieve and keep in mind the generations impacted by our decisions.

Can we do less than those before us who dug wells and built fires -- selecting a hilltop for a campus, erecting magnificent structures like Cherry Hall and Van Meter, preserving green and natural areas, and planting trees -- past achievements that we see today as part of the essence of Western?
MAPS
VISITORS' ROUTE TO CAMPUS

WESTERN KENTUCKY UNIVERSITY CAMPUS

INTERSTATE SIGN
LOCAL SIGN
NORTHERN ROUTE
SOUTHERN ROUTE
NARRATIVE
INTRODUCTION

In early 1989, Johnson/Romanowitz/Architects & Planners was selected to work with Western Kentucky University to develop the Master Plan for the main campus described in these pages. This Master Plan has the following characteristics:

* Conceptual – The purpose of this plan is to record a vision or goal in graphic and narrative form. This vision is then to guide daily and specific decisions for the future.

* Flexible – The plan must be sufficiently flexible to accommodate the multitude of unknowns today and the inevitable changes that are a part of tomorrow. A rigid, prescriptive campus plan would be a burden to day-to-day administrative decision making; a flexible, conceptual plan offers direction to guide the choices that must be made.

* Twenty Year Time Frame – The plan is expected to outline a direction to be pursued over the next two decades or more.

* Main Campus – The focus of the plan is the main campus and immediate surroundings. Similar planning efforts are in order for other University holdings such as the University Farm and the current campus recreation site on Campbell Lane.
* Physical Elements - This planning effort was directed at physical elements of the campus. It was necessary to proceed without the strategic planning that should have occurred first. Strategic planning is already underway and after it is completed, it may be desirable to review this master plan and make appropriate modifications. This may be especially true if the assumptions such as the size and nature of student populations, the future of academic programs, and the needs for housing are not confirmed by the strategic plan.

* Participatory - The plan is the output of a participatory process involving external consultants and Western Kentucky University.

The project was managed by Johnson/Romanowitz/Architects & Planners with assistance by Sasaki Associates. The on-campus planning team included:

Thomas Meredith, President
Paul Cook, Jerry Wilder, and Robert Haynes, Vice Presidents
Franklin Berry, University Attorney
Kemble Johnson, Physical Plant Director
Bart White, Faculty Senate President
Amos Gott, Associated Student Government President

The project manager for the Department of Facilities Management, Division of Engineering was Mr. Donald Dugger.
The Johnson/Romanowitz team consisted of Kenneth W. Brooks, Ph.D., Byron F. Romanowitz, AIA, and Joseph E. Jones, AIA.

Sasaki Associates was represented by William Firth, AICP, ASLA.
The planning process has included seven steps summarized on the attached flow chart. The process is one used successfully by Johnson/Romanowitz on other campus planning projects.

* Step 1 - Data Gathering - Data was gathered in several ways. An up-to-date topographical survey of the campus was acquired. A wide variety of existing printed material was examined including earlier plans, mission statements, and various studies on aspects of the campus. An extensive number of personal interviews were conducted. Persons interviewed included the regents, the president, vice presidents, deans, director of physical plant, director of institutional research, director of housing, director of public safety, director of recreational activities, director of libraries, director of the community college, director of student activities and organizations, president of the faculty senate, president of associated student government, as well as representatives of a number of local and governmental organizations. These organizations included the State Department of Transportation, City of Bowling Green, Warren County, and the Chamber of Commerce. In addition to the scheduled interviews, opened and unscheduled opportunities were also provided where anyone could offer commentary on the campus and its future. The participation was diverse and included students, faculty,
staff, undergraduates, graduates, minorities, international students, Greeks, non-Greeks, commuters, resident students, non-traditional students, retired staff, and neighbors. This open opportunity for participation in the planning process was widely announced in campus mailings as well as the University newspaper. The objective of these activities was to talk with a divergent sample of the University community. The external planners also visited the University in the spring, summer, and fall sessions touring the campus and immediate surroundings thoroughly.

* Step 2 - Data Analysis - Based upon Step 1, a background booklet was prepared to identify a variety of issues and options available to the institution in the decades ahead. This background document then formed the agenda for an intensive planning workshop. A copy of the booklet has been included as Appendix B.

* Step 3 - Master Plan Development Workshop - This step involved a three day "charette" or workshop during which the internal and external planning group developed a basic campus plan framework.

* Step 4 - Refining and Detailing the Plan - Using the basic plan formulated in the workshop, the Johnson/Romanowitz staff developed a draft master plan for presentation to others.
* **Step 5 - Sharing and Reviewing the Draft** - The draft was then shared in a number of ways and forms with the University community. Based upon reactions, concerns, and suggestions, the plan was adjusted.

* **Step 6 - Presentation to Regents** - The plan was presented to the Board of Regents.

* **Step 7 - Submittal** - The final step in the process was submittal of the Campus Master Plan to the Commonwealth of Kentucky.

The planning process was begun in early 1989 and completed in approximately one year.
WKU CAMPUS MASTER PLAN PROCESS

STEP 1
DATA GATHERING

STEP 2
DATA ANALYSIS

STEP 3
MASTER PLAN DEVELOPMENT WORKSHOP

STEP 4
REFINING AND DETAILING THE PLAN

STEP 5
SHARING AND REVIEWING THE DRAFT

STEP 6
PRESENTATION TO REGENTS

STEP 7
SUBMITTAL TO THE COMMONWEALTH
There are a number of basic parameters or assumptions upon which the master plan for the Western Kentucky University campus is based. These provide the underpinning, logic, or rationale for specific recommendations and decisions made in the plan.

Desirable Student Population
Since being established as Western Kentucky State Normal School in 1906 by the Legislature of Kentucky, Western Kentucky University has continued a pattern of regular and consistent growth. Periodically over the last eighty four years, specific circumstances have caused the enrollment to grow or decline rapidly, but the general pattern has been one of steady expansion. Today, the student population is approaching fifteen thousand students. Of these, about twelve thousand are full time students pursuing graduate and undergraduate degrees on the main campus.

For a variety of reasons, it seems prudent to assume that in the years ahead the student population on the main campus should be permitted to grow slowly and constantly to no more than fifteen to sixteen thousand and then maintained at that level. This would represent a significant increase over the current on-campus population of eleven to twelve thousand students.
A maximum on-campus population of fifteen to sixteen thousand students is suggested for a number of reasons. First, most would argue that an outstanding characteristic of the institution has been its feeling of friendliness and community. As the student population grows, this will be more difficult to retain. Achieving this character with student populations beyond the levels noted seems unlikely.

A second argument for this position is the nature of teaching at Western. For all of its history, the University has taken great effort to keep teaching as its primary focus. Further, teaching has been done largely by full time, well qualified faculty to small groups of students. It has been a personal approach to instruction. The history of other campuses is that, as they grow, teaching tends to become less personal and more large group oriented. Economy of instruction seems to override focus on the individual learner. Keeping the student population to a manageable size will help to retain the long established philosophy of teaching at Western.

Today, about five thousand students, slightly less than half of the on-campus population, are housed in University facilities. An optimistic estimate of the number of residence hall beds that can be accommodated on the campus is about six thousand, well less than forty percent of the on-campus population envisioned in this parameter. As the number of residential students declines and the number of commuter students increases, the institution will move toward being viewed as an
While an urban, commuter oriented institution is not undesirable in many settings, it is not the style or view traditionally held for Western. Yet, without some limit, such a shift seems unavoidable.

Probably the most compelling argument for limiting the ultimate on-campus student population is the available campus land. The main campus at Western is surrounded by developed land. To reasonably accommodate fifteen to sixteen thousand students, some privately developed property must be acquired for campus expansion and some elements of the University need to be relocated to remote sites. Accommodating larger numbers would entail unreasonable expenditures for campus expansion and disruption of significant numbers of neighbors to the campus. The financial implications and the impact on community goodwill seem intolerable for the benefits gained.

A limit of fifteen to sixteen thousand on-campus students does not imply an overall limit on the Western student population. Student enrollments at off-campus centers such as Fort Knox, Owensboro, and Glasgow can grow as demand dictates. If the Community College is located off the main campus, it too can serve as an opportunity for significant growth. These components of the institution will allow the total enrollment to be essentially uncapped while the on-campus population is more tightly controlled. When the on-campus enrollment reaches fifteen to sixteen thousand, the total enrollment will likely exceed twenty thousand.
This model of limiting main campus size while letting off-campus growth be more unrestrained is not especially unique. It has been used nationally and in Kentucky by institutions faced with the dual concerns of maintaining a quality of life on a campus while, at the same time, making the institution available to all. Off-campus activities have also tended to maximize the benefits achieved within the resources available.

**Maintain Current Density**

Even as the student population is permitted to grow to fifteen or sixteen thousand on campus, the current density of land use should not be exceeded. In other words, as the population grows from about twelve thousand to sixteen thousand, the campus land mass must experience a somewhat similar growth. As one-fourth to one-third more students are accommodated, one-fourth to one-third more land will be needed. The current holdings of less than 200 acres may need to increase to 250 acres. If the density of land use for buildings, roads, walks, and parking is not protected, the traditional, residential campus appearance now associated with Western will be lost.

**Green and Natural Areas**

Western is blessed with a number of landscaped and natural spaces. An example of a green space is the area between the stadium and the education building beside the Downing Center. A natural area is the rocky, tree filled area in front of Potter Hall near the top of the hill. If Western is to retain
its current appearance, these green and natural areas need to be protected.

As building and parking sites are sought, the institution needs to be vigilant in protecting these areas. They are reflective of this location before the campus was created, and they offer relief from the buildings, walks, parking lots, and roadways that dominate the campus, especially in the hill area.

Protecting these areas does not mean they cannot be enhanced. In some cases, they can be refined to be more attractive and useful rather than unkept. The key is that they remain as green and open as they are now. They are irreplaceable entities and need design attention and diligent protection.

**Hilltop**

The hill is the dominant physical feature of the campus terrain. The University needs to capitalize on this feature in two ways. As future structures are built, or existing structures expanded, dramatic views should be retained at a minimum and enhanced, if possible. Second, existing views need to be protected as landscaping is planned. To give several examples, the beautiful buckeye and other trees at the overlook in front of Van Meter should be relocated to a spot where they can grow without blocking a critical view. A grove of these trees and others would be wonderful on the somewhat barren
plain at the south end of campus. At the Van Meter location, they minimize a spectacular view for much of the year. As the library is expanded, the view to the south and east should be recognized and considered as the structure is designed. As the approach from College Street is modified over time, the impact of the view of Cherry Hall and the statue needs to be maximized. The view to the west through the old stadium colonnade from on top of the hill is spectacular and must be preserved.

In summary, the campus was located on the hill to convey a message, to make a symbolic statement. As opportunities occur, the hill location needs to be treated with sensitivity. It is a critical factor in maintaining the ambience and character of Western Kentucky University.

**Vehicular Movement**

It is clear that vehicular movement will remain a critical concern for the campus. Even with the maximum anticipated residence hall construction, more than fifty percent of the enrollment is anticipated as living off campus. When staff and faculty are added to commuting students, it is clear that more than 10,000 persons and possibly nearly 20,000 persons will be approaching the campus by automobile on a daily basis. Further, additional thousands of vehicles will be passing the campus as they travel about the community.
To accommodate this volume of vehicles, it is obvious that a system of roadways surrounding the campus should be developed, the shuttle bus system enhanced, and pedestrian movement encouraged. The surrounding roadways should allow reasonable access for those coming to the campus, assist passing traffic in skirting the campus with minimal congestion, and should, by their design, discourage non-university related vehicles from entering the campus.

**Pedestrian Campus**

Western Kentucky University is viewed as a beautiful, semi-rural campus focusing on undergraduate education. One aspect of the campus that is critical in support of this view is its pedestrian orientation. To the extent possible, it is essential to enhance the pedestrian role on the campus. This implies that whenever achievable, vehicular access and parking should be located on the perimeter of the campus. As one moves from the perimeter to the central area of the campus, the presence of vehicles should decline and the prominence of pedestrians increase. The pedestrian element should be enhanced even if some minor inconvenience for vehicular traffic is the result.
MASTER PLAN ELEMENTS

Attached is the Conceptual Master Plan for Western Kentucky University. Following is a narrative description of major elements of the plan. It is important to note that each element is described separately for ease and clarity of presentation. Actually, these elements are interrelated and are more meaningful when viewed as a package. While the elements should stand on their own, their real impact is as a part of a total plan.

Surrounding Roadways

As illustrated on the Conceptual Master Plan, a roadway system can be developed that allows access to the campus and also helps passing traffic to move freely and efficiently along the perimeter of campus. The roadway system proposed uses primarily existing streets that need to be enhanced. Streets comprising the system are Fourteenth Avenue, University Boulevard, and Chestnut Street and a very small segment of 31W.

The most difficult of these to develop and, in some ways, the most critical is Fourteenth Avenue. This roadway will provide a vehicular pathway along the northeast edge of campus between the campus and downtown Bowling Green. It would create a more clear-cut barrier between the College Hill Neighborhood and the institution. The roadway likely needs to be two lanes (one in each direction) with left turn lanes at major intersections resulting in a three lane roadbed.
To create this vehicular pathway, Fourteenth Avenue must be connected between State and College Streets and between Center and Kentucky Streets. Further, where the roadway must be widened, property should be taken from the University on the southwest side of the street maintaining the existing curb line wherever possible on the northeast side of the street.

The north end of this connector should flow into the Adams Street-University Boulevard roadway. University Boulevard can continue to serve as the perimeter passageway around the northwest, west, and southwest edges of the campus. To carry the volume of traffic more effectively, turning lanes should be added at critical intersections such as Dogwood and Morgantown Road and the Stadium/Diddle/Parking Structure access points.

The remaining segment of this collector street pattern is Chestnut Street and a very small segment of Highway 31W. Already viewed as a collector street, the small section of two lane roadway on Chestnut Street should be widened to four lanes possibly with left turn lanes at Fourteenth Avenue. As the section of two lane roadway is widened, the curves and grades can be softened to increase ease of traffic flow and safety.

This path of connector streets surrounding the University is not suggested without thoughtful consideration of the impact on the campus as well as the community. While the final result will be positive for the community and University in terms of both enhancing safety and minimizing congestion, it clearly
will be personally disruptive to selected individuals such as those displaced by the roadway on Fourteenth Avenue or even those living on a street with moderate traffic today but expected to carry significant volumes in the future. As the roadway pattern is developed in stages, every consideration needs to be given to those who are negatively impacted. Implementation will of necessity occur over many years. This time can be used to allow accommodation of the plan to be as gentle as possible.

The roadway pattern suggested is essential if the very dangerous traffic patterns around the edges of the campus are to be addressed. Daily, dozens of students are being put at great risk at intersections such as Fifteenth Avenue and State Street, and Fifteenth Avenue and College Street. To not modify traffic flows will result in increasing risk to students as numbers grow.

While this roadway plan is a part of the campus planning for the University, it is not meant to imply that the burden for developing the connector street system is the University's alone. The roads will serve the city, county and region as well. As a result, city, county, state, and possibly even federal participation is reasonable to expect. The master plan can serve as a rationale for requesting assistance from others in achieving the roadway system described.

