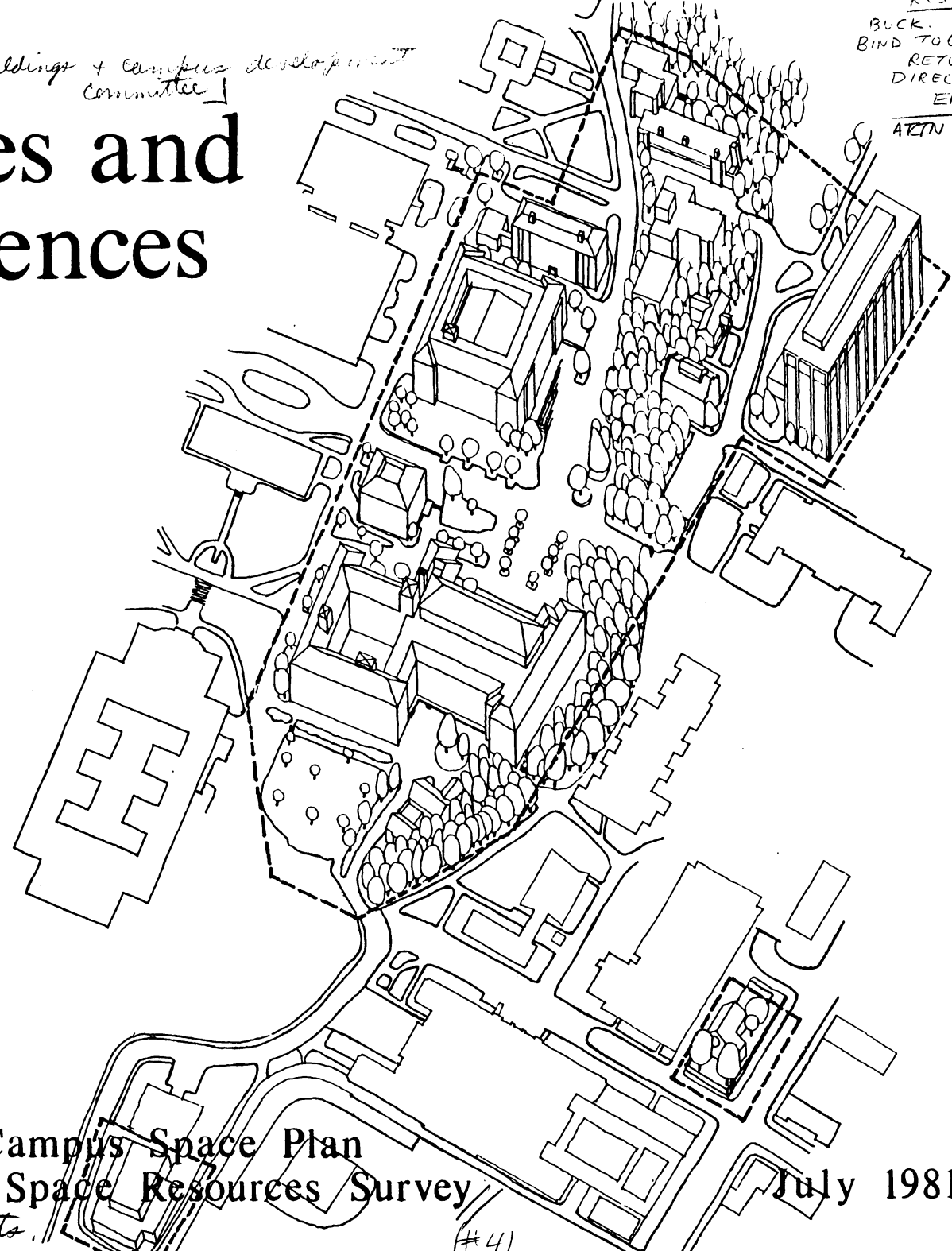


University of California, Berkeley. Buildings + Campus Development Committee

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Humanities and Social Sciences



Phase I of Berkeley Campus Space Plan
Precinct 4 of Campus Space Resources Survey

July 1981

Academic Precinct Reports

#41

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FOREWORD

PRECINCT 4 - HUMANITIES AND SOCIAL SCIENCES

The Berkeley campus of the University of California is recognized for the eminence of its academic programs and of its faculty, for the quality of its students and the expertise of its staff, and for the character of its physical setting with its hilly background, its carefully preserved open spaces and the blend of its buildings which bear witness to its growth over time, recording its history of over a hundred years. Buildings over fifty years old were obviously designed for another era, and behind their deceptive facades their obsolescence is readily noticeable. Many of the younger buildings fall short of keeping pace with evolving curricula and the research needs of new faculty and fail to provide satisfying environments. In the coming years, new construction on campus will be necessary but it must be coupled with intelligent husbandry of the existing physical plant to maintain the tradition of excellence at Berkeley and to meet long-unfulfilled needs under conditions of stringency and competition for space. Functional, adequately equipped, efficient, safe and comfortable spaces must be provided in sufficient quantity and must be distributed under realistic and equitable allocation standards to provide the optimal environment on the Berkeley campus for the conduct of its academic, research and public service functions. Buildings and their environs must also be aesthetically pleasing and conducive to the creation of an uplifting social climate. Only the best in space planning should be entertained, matching the eminence of Berkeley's splendid reputation in academia. These goals of excellence in space planning with efficiency in operation call for the development of a comprehensive space plan as part of a Long Range Development Plan for the Berkeley campus.

The Berkeley Campus Space Plan is designed to provide the basis for the continuing process of space planning on campus and the data for developing projects conceived within guidelines of a Long Range Development Plan. It is essential for the orderly growth, modification and rehabilitation of the physical plant on campus in the years ahead. At the start of his administration, Chancellor I. M. Heyman assigned a high priority to a comprehensive multi-phase effort under his guidance to achieve these goals. The first two phases of this effort are designed to result in a series of documents constituting in their aggregate, the Berkeley Campus Space Plan. Phase I, the Campus Space Resources Survey, inventories the existing conditions of space resources on campus, evaluates their adequacy and shortcomings in supporting existing programs, and suggests possible improvements for further study. Phase II builds upon the results of the survey and conducts studies in depth of the problematic areas identified under Phase I. With heavy involvement of faculty and staff, it projects the effect on space needs of anticipated programmatic changes likely to occur in the next five to ten years. Design and technical experts cooperate in this phase to explore and assess the merits of alternate strategies for responding to identified current and anticipated needs. It concludes with the formulation of proposals for improvements to be implemented with assigned priorities over time.

The two-phase effort requires the study of space resources needs of all academic programs and of support activities on the central campus and any number of peripheral and satellite locations. Vice Chancellor - Research and Academic Services George J. Maslach is the administrative officer responsible for the Campus Space Resources Survey and for development of the Berkeley Campus Space Plan and Capital Improvement Program. He is assisted by the Buildings and Campus Development Committee (Sami Hassid, Chair) in the study of all campus space with a special emphasis on academic units and academically related support activities. Nonacademic study areas are the responsibility of Vice Chancellor Robert F. Kerley, who has entrusted the organization of work in that area to Coordinator - Physical Planning, Dorothy A. Walker. The Chancellor's Physical Planning Group (CPPG) determines policy and monitors the progress of work in the various facets of the total effort. The CPPG is chaired by Chancellor Ira Michael Heyman and is composed of Dean Richard Bender, Assistant Chancellor Glen Grant, Vice Chancellor Robert F. Kerley, Vice Chancellor George J. Maslach, Assistant Chancellor Errol W. Mauchlan, Vice Chancellor Roderic B. Park, and Coordinator - Physical Planning Dorothy A. Walker, with BCDC Chairman Sami Hassid and Assistant Vice Chancellor - Facilities Management Gaetano Russo as resource persons.

For the survey of academic units under Phase I, buildings on campus have been grouped into geographical clusters roughly following the pattern of precincts introduced by Dean Richard Bender and the Campus Planning Study Group in the series Urban Design Studies for the Berkeley Campus (1979). The present report Humanities and Social Sciences is one of a series of reports intended to cover five academic precincts and a number of support activities. It studies twelve buildings in the Humanities and Social Sciences precinct. It was prepared by faculty and staff of the Buildings & Campus Development Committee, who also designed the procedure for the study. It is based on materials extracted from previous plans and studies, on reports obtained from building users as prepared by unit representatives and assembled by building coordinators, and on site visits and technical assessments by staff from the Department of Facilities Management and the Chancellor's Office, with assistance from the Conservation and Environmental Quality Committee and the Campus Planning Study Group. In carrying out this work, the support and hard work of a large number of individuals must be acknowledged. In addition to the policy and oversight groups mentioned earlier, they include the following contributors who participated in the study in various capacities.

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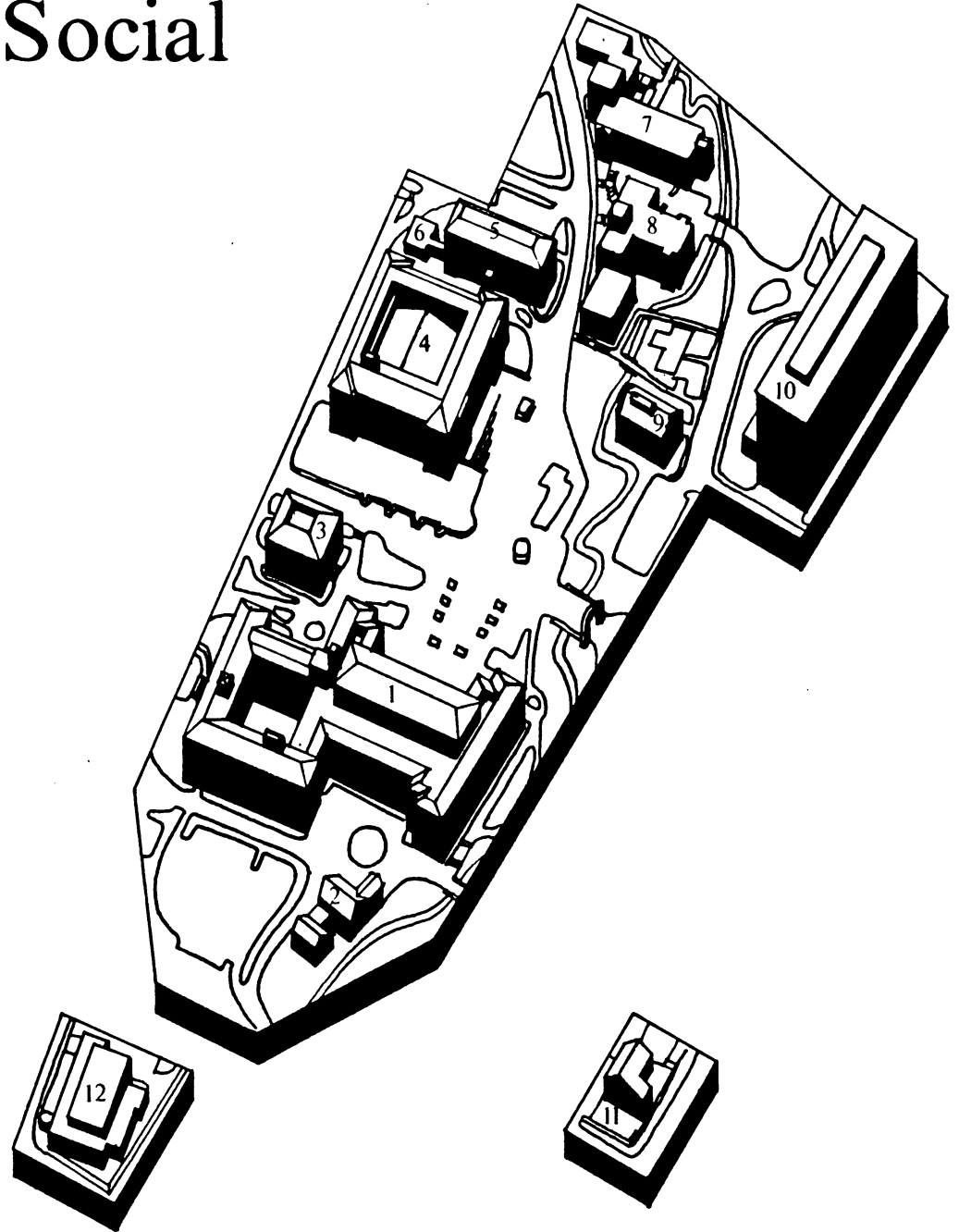
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Humanities and Social Sciences

1. Dwinelle Hall
2. Dwinelle Hall Annex
3. Durant Hall
4. Wheeler Hall
5. South Hall
6. South Hall Annex
7. Stephens Hall
8. Moses Hall
9. Art Gallery
10. Barrows Hall
11. 2401 Bancroft
12. Callaghan Hall



PRECINCT 4 OVERVIEW

Humanities and Social Sciences

Buildings and Landscape

Located in the geographical heart of the Berkeley campus, the Humanities and Social Sciences precinct merges imperceptibly with the surrounding campus with no clear physical boundaries. The precinct is distinguished by forming a large portion of the classical core, or what is referred to as John Galen Howard's Acropolis. A further distinction is the presence of South Hall, the only original building of the campus still standing.

