4.0 SITE ANALYSIS

The site shall be the existing area covered by Martin / Williamson with the inclusion of a small portion of open space to be obtained from the currently fenced yard of Reid Elementary to provide for a pedestrian path from Seventh Street into the campus. Martin / Williamson is bound by Seventh Street to the east, the pedestrian mall to the north, Reid Elementary and associated open space to the south, and a pedestrian path to the west.

This may require agreements / approvals to be obtained from the Cheney School district which operates Robert Reid School on the Eastern Washington University campus.

Facility Entries
The entrances to the facility have also been impaired over the years and no longer provide significant points of reference when entering the building. The new concept design creates a new major entry component to the building complex at the north corner of Williamson facing the main campus quad. The proposed curved shape responds to the diagonal of the quad and the orthogonal relationship to the historical Cheney Normal School Heritage Center across the lawn.

The two main entries to Martin Hall are currently located in the center of the east façade and through the tower on the north façade. Currently these entries dead end to dark corridors, leaving visitors disoriented. The new concept design punches these entries through the building into the new winter garden atrium, created by glazing over the existing unused courtyard in the center of the Martin Hall complex. Visitors entering from the southeast parking lot will have views across the winter garden and into a new landscape courtyard enclosed by Williamson Hall to the north.

**Campus Pathways / ADA access**

Another significant change in the relationship of the facility to the campus is the proposed new pedestrian path from “G” Street to the main campus pedestrian spine along the north side of Williamson. This access is currently blocked by the enclosed connector to Reid School. When combined with Reid school this whole end of campus is currently disconnected from all of the areas south of Seventh Street. This new pathway also allows for a direct exterior connection to a relocated Preschool program space. This new path is critical because the current location of the Preschool inside Martin Hall requires the children to pass through the halls, often disrupting classes and creating safety and monitoring issues in mixing these users in the tight space of the hallways. Also, off the pathway is a new accessibility ramp that will provide an accessible route into the facility at the south end near the ADA parking. Currently disabled users must go around the entire building to enter into the at-grade Williamson entry.

**Parking**

The design process will require working with the City to establish the appropriate parking requirements for the project. As currently programmed, the building is not intended to provide space for growth of student or faculty populations but rather to relieve existing overcrowded space, provide specialized lab spaces not currently available, and to create common use spaces. As such, the University would assert that the facility will not increase parking demand.
Soils and Ground Water Conditions

The predesign did not include any specific soils testing on the site of the proposed additions, however as the site exists in the confines of the basic existing building footprint, it was determined that existing site data would be used at this point. The Universities experience with the poor drainage of existing soils, indicate that issues regarding storm water will need to be addressed in the design phase. The University is also aware that stormwater management regulatory processes in Cheney are likely to become more restrictive in the future and will require more expensive solutions.

Historical and Archaeological Assessment

Please see letter from DAHP in appendix section 9.7.

Sustainable Design Criteria

The sustainable design charrette identified a number of strategies related to site development that should be pursued in the design process. For a detailed description of those strategies see Section 2.0 “Project Analysis.”