While the roadway concept is clearcut, the implementation of these changes will require a great deal of transportation
engineering and study. The adjustments proposed are complicated and significant. The problem is also one of the most serious involving the physical nature of the campus.

**Campus Boundaries**

The roadway system proposed should also be viewed as largely defining the edges of the campus. To the extent possible, regular campus activities should be accommodated inside this pattern with tangent activities on the limited portions of the campus outside the roadways.

As properties inside these roadways become available at reasonable costs and as resources permit, it would be desirable for the University to gradually acquire the property over the decades ahead. Insignificant and deteriorated structures acquired could be removed to make land available for campus uses as needed. One clear-cut and immediate need, for example, will be parking.

Higher quality structures, and there are a number within these boundaries, should be maintained even if acquired by the institution. In some cases, they can accommodate formal campus activities. Visitor Centers, guest houses, non-traditional student housing, visiting faculty housing, and externally funded projects are all examples of uses that could be effectively accommodated in the kinds of existing structures within the area described.
An ongoing concern for decades on the campus has been housing for University related activities. These are activities that are not owned or managed by Western Kentucky University but are very closely tied to the institution. Examples are Greek housing, student service groups, and professional organizations. These private but University related activities could also be housed within this area in some of the existing structures or in new buildings. Legal means are available to insure long term control of the land by Western and still permit the related but private activities to occur. The major or connector roadways would then serve as a natural boundary between these private but University related activities and the community in general. A number of the properties inside the roadway pattern already accommodate these kinds of uses effectively.

It is important to emphasize that acquisition would generally be pursued on an "as available" basis. Some private property may remain within the roadway pattern for decades. At the same time, the institution needs to be vigilant in insuring that needed property for the future is acquired whenever available and possible. In some cases the University may even be able to simply acquire portions of lots allowing a residence to remain as is while making excess property available for other uses.

The portion of University Boulevard paralleled to the railroad tracks deserves special comment. The railroad is an especially unsightly and noisy element along this edge of the campus.
Special attention should be given to developing and then maintaining a screening between the roadway and the railroad. Evergreens may be an appropriate screening material.

**Moving Off Campus**

To achieve the parameters noted earlier, operate within the boundaries described, and acquire property largely on an "as available" basis, it will be necessary and desirable to relocate a number of activities off the main campus. It is beyond the scope of this project to study the optimum locations, but we do need to identify those functions best served in a remote location.

**Intercollegiate Athletics**

While University intramural and recreation activities involve a large number of students, a much smaller number of students are impacted by intercollegiate athletics. The football team and their practice facilities have already been relocated to a remote site. Similar relocation of baseball, soccer, and tennis could be considered. One factor encouraging relocation is the reality that these three sports are not well accommodated in current facilities. The soccer practice area is minimal. The baseball practice field is constrained in its current location. The tennis facilities are poorly oriented and not configured in a way that allows Western to accommodate many tournaments. Given that all three types of facilities need to be upgraded, it is desirable to consider locating those away from the main campus and reclaiming that space for other campus activities. A better location would allow development
of facilities to accommodate more activities than simply current programs. For example, tournaments and camps currently not practical could be hosted to the advantage of Western.

Other possible locations for all three intercollegiate sports could be the property on Industrial Drive, the University Farm, or county park land. Each location has strengths and weaknesses. Industrial Drive is nearby and easily on the shuttle route, but there are competing uses. The University Farm is not as convenient to the campus but very convenient for visiting teams. County property such as the Three Springs complex is the least convenient location, but cooperation with the county may be desirable given that both the county and the University have limited resources. It would seem desirable to relocate all three sports to the same area. If the three sports could be located together, not only would transportation and administration be aided, but also a small building to accommodate lockers, storage of materials and the like could be economically developed.

Because of the large investment in existing facilities, relocation of the stadium and Diddle Arena is obviously impractical.

Physical Plant
Physical Plant including the transportation pool is currently located in the parking structure. Relocating some or all of this operation to a remote site would free a considerable number of parking spaces and some building space. The number
of parking spaces created would include not only those used by Physical Plant staff for personal vehicles, but also those spaces used to park University owned vehicles as well. More than 100 spaces are consumed by transportation alone. To be effective, this relocation must be to an area very close to the main campus. If a more remote location is selected, the loss of staff time in travel to and from the Physical Plant base and the campus would be detrimental to the quality of services available without significant increases in staffing. Some elements of Physical Plant may need to be retained on campus, but significant elements can be removed possibly freeing as many as three hundred parking spaces on campus for others to use.

Housing

Selected types of housing could be disbursed to remote locations in three ways. First, Greek housing could be developed within the perimeter roadway system surrounding the main campus as described earlier. Creating opportunities for new Greek housing could free existing residence hall space and possibly limit the need to develop additional residence hall sites.

A second type of remote housing that might be workable involves married students. The campus currently has only a few married student housing units available and a number of those are in what would best be described as temporary buildings. It will be possible to effectively develop remote married student housing to keep the impact on the main campus of this type of
housing negligible. Less than ten married students are now accommodated on the main campus in University housing and space is simply not available to expand on campus.

A third approach to remote housing might be encouraging private development of student housing outside the main campus. This has worked effectively in other locations and might prove attractive at Western. While the most common type of private housing is for non-traditional and especially married students, it has worked successfully for single, undergraduate students in facilities comparable to on-campus residence halls. Private development has the obvious advantage of not consuming the limited capital resources available at Western. It is, however, dependent on the willingness of private developers to invest in such a venture.

Community College

An activity that might be better served by a remote location from the main campus is the Western Kentucky University Community College function. If relocated, this activity should be placed in a locale where automobile access and parking are easily accommodated. It is assumed that the Community College would continue to serve three kinds of programs: freshman and sophomore classes for eventual transfer to the main campus of Western Kentucky University, vocational and terminal degrees intended for completion at the Community College without transfer, and general interest classes which may or may not carry college credit.
Given these kinds of programs, it is a safe assumption that the Community College will continue to be serving primarily commuter students and non-traditional students. The vast majority of Community College students at Western and nationally are in these categories and that is not likely to change. A location that would be advantageous for their purposes would be one with good access and good parking. Ideally, it should be on the University shuttle route so that occasional travel to the main campus can be accommodated without parking.

Relocation of the Community College would also help clarify its identity. The challenge will be to create the Community College as a part of Western while, at the same time, building an image reflective of its true function.

Continuing Education

To be effective, Continuing Education needs to operate in an environment where visitors to the campus can easily arrive and participate in activities. The current location certainly does not meet that goal. There is a great and increasing need for Continuing Education, which can be best accommodated off campus not only in Western facilities but in existing and planned community resources as well.

Institute for Economic Development

Much like the Community College and Continuing Education, the Institute for Economic Development would work more effectively away from the main campus where parking and access are more
easily achieved. It might be possible to locate the Community College, Continuing Education, and a Institute for Economic Development in the same area. Some sharing of resources and facilities between these three may be advantageous.

**Parking**

No element of the Western Kentucky campus is commonly viewed as a greater problem than parking. It is such a pervasive problem in the minds of those who were interviewed that all others seem secondary. One faculty member summarized the situation by stating, "The top ten problems with the campus are parking, parking, parking, parking, parking, parking, parking, parking, parking, and last parking!".

The issue of parking has three aspects. First and foremost, there is a perception of more demand for parking than spaces available. This is particularly true in the morning hours and at the north end of campus. A second aspect of the parking problem is that parking lots are already an unattractive feature of the campus and more lots would compound their impact. Third, the lots are located in many cases such that pedestrian traffic and parking lot traffic cross. Not only is this dangerous, but it is also quite aggravating to both drivers and pedestrians.

To match the parameters described earlier, it seems appropriate to attempt to accommodate about five thousand parking spaces on the main campus. Faculty, staff, students, and visitors will
require this many. Providing more than about five thousand spaces is not practical without unacceptable costs and significant increases in the density of land use. Even five thousand spaces will consume forty to fifty acres of land, one fourth of the campus area.

To make the campus work effectively with five thousand parking spaces, a number of interrelated strategies need to be pursued simultaneously. It is a complex problem which demands a somewhat complex solution.

The use of a graduated and increased parking fee structure applied to a restricted number of parking areas should be considered since it would have two desirable outcomes. First, simply charging persons to park, especially as the cost becomes larger, discourages parking. With no restraints, individuals are not encouraged to form car pools or find other methods of transportation. An escalated parking charge would have some impact on the number of cars driven to the campus on a daily basis.

A second major benefit of increased parking costs would be additional revenue with which to provide parking spaces. The cost of providing a parking space in a parking structure is likely between $7,500 and $10,000 per car today. Assuming no maintenance or land costs, this would mean an annual cost to retire construction over a twenty year period of nearly a $1,000 per year per car. The cost of surface parking, again
excluding land and maintenance costs, would be more on the order of $100.00 or so per year per car. Given these kinds of costs to provide parking, an increased parking fee structure seems appropriate so that there is a better relationship between the cost of providing the service and those paying to use the service.

A graduated scale also has an element of fairness. Persons who wish to pay more receive better parking accommodations. This is a pattern familiar on higher education campuses across the United States.

There are some on campus who would be willing to pay a great deal for the guarantee of the availability of an assigned parking area. There may be locations on campus where a gate controlled arrangement could be developed for a limited number of cardholders. It would be important to charge a rate equal to the cost of providing the parking and to limit sale of parking places to the number of spaces that are actually available. In essence, a person willing to pay the price ought to be able to purchase a space in a lot and be guaranteed that it will be available when needed. The lots shown on the conceptual Master Plan near Potter Hall, off State Street near Grise Hall, near Page Hall, and even some of the places near the Academic-Athletic Building #1 might be designated in this way.

As parking is expanded and land acquired, lots need to be located on the perimeter of campus. On the plan, new parking
is shown at the west end of campus near Creason and Robinson Drives, beside Jones-Jaggers, and north of campus across from the Kentucky Building. These are all examples of perimeter lots with good access to connector streets and in locations where parking can be advantageously located. As property is acquired between Normal Drive and Chestnut Street, other lots can be located.

Not only can additional parking be located on new perimeter lots, but some existing parking can be relocated to perimeter lots. This relocation will be necessitated as new facilities are built and existing facilities expanded. Relocation of some parking will also greatly enhance the appearance of campus and, possibly as important, remove numerous pedestrian/vehicular conflicts that exist today.

The philosophy at Western should evolve toward the position that parking occurs at the perimeter. Intrusion of personal vehicles into the campus needs to be permitted only when circumstances are overwhelmingly in support of the exception. Examples might include handicapped parking places. Any inconvenience in perimeter parking is more than compensated by enhanced safety and improved surroundings.

New or expanded parking structures have not been indicated on the plan for two reasons. First, they are not likely to be practical in the immediate future from an economic perspective. It is today and will likely remain for some time much more cost effective to purchase property and develop surface parking.
If parking structures were affordable, they would have the great advantage of reducing the amount of the campus consumed by parking.

A second reason for developing surface lots in the next two decades will be to reserve the land for future use by the University. Beyond the time frame of this plan, if demand requires and economics allow, surface lots can be replaced by parking structures creating sites that can be used for needed facilities not envisioned today.

As new parking is developed or existing parking reworked, a great deal of additional attention should be given to minimizing the negative appearance of lots. Better use of screening, plantings within lots, and separation of parking from other activities by judicious use of landscaping will minimize the negative impact of parking on surrounding uses. For example, the parking lot between Academic-Athletic Building #1 and the stadium should be reorganized and provided with a pattern of landscaped traffic control islands planted with deciduous trees.

**Shuttle**

The shuttle operation has been a booming success on the Western Kentucky University campus. It is an economical and desirable way to both provide access to the campus and also maintain an attractive campus by minimizing the number of parking spaces.
It seems desirable to expand the shuttle in several ways. First, the number of buses, the frequency of bus routes to the existing shuttle location, and the hours of operation can be expanded. Second, it seems desirable to develop additional shuttle locations. Additional locations in the northern part of town and east of town such as along Scottsville Road seem in order.

The shuttle ought to be viewed not only as connecting parking to the campus, but also connecting off campus activities with on-campus activities. If the Community College, Continuing Education, recreation, or athletic teams are located off campus, the shuttle could service these as well. In fact, it may be possible to achieve participation of local government in the shuttle given the lack of any type of mass transit. A broad view in the future seems in order.

To be effective, it will likely be necessary to upgrade the operation. Higher quality vehicles, wheelchair lifts, and shuttle stop shelters have been a part of successful shuttle programs on other campuses.

The shuttle service has so many advantages and has been so well received, it seems appropriate to capitalize on it as an approach to help in accommodating the parking problem on campus. The shuttle is also important if parking fees are increased. The shuttle can provide a no cost option for those unwilling or unable to pay increased parking costs.
Pedestrian Access

The primary element of the pedestrian flavor of the campus is the central pedestrian spine that runs from the Pierce-Ford Tower at the southwest end of the campus in a somewhat direct path all the way to the top of the hill behind Cherry Hall at the northeast terminus of the campus. At every opportunity, the primary pedestrian spine running through the middle of the campus should be enhanced. For example, the elimination of Regents Avenue and Virginia Garrett as "cut throughs" would enhance the pedestrian spine. Further, parking should be removed from the pedestrian way to make it a much more wholesome walkway. Additionally, the pedestrian way needs to be widened. Given a campus of this size and the critical nature of this pedestrian corridor, a walkway of twenty feet in width will not seem at all excessive. In addition to widening and generally enhancing the route of the main pedestrian spine, it seems appropriate to remove elements that are particularly unattractive from the pedestrian way. Two examples would be the satellite dishes near the pedestrian green in front of the education building and the dumpsters near the residence halls such as McLean Hall at the foot of the hill. While dumpsters and satellite dishes are essential, they can be located in settings where they are not so visually apparent from the main pedestrian walkways.

In addition to minimizing blight and ugliness along this route and expanding the width to accommodate volume, this spine offers excellent opportunities for the development of outdoor
activity nodes. Small seating areas, appropriate lighting, attractive court yards, landscape plantings, fountains, and flagpoles all could enhance this path. This walkway could become the place on campus where the entire University community meets and where visitors in a single stroll can experience the essence of Western Kentucky University.

Also indicated on the Conceptual Master Plan is a second major pedestrian way where Virginia Garrett is now located. This second spine can serve as a primary pedestrian route across the center of the campus. It can be developed with enhancements such as those described along the northeast/southwest spine.

To further enhance the pedestrian orientation of campus and create needed green space, many of the current parking places in the heart of the main campus should be relocated as close as possible to the perimeter. As lots are moved, roadways serving them can be discontinued as well except for emergency and service vehicles. The parking lot surrounded by Grise Hall, East Hall, North Hall, and McLean Hall accommodates about one hundred vehicles. It would make a delightful green space bordered on one side by the pedestrian spine.

The parking around Central Hall is a second example. Again for the sake of about one hundred spaces, Central Hall, West Hall, South Hall, the Academic Complex, the pedestrian spine, and the Downing Center are significantly tainted by the omnipresence of vehicles.
difficult to develop attractively, and resisted by the very users they are built to serve. In spite of these factors, such a crossing may be essential at some point in the future. The pedestrian walkway could begin near the westernmost residence halls almost as an extension to the pedestrian spine. Starting the access point this far into the campus would allow a very gradual rise and still provide adequate clearance over University Boulevard. Similarly, the west end of the walkway could be considerably along Creason Drive toward the center of the Egypt parking area. Typically, minimizing the grade encourages use of the pedestrian walkway.