The landscape of this precinct varies from formal axes and attendant plantings near the classical buildings to the loose informality of the vegetation and small buildings along the South Fork of Strawberry Creek. The creek dominates the landscape by penetrating and dividing the eastern portion of the precinct and defining its southwestern edge.

The precinct is bounded on the north by Campanile Way, the major east-west axis extending from the Campanile to the creek west of the Life Sciences Building. The eastern edge is a line along South Hall Road jogging east around Stephens Hall and diagonally south to encompass Barrows Hall. Except for a dog-leg line between Barrows and Hearst Athletic Field the southern boundary follows Strawberry Creek to the Dwinelle Hall parking lot, the latter forming the western edge.

Two buildings, 2401 Bancroft and Callaghan Hall, are physically separated from this main body of the precinct. Their inclusion in the precinct is purely disciplinary and not by physical or geographical association.

Dwinelle Plaza forms the only major active open space in the precinct except for the Sather Road and Campanile Way cross-axes. The latter are primarily circulation routes while Dwinelle Plaza forms a significant activity node located at the juncture of four heavily travelled pedestrian routes.

The Plaza is simple, comprising two levels separated by steps. The large upper level adjacent to Dwinelle Hall is an open terrace paved in concrete and brick and surrounded by semicircular concrete seats built into walls on either side. The wall seats are backed by dense plantings of an English Laurel hedge and, appropriately for a humanities building, Grecian Laurel - the laurel of classical poets and scholars. Most of the plantings on the north side have been removed recently for the installation of a crudely designed handicapped access ramp.

The lower level is the more public space, providing ample seating on wooden benches with backs surrounding each of eight large square raised planting beds. The trees in the beds are in a state of decline (two are gone) and should be replaced with a larger growing species.

Dwinelle Plaza serves the precinct and the larger campus as an important meeting and gathering space. Its edges need to be redesigned, enabling it to meet the adjacent classical buildings of Durant and Wheeler Halls more gracefully, so as to better integrate it with the surroundings.

As a passive open space, the South Fork of Strawberry Creek forms an important landscape element in this precinct. Its upper reach in the Goodspeed Ecological Study Area buffers Stephens and Moses Halls from quiet Faculty Glade. Small secluded nooks and sitting areas are tucked into the towering Coast Redwoods, the predominant tree. Anthony Hall is the only building to take advantage of the creek, with an outdoor deck overlooking the water. The banks in this area need to be rehabilitated using native riparian species such as White Alder and Western Azaleas. Past Sather Gate the creek emerges in a small redwood grove which shields Dwinelle Hall from the Dining Commons to the south. From here on to the west the presence of the creek dominates the landscape, opening out into a sunny, grassy bowl south of Dwinelle Hall Annex before it disappears under the bridge leading to the Dwinelle parking lot.

The ten buildings of the central precinct are separated into four clusters by the precinct's major internal circulation routes. The western cluster, Dwinelle Hall, Dwinelle Hall Annex, and Durant Hall, are devoted almost exclusively to the humanities. Sprawling Dwinelle Hall houses all or part of nearly twenty such instructional units in languages, letters, and the arts, in addition to four ethnic studies units, the Language Laboratory, the Educational Television Office, Facilities Management shops, classrooms and auditoria. Its brown shingled Annex is shared by Dramatic Art and Subject A, and Durant Hall is used exclusively by Oriental Languages and the East Asiatic Library.

The northeast corner of the precinct includes Wheeler and South Halls and South Hall Annex. Wheeler Hall houses mainly the Department of English, classrooms, and the campus' major public auditorium. It also contains several administrative and student service units, plus library and TA office space for instructional units housed in Dwinelle Hall. South Hall, the oldest building on the campus, contains the School of Library and Information Studies and the Library School Library, while its physically connected Annex houses the Center for Studies in Higher Education, an Organized Research Unit.

The third cluster of buildings, those by the creek at the eastern end of the precinct, form a welcome contrast with the more formal and larger scale edifices to the northwest and south. Stephens Hall, the furthest east, is devoted primarily to the Social Science branch of the Library, but also contains several research and administrative units (principally the Institute of International Studies and the Academic Senate), plus a part of the School of Public Health. Moses Hall, just west of Stephens, houses the Institute of Governmental Studies, the Department of Philosophy, and the Institute of International Studies. Directly south of Moses across Strawberry Creek is Anthony Hall, designed by Joseph Esherick and known to many as the Pelican Building. No detailed evaluation of it has been made

in this academic precinct report, since its use is exclusively for student activities (presently the Graduate Assembly). It is, however, one of the finest small-scale buildings on campus, its landscape setting adjacent to the creek complimenting its architecture and giving unique harmony to the whole composition. Just west of Anthony Hall is the Art Gallery, or Powerhouse. Neither name accurately describes its use today, which is as a storage building and bicycle registration post. Northwest of this building is Substation No. 1. Unlike the campus' underground Substations Nos. 2 and 3, Substation No. 1 is a permanent building, comprising 2,604 gross square feet. Like Anthony Hall, it has been excluded from a detailed assessment in the present academic precinct report. Entirely designed for and devoted to campus utility services, it is a one story building with a basement vault level, and includes a computer room, several rooms with electrical equipment, and a steam room leading across Strawberry Creek to the campus' underground Steam Tunnel. This Steam Tunnel, totaling about 13,720 gross square feet in area, is also a part of the precinct. It extends underground below Wheeler Hall, turns west at Campanile Way and travels past Durant Hall (from which it is accessible at the basement level) below Campanile Way to Cross Campus Road, where it connects to the Central Heating Plant. It is possible to traverse the entire subterranean length of the Steam Tunnel on foot.

The fourth cluster comprises only one building, albeit the tallest in the precinct - Barrows Hall. Barrows houses four instructional units - Economics, Political Science, Sociology, and Business Administration - as well as three Organized Research Units and a large number of classrooms.

For programmatic reasons, 2401 Bancroft, the former Unitarian Church now used by Dramatic Art as a dance studio, and Callaghan Hall, a "temporary" building housing Naval Science and Aerospace Studies, have been included within this precinct, though they have no geographical connection. 2401 Bancroft lies to the southwest,

nestled near Zellerbach Hall in the University and Public Service precinct, while Callaghan Hall is due west in the Athletics precinct.

Architecturally the precinct is quite diverse, though the styles are by and large compatible. A definite European accent is apparent to the east, with the English Tudor architecture of Stephens and Moses and the French elements of South Hall. The purest and most beautiful classical building in the precinct, Durant Hall is a part of the campus' classical core. It harmonizes fairly well with the classical features of its neighbors, Wheeler and Dwinelle. The precinct's creekside buildings, particularly Dwinelle Annex and Anthony Hall but also the Art Gallery, blend in well with their natural surroundings. Barrows Hall, however, makes no concessions to its neighbors or its environment, and owing to its size, siting and largely nondescript architecture, is not in tune with the nearby buildings and playing fields. Substation No. 1 is a nonentity, and South Hall Annex is unworthy of its distinguished neighbor, South Hall. Durant, South and Wheeler Halls, as well as 2401 Bancroft, have been nominated as California State Landmarks and for inclusion in the National Register of Historic Places.

Circulation

The precinct's main north-south pedestrian circulation route is along Sather Road, leading north to the Libraries and south through Sather Gate to Sproul Plaza. East-west circulation is primarily by two routes, one along the north edge of the precinct along Campanile Way, and one through the precinct along the road extending east from Dwinelle Plaza and flanked on the north by Wheeler and South Halls and on the south by Moses and Stephens Halls. A third east-west route, somewhat less used, is Eshleman Road, north of Barrows Hall and leading east to Faculty Glade, whose extension to the west takes one along the creek past the Cafeteria toward the athletics precinct.

Except for emergency and service vehicles, which seem more common today than in the past, vehicular traffic does not penetrate the precinct. However, vehicles are present in significant numbers at the precinct's boundaries. The major parking lot in the precinct is the Dwinelle lot, located west of Dwinelle Hall. The lot contains 92 spaces and is accessible from Oxford Street to the west via Cross Campus Road and a bridge over the South Fork of Strawberry Creek. A smaller lot is located east of South Hall. This latter lot is an unfortunate forecourt for this historic building and is an intrusion into this portion of the campus. A further intrusion is the parking (both legal and illegal) in Campanile Way between Wheeler Hall and Doe Library. What ought to be an elegant classical pedestrian axis is one of the worst service areas on campus, choked with cars, trucks and buses.

Space Occupancy

Three of the precinct's buildings are major classroom buildings, and three include branches of the General Library. In total, the precinct provides space for two entire Professional Schools and part of two others, twenty-five Instruction and Research Departments in the College of Letters and Science, and six Organized Research Units. A variety of relatively small administrative and support groups are also housed in the precinct. Except for the Schools of Public Health and Journalism, whose primary space is outside the precinct, all the I&R units with significant space in the Humanities and Social Sciences precinct have their primary location within the precinct's boundaries. Economics, Linguistics, Dramatic Art and Subject A, however, do have a significant amount of space outside the precinct. Economics and Subject A have major programs (Econometrics and English as a Second Language) in a distant building, one Linguistics faculty member's research is located in a former residence on Piedmont Avenue, and Dramatic Art uses space in Zellerbach.

Table 1
Humanities & Social Sciences Precinct
COMPARISON OF ACTUAL INSTRUCTION AND RESEARCH SPACE WITH RESTUDY ALLOWANCES

<u>Discipline</u>	-1- Std.ASF Under Restudy ^(c)	-2- Actual Std.ASF Within Precinct ^(d)	-3- Actual Std. ASF Outside Precinct	-4- Actual Nonstandard ASF	-5- Actual Std. ASF as Percent of Restudy Std. ASF $([2 + 3] \div 1) \times 100$	-6- Excess or Deficiency of Actual ASF vs. Restudy ASF $(2 + 3 - 1)$
Social Sciences ^(a)	85,538	72,076	8,435	225	94 %	-5,027
Dramatic Art	16,905	6,872	6,840	-0-	81 %	-3,193
Letters	46,500	45,118	1,530	-0-	100 %	+148
Foreign Languages	52,767	41,353	352	6,912	79 %	-11,062
Business Administration	64,278	46,886	-0-	-0-	73 %	-17,392
Military Sciences ^(b)	-	-	-	14,920	-	-
TOTAL (less Military Sciences)	265,988	212,305	17,157	22,057	86 %	-36,526

(a) Excludes Demography, Public Policy, Anthropology and Geography.

(b) Includes Aerospace Studies and Naval Science only.

This is nonstandard space as Restudy does not cover military sciences.

(c) Restudy standards date from 1955 and were revised in 1966. ASF (assignable square feet) is calculated using 1980-81 year average workload data.

(d) Actual ASF is from Fall 1980 Facilities Data System (FDX).

Table 2
Humanities and Social Sciences Precinct
SUMMARY OF BUILDINGS RATINGS

<u>Building</u>	<u>Age</u> ¹	<u>Program Suitability</u> ²	<u>Fire and Life Safety</u> ²	<u>Structural Safety</u> ^{2,3}	<u>Utilities</u> ²	<u>Accessibility</u> ²	<u>Maintenance</u> ²	<u>Building Average</u>
Art Gallery	1	2	2	1 [1]	2	4	2	2.0
Barrows Hall	4	3	3	3 [147]	1	3	2	2.7
Callaghan Hall	3	5	3	3 [1337]	3	3	3	3.3
Durant Hall ⁴	1	3	4	3 [388]	1	1	2	2.1
Dwinelle Hall	4	3	2	4 [281]	2	4	2	3.0
Dwinelle Hall Annex	1	3	3	3 [717]	2	2	1	2.1
Moses Hall	2	5	3	3 [309]	3	2	4	3.1
South Hall ⁴	1	4	4	1 [5]	2	2	3	2.4
South Hall Annex	1	5	4	3	4	4	5	3.7
Stephens Hall	2	4	3	3 [213]	3	2	2	2.7
Wheeler Hall ⁴	1	4	4	3 [6]	3	4	3	3.1
2401 Bancroft ⁴	1	5	3	3	3	1	2	2.6
Precinct Average	1.8	3.8	3.2	2.8	2.4	2.7	2.6	2.8

¹Key: 1 = completed before 1921
2 = completed 1921-1935
3 = completed 1936-1950
4 = completed 1951-1965
5 = completed 1966 to present

²Key: 1 = very poor
2 = poor
3 = fair
4 = good
5 = very good

³Key: The bracketed number in the column to the right is the building's ranking from the Seismic Hazard Survey, State of California Buildings.