Once pedestrian ways have been defined, they need to be lighted for night use. Campus activities will increasingly occur at night and proper lighting will help to insure the pedestrian access is pleasant and safe. In addition to simply developing the lighting necessary to allow safe travel, it would be desirable to use lighting to tie the campus together. A consistent lighting fixture and lighting level would be pleasing aesthetically.

**Street Closings**

A small number of existing public roadways are shown as eliminated on the conceptual plan. Two have been mentioned earlier in this document -- Virginia Garrett and Regents Drives. Both roads cross the main pedestrian way and should be either eliminated totally or at least terminated on either side of the pedestrian spine.
It would be ideal to close the small portion of State Street that separates the Ogden campus from the main campus. Kiss-Me-Quick can be upgraded to service the east end of Normal Drive. Through traffic on State Street can be exited at Fourteenth Avenue. Some local traffic can be maintained on State Street until near Fifteenth Avenue if need be.

The major street proposed for closing to public traffic is the portion of Center Street beyond Fourteenth Avenue that becomes Russellville Road. Traffic passing by the campus can be adequately served by the designated collector streets. With careful planning, streets such as Dogwood can provide access needed into the campus.

A major use of this roadway is for special events at Diddle Arena and the L.T. Smith Stadium. Temporary traffic patterns for the thirty minutes to one hour following the event can adequately meet these special needs. Non-event traffic during these periods can be handled on Chestnut Street, 31W, and Victoria Parkway. From Diddle Arena and the L.T. Smith Stadium northeast on University, four lanes of one-way traffic can be accommodated with the far left or north lane turning onto Morgantown Road, the center two lanes continuing on Adams Street, and the far right or south lane exiting on Fourteenth Avenue. Similarly, southwest bound traffic can use four lanes with the far right or west lane exiting to Russellville Road, the middle two lanes continuing to 31W, and the far left or east lane turning onto Normal Drive. Such temporary
arrangements are the typical and successful solution to dispersing large crowds from special events that occur a limited number of times per year. Local traffic not participating in the event simply learn to avoid the area. Participants quickly adjust to the traffic lane designations and move quickly away from the site.

On the Conceptual Master Plan, we have shown only the major collector streets, trolley lines, and some indication of streets to serve limited local traffic. Not shown will be many service drives and emergency vehicle routes to service the interior of campus. Where possible those can be treated with attractive pavers for general use as pedestrian ways and yet maintaining vehicular access for intermittent service or emergency purposes.

**Campus Focal Point - Cherry Hall and the Hilltop**

A campus such as Western benefits from a focal point that captures the best the University has to offer. For Western, this spot is the view up College Street looking toward the hilltop with Cherry Hall and the plaza with Dr. Cherry's statue.

Several steps can be taken to increase the impact of this focal point. If traffic can be routed on Fourteenth Avenue, then the green and pedestrian area can be extended to provide more openness and a better foreground. The view could be more like the lawn in front of Van Meter Hall. The overhead utilities could be located underground or on Fourteenth Avenue again.
opening the perspective. Trees and landscaping to focus attention can also be developed. The Cherry Hall area is special, should receive more attention, and should be redeveloped with great design sensitivity.

**Getting Visitors to Campus**

Attached is a map of major traffic patterns in the Warren County area. Marked on this map are two routes to campus from major access routes. The northern route begins at the north I-65 Bowling Green exit and skirts the northwest side of downtown using Adams Street and then University Boulevard. An interstate sign plus an occasional sign along the route should get persons to the campus area. At the intersection of Fourteenth Avenue and University Boulevard, a sign directing traffic around University to a Visitors Center would be appropriate.

The second route is 31W off the Green River Parkway. An interstate sign at the I-65 Green River Parkway intersection should direct visitors west on the Parkway to the 31W exit. Signs from both directions at 31W should indicate this as the campus exit and then direct vehicles toward the campus on 31W. A sign directing traffic to the campus and the Visitors Center should be placed at the intersection of 31W and University Boulevard.

A Visitors Center is indicated at the intersection of Normal and University on the northeast corner. Associated with this
Center should be a visitor parking area. At the Center, information, directions, and parking instructions should be available. Eventually, a loop of the internal trolley should serve the Center. The Visitors Center at Normal Drive and University Boulevard can be developed immediately. When appropriate in the future to have a second Visitors Center location, the signage at Fourteenth Avenue and University Boulevard can be adjusted to pull traffic approaching from the north across Fourteenth Avenue to the Center.

With signage and these Centers, visiting the campus for those not familiar with Bowling Green should be greatly simplified.

**Future Building Sites**

As the student population grows, new and expanded facilities will be needed. A number of options for new or expanded facilities are indicated on the Conceptual Master Plan.

One of the critical needs in the immediate future will be the development of additional library facilities. These are likely best accommodated in a new structure built next to the Cravens Graduate Center and eventually the conversion of all of Cravens to library facilities. A site for this facility would be immediately south of the Cravens Graduate Center. This particular option would allow the Helm Building to be converted to other classroom uses. It is a former gymnasium and, while
not ideally suited for library purposes, would function reasonably well as an office/classroom building and has sufficient historic value to be worth retaining on the campus.

A structure similar in scale to the Cravens facility could be developed nearby and connected at each floor level. Initially lower floors of Cravens and the new building could serve other uses being converted to library functions as needs dictate. This building is proposed in an area where the view to the south is spectacular. Building designs will need to take appropriate concern to capitalize on this aspect of the site.

To accommodate academic growth, it will be appropriate to replace or renovate the Science and Technology Hall. It is not a particularly effective or efficient facility and a total renovation will approach or likely exceed the cost of replacement. If replaced, the front facade can be brought into line with Cherry and Gordon Wilson. In fact, a replacement facility in this location could be quite large and even developed in two phases as needs demand. It would be highly desirable to locate health and science related functions in this facility in close proximity to other science facilities.

Located in the same area of campus is Snell Hall. For the space it occupies, it is also quite inefficient and offers a relatively small amount of usable space. In the future as additional facilities are needed related to activities in nearby buildings, it may be appropriate to consider demolishing
Snell Hall and erecting a larger facility on this site. Snell Hall is the last original element of Ogden College, and its historic value may preclude demolition. If not replaced, it should be renovated to maximize its usefulness to Western.

As Science and Technology is renovated or replaced, Snell remodeled or replaced, and State Street closed at the Ogden Campus, consideration should be given to connections between these interrelated facilities. Connections might be walks, elevated walks or enclosed pedways or skywalks.

Rather than accommodating additional administrative needs in new structures, it may be desirable to fully utilize Potter Hall for such purposes. For example, the facility could be used to house all student services such as admissions, financial aid, job placement, residence hall administration, and academic counseling in one location. It is not typically desirable to mix housing and non-housing in the same building, and this location is such that it may better serve for administrative uses than housing. Since, no matter what the use, Potter Hall needs full renovation, it may offer the opportunity to convert to administrative use without additional financial penalty. If it is used for administrative or student services, a second, attractive entrance facing the Wetherby Administration Building would facilitate movement between these administrative centers and also enhance the prominent view of the west facade of Potter Hall.
Schneider Hall may be better suited as a residence hall than a continuing education center. As additional housing is needed for students, it may be advantageous to convert this facility rather than construct additional buildings. Schneider Hall is well arranged and well located as a residence hall. It is neither well arranged nor properly located for continuing education.

A total of 800 undergraduate traditional residence hall beds, 400 in the immediate future and 400 in the years ahead, seem likely to be needed on the campus. The long intended location for these is near the intersection of Normal Drive and University Boulevard. As these are planned, every effort should be made to learn from the past. The scale should be smaller. The appearance should be more residential in character. Parking can be located as shown on the Master Plan across University Boulevard and adjacent to Jones-Jaggers. Crossing University Boulevard at this point is signal controlled and, therefore, reasonably practical.

The Kentucky Building and the museum it contains are a state resource, and simply must be expanded in the future. The Kentucky Building must take into account not only additional interior space but, to be effective, the facility must have adequate parking for numerous visitors. As Fourteenth Avenue is realigned, it would be possible to expand the facility and locate parking nearby.

Jones-Jaggers will become available for use in the immediate
future. It could accommodate a number of academic or administrative functions, thus reducing the need for further construction. Externally funded projects and early childhood/head start programs are two examples where the location might be an asset rather than a detriment. This facility can also serve as flexible or surge space to temporarily accommodate emergencies or unforeseen growth in programs. For example, if other facilities are not available, it might be pressed into service as the temporary home of the Community College. The Community College will outgrow it in time, but this illustrates the kinds of programs that could be housed there.

Another expansion site shown on the Master Plan is southeast of the Academic Complex. A significant addition could be placed here and still maintain adequate separation from Normal Drive.

The new construction and expansion sites, as well as the changes in use identified, seem likely to accommodate anticipated student growth in the time frame of concern for this planning project.

**Accommodating Campus Recreation**

At the present time, campus recreation is accommodated on fields near Normal Drive and University Boulevard, past the Egypt parking lot, and on Campbell Lane at Industrial Drive. As facilities such as residence halls are expanded on campus, some of these areas will be used for other purposes. As campus
recreation is relocated, it would be desirable to group activities into a manageable area for ease of administration and operation.

In planning for campus recreation, it seems essential, given current levels of participation, to provide an absolute minimum of four fields for campus recreation and intramural activities. These would be four multipurpose fields serving sports such as soccer, football, and softball. As the population grows on Western's campus, it will be necessary to proportionately expand the number of fields. At that point, it may be more appropriate to consider expanding the operational hours for the fields by adding lighting rather than expanding the number of fields. Currently, campus recreation activities must be curtailed in the early evening whereas with lighting the available hours of participation could be tripled on the same number of fields. When land acquisition, site development, and site maintenance costs are taken into account, it is more economically desirable to have lighted fields allowing extended hours of operation. Extending the hours of operation may have the additional benefit of creating more opportunities to participate for students and staff not free in the late afternoon.

Four multipurpose fields are shown on the Conceptual Master Plan. Two are located where intercollegiate baseball and Center Street are today. Two are located across University Boulevard near the Egypt parking area. These are all in
general proximity to the new Health and Activities Building where the campus recreational activities will be based. They are also all a part of the main campus allowing participation without traveling to a remote site. With thousands of students participating, it seems critical to keep these activities a part of the main campus if possible.
OTHER ISSUES

In the process of completing this master planning effort, a number of tangent issues have emerged that deserve commentary.

Concepts vs. Details
The purpose of this plan was to formulate a concept of the Western campus in the future. The concept has been kept deliberately general or diagrammatic. If the concept was precise and prescriptive, it would not contain the essential flexibility needed to be relevant for twenty or more years. As decisions are made that impact the campus, many details will need to be clarified, problems solved, and specific design solutions developed.

Phasing
The future of the campus as depicted on the Conceptual Master Plan will need to be accomplished a piece at a time over decades. Some pieces will be in place in the immediate future. Other aspects of the plan may not be possible even in twenty years. The point is to move toward the goal steadily and on a daily basis as small and large decisions are made about the campus.

Cost of Implementing the Plan
It would be unfortunate to dream small dreams. This plan is a big dream, and as such it would be unreasonable to expect Western to implement all the recommendations in a short time.
It is reasonable for the University to move toward the goals consistently during the next twenty years.

As a result, it is not practical to attach a cost to the plan. Further, some elements of the plan should be funded by joint efforts of the city, county, or state.

Better Distribution of Teaching
One way to better utilize the physical elements of the campus is to extend the teaching day. All institutions of higher education tend to have a concentration of course offerings in the morning hours. The pattern at Western, however, exceeds the norm.

If the teaching day can be extended by offering courses outside of 9:15 a.m., 10:30 a.m., 11:45 a.m., and 1:00 p.m., the University will be able to use fewer resources for construction and maintenance of buildings and parking. Extending the teaching day may even help students. Working in the morning would be possible if course work were more available in the afternoon and evening.

Maintenance Funding
While Western's inventory of facilities includes many beautiful and effective buildings, it is critical that they be better maintained. This is not meant to imply any inadequacy of the physical plant operation. Rather, increased resources simply must be committed to the task. This problem is not unique to Western.
One major factor contributing to the problem is the large number of buildings added to the campus in the 50's and 60's. These are reaching the stage where expenditures for major maintenance activities are almost unavoidable. Further compounding the problem is the reality that many of the buildings of this vintage were very inexpensively constructed.

If funds are not dedicated to the task, morale, and effectiveness of students, faculty, and staff will be negatively impacted. Further, eventually the failure of facilities will require even greater expenditures for replacement. It is more economical to spend regularly for maintenance than periodically for replacement.

Integration with Comprehensive Plan Update

Kentucky Statute requires the Warren County/Bowling Green Comprehensive Plan be updated periodically. In fact, the Plan for the community is in the midst of updating now. Draft materials have been reviewed as an input into this planning project.

University staff should share this plan with local planners. It may be possible to incorporate the basic elements of this plan into the community comprehensive plan. If so, it would greatly enhance the likelihood of achieving the concept described in this plan. Western Kentucky must continue to integrate their planning with local planning as they have done in the past.
Signage

Signage should be considered as a significant part of a larger, more comprehensive program of visual imagery for the entire University. Large corporations understand the value of using visual symbols to establish their separate identity in a competitive environment. Certainly the University can benefit from a similar program. Included within its scope should be all visual items relating to the University such as the large signs at the edge of town, building identifications, visitor instructions, road signs, and interior room identification in buildings. Use of standards for colors, logos, letter style, lighting, and other items should be carefully selected with the goal of establishing the identity of Western Kentucky University with all things related to it, both property and publications.

Within this context, signage should have the following characteristics:

1) Convey a clear, precise message with the least amount of words or symbols;
2) Be immediately identifiable as part of the University without having to read the sign;
3) Be legible, considering distance, direction, and speed of travel of the intended observer;
4) Be legible at night as well as in daylight;
5) In the case of exterior signage, be located on the ground rather than on building facades;
6) Serve to define the campus as separate from non-campus facilities;
7) Be reasonably priced to develop and maintain.

In addition to regular signage, some special sign treatment seems appropriate at the "corners" of the campus: Chestnut Street at Fourteenth Avenue, Russellville Road at University Boulevard, and Normal Drive at University Boulevard. Eventually, the proposed intersection of Fourteenth Avenue and Adams Street should be included as well. At these locations, special signs, landscaping, and lighting need to announce the campus.

It should be noted that a comprehensive program such as described above is a sophisticated design effort which more than likely will require off campus professional assistance. It is not a task to be taken lightly.

Utility Master Plan

The scope of this project did not permit development of a utility master plan for the campus. Such a plan would be an excellent follow up to this planning effort. Such a plan should consider not only upgrading required by the aging of the existing utility systems, but also expanding of the systems to accommodate projected additional facilities and to add communications capability, energy management systems, and other available technologies.

The conceptual master plan is sufficiently flexible to accommodate engineering and utility considerations and concerns.
**Handicapped Accessibility and Code Compliance**

Much like utility system master planning, a campus wide program to achieve handicapped accessibility and full code compliance should be a natural outgrowth of this plan. Western would be well served to have such programs in place to ensure that progress is continuously made towards achieving a fully accessible and compliant campus.
UPDATING THE PLAN

This Conceptual Master Plan is intended to set directions for the campus through the next two decades or more. While both internal and external participants in the planning process have kept this time frame in mind, the rate of change in society today makes long term planning difficult.