⁴Key: Building has been nominated as California State Landmark and for National Register of Historic Places.

The twelve buildings of the Humanities and Social Sciences precinct contain approximately 417,000 assignable square feet (ASF) and 745,000 outside gross square feet (OGSF). This amounts to 10.2% of the central campus ASF and 10.7% of its OGSF. The precinct covers roughly 17.4 acres, or 9.6% of the central campus area. Together with the adjacent library precinct to the north, it forms a moderately dense campus area, with thirty percent of the land area covered by buildings as compared with a central campus average of twenty percent.

Space allowances under the Restudy space standards, which have been used by the State for many years to assess the adequacy of interior I&R space in terms of amount, are compared with present space assignments in Table 1. In general, each of the disciplines has a separate set of standards. Since the standards are not intended to apply to individual departments, breakdowns below the discipline level are not shown. The precinct overall has 86% of the space allowed under Restudy. This figure is indicative of the general overcrowding felt by most of the precinct's occupants. Units in Dwinelle and Barrows Halls have been making requests for additional space for some time. There is a particular need for adequate space for TAs and graduate students, for research projects, and in some instances for regular faculty who cannot be housed within existing allocations. More recently space has also become a problem in Durant Hall and Dwinelle Hall Annex. The need of Near Eastern Studies for faculty offices and student work space, for instance, has necessitated the expedient of splitting that department into two groups and temporarily crowding one of them into substandard space in a former residence, 2241 College, distant from colleagues. The Ethnic Studies and Afro-American Studies Departments are so crowded in Dwinelle Hall that some ladder faculty do not have private offices. It has been anticipated that some relief may be obtained by relocating a unit or units from Barrows or Dwinelle to Evans Hall, at least on a temporary basis. A

longer term solution may involve relocation of the School of Business Administration into a new building at another site, or construction of an addition to Dwinelle Hall. Though there are problems with the quality of some precinct space, particularly owing to inadequate maintenance, the chief need in the Humanities and Social Sciences precinct is for additional space.

Space Quality

The space problems of this precinct can be further understood by evaluating the age and condition of its buildings. This information is summarized in Table 2. In this table, the precinct's buildings are rated from one (very poor) to five (very good) in each of seven categories: age; program suitability; fire and life safety; structural safety; utilities; accessibility; and maintenance. The buildings fall very roughly into three groups. The Art Gallery, Durant Hall, Dwinelle Annex, and South Hall average poor. By no coincidence, these are among the oldest structures in the precinct. They have spaces inefficiently designed for the uses to which they are put today, and have serious code and other deficiencies. These are all buildings which should be preserved, however, particularly Durant and South Halls, which are expected to be declared California State Landmarks. The Art Gallery is poor or very poor in every respect but accessibility. Its present use for storage, though convenient for the units involved, is an unfortunate use for such a prime building location, but no more active use can be considered until major improvements, chiefly structural, can be made. Durant Hall has reached capacity for housing the Oriental Languages Department (which already spills over into Dwinelle and Wheeler) and the Program-related East Asiatic Library. It also has serious heating, ventilating, electrical, and accessibility problems. Dwinelle Annex similarly has utility and access problems. This Bay Region style brown shingle has also deteriorated seriously from lack of maintenance. Finally, South Hall has structural problems and inadequate ventilation, and despite its

recently installed elevator is not accessible to the disabled.

The other two oldest buildings, Wheeler Hall and South Hall Annex, have much higher ratings, fair for Wheeler and almost good for South Hall Annex. Their higher rating stems from recent renovations. Were it not for inadequate maintenance, a serious problem in such a heavily used building and its seismic hazards, Wheeler would be one of the showplaces on the campus.

The remaining six buildings range from somewhat below to a little above fair. Lack of proper maintenance, accessibility, and poor ventilation are the most serious problems with 2401 Bancroft, which is otherwise nearly ideal as a dance studio and a fine example of adaptive reuse. Poor ventilation and poor maintenance, together with overcrowding and bad design, are the major problems in Barrows. Stephens similarly is in need of maintenance, particularly to eliminate leaks, but has the added problem - shared with several other precinct buildings - of no handicapped access. Dwinelle's problems of overcrowding and inadequate maintenance are similar to Barrows', while Moses shares with Stephens a complex floor plan lacking access for the disabled. Callaghan is rated fair in every category and appears to have no serious problems. The precinct's overall rating of 2.8, less than fair, stems largely from problems of overcrowding, poor maintenance, lack of accessibility and, in many instances, inadequate ventilation and utilities. Three of this precinct's buildings, the Art Gallery, South Hall, and Wheeler Hall, appear among the top six candidates for seismic hazard correction in a recent State survey, followed closely by Barrows, Stephens, and Dwinelle Halls.

Proposals

The major space needs of the Humanities and Social Sciences precinct are upgrading of some of the older buildings (including handicapped access to Moses, Stephens, South, and possibly Durant Halls) and relief of overcrowding for the humanities and social sciences. It has been proposed to relocate a unit from Barrows or Dwinelle Hall into space to be released by Mathematics, Statistics and Journalism in Evans Hall. This would provide a short-term solution to the immediate space crunch. Longer term solutions include the construction of a new building for the School of Business Administration to effect the School's relocation from Barrows, or the construction of an addition to Dwinelle Hall in the west parking lot. Careful thought must be given in this precinct to a solution to the overcrowding which would be equitable to all involved units.

Dwinelle Hall

ASSIGNABLE AREA

<u>BY ROOM TYPE</u>	<u>NO.OF ROOMS</u>	<u>SQ.FT.</u>	<u>%</u>
Unassigned	1	108	0.1
Classroom facil	57	28,709	22.8
Class lab facil	23	8,276	6.6
Non class lab	6	746	0.6
Office facil	372	64,553	51.2
Study facil	23	8,539	6.8
Spec use facil	14	5,335	4.2
Gen use facil	13	4,973	3.9
Support facil	29	4,723	3.7
TOTAL	538	125,962	

BY UNIT

Afro-Amer Studies	16	2,754	2.2
Amer Hist & Insti	2	347	0.3
Asia Amer Studies	12	2,555	2.0
Chicano Studies	10	1,584	1.3
Classics	24	3,787	3.0
Comp Lit	14	2,974	2.4
Special Programs	1	150	0.1
Drama Theatre	5	2,685	2.1
Dramatic Art	4	2,628	2.1
Educ TV Office	19	7,892	6.3
Emeritus Offices	1	150	0.1
Facil Mgmt	9	2,341	1.9
French	26	5,217	4.1
Classrooms	57	28,709	22.8
Gen Admin	2	648	0.5
German	26	4,917	3.9
History	78	13,055	10.4
East Asian Studies	2	689	0.5
Italian	12	2,831	2.2
Journalism	2	934	0.7
Lang Lab	33	6,912	5.5
Library	1	24	—
Linguistics	34	5,419	4.3
Nat Amer Studies	12	2,254	1.8
Nr Eastern Studies	25	4,548	3.6
Oriental Lang	5	723	0.6
Philosophy	2	300	0.2
Rhetoric	30	5,560	4.4

S&SE Asian Studies	15	2,519	2.0
Scand Lang	11	1,607	1.3
Slavic Lang & Lit	23	3,855	3.1
Spanish & Port	25	5,394	4.3

TOTAL 538 125,962

FUNCTIONAL AREA

	<u>SQ.FT.</u>	<u>%</u>
ASF	125,962	55.2
NSF-Custodial	646	0.3
NSF-Circulation	52,770	23.1
NSF-Mechanical	10,800	4.7
NSF-Public toilet	5,351	2.3
NSF-Construction	32,511	14.3

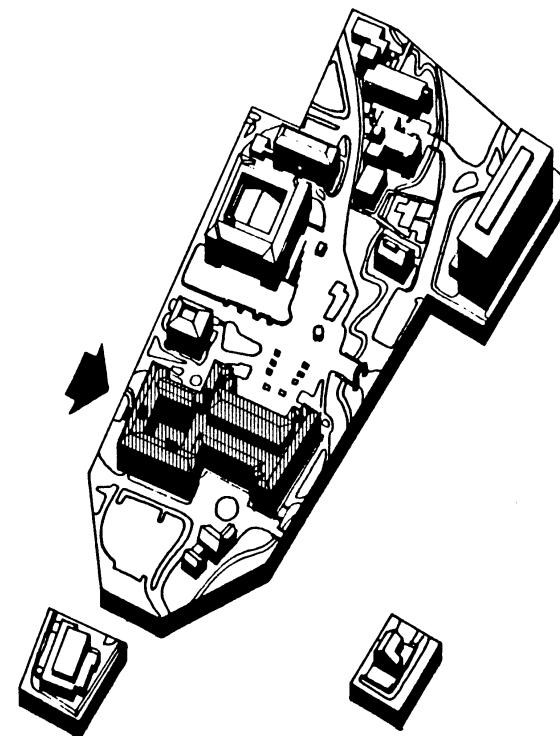
TOTAL 228,040

STRUCTURAL AREA

GSF-Basic	227,640
GSF-Covered unenclosed	400
TOTAL	228,040

Description

In some respects, Dwinelle Hall resembles a certain building not uncommon on campuses back East. Although the comparable Eastern building is much older than Dwinelle, the two share a general condition of dilapidation through overuse by a population far in excess of the one imagined by their builders. What enhances the similarity is that the Eastern building often consists of two ancient structures which, having grown into each other through additions



and remodellings, present a kind of shambles akin to Dwinelle's discontinuousness. But whereas the Eastern building can be picturesque and charming — a corridor that abruptly ends in a formerly exterior wall of old brick or in a blocked-up fireplace — Dwinelle offers only a blandness that stuns. If new arrivals find Dwinelle's labyrinthine ways challenging, old users of the building are amazed only by its limitations.

In one regard, Dwinelle is two buildings, one containing faculty offices, the other

mostly classrooms, joined like a suburban split-level. A pretext of individual integrity is maintained through a localized pattern of numbering the doors in each "building": thus, a room on the second floor of the classroom wing is numbered 79; a few steps up is the third floor of the office wing where doors are numbered in the 3000 series. Although long-term denizens gradually grow insensitive to the random arrangement of rooms and numbers, new arrivals occasionally panic when confronted with the task of moving about in the building(s) with anything like efficiency, ease or logic.

Of the two "buildings" constituting Dwinelle Hall, one is a square comprising two concentric rings of offices separated by narrow corridors (the "office building"), and one an H shaped building with double loaded corridors along the central link and along all the wings (the "classroom building"), with the two buildings fused by combining one wing of the H into a side of the square. Each building has five levels, but as only one of these matches between the two buildings, there are actually nine distinct levels. Each building has its own elevator system. Except at the shared (so-called "D") level, access from one building to the other is via stairs. Furthermore, because of grading or roof design, parts of each building do not exist at the highest or lowest levels. Thus, the lowest level of the "office building" has only two sides and is L shaped. The four upper levels are complete rings, except that one corner where the building joins the "classroom building" is at the latter building's level and requires going up and down stairs to make a complete loop (except at the common "D" level). The "classroom building" similarly has a partial lowest level, two levels forming a complete H with a broad central link containing major auditoria, a fourth level where the central link is narrower and contains only offices, and an uppermost level comprised only of a central wing of offices, without outside wings. The building also has two large and well used lecture halls, and a studio (Durham) theater.

The lowest, L shaped level of the "office building" contains mostly Near Eastern Studies and Scandinavian. The next level contains largely Rhetoric, History, and Linguistics. The third level includes History, Afro-American Studies, and Ethnic Studies, and level four French, Spanish and Portuguese, and Comparative Literature. The uppermost level contains Italian, Classics, German, and Slavic. South and Southeast Asian Studies is scattered on three different levels.

The lowest (partial) level of the "classroom building" houses the Language Laboratory, Dramatic Art facilities (including the Durham Theater), and space assigned to Facilities Management and the Educational Television Office. The second level chiefly contains the Educational Television Office, the Phonology Laboratory (part of the Department of Linguistics), the Dramatic Art Library, the History map room, classrooms, and miscellaneous offices. The third level, the main entry level from outside the building, comprises a Journalism teaching lab, the Asian American Studies library, some offices, Educational TV space, and general assignment classrooms, including two big auditoria (Rooms 145 and 155). The next level up contains mostly classrooms, some offices, and the Slavic library, while the small, uppermost level of the "classroom building" contains offices and library space for several departments, including Afro-American Studies and Ethnic Studies.

As noted in previous reports by others, Dwinelle's exterior is ignorable. It would seem that the interior has been subject to the same regard, when one reviews not only the poor maintenance given the building but also the lack of foresight which has characterized the building's use. Administration of the building seems de facto, at worst happenstance, at best based on operational policies which have gained tenure incrementally over time.

The building was completed in 1952. In the past three decades it has become stuffed in a haphazard fashion, with a crowding of

faculty and graduate students to a degree unknown in most buildings on campus, with an insertion of small units whose programs bear no relation to those of units around them, with the conversion of classrooms to administrative offices and television studios and the conversion of offices to seminar and conference rooms. The effect points to the insufficiency of an overall plan or identity for the use of the building.

According to records, the building was designed for use by the "Departments of History, Speech, Classical and Modern Languages (except English)." Thirty-two units share the space in the building now. The Dwinelle Hall Space Subcommittee monitors the equitable distribution of space among current users, but has difficulty in meting out justice. The "guidelines" which the Subcommittee promulgates from time to time have seldom caught up with actual conditions and currently serve only to dramatize the injustice experienced by certain present units that cannot get their fair share. Some efforts have been made to halt the disappearance of classroom space, but more will be required to undo the dramatic erosion in classroom space which occurred in less than a decade: in 1966 there were 92 classrooms in Dwinelle, with 49,906 ASF; by 1974 there were 57 classrooms, with 28,709 ASF, figures which still obtain in 1981.

In the early 1960s the Educational Television Office began to locate in Dwinelle. The original plan to locate ETV in studio space in Zellerbach had fallen through; space in Dwinelle seemed available and economical. As ETV equipment grew more complex and as the facility itself proved increasingly useful to instruction and research, it was allowed to move into former offices and classrooms, and now experiences a critical shortage of storage space. The Chancellor's office was moved to California Hall in 1970, and its space in Dwinelle was assigned to Afro-American Studies. However expedient, the move has lent sanction to the inclusion of smaller units which are now housed in Dwinelle Hall. As AAS has become more firmly

established in the academic community and added faculty, its need for space has increased and so has the weightiness of its case.

Evaluation

Thirty years of stuffing units into the building have produced results which, so far as policy is concerned, verge on chaos. The lack of a clear plan or identity is the central, overriding problem facing continued use of the building.

There are specific problems, of course, addressed by various present units in order to rehabilitate or improve their space, or make it adequate. All of these have been described in separate reports. An attempt will be made here to summarize and characterize them in a general way.

A senior professor who has had an office in Dwinelle for the past fifteen years has seldom taught a class in the building during the past four. He says that, owing to a shortage of classroom space in Dwinelle and his own preference for prime times, he has been assigned classrooms in Wheeler and in LSB and as far away as Tolman, Morgan, and Cory. "Actually, I don't mind it," he says, "except when it's raining or when I leave behind some important materials in my office. Classrooms in these other buildings are more flexible, have moveable chairs — and the toilets aren't so disgusting as they are in Dwinelle." An administrative assistant, who has seen her departmental offices shifted and rearranged twice in the past decade, points to the copy machine at right angles to her desk and notes, "There is no other place for it. It intrudes on the privacy of my office, to say nothing of its noise and heat. But, for that matter, when anyone has to ditto anything, the work disrupts any conference or tutoring in the TA office. We had no other place to locate that machine."

The two comments are indicative of the most frequently heard complaints and the

kinds of attitudes behind them. Although a Campus Planning Study Group found the building "minimally serviceable" in providing offices and classrooms, actual users of the building express attitudes that are sharper and much more negative. The building is bursting at its seams. Even departments without too much crowding complain that their libraries are stuffed beyond capacity — but at least, other departments would note, they have libraries. Everyone complains about the loss of classroom space in Dwinelle. Many departments complain that office workers and machines are so crowded that the efficiency of operation is seriously threatened. Most department members, particularly those who have been in the building for a number of years, are dismayed by the poor maintenance, the unsanitary restroom facilities, and the lack of security especially on weekends.

The various problems might be specified and arranged in an ascending order of importance. At the bottom of the list is the problem of storage and location of office equipment and machines. Adequate maintenance of records and sensible office procedure demand that these be given some priority. But their importance begins to diminish in light of the other problems.

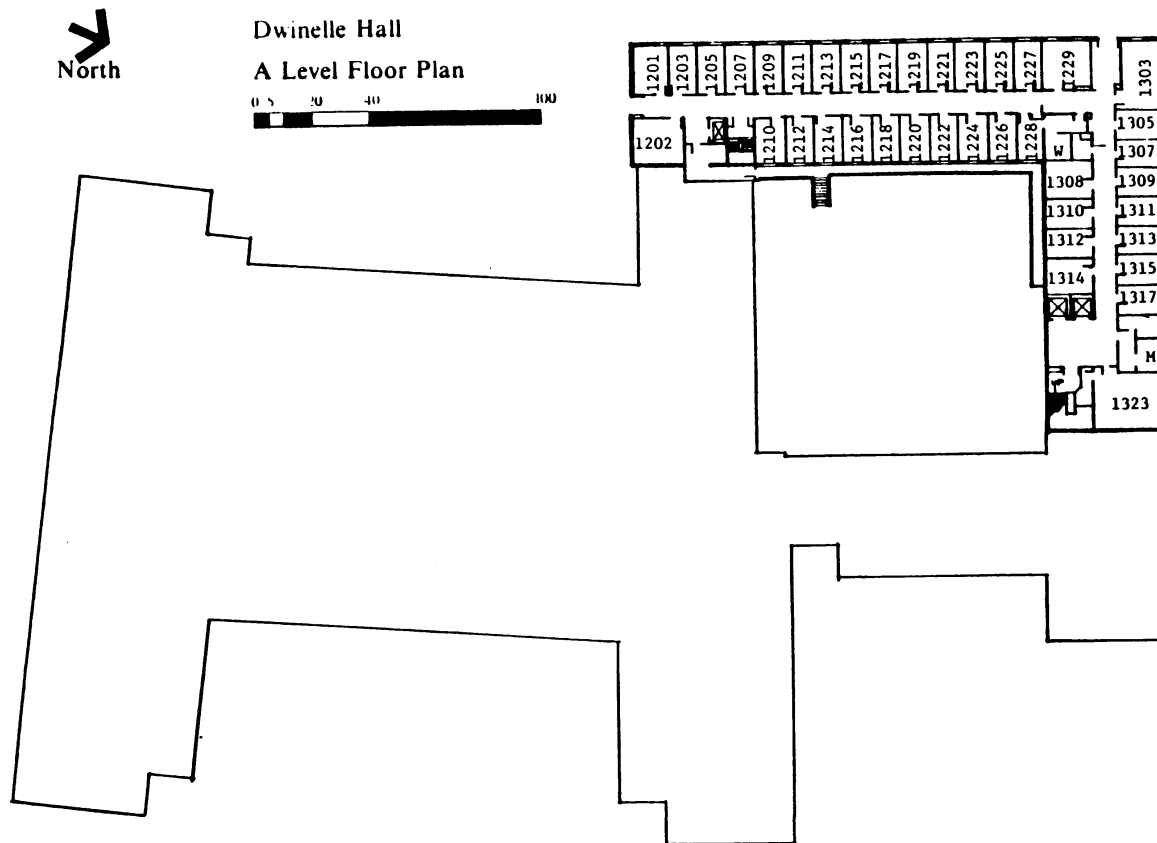
Second, every department with a library complains about a lack of adequate space. The French Department, for example, with around 9,000 volumes and a library space of 900 ASF is no less urgent in its complaint than the Rhetoric Department, with a similar number of items and only 450 ASF. A possible solution, equally objectionable to all departments with libraries, is that they be consolidated. One suggestion is that they be placed in a new structure to be located in the present courtyard, erroneously believed to be unused. The courtyard, which not incidentally is the single feature of the entire structure which might be considered aesthetically pleasing, is well used, by brown-baggers at noon and for receptions and other functions even by departments outside Dwinelle. But to consolidate the libraries in any location is

unsatisfactory because their collections require special knowledge on the part of the librarian in charge and because their location away from faculty offices defeats another purpose, the advantage of proximity, for which they were created.

Third, a crowded TA office is a very real problem in many departments. Here, consolidation might prove a more feasible solution. The various departmental TA offices could perhaps be consolidated and grouped in Dwinelle or located in a nearby building. This is already the case for some units, with the overflow TA space assigned in Wheeler Hall. But it is doubtful that this solution would create any significant additional space or relieve the TAs from crowding. They are crowded because their present spaces are small, and consolidation is often only a euphemism for more efficient crowding.

Fourth, more classroom space is needed in Dwinelle. To begin with, the use of present classroom space should be thoroughly investigated; an informal survey, for example, shows small groups meeting in large classrooms. Perhaps a study will find that some of the large classrooms can be divided into smaller ones. At least, there should be no further incursion into classroom space by administrative or departmental units until overriding policy concerning the use of space can be agreed upon.

Fifth, more faculty offices are urgently needed. Several departments — History, German, Classics, South and Southeast Asian Studies, Linguistics, Near Eastern Studies — have no offices to house temporary, particularly visiting faculty. Even more crucial, other departments — Slavic, Near Eastern Studies, Native American Studies — have no offices to assign faculty hired under new FTE allotments. Any department whose members elect phased retirement and are replaced with new faculty will be faced with a critical shortage of offices; for as departments are discovering — and as departments in Dwinelle will discover to their utter dismay —



no provision is made for offices under the phased retirement plan, the departments being left to their own resources. There is no easy solution for the shortage of faculty office space, or for any of the other problems listed, but all alike indicate the insufficiency of space, of planning and of policy.

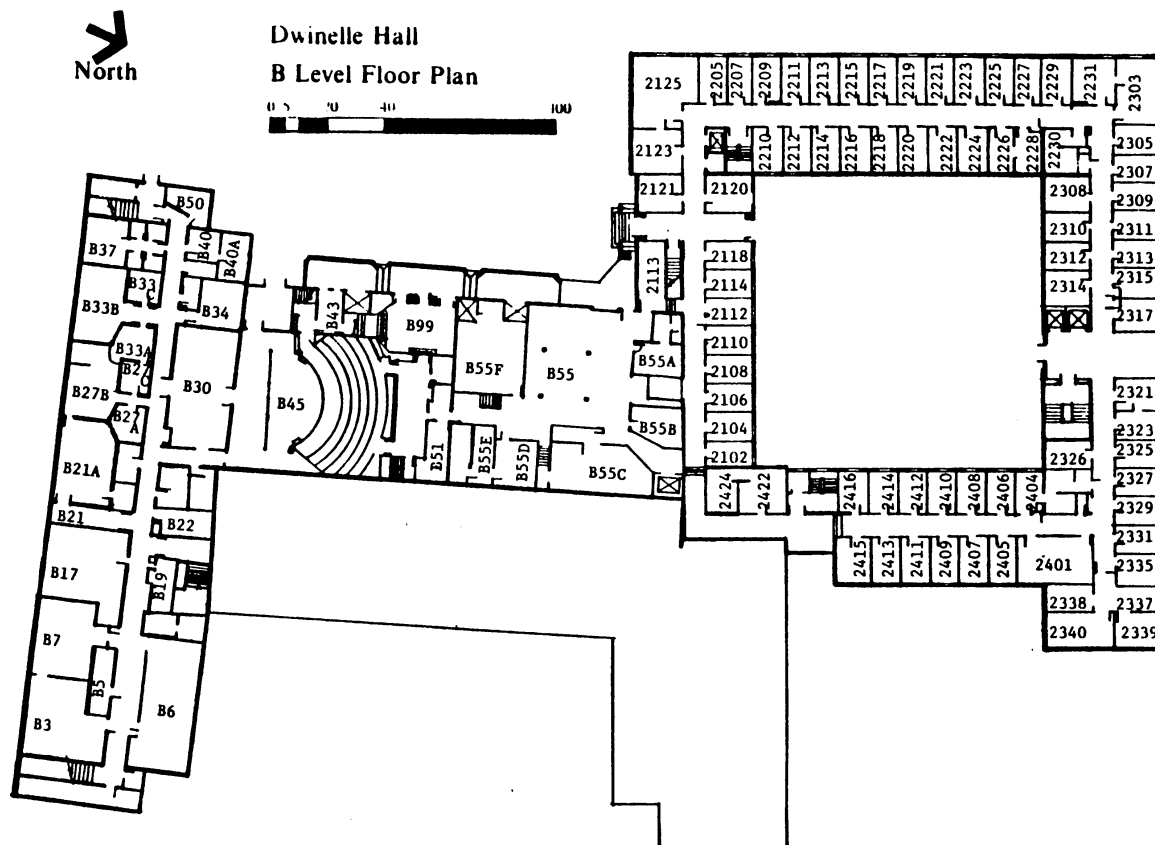
The single most crowded unit in Dwinelle is the Native American Studies Program (NAS). Its condition epitomizes the various complaints which comprise the present report and returns attention to the overriding problem. Office workers and equip-

ment are jammed together in spaces originally designed for single faculty offices. Ladder faculty share offices with temporary staff; in one instance, an associate professor is sharing an office with a lecturer (.67 FTE), a TA, and two tutors. Though the NAS library is spacious, it is filled beyond capacity. New equipment, to be used in the program's oral history project, has been left boxed and stacked, awaiting assignment of space. A report from NAS on the program's desperate situation concludes with an argument that is at once clinching and revealing: "Under Dwinelle's Guidelines for Allocation of Space for Fac-

ulty and Administrative Offices, we are entitled to at least 690 sq. ft. in addition to what we presently retain." The argument is clinching because it is accurate. It is revealing because it is currently impossible to fulfill.