It would be prudent for Western Kentucky University to reexamine the plan periodically, such as at five year intervals. As a part of this review, the plan can be updated as needed. With such updates this plan should continue to provide a general guide for two decades. At that point, a complete review of the future of the campus will be in order.
APPENDIX A

EXECUTIVE SUMMARY
In January of 1989, a study to develop a conceptual plan for the campus for the next two or more decades was undertaken. The planning effort was intended to be conceptual, flexible, offer direction for twenty years or more, and focus on the physical elements of the main campus. The project was managed by Johnson/Romanowitz/Architects & Planners with assistance from Sasaki Associates. The University faculty, staff, and students were active participants in the planning process.

A number of basic assumptions or parameters guided the planners:

* A desirable maximum student population on the main campus is 15,000 to 16,000; growth at other centers and the Community College can be unlimited, but available land and the importance of maintaining a personal relationship between faculty, students, and staff suggest limiting the main campus population. A campus enrollment of 15,000 to 16,000 would represent a growth of about twenty-five percent over current levels.

* The current density of land use on the main campus should be maintained implying that as the student population grows to 16,000, campus land which totals less than 200 acres must be expanded.
* Green and natural areas as well as the hilltop are critical to the character of Western Kentucky University and must be protected and enhanced where possible.

* Vehicular movement needs to be redirected to the edges of the campus in order to develop a pedestrian orientation for Western.

The attached Conceptual Master Plan was developed on these parameters. It is intended to guide daily decision making by the institution. It is deliberately general rather than specific to encourage sufficient flexibility to be relevant for twenty or more years.

**Surrounding Roadways**

A collector street pattern should be developed around the campus utilizing Fourteenth Avenue, University Boulevard, Chestnut Street, and a very small segment of Highway 31W. To be workable, segments of Fourteenth Avenue must be connected and portions of Chestnut Street and University Boulevard upgraded. This pattern would make access to the campus more effective, but more important would allow non-campus traffic to easily bypass the central area.

**Campus Boundaries**

As parcels become available and resources permit, property between the campus and this roadway system should be acquired.
Some property can be dedicated to University uses such as parking lots. Other property can be cleared for open green space. Some property can even be made available for University related but private activities such as student service groups, Greek housing, and professional organizations.

**Moving Off Campus**

To achieve the parameters stated, a number of activities should be considered for relocation off the campus. Intercollegiate athletics, physical plant, housing, Community College, Continuing Education and the Institute for Economic Development are options. Many of these would be better served where access and parking were more available.

**Parking**

A total of about 5,000 parking spaces, just slightly more than currently available, are necessary even if some activities are moved off campus and enrollments reach 15,000 to 16,000 students. To operate at these levels, the shuttle must be expanded, a graduated system of fees enacted to discourage parking and increase revenues, and new parking created at the perimeter of campus to reduce existing parking in the middle of campus.

**Pedestrian Access**

Western will be best served by continuing to develop and support the feeling of a pedestrian campus. Intrusion of vehicles into the campus needs to be seen as acceptable only in unusual circumstances.
Street Closings

Several closings of streets will enhance the campus. Regents, Virginia Garrett, a small segment of State Street near the Ogden Campus, and Center Street all should be considered. Closings can be designed to create a safe and attractive campus for pedestrians, yet accommodate service and emergency vehicles.

Campus Focal Point - Cherry Hall and the Hilltop

This area of the campus can capture the essence of the best that Western has to offer. It needs to be upgraded and protected.

Future Building Sites

Many opportunities exist for new and expanded buildings on campus. The outline of the new Health and Activities Building is shown on the plan. The area for residence hall expansion at Normal Drive and University Boulevard is indicated. Major additions are possible at the Kentucky Building and the Academic Complex. Both Snell and Science and Technology Halls can be renovated or replaced. A new facility for library expansion just south of Cravens Center seems desirable.

Accommodating Campus Recreation

This program serves thousands of participants. It is not desirable to transport them off campus and, therefore, space has been developed for them on the main campus.
Updating

Even though this plan is intended to guide Western well into the next century, it should be reviewed periodically and updated as needed. This will be especially important if one or more of the planning parameters should prove undesirable in the years ahead.
APPENDIX B

A BACKGROUND BOOKLET
A BACKGROUND BOOKLET

In Preparation for Planning Workshop

Johnson/Romanowitz/Architects & Planners
Lexington and Louisville
INTRODUCTION

Over a period of about six months, the staff of Johnson/Romanowitz Architects & Planners has completed a number of activities in order to prepare these materials. Activities included reviewing a wide selection of publications related to the University and Bowling Green, touring extensively the campus and the immediate surroundings, and seeking the perceptions of various groups and individuals affiliated with the campus. Scheduled interviews were conducted with the president, vice presidents, deans, director of physical plant, director of institutional research, director of housing, director of public safety, director of recreational activities, director of libraries, director of the community college, director of student activities and organizations, president of the facility senate, president of associated student government, as well as representatives of a number of county and governmental organizations. These organizations included the State Department of Transportation, City of Bowling Green, Warren County, and the local Chamber of Commerce. In addition to the scheduled interviews, opened and unscheduled opportunities were also provided where anyone could offer commentary on the campus and its future. The participation was diverse and included students, faculty, staff, undergraduates, graduates, minorities, international students, Greeks, non-Greeks, commuters, resident students, non-traditional students, retired staff, and neighbors. This open opportunity for participation in the planning process was widely announced in campus mailings as well as the University newspaper. The objective of these activities was to talk with a very divergent sample of the university community.
Based upon the review of documents available as well as these interviews, it is possible to identify a number of major issues that ought to be addressed in the campus plan update. In following sections of this document, each of these issues are identified and described. Then, a number of options for accommodating a particular issue are outlined.

These issues are presented individually for clarity of description. In actuality, a number of the issues are interrelated and steps taken to address one will facilitate or complicate another issue or issues.

It is also important to note that in the process of developing a master plan, other issues may emerge that need to be addressed. While the intent has been to facilitate the process by enumerating all likely issues as a starting point, it is not presumed that additional issues of importance will not arise.

Included as an Appendix of this document are copies of maps and statistical data about Western and the community.
ISSUE: CAMPUS SIZE

Overview
Since being established as Western Kentucky Normal School in 1906 by the Legislature of Kentucky, Western Kentucky University has continued a pattern of regular and consistent growth. Periodically over the last eighty-four years, specific circumstances has caused the enrollment to grow or decline rapidly, but the general pattern has been one of steady expansion. Today, the student population is approaching fifteen thousand students. An issue to be addressed is the ultimate enrollment to be accommodated at Western Kentucky University.

It is somewhat critical to establish some enrollment target or goal since a number of other planning considerations are of necessity tied to the number of students, faculty, and visitors on the campus.

Option 1 - Unlimited Growth as the Region Grows
It is possible to allow Western to simply grow without particular management of the growth process. This is in reality what has happened until this point in time. In this option, as the region grows or fails to grow, the enrollment at Western will similarly change. Looking at long range projections for the region, allowing Western to match growth with the region might result in a total student population of twenty thousand by the year 2020 or so.
This option has the advantage of allowing Western to continue a general policy of admitting any student who graduates from high school in the region. A policy of open admissions is particularly advantageous in the sense of maintaining positive relationships with the diverse political elements in the region. Curtailing enrollment has some potential in the view of some to negatively impact political support across the various counties in Western's service region.

Option 2 - Cap Western's Enrollment at 15,000 to 16,000

A second option related to enrollment would be to arbitrarily establish some maximum number, the range of 15,000 to 16,000 is the number most often mentioned, beyond which students would be turned away at Western Kentucky University.

This option has a number of implications. First, some would argue that an outstanding characteristic of Western Kentucky University has been its feeling of friendliness and community. It will become more difficult to maintain this feeling which is such an essential part of the University with a student base beyond 15,000 or 16,000.

A second argument in favor of this position is that the campus land is somewhat limited. The University is not in a location where large quantities of land are immediately available to the main campus for expansion. A student population of 15,000 or 16,000 may approach the maximum that can be reasonably accommodated without major and, in fact, unreasonable expenditures for property on the campus. This is not to imply that some expansion of campus
boundaries will not be desirable if 15,000 to 16,000 students are to be adequately accommodated.

Option 3 - Cap University Enrollment, But Allow Unlimited Expansion of the Community College

A third option would be to limit the number of students located on the main campus to 15,000 to 16,000, but allow the Western Kentucky Community College to grow as needed to accommodate additional applications. In this scenario, the most qualified 15,000 to 16,000 students would be admitted to the main campus with other students allowed to attend the community college for two years and then transfer to Western Kentucky's main campus. In implementing this arrangement, obviously the junior and senior classes would of necessity be somewhat larger than the freshman and sophomore classes to accommodate those successfully completing the community college program and transferring to the main campus.

It is important to note that this model has some examples of success particularly in states like Florida, Texas, and California. The University of Kentucky community college system also functions to some extent in this way in its relationship with the main campus of the University of Kentucky in Lexington.

This option allows the advantages of manageable size and keeps the student base to a number that can be successfully accommodated on the main campus while, at the same time, possibly minimizing the political implication denying entry to the University from those who graduated from high school in the region.
ISSUE - RELOCATION OF ACTIVITIES FROM THE MAIN CAMPUS

Overview
Regardless of the option taken in terms of ultimate university size, it seems likely that demands on the main campus are such that consideration for relocation of activities to other sites would be prudent. In general, activities to be relocated would be those where advantages of access and separation from regular student activities would be an asset rather than a detriment or the number of students adversely impacted is rather small. There are a number of activities that could be considered for placement on other sites.

Option 1 - Community College
An activity that might well be served by a remote location from the main campus is the Western Kentucky Community College function. If relocated, this activity should be placed in a locale where automobile access and parking are easily accommodated. It is assumed that the community college would continue to serve three kinds of programs: freshman and sophomore classes for eventual transfer to Western Kentucky University, vocational and terminal degrees intended for completion at the community college without transfer, and general interest classes which may not carry college credit.

Given these kinds of programs, it is a safe assumption that the community college will continue to be serving primarily commuter students and non-traditional students. The vast majority of community college students are in these categories and that is not
likely to change. A location that was advantageous for their purposes then would be one with good access and good parking.

Relocation of the community college would also help clarify its identity. It would have the potential negative impact of separating the image of the community college from Western Kentucky University per se.

A possible location could be the Jones-Jaggers Building across University Boulevard from the rest of the main campus. This location is tempting because it is available and near the rest of the main campus. It is somewhat undesirable for several reasons however. It is barely adequate in terms of size now and long range growth at this location may be difficult to accommodate. The Jones-Jaggers facility is not well suited for parking or easy access. It is in the congestion and limited parking environment of the campus. This location also does not offer the separation that may be desirable. Finally, this property may better serve other needs that require a location on the main campus.

Option 2 - Continuing Education

To be effective, continuing education needs to operate in an environment where visitors to the campus can easily arrive and participate in activities. The current location certainly does not meet that goal.

There are a number of ways in which continuing education could be accommodated off the main campus. Approaches might include better utilization of the facilities at the University Farm and
considerable use of the facilities planned for development on Scottsville Road. While those facilities on Scottsville Road have not been finalized, current plans call for a Hilton Hotel of 180 rooms and a convention facility of almost 70,000 square feet. The convention center will include approximately 15,000 square feet for exhibit space and a seating capacity of 1,200 to 1,500. It does not seem practical for Western to develop a convention/continuing education facility in addition to that proposed for the City of Bowling Green. It seems unlikely that the University and community are sufficiently active in this arena to support two facilities. In light of that, and given that the city is actively supporting the development of the facility planned on Scottsville Road, it seems reasonable for Western Kentucky University to plan to make regular and consistent use of these new assets in the community. In addition to the University Farm and the Hilton convention facility, other continuing education activities could be located away from the main campus and in proximity to the community college. Many of the community college and continuing education activities will likely have commonalities in focus and staff. Locating them in proximity may be desirable.

It may also be desirable to reconsider the use of Schneider Hall for the housing of continuing education activities. This facility was pressed into a continuing education use at a time when there were more than sufficient number of residence hall rooms on the campus and fewer hotel rooms available in the community. That situation has changed. There are now ample hotel rooms and inadequate resident hall space, so reallocation of this space back to university housing may be prudent. It also is in a location where
access and parking are not easily accomplished. It simply seems better suited for other uses at this point in time.

**Option 3 - Campus Recreation Activities**

At the present time, campus recreation is accommodated on fields near Normal and University Boulevard past the Egypt parking lot, and on Campbell Lane at Industrial Drive. As facilities are expanded on campus, some of these areas may be used for other purposes. In any case, it would be very desirable to group campus recreation activities into an area for ease of administration and operation.

One possibility would be to intensify the use of the property on Industrial Drive by developing it more fully. Additional site work and the construction of a small facility to accommodate concessions, storage, and restrooms would be the kind of improvements that would greatly enhance the use of that site.

Encouraging the relocation of campus recreation activities off of the main campus has at least two implications. First, it requires transportation of students either in personal vehicles or by shuttle to the remote location. Given the high levels of participation in terms of numbers and the recent increases in those numbers, the decision to relocate campus recreation activities to remote locations requires an equal commitment to enhance transportation opportunities provided by the University in order to discourage private traffic in a congested environment as well as to support those students unable to arrange private accommodations.
A second concern with the use of property such as that on Industrial Drive is the relative value of that property. The fact may be that that property, while not now necessarily valuable, will be in the short range. Western would be better served by using the property for other uses rather than accommodating recreation there. For example, that particular location might be well suited for the development of a research and office park which would bring to the community opportunities to locate research and office activities as well as offer Western opportunities for interaction with private enterprise in advantageous ways. The site may also be needed for community college, non-traditional housing, or intercollegiate athletic fields.

In order to plan for campus recreation, it seems essential given current levels of participation to provide an absolute minimum of four fields for campus recreation and intramural activities. These would be four multipurpose fields serving sports such as soccer, football and softball. As the population grows on Western's campus, it will be necessary to proportionately expand the number of fields. It may be more appropriate to consider expanding the operational hours for the fields by adding lighting rather than expanding the number of fields. Currently campus recreation activities must be curtailed in the early evening whereas with lighting the available hours of participation could be tripled on the same number of fields. When land acquisition, site development, and site maintenance costs are taken into account, it may be more economically desirable to have lighted fields allowing extended hours of operation.
Option 4 - Relocate Intercollegiate Athletics

While university intramural and recreation activities involve a large number of students, a much smaller number of students are impacted by intercollegiate athletics. The football team and their practice facilities have already been relocated to a remote site. Similar relocation of baseball, soccer, and tennis could be considered.

One factor encouraging relocation is the reality that these three sports are not well accommodated in current facilities. The soccer practice area is minimal. The baseball practice field is constrained in its current location. The tennis facilities are poorly oriented and not configured in a way that allows Western to accommodate many tournaments. Given that all three types of facilities need to be upgraded, it might be desirable to consider locating those away from the main campus and reclaiming that space for other campus activities.