Fire and Life Safety

Dwinelle Hall is rated poor in meeting fire and life safety standards. The Lloyd H. Gayer report itemizes numerous recommended corrections including the following: replacement of glass and aluminum exit stair enclosure doors with one hour



rated assemblies, replacement of nonrated doors in exit corridors with 1 3/4 hour rated assemblies, installation of approved fire dampers in various air vents and louvered openings, addition of illuminated exit signs at specified exits, replacement of two nonconforming glass walls with wire glass set in a steel frame at the basement tape library and at Room 3335, and redirection of south exit corridor doors (office wing) at C, D and E levels to eliminate dead-end corridors. In lieu of the above fire rated exit and corridor door assemblies, an automatic fire sprinkler system may be installed.

Structural Safety

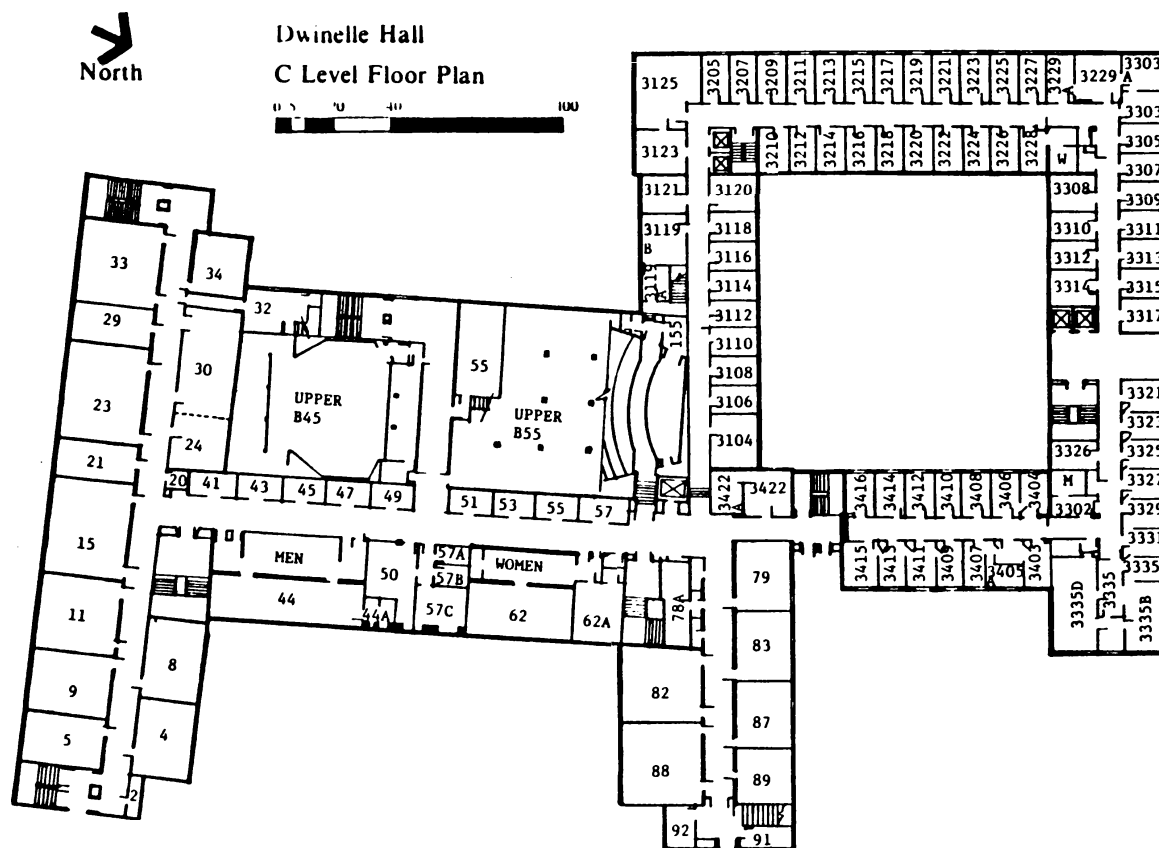
Dwinelle Hall was given a rating of good by the H. J. Degenkolb & Associates seismic hazards summary report of 1978. This rating indicates that the building's performance during a major seismic disturbance is anticipated to result in some structural or nonstructural damage that would not significantly jeopardize life. Such a rating indicates that Dwinelle Hall has an acceptable level of earthquake safety and has a level of seismic resistance such that funds need not be expended to improve seismic resistance to gain greater life safety. However, lack of seismic anchorage on

storage shelving is apparent in several areas, especially the small branch libraries.

Seismic code deficiencies for the existing building elevators have been corrected by the CAC Deficiencies, Handicapped, Step 1 project, completed in April, 1981.

Utilities

The heating and ventilating system in the building is rated poor. Users throughout the building complain of the inadequacy of the existing system. Specific criticisms include: circulation of dirt and noxious exhaust fumes through the building air sup-



ply, lack of proper ventilation or heating in numerous rooms, and lack of adequate air conditioning in the TV Studio. The lack of ventilation is the most frequently cited mechanical deficiency, occurring in many rooms, including Rooms B1, B27A, 15, 30, 52C, 111, 117, 128, 130 and 1315. The absence of sufficient ventilation was particularly cited in those rooms in which equipment and machines were used.

In addition to the ventilation deficiencies, the lack of proper lighting was also cited by many users. Many rooms, especially

those used as libraries, such as Rooms 30, 142 and 342 suffer from very poor lighting.

Accessibility

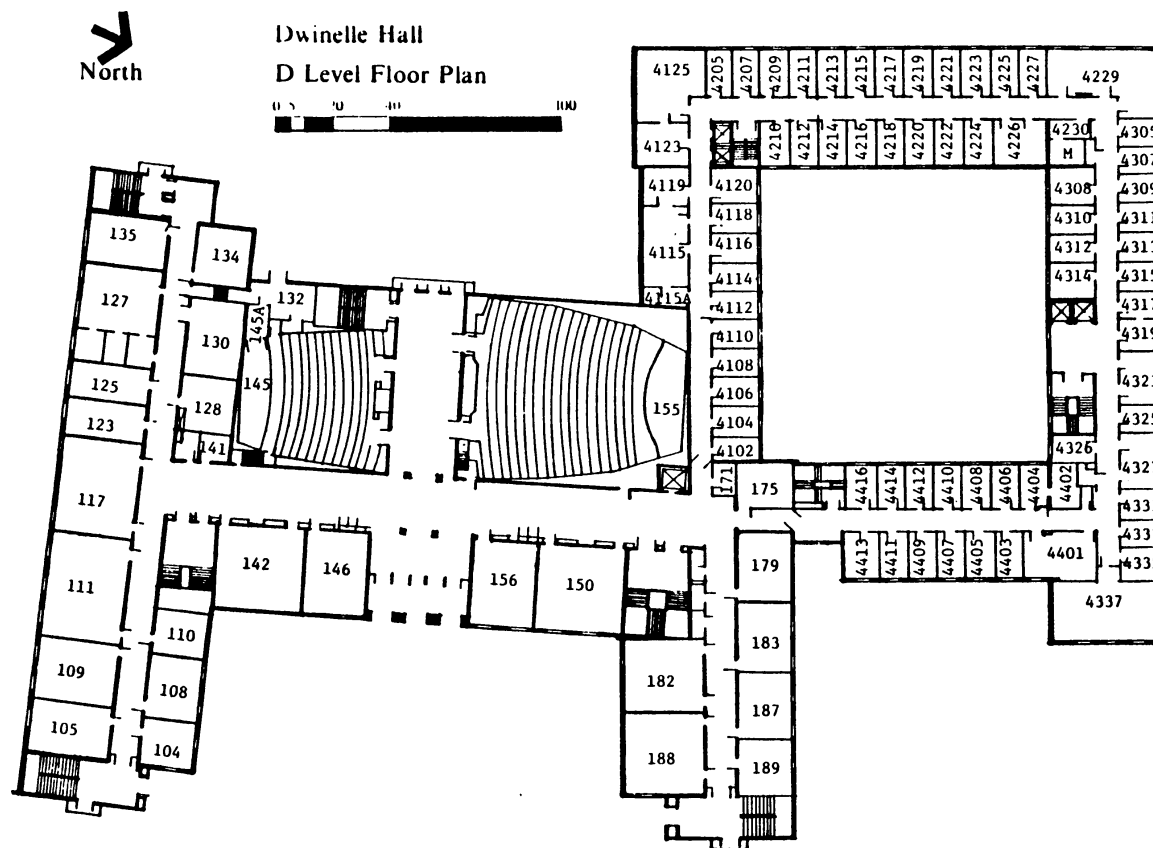
This building is rated good in terms of accessibility to the physically disabled. General access to Dwinelle Hall was provided under the CAC Deficiencies, Handicapped, Step 1 project, completed in April 1981. The work included construction of four new entrance ramps, installation of new entry doors, remodelling of a pair of toilet rooms, provision of wheelchair seating areas at the two major lecture halls

and playhouse, installation of an accessible drinking fountain and telephone, modification of the existing elevators, and installation of textured flooring.

Maintenance

Dwinelle Hall maintenance is rated as poor. One of the most frequent complaints is the lack of custodial service in the building. Several users indicate very infrequent janitorial service resulting in dirty floors, walls, windows and venetian blinds.

Other maintenance deficiencies noted are broken or missing ceiling tiles throughout



the building; graffiti, especially in restrooms; unsanitary restrooms; missing door pulls at stair entrances; numerous areas in need of new paint; plumbing fixtures left unrepaired for great lengths of time; and infrequency of replacement or cleaning of mechanical system filters.