Other possible locations for intercollegiate sports could be the property on Industrial Drive, the University Farm, or the Three Springs complex. Each location has strengths and weaknesses. Industrial Drive is nearby and easily on the shuttle route, but there are competing uses. The University Farm is not as convenient to the campus but very convenient for visiting teams. While space is available, this land may be so valuable as a potential industrial park or similar use that even the farm should be relocated. Three Springs is the least convenient location, but cooperation with the county may be desirable given that both the county and the University have limited resources.
The scope of this planning effort is limited to the main campus making detailed analysis of other sites not possible. It would seem desirable to relocate all three sports to the same area. If the three sports could be located together, not only would transportation and administration be aided, but also a small building to accommodate lockers, storage of materials and the like could be economically developed.

Option 5 - Relocation of Physical Plant

Physical plant is currently located in the parking structure. Relocating this operation to a remote site would free a considerable number of parking places and some building space. The number of parking spaces created would include not only those spaces used by physical plant staff for personal vehicles, but also those spaces used to park university owned vehicles as well. To be effective, this relocation must be to an area very close to the main campus. If a more remote location is selected, the loss of staff time in travel to and from the physical plant base and the campus would be detrimental to the quality of services available without significant increases in staffing.

To be maximally effective, both housekeeping and maintenance oriented staff would need to be based in some other location. This would mean then that housekeeping staff would need to be shuttled to their work locations for the day. This would raise significant problems such as accommodating departing of the campus at noontime by housekeeping staff. Maintenance staff typically operate from university vehicles and, therefore, they can park in a remote location and travel to the campus in that vehicle to perform their
daily activities. It may also be important to keep upper level physical plant administration on the campus for ease of access by others.

A compromise option might be to keep housekeeping and upper management based in their current location and only relocate physical plant staff and functions related to maintenance. Even this would have a significantly positive impact by creating a number of additional parking places for use by students, faculty, and staff on a daily basis.

Option 6 - Housing

Housing could be disbursed to remote locations in three ways. First, a Greek housing area could be developed on the perimeter of the main campus. This would have the effect of possibly removing some students from current residence hall space. Sororities, for example, are largely accommodated in existing university housing. Locating them to a Greek housing area could free up existing residence hall space and possibly limit the need to develop additional residence hall sites.

A second type of remote housing that might be workable involves married student housing. The campus currently has only a few married student housing units available and a number of those are in what would best be described as temporary buildings acquired by the University and used for married student housing until demolition when the sites need to be committed to other uses. It may be possible to effectively develop remote married student housing, but the impact on the main campus would be negligible. Less than ten
married students are now accommodated on the main campus in university housing.

A third approach to remote housing would be encouraging private development of student residence hall space developed outside the main campus. This has worked effectively in other locations and might prove attractive at Western. The experience with the downtown towers developed some years ago will be a significant hindrance in this approach. No doubt many in the community remember the failure of those facilities which were built to accommodate single undergraduate students in a location near the main campus, but developed on private property by private enterprise.
ISSUE - VEHICULAR ACCESS

Overview
It is clear that vehicular access will remain a critical concern for Western Kentucky University. Even with the maximum anticipated residence hall construction, more than 50% of the enrollment is anticipated as living off campus. When staff and faculty are added to commuting students, it seems clear that more than 10,000 persons and possibly nearly 20,000 persons will be approaching the campus by automobile on a daily basis. In light of this, it seems appropriate to consider the vehicular access in the immediate area of the campus.

It seems safe to assume that primary access to the campus will be by Route 68/80 (Russellville Road), University Boulevard, Chestnut, and downtown streets including State, College, Center, and Kentucky. There are no firm city, county, or Kentucky Department of Transportation plans to upgrade roadways in the area of the campus. Upgrading of roadways away from the campus per se such as the widening of Campbell Lane and the development of Victoria Parkway may assist the campus by diverting traffic, but no improvements are anticipated in the university area in the immediate future.

Intermingled with the concern for automobile access to the campus is the problem of conflicts between vehicular approaches and pedestrian ways. To the extent possible, it seems desirable to separate vehicular and pedestrian traffic. In an ideal sense, this would mean defining a circulation pattern around the campus such that vehicles not having university business would bypass the campus and
vehicles with university business would terminate their approach at the perimeter. Then pedestrians would be free to move largely at will about the interior of campus. With a campus of this size, it is inevitable that pedestrians will need to cross drives and parking area, but by separating major vehicular access from pedestrian ways, safety as well as the general environment of the campus can be greatly enhanced.

Option 1 - Develop a Connector on the Downtown or North End of Campus

Currently the north end of campus is defined by a number of streets which together do not form a northern corridor. The two major streets in this pattern are Fourteenth Avenue and Fifteenth Avenue. With some property acquisition, it would be possible to enhance and connect Fourteenth Avenue forming a continuous northern corridor defining the edge of campus. This would connect with Chestnut, State, College, Center, Kentucky, and Adams Streets terminating on the west into University Boulevard. The eastern end of Fourteenth Avenue continues past 31W essentially allowing vehicular traffic to travel to and from 31W and past the northern edge of the campus without entering the campus area per se. Ultimately, it may be desirable for the University to acquire most of the property to this northern collector street and essentially provide a better entry to the campus from downtown. The space between Fourteenth Avenue and Fifteenth Avenue could serve a variety of purposes including parking and accommodation of university elements such as Greek housing, married student housing, or the like.
The development of Fourteenth Avenue as a connector will positively impact the neighborhood, the University, and the community. It will create a clear-cut boundary. Obviously, it will very negatively impact those persons displaced by the route or living on Fourteenth Avenue. The most negative impact and the greatest expense will be at the Chestnut Street end. An advisable strategy to implement this option may be to not only declare an intent to create this route, but further begin by building from University Boulevard east to Chestnut Street to allow more time for those on the eastern end of the route to relocate with minimal personal disruption. Further, much of the western end of the route is actually blighted urban area enhanced by urban renewal, community development kinds of activities.

Option 2 - Chestnut Street as an Eastern Boundary
Much in the way Fourteenth Avenue can define a northern boundary of the campus, it seems desirable to view Chestnut Street as an eastern collector street for traffic purposes. This would mean that efforts would be made to discourage through travel on streets such as State and Normal and rather encourage use of Chestnut Street. Even if State Street and Normal Drive remain open, they should be viewed as minor streets for those seeking access to the campus rather than as traffic patterns for those simply traveling north and south along the eastern boundary of the campus. Little if any upgrading may be necessary in order for Chestnut Street to serve this purpose. It is already generally viewed in the community as a major thoroughfare.
Option 3 - View University Boulevard as the Major East/West Access Point in the Campus Area

Clearly University Boulevard must be viewed as the primary east/west connector. It ties directly in with access to the interstate on the north as well as to Route 68/80 and 31W and ultimately the Green River Parkway on the south. To enhance the flow of traffic along University Boulevard, it would be advantageous to add a right-hand turn lane at Morgantown Road traveling south and add right-hand turn lanes at the various access points into the campus including the stadium parking lots, Diddle Arena parking lots, the parking structure, and Dogwood Drive. It would also be desirable to add left turn lanes at Morgantown Road. The addition of these turning facilities expanding this road from four to essentially five and, in some spots, six lanes will greatly facilitate the flow of traffic on University Boulevard. To the extent that traffic can be encouraged to utilize that route, it will remove traffic away from other north-south streets such as State, Normal, and even Center Street.

Option 4 - Closure of Center Street

With the development of Fourteenth Avenue, Chestnut Street, and University Boulevard, it will be possible to close Center Street as a through connector. By careful reconsideration of access points, it may be possible to actually abandon a large portion of the roadway. The elimination of this road should not increase traffic appreciably on other streets beyond their capacity, opens additional property for development, improves the aesthetics of the campus tremendously by removing large volumes of traffic from the interior campus, and, most importantly, will considerably enhance the safety of pedestrians moving across this major vehicular accessway.
Option 5 - Close Regents Avenue
The planned construction of the Health and Activities Building on Regents Avenue will have the effect of closing this roadway. Its primary function is as a convenience and given its bisection of the major pedestrian way on campus, it clearly is a roadway that is best closed.

Option 6 - Close Virginia Garrett Avenue
Virginia Garrett serves primarily as a route of convenience connecting Center Street and Normal Drive. With some planning and adjustments of traffic patterns to parking lots, this roadway can be closed. It is not desirable to have a "cut through" crossing the major pedestrian spine of the campus. Access to all facilities can be achieved without the use of this roadway with careful planning.
ISSUE - CAMPUS BOUNDARIES

Overview

Over the years there has been some lack of clarity in terms of the desirable boundaries for the main campus at Western Kentucky University. It is important to define these boundaries so that a plan of land acquisition can be managed in the years ahead. It also is important for community relations to define what will and will not be university property to the extent possible so that private landowners can anticipate long range development and not be placed in a position of suffering or benefiting unreasonably from their private ownership of property.

Option 1 - Northern Boundary - Fourteenth Avenue

The University already owns a number of parcels between Fifteenth Avenue and Fourteenth Avenue. In addition to the university owned properties, a number of additional parcels are also owned by Greek and other similar organizations closely affiliated with the University. Utilization of 14th Avenue as the boundary towards town of the campus would allow the "front door" of Cherry Hall to be further emphasized by enhancing the intersection at Fifteenth and College Street. It is difficult to develop this area as an attractive and effective entrance if it is also at a point of major vehicular access. Moving the campus boundary to Fourteenth Avenue would have the effect of allowing different development of that property between Fourteenth and Fifteenth Avenue than is occurring today.
Option 2 - Chestnut Street as the Eastern Boundary

If Chestnut Street is viewed as the eastern boundary, it is possible to include all of the Ogden Campus as well as the large numbers of residences between Chestnut Street and Normal Drive in the campus proper. The residences between Chestnut Street and Normal Drive are actually relatively few in number for the acres involved. Acquiring those properties would allow space for expansion, Greek housing, surface parking, and the like. Chestnut Street seems a natural eastern boundary to the campus. As this property is required, Normal Drive and State Street need to become minor access roads for the University rather than city streets. Passing traffic needs to be encouraged on Chestnut Street and discouraged on State Street and Normal Drive.

Option 3 - Viewing University Boulevard as the Western Boundary

The railroad tracks present a very difficult barrier to expansion to the west. While it is clearly possible to secure approval for spanning the tracks, it is very costly and difficult to achieve. The problem is further compounded in this case because the roadway of the railroad is a number of feet in elevation above University Boulevard. This means in addition to the regular clearances, connectors must be raised enough to allow for the difference in elevation between the general topography of the area and the railroad bed. In summary, the costs and difficulty in using connectors across the railroad work against the reasonableness of expansion in this direction. In light of this, it seems reasonable to view University Boulevard as the western boundary to the campus.
It is important to note that this does not preclude the use of property west of the railroad tracks and University Boulevard for functions where close proximity but not direct access from the campus is acceptable. Continued use of the facility for football seems acceptable. Use of property in this area for activities such as the location of physical plant or a remote parking lot are additional examples of activities that could be successfully housed across the railroad tracks with access by way of Morgantown Road or Route 68/80.

Option 4 - Creason Drive and Jones-Jaggers School as the Southern Boundary

It seems unlikely for the University to expand further to the south than the Jones-Jaggers property and Creason Drive to Robinson Avenue. Even this presents an elongated campus with the distance from south to north at a maximum. Expansion of the campus further south beyond Robinson Avenue seems unwarranted. In fact, use of the property along Creason Drive at Robinson Avenue should be considered only for uses where travel between those spots and the University proper is not a burden. Greek housing, campus recreation, remote parking and intercollegiate athletics are examples of uses of property for this southern portion which do not seem unreasonable given their proximity.
ISSUE - VISITORS CENTER

Overview

Most universities of the size and complexity of Western have a visitors center that serves as a focal point for first time arrivals to the campus. At this center, directions to specific campus locations can be provided and parking arranged. Western seems to need such a facility.

To be effective, such a center needs to be located with easy vehicular access and on the perimeter of the campus. A single center is ideal since it minimizes development and operational costs.

To be meaningful at Western, such a center needs to be on a manageable route from Interstate 65 and the Green River Parkway, the major vehicular access routes to Bowling Green. It would be ideal to locate the center not only on a manageable route, but also on an attractive route to create as positive an image of the community as possible for those approaching the campus.

Option 1 - University Boulevard at Russellville Road/Creason Drive

This location would be reached off I-65 from the north by way of the bypass just west of downtown which becomes University Boulevard. From the south and west, traffic could approach on Russellville Road. Neither route is particularly attractive aesthetically, but it would be easy to negotiate with signage.
The center itself could be located at several spots in the general vicinity of University, Russellville Road, and Creason Drive with good visibility. A major shortcoming of this location is that visitors could not reasonably park at this site and walk to facilities on the hill.

Option 2 - University Boulevard at Dogwood Drive
Vehicular access would be much like Option 1. Adequate space seems to be available at this location. This location is one where many visitors could park and be within practical walking distance of their final destination.

Option 3 - University Boulevard at Normal Drive
This location may lend itself to access from 31W. Getting visitors through the route to this location may be more difficult. 31W is a congested route where signage may be less easily noticed.

This location, like Option 1, is also somewhat remote from the hill portion of campus.

Option 4 - Fourteenth Avenue at College Street
If Fourteenth Avenue becomes a northern collector street around the campus, a Visitors Center may be workable between Fourteenth and Fifteenth Avenues near College Street. If a vehicular access route can be defined, this would be ideal since the Visitors Center would be at the "front door" to the campus, Cherry Hall.
The major deficit at this location is that years may pass before Fourteenth Avenue is developed, and a Visitors Center is needed today. A possible solution would be to develop one at the south end of campus now and plan a second at this location in the future.
Overview

Western Kentucky University is viewed as a small, beautiful, rural campus focusing on undergraduate education. One aspect of the campus that supports this view is its pedestrian orientation. To the extent possible, it seems desirable to enhance the pedestrian role on the campus. This means that whenever possible automobile access and parking should be located on the perimeter of the campus. The pedestrian element of the campus should be stressed even if some minor inconvenience for vehicular traffic is the result.

The primary element of the pedestrian flavor of the campus is the central pedestrian spine that runs from the Pearce-Ford Tower at the southern end of the campus in a somewhat direct path all the way to the top of the hill behind Cherry Hall.

Option 1 - Enhance the Primary Pedestrian Spine

At every opportunity, the primary pedestrian spine running through the middle of the campus should be enhanced. For example, the elimination of Regents Avenue and Virginia Garrett as "cut throughs" would enhance the pedestrian spine. Further, parking should be removed from the pedestrian way to make it a much more wholesome walkway. Further, the pedestrian way needs to be widened. Given a campus of this size and the critical nature of this pedestrian corridor, a walkway of 20' in width does not seem at all excessive. In addition to widening and generally enhancing the route of the main pedestrian spine, it seems appropriate to remove elements that are particularly unattractive from the pedestrian way. Two examples
would be the satellite dishes near the pedestrian green in front of the education building and the dumpsters near the residence halls such as McLean Hall at the foot of the hill. While dumpsters and satellite dishes are essential, they can be located in settings where they are not so visually apparent from the main pedestrian walkways.