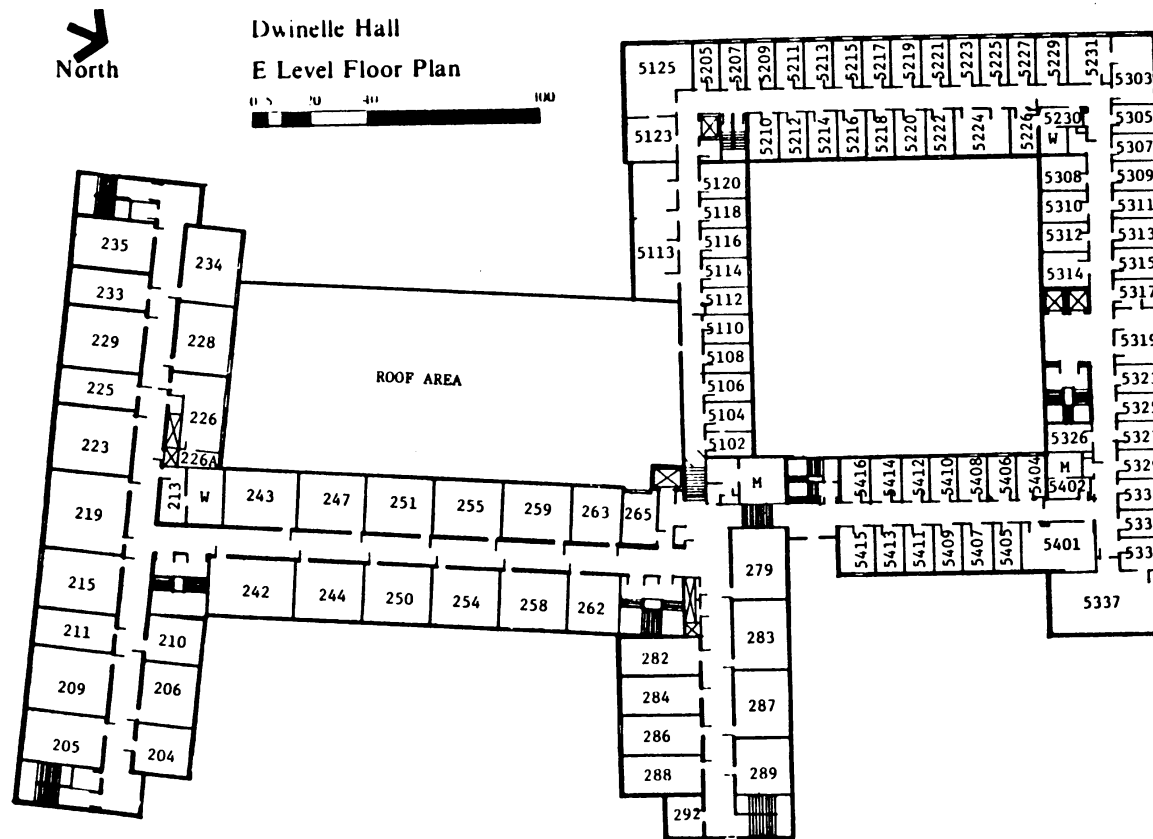
Other, more specialized requirements include the necessity of security screens in rooms where TV equipment is kept, the need for new and more adequate duct and room insulation at the Language Lab and Television Office recording studios, and for safety work in the stage portion of the

Durham Theater. In addition, the Language Lab cites a recurring leak, apparently from the B17 machine room, which is causing deterioration to the wall adjoining B21.

Environs

The largest and most massive building in the Humanities and Social Sciences precinct, Dwinelle Hall contains three distinct outdoor spaces and a loading dock-service entrance area. Dwinelle Plaza is the most important of these spaces (its importance to the precinct and the larger campus is also widely recognized).

The next most important outdoor space is a large courtyard entirely contained within the building, accessible from the second floor. This very pleasant, shady and secluded courtyard is well appointed with ample, comfortable seating (seat walls and wooden seats with backs). Moderately large Camphor trees in eight raised planting beds canopy the space and the seats. These trees seem to suffer from lack of water and nutrients as exhibited by their thin branching and excessive leaf drop. The east and south edges of the space are planted with forbidding, unfriendly, jagged New Zealand flax. A softer, erect small



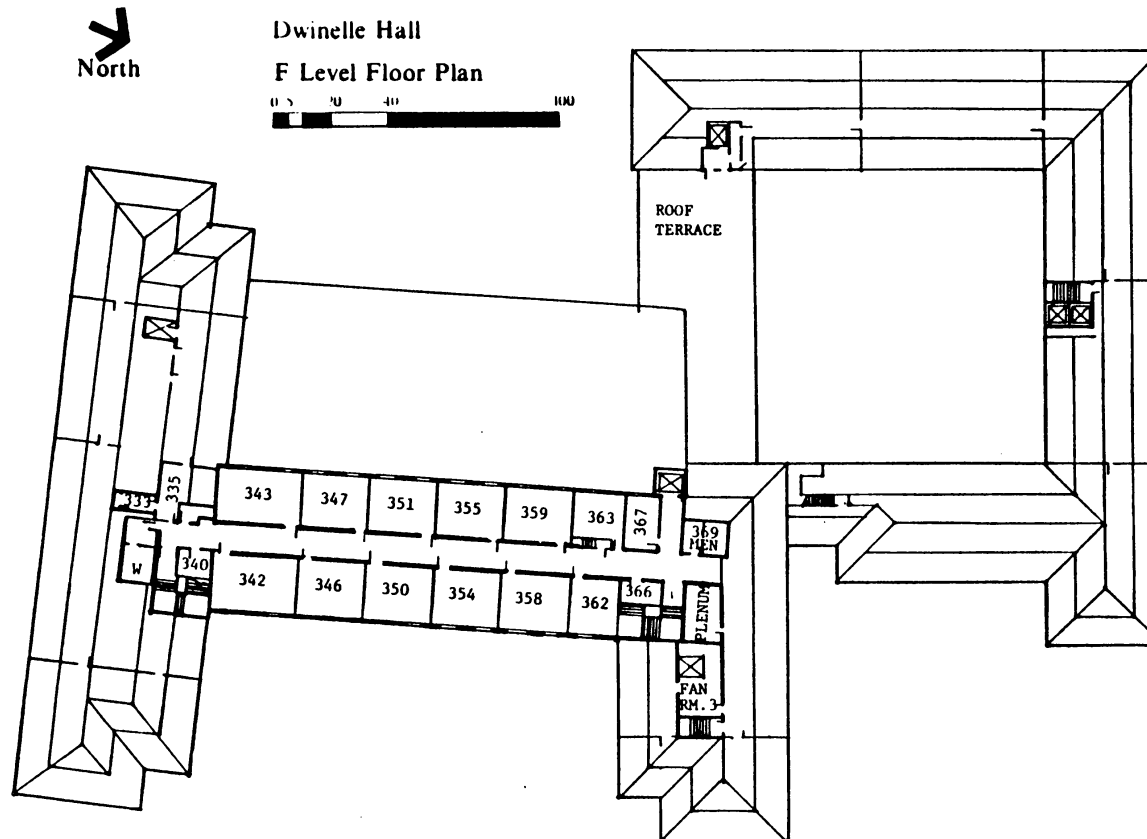
tree would be more pleasing and would serve to screen the faculty offices better. On the west side, first floor rooms look out onto a lower level slope planted with groundcover and one tree. More small trees and a few flowering shrubs would make the view from the offices more appealing and better define this edge of the space. A recently added handicapped access ramp is well integrated into the north side and needs only new plantings. The paving is a very nice brick and aggregate concrete pattern. The detailing of the walls and benches is simple and well done. With some replanting and improved

tree care this space could be greatly improved, increasing its comfort and usefulness.

On the east side of the north wing of Dwinelle is a small outdoor space opposite Durant Hall. Located off the pedestrian circulation route between the two buildings, this space is poorly defined and underequipped as a useful outdoor space. Two small, hard, cast-concrete benches are placed on asphalt paving. A circle of lawn containing an olive tree suggests separation from the walkway. A planting bed runs along the north side of the building

but has no plants large enough to screen the classrooms from the space. More refined paving (as in Dwinelle Plaza), screen planting and permanent, comfortable seating would improve this space immensely.

The north side of Dwinelle forms the edge of a large quad formed by LSB and California Hall. The planting is somewhat run down and poorly maintained. A public telephone is located here but is doused with water from the sprinklers, ruining the phone book.



Along the west facade of the north wing is a walkway lined with eucalyptus trees which partially screen the parking lot below. More trees are needed to screen the hot, western sun from the offices above. A row of concrete bike holders is placed in the groundcover next to the building. More permanent, clearly designated bike parking is needed to replace these temporary lockers.

The loading dock-service area is located off the turnaround circle between Dwinelle, and its annex. Tall, mature trees soften this space and help to reduce the

impact of the loading dock on the entrance to the Durham Theater. The few concrete bike holders scattered in the planting beds should be replaced by permanent facilities integrated into the space.

On the south side, a narrow space between the building and the creek contains a walkway and a line of backless wooden benches. A steep slope drops off to the paths converging to cross the creek. This bank is eroded and denuded of plantings by bikers running down it and across the bridge. A stone retaining wall is needed to contain the bank and protect the planting bed. The

small ornamental trees are shaded by the tall redwoods along the creek and should be replanted with shade tolerant species. New, more comfortable seating is also needed to better utilize this quiet, pleasant space overlooking the creek.

Summary

This report will conclude by returning to the initial statement of the most general problem. Of course, there are pressing, immediate needs. Something must be done

about the maintenance of the building. Repair is urgently needed in the Language Lab, better ventilation in the Phonology Lab and ETV. Security must be tightened not only on the weekends but during the week, particularly where expensive equipment is stored.

There are now thirty-two units in Dwinelle. Those which have indicated a willingness -- in some cases, an eagerness -- to move to other buildings, such as the Institute for East Asian Studies, NES, SSEAS, should be moved as soon as practicable. So, too, should the Office of American History and Institutions. Moving these units will create some additional room in Dwinelle. But, given the scramble for space throughout this campus, each presently held quarter will most likely be used as a counter or pawn, to be traded or relinquished for something better. The same bartering will surely apply in efforts to insist that present space be more efficiently used or divided.

All further assignments of additional units to Dwinelle Hall should be halted until the present critical demands for repair, maintenance, and space are met or resolved without threatening the presently available classroom space. But the greatest problems lie beyond these demands. Solving these problems will require strong, judicious and creative leadership, one that will set guidelines for and determinants of space allocation, taking into account the specific teaching and research needs of individual units, their use of computers, word-processors, and videotape machines, as well as questions of any unit's most advantageous location.

References

Proposed Minor Capital Improvements

1. Room 23 Alterations for Educational Television (1977-78, ranked #11 for \$46,000, approved and funded).
2. Remodel Journalism Class Laboratory (1977-78, unranked, unfunded; 1978-79, ranked #14 for \$12,000, withdrawn by department).
3. Remodel Room 117 as a TV classroom (1977-78, unranked, unfunded; 1978-79, ranked #5 for \$38,000, funded).
4. Modify Rooms 2225, 2227, 2229 and 2223 for audio collections for Rhetoric (1978-1979, unranked, unfunded).
5. Alter staging facilities in Durham Theatre for Dramatic Art (1978-79, unranked, unfunded; 1979-80, ranked #16 for \$32,000, not funded; 1981-82, ranked #24 for \$43,000; funding expected).
6. Convert part of Room 44 to specialized teaching lab for Linguistics (1978-79, unranked, unfunded).
7. Alterations to library in Room 30 for Dramatic Art (1979-80, unranked, unfunded; 1981-82, unranked, unfunded).
8. Acoustical treatment of Rooms 110 and 111 for Educational Television Office (1981-82, ranked #22 for \$34,000, funding not anticipated).
9. Install screening on windows and equipment shelving in Room 23 for Educational TV (1981-82, unranked, unfunded).
10. Construct teaching lab near Phonology Lab in Room 50 for Linguistics (1979-80, unranked, unfunded; 1980-81, unranked, unfunded).

Proposed Major Capital Improvements

1. CAC Deficiencies, Handicapped, Step 1 (1978-79, 1979-80, \$299,600 funded for C, to be completed July 1981).
2. Campus Energy Conservation, Air Recirculation (1981-82, 1982-83; proposed funding for C is \$7,200 in 1983-84).

Related Studies

1. Report of Investigation - Fire & Life Safety, Lloyd H. Gayer, Fire Protection Consultant, May 23, 1974.
2. Investigation of Seismic Hazards, H. J. Degenkolb & Associates, Engineers, June 9, 1978.