In addition to minimizing blight and ugliness along this route and expanding the width to accommodate volume, this spine offers excellent opportunities for the development of outdoor activity nodes. Small seating areas, attractive court yards, landscape plantings, fountains, and flagpoles all could enhance this path. This walkway could become the place on campus where the entire university community meets and where visitors in a single stroll can see the essence of Western Kentucky University.

Option 2 - University Boulevard Overpass

It seems appropriate to consider a pedestrian overpass across University Boulevard linking the residence hall area at the south end of campus with the Egypt parking lot and fields along Creason Drive. The pedestrian walkway could begin near the southernmost residence halls almost as an extension to the pedestrian spine. Starting the access point this far into the campus would allow a very gradual rise and still provide adequate clearance over University Boulevard. Similarly, the southern end of the walkway could be considerably along Creason toward the center of the Egypt parking area. Typically, minimizing the grade encourages use of the pedestrian walkway. While such an access is possible, to make it used by students it may be necessary to fence both sides of
University Boulevard for some distance from the ramp. Fencing will need to be in both a decorative and very durable material. Other campuses have found that chain link fence, for example, in these kinds of locations is neither attractive nor effective. Students will either scale such a fence or use cutters to open passageways.

Cost of such a crossing will likely be about a half million dollars. A factor to consider in the determination of the costs and benefits of this option might be the ultimate use of the Jones-Jaggers property.

Option 3 - Pedestrian Way Connecting the Stadium with the Football Practice Area

It would be possible to span University Boulevard west of the campus as well as the railroad tracks to connect the varsity football practice facility with the stadium. The cost of such a connection will be considerable. It is further complicated by the elevation of the roadway above grade. Instead of simply clearing the railroad tracks, the overpass must also be a number of feet above University Boulevard and the land east of University Boulevard in order to compensate for the considerable elevation of the railway roadbed. While possible, this crossing could in all likelihood be more expensive than crossing University Boulevard to the Egypt parking lot and likely serve a smaller number of people.

Option 4 - Ogden College Access

A large volume of pedestrians now cross near the State Street and Fifteenth Avenue intersection traveling between the main part of
campus and the Ogden complex. This traffic will not be diminishing and is very dangerous.

Solving this situation may require a combination of strategies. Clearly, the ideal would be to minimize vehicular traffic allowing pedestrian access to flow easily. If vehicular traffic can not be curtailed, then pedways across might be considered, but they could prove not only costly but difficult and inconvenient for users. To be effective, they must be seen as convenient.

Option 5 - Lighting

Once pedestrian ways have been defined, they need to be lighted for night use. Campus activities will increasingly occur at night and proper lighting will help to insure the pedestrian access is pleasant and safe.
ISSUE - PARKING

Overview
No aspect of the Western Kentucky campus is viewed as being as problematic as parking. It is such a pervasive problem that all others seem secondary. One faculty member summarized the situation by stating, "The top ten problems with the campus are parking, parking, parking, parking, parking, parking, parking, parking, parking, and last parking!"

The issue of parking has really three aspects. First and foremost, there is a perception of more demand for parking than spaces available. This is particularly true in the morning hours and at the north end of campus. A second aspect of the parking problem is that parking lots are already an unattractive feature of the campus and more lots would compound their impact. Third, the lots are located in many cases such that pedestrian traffic and parking lot traffic cross. Not only is this dangerous, but it is also quite aggravating to drivers.

Option 1 - Restructure Parking Fees
Parking now is a minor cost with minimal categories of lots and costs. The use of the graduated and increased parking fee structure would have two desirable outcomes. First, simply charging persons to park, especially as the cost becomes larger, discourages parking. With no restraints, individuals are not encouraged to form car pools or find other methods of transportation. An escalated parking charge would have some impact on the number of cars driven to the campus on a daily basis.
The second major benefit of increased parking costs would be additional revenue with which to provide parking places. The cost of providing a parking place in a parking structure is likely between $7,500 and $10,000 per car today. Assuming no maintenance or land costs, this would mean an annual cost to retire construction over a twenty year period of nearly a $1,000 per year. The cost of surface parking, again excluding land and maintenance costs, would be more on the order of $100.00 or so per year. Given these kinds of costs to provide parking, an increased parking fee structure seems appropriate so that there is a better relationship between the cost of providing the service and those paying to use the service.

A graduated scale also has an element of fairness. Persons with larger incomes are typically provided more desirable parking places and charged considerably higher rates. This is a pattern familiar on higher education campuses across the United States.

A dilemma in the creation of higher fees is that employees may rather have parking viewed as a fringe benefit. Receiving salary that is then returned to the University in the form of parking fees may result only in the unnecessary loss of resources by the impact of taxes.

Option 2 - Continue Encouraging of the Shuttle
The shuttle operation has been a booming success on the Western Kentucky University campus. It is an economical and desirable way to both provide access to the campus and also maintain an attractive campus by minimizing the number of parking places.
It seems desirable to expand the shuttle in several ways. First, the number of buses, the frequency of bus routes to the existing shuttle location, and the hours of operation can be expanded. Second, it seems desirable to develop additional shuttle locations. Additional locations in the northern part of town and east of town such as along Scottsville Road seems in order.

The shuttle ought to be viewed not only as connecting parking to the campus, but also connecting off campus activities with on campus activities. If the community college, continuing education, recreation, or athletic teams are located off campus, the shuttle could service these as well. In fact, it may be possible to achieve participation of the city and county in the shuttle given the lack of any type of mass transit. A broad view in the future seems in order.

To be effective, it will likely be necessary to upgrade the operation. Higher quality vehicles, wheel chair lifts, and shuttle stop shelters have been a part of successful shuttle programs on other campuses.

The shuttle service has so many advantages and has been so well received, it seems appropriate to capitalize on it as an approach to help in accommodating the parking problem on campus.

Option 3 - Develop a Small Number of Very Expensive Parking Lots

There are some on campus who would be willing to pay a great deal for the guarantee of the availability of an assigned parking area. There may be locations on campus where a gate controlled arrangement
could be developed for a limited number of cardholders. It would be
important to charge a rate equal to the cost of providing the
parking and to limit sale of parking places to the number of spaces
that are actually available. In essence, a person willing to pay
the price ought to be able to purchase a space in a lot and be
guaranteed that it will be available when needed.

Option 4 - Perimeter Parking Lots
As parking needs to be expanded, every effort should be made to
locate those lots on the perimeter. There are many examples that
can be pointed out on the campus. One location is the area between
Normal Drive and the education and academic complex buildings. A
large parking lot can be developed in this area with appropriate
berming and screening from Normal Drive as well as from the academic
buildings. This would allow a person approaching campus to park on
the perimeter and then walk in to these facilities. This is much
better than the placement of parking in the center of campus such as
the lots just south of Grice or the lots just east of the Downing
Center. Both of these lots require crossing of pedestrian ways and
the intrusion of automobiles into the middle of the campus. With
diligence, perimeter lots can be located. Other examples might
include the intersection of Dogwood Drive and University Boulevard
as well as along Normal Drive and University Boulevard on the
southern end of the campus.

Option 5 - Parking Structures
While parking structures are very expensive, there are two locations
where they might be appropriate for consideration on the Western
campus. One is the expansion of the existing parking structure near
Diddle Arena. Apparently, this structure was built to accommodate additional floors and its location is such that additional capacity may be in order at this point on the campus.

A second location which is worth considering is near the intersection of Fifteenth Avenue and State Street. This corner of the campus has a large number of faculty and administrative offices as well as classrooms. A parking structure in this area would facilitate those activities essentially located on the hill, in the areas just east and south of the hill, and on the Ogden campus. Building of a structure here may be less obtrusive than development of additional lots in the area. When land costs are taken into consideration, the cost of a structure may not be as prohibitive as it appears on the surface.

Option 6 - Restriction of Student Vehicles

Another strategy for reducing the parking problem would be to limit the use of vehicles on campus by freshmen or even other categories of students. Not only do vehicles present a problem in terms of accommodating them on campus, but freshmen having access to transportation may not be conducive to full participation in university activities. Western Kentucky University has a reputation as a campus that operates from Monday until Friday afternoon with a general exodus of everyone for the weekend. This pattern precludes students from participating in many of the activities which higher education offers to students. While vehicles may be a convenience, they may work to the detriment of the student educational experience.
The most common argument for cars is the easy to access working opportunities. It may be a circular argument in the sense that a large number of students may have difficulty working more hours than the cost of purchasing, operating, and insuring an automobile. In other words, a car is necessary to keep a job and a job is essential if a person is to have a car. Precluding the car may result in not needing the job and essentially no net loss in terms of student resources at all.

If vehicles are not precluded for categories of students, they might be located in remote lots. This would make them accessible when needed, but not so convenient as to be used thoughtlessly.

As student parking restrictions are considered, it is important to remember that the majority of current students today commute to Western. This pattern is not likely to change. Provisions must be made to allow commuters access to the campus.

Option 7 - Better Distribution of Classes
A factor contributing to the parking situation is the concentration of course offerings in the morning hours. If teaching can be extended to afternoon and evening hours, then the number of vehicles on campus can be spread over the day as well. At this point parking is available in the afternoon and evenings.
In addition to assisting the parking problem, a larger teaching day may have other benefits: better utilization of classrooms and other teaching areas, more flexibility in course scheduling for students since fewer classes would be offered in a single time slot, and the opportunity for morning employment by allowing students to schedule classes in the afternoon and evening.
ISSUE - ADDITIONAL BUILDING SITES

Overview

Three kinds of additional buildings will likely be needed on the Western campus as enrollments grow: academic facilities, administrative facilities, and residential facilities.

Option 1 - Library Expansion

One of the critical needs in the immediate future will be the development of additional library facilities. These are likely best accommodated by a new structure built next to the Cravens Graduate Center and the conversion of all of Cravens to library facilities. A site for this facility might be immediately south of the Cravens building. This particular option would allow the Helm Building to be converted to other classroom uses. It is a former gymnasium and is not ideally suited for library purposes in any case. It would function reasonably well as an office/classroom building and may have sufficient historic value to be worth retaining on the campus.

A structure similar in scale to the Cravens facility could be developed nearby and connected at each floor level. Initially lower floors of Cravens and the new building could serve other uses being converted to library functions as needs dictate.

Option 2 - Replacement or Renovation of the Science Technology Building

To accommodate academic growth, it may be appropriate to either replace or totally renovate this facility. It is not particularly effective or efficient and a total renovation or replacement may be
in order. There seems to be little feeling of ownership among the alumni of this building, so it might be a candidate for demolition and the development of a modern facility at this location that could support the Ogden campus activities. Cost of renovation may actually approach the cost of replacement.

Option 3 - Better Use of Existing Teaching Facilities

Western Kentucky University may have minimal academic teaching space needs in the future if better utilization of existing facilities can be achieved. There are two common ways to achieve better utilization. One is to expand the teaching day by more evenly distributing teaching over the morning, afternoon and evening hours. The second is to view teaching areas as a university rather than a departmental resource. Better use of existing facilities not only reduces new construction costs and use of available sites, but also helps general fund expenditures by limiting maintenance and operational costs.

Option 4 - Replace Snell Hall

Snell Hall is not particularly efficient. For the space it occupies, it offers a relatively small amount of usable space. In the future as additional facilities are needed related to activities in nearby buildings, it may be appropriate to consider demolishing Snell Hall and erecting a larger facility on this site.

Snell Hall is the last original element of Ogden College and its historic value may preclude demolition.
Option 5 - Administrative Expansion to Potter Hall
Rather than accommodating additional administrative needs in new structures, it may be desirable to fully utilize Potter Hall. For example, the facility could be used to house all student services such as admissions, financial aid, job placement, residence hall administration, and academic counseling in one location.

It is not typically desirable to mix housing and non-housing in the same building. This location is such that it may better serve for administrative uses than housing.

No matter what the use, it needs full renovation so that may offer the opportunity to convert its use without financial penalty.

Option 6 - Schneider Hall
Schneider Hall may be better suited as a residence hall than a continuing education center. If additional housing is needed for students, it may be advantageous to convert this facility rather than construct additional buildings. Schneider Hall is well arranged and well located as a residence hall. It is neither well arranged nor located for continuing education.

Option 7 - Additional Residence Hall Sites
A total of 800 undergraduate traditional student beds, 400 in the immediate future and 400 in the years ahead, seem likely to be needed on the campus. The long intended location for these is near the intersection of Normal Drive and University Boulevard. As these are planned, every effort should be made to learn from the past.
The scale should be smaller. Parking should be on the perimeter. The appearance should be more residential in character.

**Option 8 - Expansion of the Kentucky Museum**

This facility is a state resource. Over time it simply must be expanded. The Kentucky Building must take into account not only additional interior space but also improved parking. To be effective, the facility must have adequate parking for visitors.

**Option 9 - Use of Jones-Jaggers**

This facility will become available for use in the immediate future. It could accommodate a number of academic or administrative functions, thus reducing the need for further construction. Externally funded projects and the early childhood/head start programs are two examples where the location might be an asset rather than a detriment.

Not only does the use of the building need to be considered, but the site as well. If the use of the building permits, the site might become largely parking for new residence halls located across University Boulevard.

**Option 10 - Greek Housing**

Greek housing has been a continuing dilemma for the campus and the community. One approach is to take the position that Greek housing is a private rather than a university issue. It like other congregate housing (apartments, rooming houses, and condominiums, for example) need to be addressed by planning and zoning rather than university control.
The inverse position is that Western should create a Greek housing opportunity. In this case, a number of locations can be considered.

If Fourteenth Avenue becomes a northern boundary of the campus, parcels between Fourteenth and Fifteenth Avenues could be made available to Greeks for lease or purchase. This location has the advantage of being the area now occupied or nearby existing Greek houses.

If a property acquisition program is undertaken between Normal Drive and Chestnut Street, sites and even high quality structures within this area could be used. This locates Greeks nearer existing and planned campus housing. Sororities and possibly fraternities could have housing in residence halls and meeting rooms nearby in houses.

The property at Robinson Avenue south of campus and the Egypt parking area may be suited to this use.

No matter where the location, issues such as proximity to campus, neighbors, liability, and control of activity must obviously be considered.

Option 11 - Non-Traditional Student Housing

Western has relied on the community to meet the housing needs of non-traditional students. Given the already excessive demands on the main campus, it may be best to assume such housing will either continue to be in private developments or at least away from the main campus. University owned property such as that on Campbell Lane or property acquired for the purpose such as adjoining the
football practice field are examples of locations separate but near enough to be convenient.

**Option 12 - Additional Academic Building Site**

Even if all of the options noted thus far are implemented, Western may need in the next two decades one additional site for a major academic facility. It seems critical to locate such a facility in proximity to other academic buildings. Possible locations are between Grise Hall and Cravens Center, on the site of the Diddle House (a building best viewed as interim), or on Chestnut Street at Kiss-Me-Quick Alley.
Overview
While the issues identified thus far are in the minds as most difficult and critical, there are a number of other issues that while less complicated or controversial are worthy of mention.

Option 1 - Preservation of Natural Areas
These are a number of areas on the hill that are very rocky and have been left in a natural state. These need to be preserved because they are reflective of this location before the campus was created, and they offer relief from the buildings, walks, parking lots, and roadways that dominate the campus, especially the hill area of the campus.

Preservation does not mean ignoring. These areas need to be tended to allow wildflowers and flowering trees to flourish while controlling unsightly weeds and underbrush.

Option 2 - Natural Views from the Hill
The hill is the dominant physical feature of the campus terrain. The University needs to capitalize on this feature in several ways. As structures are built, dramatic views should be retained at a minimum and enhanced if possible. Also, existing views need to be protected as landscaping is planned. To give an example, the beautiful buckeye trees at the overlook in front of Van Meter Hall should possibly be relocated to a spot where they can grow without blocking a critical view. A grove of these trees and others would
be wonderful on the somewhat barren plain at the south end of campus.

Option 3 - Signage

A signage program is needed at Western. Signs need to have the following characteristics:

1) Be attractive and distinctive;
2) Be legible from some distance;
3) Be readable both day and night given the increasing night time use of the campus;
4) Be located on the ground rather than the building facade to achieve good visibility;
5) Serve to define the campus as separate from non-campus facilities;
6) Be reasonably priced to develop and maintain.

Option 4 - Campus Entrance/Focal Point

Most campuses have a focal point, a place of ceremonial entry, that defines the essence of the institution. Western has no such place, but comes close on the north side of Cherry Hall. This area should likely be more fully developed. It seems naturally suited. Development might include opening the view from College Street by clearing buildings, relocating ugly overhead utilities, dramatic lighting at night, removing of vehicular traffic, and creation of green space.

Option 5 - Funding for Maintenance

While Western's inventory of facilities includes many beautiful and effective buildings, it is critical that they be better maintained. This is not meant to imply any inadequacy of physical plant.
Rather, increased resources simply must be committed to the task. This problem is not unique to Western. One major factor contributing to the problem is the large number of buildings added to campuses in the 50's and 60's. These are reaching the stage where expenditures for major maintenance activities are almost unavoidable.

If funds are not dedicated to the task, morale and effectiveness of students, faculty, and staff will be negatively impacted. Further, eventually the failure of facilities will require even greater expenditures for replacement. It is more economical to spend regularly for maintenance than periodically for replacement.

Option 6 - Strategic Planning

This master planning of the physical aspects of the campus has been undertaken of necessity without the strategic planning that should likely have occurred first. As strategic planning occurs, it may be desirable to review this master plan and modify it as necessary. This may be especially true if assumptions in this planning activity such as the size and nature of student populations, the future of academic programs, and the needs for housing prove to be inaccurate.

Option 7 - Open Green Space

A valuable element of the campus is the presence of open and green space. As parking, buildings, and even planned recreation are expanded, it is important to maintain or even expand green space. This implies that to the extent campus is consumed for other uses,
the campus itself must be expanded. Green and unstructured area must be preserved if this strength of Western is important.
APPENDIX
### FALL HEADCOUNT ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FULL-TIME</td>
<td>9378</td>
<td>9586</td>
<td>9393</td>
<td>9204</td>
<td>8645</td>
<td>8110</td>
<td>8476</td>
<td>9308</td>
<td>9844</td>
<td>5.8</td>
</tr>
<tr>
<td>PART-TIME</td>
<td>3980</td>
<td>3588</td>
<td>3462</td>
<td>3462</td>
<td>3126</td>
<td>3149</td>
<td>3781</td>
<td>4212</td>
<td>4277</td>
<td>1.5</td>
</tr>
</tbody>
</table>

### FALL HEADCOUNT ENROLLMENT BY FULL/PART TIME BY LEVEL

<table>
<thead>
<tr>
<th>YEAR</th>
<th>UNDERGRADUATE</th>
<th>GRADUATE</th>
<th>TOTAL ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FULL-TIME</td>
<td>PART-TIME</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UNDERGRADUATE</td>
<td>GRADUATE</td>
<td>TOTAL ENROLLMENT</td>
</tr>
<tr>
<td></td>
<td>FULL-TIME</td>
<td>PART-TIME</td>
<td></td>
</tr>
<tr>
<td>1979</td>
<td>8534</td>
<td>2013</td>
<td>13532</td>
</tr>
<tr>
<td>1980</td>
<td>8968</td>
<td>1813</td>
<td>13358</td>
</tr>
<tr>
<td>1981</td>
<td>9184</td>
<td>1800</td>
<td>13174</td>
</tr>
<tr>
<td>1982</td>
<td>8930</td>
<td>1798</td>
<td>12855</td>
</tr>
<tr>
<td>1983</td>
<td>8787</td>
<td>1778</td>
<td>12666</td>
</tr>
<tr>
<td>1984</td>
<td>8231</td>
<td>1616</td>
<td>11771</td>
</tr>
<tr>
<td>1985</td>
<td>7705</td>
<td>1648</td>
<td>11259</td>
</tr>
<tr>
<td>1986</td>
<td>6092</td>
<td>2184</td>
<td>12257</td>
</tr>
<tr>
<td>1987</td>
<td>8888</td>
<td>2592</td>
<td>13520</td>
</tr>
<tr>
<td>1988</td>
<td>9430</td>
<td>2579</td>
<td>14121</td>
</tr>
</tbody>
</table>

### STUDENT LEVEL

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UNDERGRADUATE</td>
<td>10781</td>
<td>10984</td>
<td>9393</td>
<td>10545</td>
<td>9847</td>
<td>9353</td>
<td>10276</td>
<td>11480</td>
<td>12009</td>
<td>4.6</td>
</tr>
<tr>
<td>GRADUATE</td>
<td>2577</td>
<td>2190</td>
<td>3462</td>
<td>2121</td>
<td>1924</td>
<td>1906</td>
<td>1981</td>
<td>2040</td>
<td>2112</td>
<td>3.5</td>
</tr>
</tbody>
</table>

### SEX

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MALE</td>
<td>5997</td>
<td>5914</td>
<td>5790</td>
<td>5693</td>
<td>5183</td>
<td>4941</td>
<td>5168</td>
<td>5637</td>
<td>5682</td>
<td>0.8</td>
</tr>
<tr>
<td>FEMALE</td>
<td>7361</td>
<td>7260</td>
<td>7065</td>
<td>6973</td>
<td>6588</td>
<td>6318</td>
<td>7089</td>
<td>7883</td>
<td>8439</td>
<td>7.1</td>
</tr>
</tbody>
</table>

### TOTALS

| TOTALS | 13358 | 13174 | 12855 | 12666 | 11771 | 11259 | 12257 | 13520 | 14121 | 4.4            |

SOURCE: ENROLLMENT SUMMARIES
### UNDERGRADUATE AGE DISTRIBUTION

**FALL SEMESTERS 1984-88**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16-21</td>
<td>6193</td>
<td>5773</td>
<td>6402</td>
<td>7138</td>
<td>7377</td>
<td>3.3</td>
</tr>
<tr>
<td>22-24</td>
<td>1908</td>
<td>1851</td>
<td>1901</td>
<td>2016</td>
<td>1992</td>
<td>-1.2</td>
</tr>
<tr>
<td>25-29</td>
<td>752</td>
<td>734</td>
<td>771</td>
<td>884</td>
<td>999</td>
<td>13.0</td>
</tr>
<tr>
<td>30-34</td>
<td>421</td>
<td>437</td>
<td>465</td>
<td>554</td>
<td>597</td>
<td>7.2</td>
</tr>
<tr>
<td>35-39</td>
<td>248</td>
<td>271</td>
<td>340</td>
<td>396</td>
<td>328</td>
<td>-17.2</td>
</tr>
<tr>
<td>40-49</td>
<td>246</td>
<td>218</td>
<td>290</td>
<td>372</td>
<td>468</td>
<td>25.8</td>
</tr>
<tr>
<td>50+</td>
<td>79</td>
<td>69</td>
<td>107</td>
<td>117</td>
<td>134</td>
<td>14.5</td>
</tr>
<tr>
<td>AVG AGE</td>
<td>22.5</td>
<td>22.5</td>
<td>22.7</td>
<td>22.8</td>
<td>23.0</td>
<td></td>
</tr>
</tbody>
</table>

### GRADUATE AGE DISTRIBUTION

<table>
<thead>
<tr>
<th></th>
<th>16-21</th>
<th>22-24</th>
<th>25-29</th>
<th>30-34</th>
<th>35-39</th>
<th>40-49</th>
<th>50+</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-21</td>
<td>6</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>200.0</td>
</tr>
<tr>
<td>22-24</td>
<td>320</td>
<td>296</td>
<td>316</td>
<td>286</td>
<td>278</td>
<td>278</td>
<td>-2.8</td>
</tr>
<tr>
<td>25-29</td>
<td>548</td>
<td>522</td>
<td>555</td>
<td>603</td>
<td>571</td>
<td>571</td>
<td>-5.3</td>
</tr>
<tr>
<td>30-34</td>
<td>438</td>
<td>392</td>
<td>369</td>
<td>366</td>
<td>386</td>
<td>386</td>
<td>5.5</td>
</tr>
<tr>
<td>35-39</td>
<td>314</td>
<td>353</td>
<td>369</td>
<td>391</td>
<td>379</td>
<td>379</td>
<td>-3.1</td>
</tr>
<tr>
<td>40-49</td>
<td>254</td>
<td>288</td>
<td>326</td>
<td>341</td>
<td>428</td>
<td>428</td>
<td>25.5</td>
</tr>
<tr>
<td>50+</td>
<td>45</td>
<td>54</td>
<td>47</td>
<td>51</td>
<td>63</td>
<td>63</td>
<td>23.5</td>
</tr>
<tr>
<td>AVG AGE</td>
<td>31.8</td>
<td>32.5</td>
<td>32.4</td>
<td>32.6</td>
<td>33.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Western Kentucky University
Headcount by Race
Fall Semesters

1965
White 91.1%
Other 1.7%
Afr American 7.2%

1966
White 92%
Other 1.6%
Afr American 6.4%

1967
White 92.1%
Other 1.8%
Afr American 6.1%

1968
White 92.5%
Other 1.7%
Afr American 5.8%
Undergraduate Headcount Enrollment
By Class for Fall Semesters

LEGEND
- 1984
- 1985
- 1986
- 1987
- 1988

Post Undergraduate Headcount

LEGEND
- 1984
- 1985
- 1986
- 1987
- 1988
DISTRIBUTION OF ON-CAMPUS CLASSES
BY TIME
FALL SEMESTERS

# of classes

8:00 10:30 1:00 3:20 Night
9:15 11:45 2:10 4:30

1985
1986
1987
1988
## Full-Time Instructional Faculty by Rank, Sex, and Tenure Status

**Western Kentucky University**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professor</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>205</td>
<td>209</td>
<td>211</td>
<td>206</td>
<td>205</td>
</tr>
<tr>
<td>Women</td>
<td>24</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>229</td>
<td>231</td>
<td>233</td>
<td>228</td>
<td>231</td>
</tr>
<tr>
<td><strong>Associate Professor</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>116</td>
<td>106</td>
<td>98</td>
<td>89</td>
<td>94</td>
</tr>
<tr>
<td>Women</td>
<td>46</td>
<td>44</td>
<td>46</td>
<td>48</td>
<td>48</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>162</td>
<td>150</td>
<td>144</td>
<td>137</td>
<td>142</td>
</tr>
<tr>
<td><strong>Assistant Professor</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>80</td>
<td>74</td>
<td>77</td>
<td>90</td>
<td>85</td>
</tr>
<tr>
<td>Women</td>
<td>40</td>
<td>39</td>
<td>40</td>
<td>47</td>
<td>56</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>120</td>
<td>113</td>
<td>117</td>
<td>137</td>
<td>141</td>
</tr>
<tr>
<td><strong>Instructors</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Women</td>
<td>22</td>
<td>22</td>
<td>24</td>
<td>24</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>36</td>
<td>29</td>
</tr>
<tr>
<td><strong>No Academic Rank</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Women</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total**

<table>
<thead>
<tr>
<th>Men</th>
<th>413</th>
<th>314</th>
<th>400</th>
<th>323</th>
<th>397</th>
<th>312</th>
<th>400</th>
<th>298</th>
<th>395</th>
<th>295</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>132</td>
<td>83</td>
<td>127</td>
<td>85</td>
<td>132</td>
<td>84</td>
<td>141</td>
<td>82</td>
<td>151</td>
<td>87</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>545</td>
<td>397</td>
<td>527</td>
<td>408</td>
<td>529</td>
<td>400</td>
<td>541</td>
<td>380</td>
<td>546</td>
<td>382</td>
</tr>
</tbody>
</table>
STUDENT CREDIT HOURS
By College

LEGEND

<table>
<thead>
<tr>
<th>Year</th>
<th>Legend</th>
</tr>
</thead>
<tbody>
<tr>
<td>1984</td>
<td></td>
</tr>
<tr>
<td>1985</td>
<td></td>
</tr>
<tr>
<td>1986</td>
<td></td>
</tr>
<tr>
<td>1987</td>
<td></td>
</tr>
<tr>
<td>1988</td>
<td></td>
</tr>
</tbody>
</table>

Potter

Business

Education

Community

STUDENT CREDIT HOURS
1988

Coll of Bus Adm 9.7%

Coll of Ed 20.6%

Comm. Coll. 5.3%

Ogden Coll 31%

Potter Coll 33.5%
FULL-TIME INSTRUCTIONAL FACULTY
by Rank
1984–1988

LEGEND
84–85
85–86
86–87
87–88
88–89

FULL-TIME INSTRUCTIONAL FACULTY
Percent with Tenure by Sex
1984–1988

LEGEND
× Men
○ Women
□ University
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COLLEGE OF EDUC &amp; BEH. SCI. (CONT)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEACHER EDUCATION</td>
<td>40.19</td>
<td>36.03</td>
<td>40.43</td>
<td>42.35</td>
<td>41.75</td>
<td>-1.4</td>
</tr>
<tr>
<td>AVERAGE FOR COLLEGE</td>
<td>127.94</td>
<td>117.61</td>
<td>121.33</td>
<td>127.51</td>
<td>125.38</td>
<td>-1.7</td>
</tr>
<tr>
<td><strong>COLLEGE OF SCIENCE, TECH &amp; HEALTH</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGRICULTURE</td>
<td>14.06</td>
<td>12.67</td>
<td>13.55</td>
<td>13.65</td>
<td>12.27</td>
<td>-10.1</td>
</tr>
<tr>
<td>ALLIED HEALTH</td>
<td>6.55</td>
<td>7.38</td>
<td>7.08</td>
<td>6.52</td>
<td>7.34</td>
<td>12.6</td>
</tr>
<tr>
<td>BIOLOGY</td>
<td>18.84</td>
<td>15.76</td>
<td>18.03</td>
<td>19.18</td>
<td>17.66</td>
<td>-7.9</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>13.45</td>
<td>12.61</td>
<td>13.34</td>
<td>15.16</td>
<td>15.18</td>
<td>0.1</td>
</tr>
<tr>
<td>COMPUTER SCIENCE</td>
<td>11.84</td>
<td>11.63</td>
<td>10.92</td>
<td>8.89</td>
<td>11.56</td>
<td>30.0</td>
</tr>
<tr>
<td>GEOGRAPHY AND GEOLOGY</td>
<td>14.89</td>
<td>14.18</td>
<td>14.86</td>
<td>15.76</td>
<td>14.68</td>
<td>-6.9</td>
</tr>
<tr>
<td>HEALTH AND SAFETY</td>
<td>14.18</td>
<td>14.51</td>
<td>12.82</td>
<td>14.95</td>
<td>15.06</td>
<td>0.7</td>
</tr>
<tr>
<td>IND &amp; ENGINEERING TECHNOLOGY</td>
<td>27.07</td>
<td>26.50</td>
<td>23.73</td>
<td>25.75</td>
<td>24.17</td>
<td>-6.1</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>27.33</td>
<td>26.98</td>
<td>27.49</td>
<td>29.17</td>
<td>30.43</td>
<td>4.3</td>
</tr>
<tr>
<td>NURSING</td>
<td>17.82</td>
<td>18.17</td>
<td>17.56</td>
<td>20.08</td>
<td>21.02</td>
<td>4.7</td>
</tr>
<tr>
<td>PHYSICS AND ASTRONOMY</td>
<td>12.12</td>
<td>10.79</td>
<td>10.02</td>
<td>10.83</td>
<td>11.69</td>
<td>7.9</td>
</tr>
<tr>
<td>AVERAGE FOR COLLEGE</td>
<td>178.15</td>
<td>171.18</td>
<td>169.04</td>
<td>179.94</td>
<td>181.06</td>
<td>0.6</td>
</tr>
<tr>
<td><strong>COLLEGE OTHER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HONORS</td>
<td>.10</td>
<td>.60</td>
<td>.50</td>
<td>.36</td>
<td>.51</td>
<td>41.7</td>
</tr>
<tr>
<td><strong>COMMUNITY COLLEGE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>33.88</td>
</tr>
<tr>
<td>TOTAL FTE FACULTY FOR UNIVERSITY</td>
<td>564.74</td>
<td>531.78</td>
<td>525.04</td>
<td>562.74</td>
<td>594.62</td>
<td>5.7</td>
</tr>
</tbody>
</table>