Dwinelle Hall Annex

ASSIGNABLE AREA

<u>BY ROOM TYPE</u>	<u>NO.OF ROOMS</u>	<u>SQ.FT.</u>	<u>%</u>
Class lab facil	3	644	10.6
Office facil	27	5,256	86.7
Gen use facil	1	90	1.5
Support facil	2	72	1.2
TOTAL	33	6,062	

BY UNIT

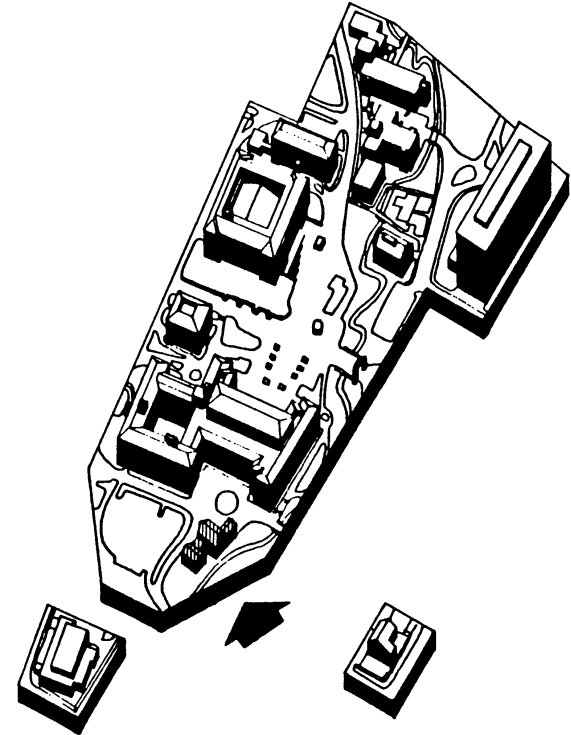
Comp Lit	1	120	2.0
Dram Art	23	4,244	70.0
Facilities Mgmt	1	30	0.5
Oriental Lang	1	126	2.0
Subject A	7	1,542	25.5
TOTAL	33	6,062	

FUNCTIONAL AREA

	<u>SQ.FT.</u>	<u>%</u>
ASF	6,062	72.5
NSF-Custodial	45	0.5
NSF-Circulation	1,054	12.6
NSF-Mechanical	0	0.0
NSF-Public toilet	400	4.8
NSF-Construction	796	9.5
TOTAL	8,357	

STRUCTURAL AREA

GSF-Basic	8,357
GSF-Covered unenclosed	0
TOTAL	8,357



Description

The building now known as Dwinelle Annex was built in 1920. The architect was John Galen Howard, Campus Architect and Dean of the School of Architecture. First occupied by the Department of Military Science (1920-33), it later became the home of the Department of Music (1930-58). In 1949, a new west wing was added, designed by Michael Goodman, in keeping with the informal wood-framed and redwood-sided nature of the original. When the Music

Department vacated the building in 1958 for its new quarters in Morrison Hall the building was reassigned to the Department of Dramatic Art, which now occupies the first floor and the west portion of the second floor, and the Subject A Department, which occupies most of the east portion of the second floor. Three offices in the upper east wing are currently assigned to faculty from various other L & S departments. A minor fire in 1978 damaged some first floor office space and exterior walls.

Its location in Dwinelle Annex places the building's major tenant, the Department of Dramatic Art, conveniently near the performance and studio facilities it uses (Zellerbach Playhouse and Auditorium, the Durham Studio Theater in Dwinelle Hall, and the dance studio at 2401 Bancroft). In August 1980, the University prepared a detailed feasibility study of the possible renovation of this building for the sole use of the Department of Dramatic Art.

Dwinelle Annex is a two story wood-

framed structure with redwood board-and-batten siding and a low-pitched overhanging roof covered with black mineral-surface sheeting. Interior walls are either wood or gypsum wallboard. As the site, directly north of Strawberry Creek, slopes downhill to the west, there is a three-foot elevation change between the 1920 and 1949 wings, which is marked by a five-step descent in the main east-west corridor. The building now takes a general C shape; the larger blocks of rooms, east and west, enclose a small courtyard south of the glazed corridor, into which projects a small semicircular redwood platform sometimes used as a practice stage.

The second floor comprises two separate, nonconnecting units, each served by outside as well as narrow inside stairs, for a total of four staircases. The broad, L-shaped main eastern exterior staircase, together with the dark redwood siding, the many multi-paned windows, and the low-sloping roof line help to create the informal, domestic aspect of this building, which fits its creekside and tree-shaded site well and contrasts markedly with the huge concrete academic buildings (Dwinelle and LSB) and parking areas nearby.

Conversion of Military Science and Music Department spaces for use by the Dramatic Art Department without any major redesign or rebuilding has created some odd and anomalous room uses. The reassignment of rooms within the Department about eight years ago, when the main staff office in the center of the building became a design studio, had some similar illogical results.

One now enters the Department offices through the double glazed doors just east of the main outside staircase into Room 101, a large open area well lighted by windows but confusingly subdivided by desks and partitions into various staff offices and functions. A narrow corridor to the north leads to storage closets for equipment and supplies.

An alternative east entrance, behind the

exterior stairs, leads directly to a foyer area serving the remaining rooms of the original wing (chair's office, administrative assistant's office, three faculty offices, studios, and men's and women's toilets), as well as the interior staircase up to the Subject A offices. Five steps lead down out of this area into the corridor, marking the beginning of the 1949 addition.

This corridor continues some 50 feet west, with the first 35 feet glazed on the south side where it faces the small courtyard. On the north, it first passes Room 120, now a large design studio with fifteen drafting tables and a small staging area for model designs; then a small room used for office machines and storage; and finally Room 130, shared by the Department's TAs. On the south, after the court, is located a suite of four faculty offices. The corridor terminates in stairs leading to four additional Dramatic Art faculty offices above. These also may be reached by a straight exterior flight of stairs from the courtyard. A west exit door on the first floor is kept locked for security reasons.

The Subject A space on the second floor includes a small waiting room off the porch at the head of the exterior stairs (Room 200B), separated from the main staff, file and equipment room (Room 215) by sliding windows over a counter, through which students receive assignments, etc. The supervisor's office (Room 210), secretary's office (Room 214), and administrative assistant's office (Room 216) complete the north half of this block, and are separately accessible via the interior east stairs. To the south are two large offices (Rooms 209 and 213A) with desk space in each for six to ten Subject A instructors.

A set of four strangely shaped rooms is located above the Dramatic Art Department's reception and staff area. These offices are accessible through a separate door and narrow corridor off the second floor east porch and are used for miscellaneous visiting faculty.

Evaluation

After many years of existence, sixty for the original J. G. Howard building and thirty-three for the Goodman addition, Dwinelle Annex remains a building of considerable charm and suitability to its present major tenant. Given its site and materials, the original architect's contribution to the campus, and the "Berkeley domestic" vernacular style he adopted here (as in the North Gate Hall and the Naval Architecture Building) its demolition would be an unpopular loss. The Department of Dramatic Art likes the location, size, and basic layout of the building and the Department believes it could be well served here for many more years if proper renovation were undertaken. (See the 1980 feasibility study.)

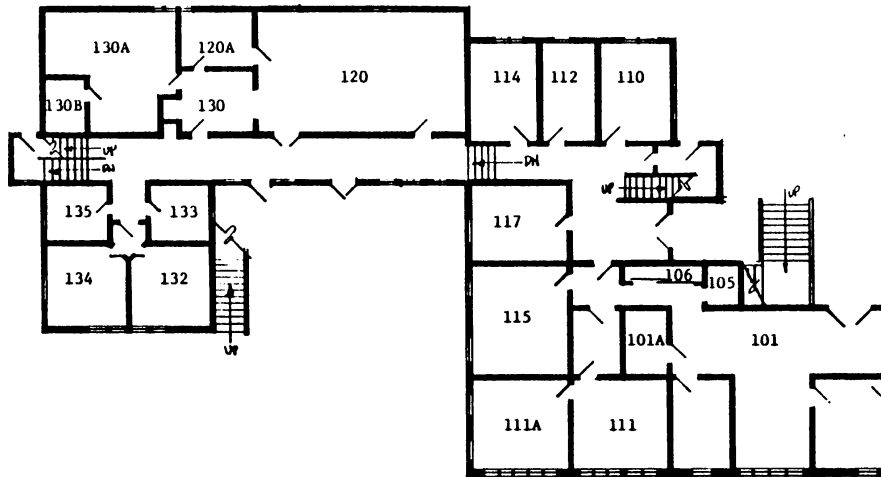
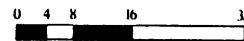
The building, however, has numerous deficiencies. The present open arrangement of the lobby, staff, and reception space permits no privacy for confidential student conferences, bookkeeping or student files, and leads to considerable congestion as well as excess noise and winter chills. Several window frames in this area are warped and rotten, admitting wind and water at their edges. The reproduction machines are located in an unventilated room which also contains open faculty mailboxes and a coffee maker. Costly equipment (tape recorders, cameras, projectors, etc.) is kept in a narrow hall closet and frequently is stolen. Better security might be provided somewhere else.

Faculty offices seem adequate with the exception of the costume designer's room (Room 114), which appears too small for use as a combined office and studio.

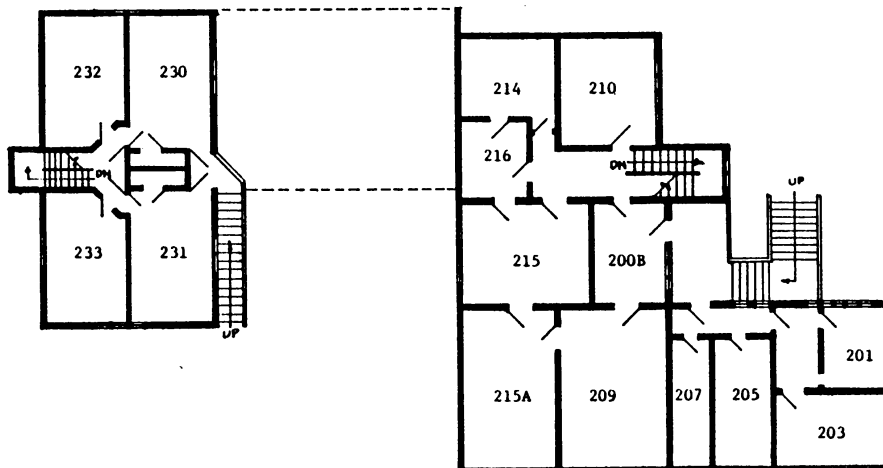
The design studio, Room 120, is used by four regular classes. Equipped with fifteen crude, ancient drafting tables which the Department obtained free from other departments' cast-offs, it can accommodate twenty students; with new and better arranged tables, it could hold up to thirty. The north light from the wide bank of



Dwinelle Hall Annex
First Floor Plan



Second Floor Plan



windows can be attractive and useful, but the artificial lighting needs upgrading. There are superfluous phone jacks on the floor. This is one of the rooms that frequently becomes uncontrollably and intolerably overheated.

The chair's office (Room 130) is adequate and relatively attractive, in part because it was repainted after the fire. It would make sense, however, as proposed in the feasibility report, to control access to this office by channeling visitors through an enlarged administrative assistant's office.

The waiting room on the second floor of the east block and the porch and stairs leading to it can be filled by hundreds of Subject A students at the start of each term. The other deficiencies here are those common to the building as a whole -- exposed pipes and wiring, warped window frames, excess heat from stuck radiators, etc. But some of the rooms (e.g., Room 205) have been recently painted; the floors, at least, are even and the natural light is pleasing. The main staff room, and especially the two bleak and crudely furnished faculty office rooms (fifteen desks for twenty instructors) seem very unpleasantly overcrowded.

Fire and Life Safety

The building is rated fair in fire and life safety. This all-wood building lacks fire sprinklers; its alarm system consists of pullboxes and fire horns. There are several hose cabinets and portable extinguishers. The west second floor block seems well provided with fire exits, but since the two sets of stairs on the east are almost directly next to one another, users of some of the busiest spaces of the Subject A wing (Rooms 214, 215, 216, 215A, and 209) might have difficulty exiting in case of fire. Specific recommendations made in the Lloyd H. Gayer report of 1974 include one hour fire resistive construction on the ground floor exit corridor, twenty minute fire resistive rated door assemblies and exit signs. A strong recommendation is made for provision throughout the building of an automatic sprinkler system.

Structural Safety

Dwinelle Annex was given a rating of fair in terms of seismic safety in the H. J. Degenkolb Report of 1980. There are no noticeable falling hazards on the exterior of the building. However, there are some areas with various equipment not properly anchored for seismic disturbances.

Utilities

The heating system in Dwinelle Annex is archaic (cast-iron steam radiators) and difficult to regulate. Many rooms become too hot, but tenants find the radiators cannot then be turned off without turning off the whole system. If the whole system is turned off Facilities Management must be called to turn it back on again. Escaping steam from under the building has in the past ruined materials in faculty offices.

Electric wires are all run through unattractive conduits visibly attached to internal and external walls. In the south wall, holes drilled for wiring show light through the walls. Steam and water pipes are also unenclosed. In Room 120, the design studio, several clumsy connector boxes still project dangerously out of the floor, a relic of the room's earlier life as a staff office. Artificial lighting, in general, seems adequate (except in Room 120); fixtures are fluorescent except in the first floor corridor.