**SOURCE:** INSTRUCTIONAL INDICES
### FULL-TIME

<table>
<thead>
<tr>
<th>Category</th>
<th>Male</th>
<th>Female</th>
<th>Am-Indian</th>
<th>Asian</th>
<th>Black</th>
<th>Hosp.</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exc., Admin., Mngr.</td>
<td>101</td>
<td>82</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>226</td>
</tr>
<tr>
<td>Faculty:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof</td>
<td>231</td>
<td>205</td>
<td>26</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>226</td>
</tr>
<tr>
<td>Assoc Prof.</td>
<td>142</td>
<td>94</td>
<td>48</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>137</td>
</tr>
<tr>
<td>Assis Prof.</td>
<td>141</td>
<td>85</td>
<td>56</td>
<td>1</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>131</td>
</tr>
<tr>
<td>Instructor</td>
<td>29</td>
<td>9</td>
<td>20</td>
<td>4</td>
<td>25</td>
<td></td>
<td></td>
<td>44</td>
</tr>
<tr>
<td>No Rank</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Prof Non-Faculty</td>
<td>220</td>
<td>103</td>
<td>117</td>
<td>1</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>209</td>
</tr>
<tr>
<td>Clerical</td>
<td>299</td>
<td>15</td>
<td>284</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>281</td>
</tr>
<tr>
<td>Tech. &amp; Para-Prof.</td>
<td>15</td>
<td>1</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Skilled</td>
<td>96</td>
<td>85</td>
<td>11</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td>93</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>264</td>
<td>116</td>
<td>148</td>
<td>52</td>
<td>212</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,541</td>
<td>797</td>
<td>744</td>
<td>2</td>
<td>12</td>
<td>90</td>
<td>6</td>
<td>1,431</td>
</tr>
</tbody>
</table>

### PART-TIME

<table>
<thead>
<tr>
<th>Category</th>
<th>Male</th>
<th>Female</th>
<th>Am-Indian</th>
<th>Asian</th>
<th>Black</th>
<th>Hosp.</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exc., Admin., Mngr.</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Faculty</td>
<td>34</td>
<td>24</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>34</td>
</tr>
<tr>
<td>Prof Non-Faculty</td>
<td>11</td>
<td>4</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Clerical</td>
<td>45</td>
<td>9</td>
<td>36</td>
<td>1</td>
<td>1</td>
<td>43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tech. &amp; Para-Prof.</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Skilled</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>103</td>
<td>45</td>
<td>58</td>
<td>1</td>
<td>1</td>
<td>101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUILDING NAME</td>
<td>ACQ. YEAR</td>
<td>ORIGINAL COST</td>
<td>REPLACE. VALUE 1984</td>
<td>GROSS AREA</td>
<td>ASSIGN AREA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-----------</td>
<td>---------------</td>
<td>---------------------</td>
<td>------------</td>
<td>-------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THOMPSON SCIENCE COMPLEX</td>
<td>1960</td>
<td>$1,233,462</td>
<td>5,033,433</td>
<td>72,534</td>
<td>54,372</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NORTH WING</td>
<td>1964</td>
<td>15,500</td>
<td>157,360</td>
<td>6,412</td>
<td>6,078</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROCK HOUSE</td>
<td>1946</td>
<td>29,100</td>
<td>128,328</td>
<td>6,450</td>
<td>4,076</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CURRY HOUSE</td>
<td>1925</td>
<td>1,128,767</td>
<td>3,281,202</td>
<td>58,775</td>
<td>34,292</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCIENCE &amp; TECH HALL</td>
<td>1937</td>
<td>2,460,372</td>
<td>5,346,231</td>
<td>105,268</td>
<td>57,013</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHERRY HALL</td>
<td>1927</td>
<td>691,324</td>
<td>1,842,011</td>
<td>32,088</td>
<td>20,362</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GORDON WILSON HALL</td>
<td>1911</td>
<td>811,654</td>
<td>2,460,372</td>
<td>6,450</td>
<td>4,076</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VAN METER HALL</td>
<td>1931</td>
<td>260,740</td>
<td>678,468</td>
<td>12,840</td>
<td>7,209</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALUMNI CENTER</td>
<td>1920</td>
<td>532,193</td>
<td>1,935,349</td>
<td>47,439</td>
<td>31,181</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POTTER HALL</td>
<td>1922</td>
<td>41,500</td>
<td>162,016</td>
<td>7,448</td>
<td>4,890</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GARRETT CONFERENCE CENTER</td>
<td>1951</td>
<td>1,994,022</td>
<td>5,096,410</td>
<td>87,325</td>
<td>59,574</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FACULTY HOUSE</td>
<td>1922</td>
<td>41,500</td>
<td>162,016</td>
<td>7,448</td>
<td>4,890</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INDUSTRIAL EDUCATION 1</td>
<td>1928</td>
<td>905,102</td>
<td>3,281,202</td>
<td>58,775</td>
<td>34,292</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARJORIE HELM LIBRARY</td>
<td>1931</td>
<td>1,417,473</td>
<td>4,524,009</td>
<td>85,193</td>
<td>60,444</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHNEIDER HALL</td>
<td>1929</td>
<td>1,321,548</td>
<td>4,524,009</td>
<td>85,193</td>
<td>60,444</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCLEAN HALL</td>
<td>1947</td>
<td>633,654</td>
<td>2,041,015</td>
<td>33,730</td>
<td>20,800</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRISE HALL</td>
<td>1966</td>
<td>1,917,559</td>
<td>5,884,646</td>
<td>133,067</td>
<td>78,879</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EAST HALL</td>
<td>1955</td>
<td>729,853</td>
<td>2,302,981</td>
<td>50,050</td>
<td>33,836</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NORTH HALL</td>
<td>1955</td>
<td>574,255</td>
<td>2,471,980</td>
<td>37,024</td>
<td>23,519</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BATES-RUNNER</td>
<td>1958</td>
<td>729,796</td>
<td>2,782,653</td>
<td>39,407</td>
<td>25,423</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEST HALL</td>
<td>1960</td>
<td>840,859</td>
<td>3,202,981</td>
<td>50,050</td>
<td>33,836</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CENTRAL HALL</td>
<td>1962</td>
<td>1,486,720</td>
<td>4,272,070</td>
<td>73,050</td>
<td>45,054</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOUTH HALL</td>
<td>1959</td>
<td>706,821</td>
<td>2,595,194</td>
<td>43,576</td>
<td>26,069</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEMIS LAWRENCE HALL</td>
<td>1966</td>
<td>1,514,280</td>
<td>4,696,269</td>
<td>78,722</td>
<td>43,792</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BARNES-CAMPBELL HALL</td>
<td>1966</td>
<td>1,538,017</td>
<td>4,696,269</td>
<td>74,641</td>
<td>43,583</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DIDDLE ARENA</td>
<td>1963</td>
<td>3,142,914</td>
<td>11,144,979</td>
<td>213,756</td>
<td>121,944</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYSICAL PLANT &amp; PARKING STRUCTURE</td>
<td>1958</td>
<td>3,656,936</td>
<td>9,343,000</td>
<td>460,314</td>
<td>383,565</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COLONADE</td>
<td>1927</td>
<td>57,848</td>
<td>120,750</td>
<td>16,026</td>
<td>1,556</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GILBERT HALL</td>
<td>1963</td>
<td>879,649</td>
<td>3,193,403</td>
<td>43,500</td>
<td>31,271</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCCORMACK HALL</td>
<td>1961</td>
<td>1,416,040</td>
<td>4,934,614</td>
<td>71,344</td>
<td>46,443</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RODES-HARLIN</td>
<td>1966</td>
<td>1,624,981</td>
<td>4,704,084</td>
<td>72,473</td>
<td>44,881</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PIONEER LOG CABIN</td>
<td>1935</td>
<td>9,000</td>
<td>36,167</td>
<td>1,252</td>
<td>1,064</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KENTUCKY BUILDING</td>
<td>1939</td>
<td>2,766,661</td>
<td>4,556,968</td>
<td>80,866</td>
<td>57,225</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WETHERBY ADMINISTRATION BUILDING</td>
<td>1967</td>
<td>1,176,213</td>
<td>3,696,203</td>
<td>54,728</td>
<td>28,435</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THOMPSON SCIENCE COMPLEX CENTRAL WING</td>
<td>1967</td>
<td>2,829,090</td>
<td>8,530,962</td>
<td>121,719</td>
<td>79,531</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&amp; PLANATARIUM</td>
<td>1967</td>
<td>3,589,921</td>
<td>11,004,776</td>
<td>137,454</td>
<td>42,623</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SMITH STADIUM</td>
<td>1968</td>
<td>1,743,850</td>
<td>5,263,850</td>
<td>79,983</td>
<td>45,266</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KEEN HALL</td>
<td>1969</td>
<td>1,728,664</td>
<td>4,605,180</td>
<td>85,703</td>
<td>39,062</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUGH POLAND HALL</td>
<td>1969</td>
<td>2,971,779</td>
<td>8,399,016</td>
<td>125,966</td>
<td>68,286</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACADEMIC COMPLEX</td>
<td>1970</td>
<td>3,172,483</td>
<td>8,029,771</td>
<td>139,767</td>
<td>87,706</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUCATION COMPLEX</td>
<td>1967</td>
<td>1,063,222</td>
<td>2,997,229</td>
<td>47,061</td>
<td>30,912</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JONES-JAGGERS LAB SCHOOL</td>
<td>1970</td>
<td>4,385,568</td>
<td>11,705,742</td>
<td>180,725</td>
<td>106,816</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Distribution of Assignable Space
Fall 1988

- Library 6.4%
- Acad Support 5.6%
- Public Service .4%
- Research .9%
- Instruction 20.9%
- Student Svcs 33%
- Unassigned 7.4%
- Physical Plant .9%
- Indep Operations 1.3%
- Instit Support 23.3%
EXECUTIVE SUMMARY

Highway and street travel by automobiles and trucks is the most significant form of transportation in Bowling Green and Warren County. I-65 and the Green River Parkway facilitate high mobility for both intrastate and interstate travel, while the U.S. 31W, U.S. 68, and U.S. 231 arterials serve as regional and local linkages and provide access to the major traffic generators of the city and county. Twenty-nine trucking companies provide service to the Bowling Green-Warren County area, with fourteen local terminals being currently maintained.

Between 1950 and 1985 the number of registered vehicles in Bowling Green and Warren County rose by 294%, a significantly higher rate than in either the state or nation. This high rate of increase in numbers of vehicles and in traffic volume should continue in the future because of the magnitude of growth in the city and county. Scottsville Road (U.S. 231) carried an average of 24,000 vehicles a day in 1988 and is expected to carry 30,000 vehicles a day in the future, while the southern part of the U.S. 31W Bypass carried an average of more than 21,000 vehicles a day in 1988 and is expected to carry 26,000 vehicles a day in the future. Congestion problems or overloaded facilities currently exist in the city and urbanized parts of the county on U.S. 231, U.S. 31W, the 31W Bypass, U.S. 68-KY 80, and parts of Campbell Lane, KY 234, and KY 185.

Among the highway projects recommended to ease traffic congestion problems or overloaded facilities in the future are the following: the completion of the Campbell Lane extension; the widening of Campbell Lane to four lanes from just south of I-65 to just south of Peachtree Lane; the construction of an interchange at I-65 and Cemetery Road (KY 234); the widening of Nashville Road to four lanes between University Boulevard and the Green River Parkway; the widening of Morgantown Road (U.S. 231) to four lanes from Old Morgantown Road to the Green River Parkway; and the re-routing of a 1.2 mile segment of Cave Mill Road to provide a direct connection to Dishman Lane at Nashville Road.

Traffic flow in Bowling Green would be much improved if the city could implement a fully computer-actuated traffic signal networking system. The present system of traffic management control is divided between the city and the state, creating a duplication of services and personnel between the two levels of government. I recommend that the city of Bowling Green take over the state-maintained traffic signals. This transfer of responsibility of maintenance and management could be phased in over several fiscal years to make it easier for the city to finance it.

Bowling Green lacks a public transportation system, which is unusual for a city as large as Bowling Green has become. I recommend that a public mass transit system be seriously considered by the city after Bowling Green is approved as an urban area by the federal government.

The Bowling Green-Warren County Airport is located on Scottsville Road, the most heavily traveled arterial highway in Bowling Green. It is also in close proximity to nearby residential areas. Ideally the airport, which may soon provide commuter air service, should be located away from such heavy traffic and residential areas. However, it would be very difficult to relocate the airport at this time because of financial problems tied in to federal regulations.

Bowling Green and Warren County have had no commercial river navigation since 1965. If the Green River Lock and Dam No. 4 at Woodbury and Lock No. 3 at Rochester are repaired at some time in the future, commercial traffic would be opened up to Bowling Green and Warren County.

• Require extraordinary setbacks for new construction along existing streets which are planned for improvement in the future.
• Re-institute an official maps program.
• Require developers to construct turning lanes into every development.
• Make a review of current development and regulatory practice as it relates to increased demand on the existing system.
CURB AND OFF-STREET PARKING

FACULTY/STAFF

STUDENT-SOUTH (GREEN STICKER)

STUDENT-NORTH (BLUE STICKER)

STUDENT (YELLOW STICKER)

NON-UNIVERSITY DESIGNATED

WESTERN KENTUCKY UNIVERSITY
EXISTING SYSTEM DEFICIENCIES

- - - - - FACILITIES CURRENTLY OVERLOADED
- - - - - FACILITIES EXPERIENCING CONGESTION PROBLEMS

BOWLING GREEN
KENTUCKY