Accessibility

Although the east portion of the first floor (including the two public toilets) could be rendered accessible, the remainder of the floor is inaccessible owing to the level change between the 1920 and 1949 wings. The two unconnected second floor spaces make wheelchair access to this level an extravagant and unlikely proposal. Presuming the departments concerned can provide programmatic access as required for disabled students in suitable areas, a nonconformance waiver might be obtained for this historic and otherwise suitable building.

Maintenance

The building shows many signs of deterioration, lack of proper maintenance, and makeshift changes over the years which render portions of it shabby, uncomfortable, inefficient, and even dangerous.

The flooring throughout the first floor is dramatically rippled, uneven and patched in many places, evidence of shifting and of subfloor dampness. Parts of the floor in restrooms and corridors show signs of rot.

The main (eastern) exterior staircase is badly worn and dangerous. In rainy weather its treads become slippery, and water also leaks heavily into the interior under-stair closet (Room 105) through rotted boards, rendering the space useless for storage of supplies. A metal trough inside now collects this water and channels it directly onto a wooden post, which is itself now rotting away. This staircase, if retained, probably should be rebuilt entirely. A few other interior walls are stained, an evidence of leaks.

The toilet rooms, though adequate, have antiquated fixtures, exposed pipes and wiring, weak lighting, worn doors and walls, and ants.

The suite of four offices in the east block of the second floor is extremely shabby: windows rotted, paint peeling, doors and walls pockmarked with holes, and gouged out wood or wallboard.

The rooftops visible from the second floor level frequently have been tarred and patched. They are very unattractive, have leaked in the past, and probably should be replaced.

Environ

This charming dark brown wooden building is tucked amidst mature trees and shrubs behind Dwinelle Hall. Because of the density of vegetation the building's presence is nearly obscured, making it unobtrusive next to the creek.

Access to the building is off the turnaround circle to the east. A small, charming,

brick entry area leads into the first floor and up an exterior stairway to the second floor.

The U-shaped building encloses a small inner court on the south which opens out towards the creek. A chain-link fence secures this side from intruders. The space contains a small performance stage (deck) used for Dramatic Arts classes. The asphalt paving is heaved by roots from a large old pine outside the fence. A few scruffy shrubs remain along the eastern edge. More handsome paving such as brick and a few shrubs would enhance the use of this space.

Summary

In the words of Myra Brocchini, the consulting architect of the 1980 feasibility report, "Dwinelle Annex is a building of significant architectural heritage, is well sited into the overall campus plan, is much loved by its occupants, and is a building worthy of consideration for renovation."

References

Related Studies

1. Dwinelle Annex Feasibility Study, University of California at Berkeley, Myra M. Brocchini, architect (August 1980).
2. Report of Investigation - Fire & Life Safety, Lloyd H. Gayer, Fire Protection Consultant, February 21, 1974.
3. Investigation of Seismic Hazards, H. J. Degenkolb & Associates, Engineers, June 9, 1978.

Durant Hall

ASSIGNABLE AREA

<u>BY ROOM TYPE</u>	<u>NO.OF ROOMS</u>	<u>SQ.FT.</u>	<u>%</u>
Office facil	25	4,545	35.6
Study facil	12	7,942	62.2
Gen use facil	1	289	2.3
TOTAL	38	12,776	

BY UNIT

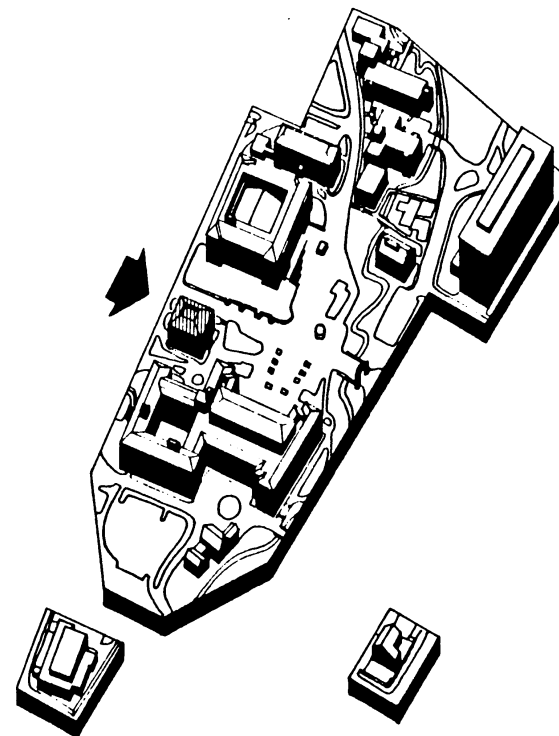
Library	22	9,621	75.3
Oriental Langs	16	3,155	24.7
TOTAL	38	12,776	

FUNCTIONAL AREA

	<u>SQ.FT.</u>	<u>%</u>
ASF	12,776	53.8
NSF-Custodial	335	1.4
NSF-Circulation	3,043	12.8
NSF-Mechanical	577	2.4
NSF-Public toilet	601	2.5
NSF-Construction	6,403	27.0
TOTAL	23,735	

STRUCTURAL AREA

GSF-Basic	23,735
GSF-Covered unenclosed	0
TOTAL	23,735



Description

Durant Hall was formerly Boalt Hall and, until 1951, it housed the School of Law. It was designed by John Galen Howard and built in 1911 as a memorial to Judge John H. Boalt. From an architectural perspective it is one of the most important campus buildings.

Durant Hall is a small, rectangular, granite-faced block on the south side of Campanile Way opposite California Hall, designed to complement its neighbor with respect to use of materials and in its

general form. The longer east and west sides have a central section consisting on the ground floor of three windows with inset frames and on the top floor of three paired windows divided by Doric columns in deep reveals. The end sections of the wall have double hung windows in plain recessed frames.

Entrances with short flights of steps are on the north and south facades. The glazed doors are set in wood frames studded with metal rosette pateras. Above are three windows grouped and detailed like the corresponding ones on the east and west sides. The end bays are blank.

The first floor has a wide, vaulted, double loaded hall with generously sized 24 foot deep usable space on each side. The basement plan is similarly designed with a wide central hallway flanked on both sides with rows of 24 foot deep rooms. The south entrance stairway has a wide central run to the main floor and two side runs to the basement. A wide stairway on the north side and an internal smaller stairway lead to the second floor library. Except for two faculty offices used by Oriental Languages, the Library occupies the entire second floor and has a ring of stacks in the attic. The central lofty space is lit by a skylight and hanging lamps. On the east and west

sides, Doric columns define the central space and separate it from the east and west reading sections and the stacks. The latter rise through the attic floor, wrapping around the central library space with an additional stack level on a portion of the ring directly south of the central space. Offices are located on the second floor and study carrels in the attic.

The building is now occupied by the Department of Oriental Languages and the East Asiatic Library, a branch of the General Library, with the Library occupying about three quarters of the assignable space. Despite a code corrections project in 1976 and a minor capital improvement project in 1980 there remain significant heating and ventilation problems and an antiquated electrical system. In addition, the building is inaccessible to the handicapped.

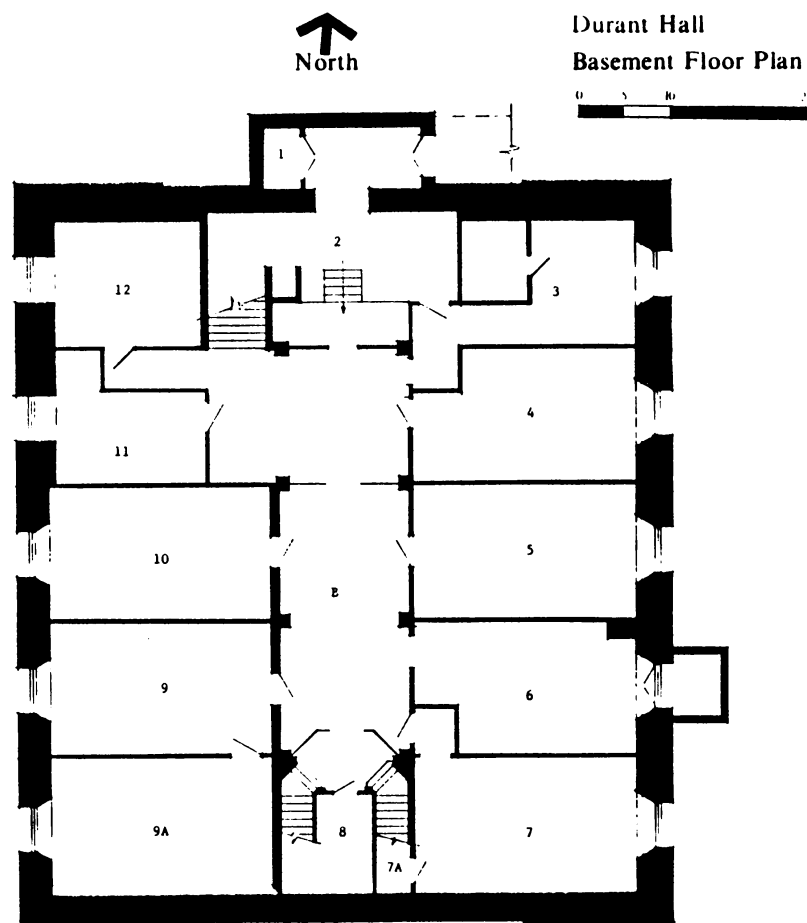
Evaluation

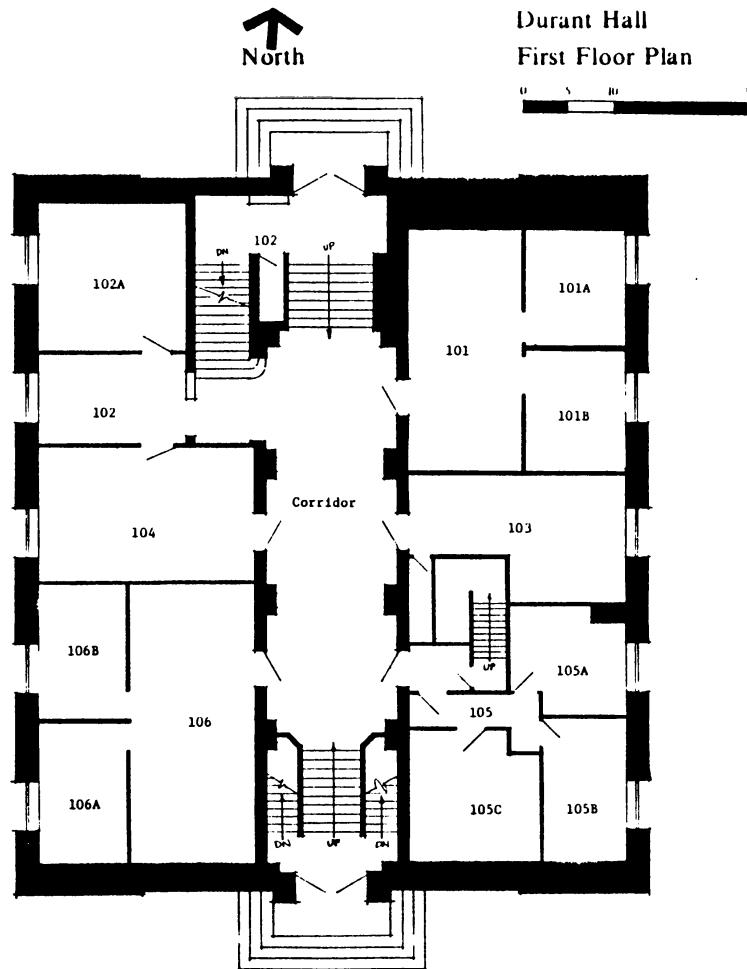
The principal program-related problems in Durant Hall stem from the fact that the East Asiatic Library has outgrown its facilities in the building. Despite having additional space elsewhere on campus, there remain problems of overcrowding and functional difficulties arising from the design or age of the building. These difficulties are recounted in detail elsewhere but several examples will illustrate their nature. For example, the library staff is divided between the basement and the second floor and there is neither elevator nor booklift in the building. The library processing functions are located in the basement, necessitating constant transport of materials up and down stairs. Similarly, the lack of level entry to the building requires that all deliveries be hand-carried up or down stairs. These factors result in significant impediments to the flow of work in the library and, of course, make the building almost entirely inaccessible to the handicapped. (This has also caused damage to the marble steps in the past, but better care of them is now being taken.)

Many of the other problems are the result of overcrowding. For example, card catalogs are placed directly on the floor and stacked so that the top of drawers are difficult to reach. Similarly, books in the stacks on the upper shelves are accessible only by ladder and this presents a seismic hazards and a safety problem. The aisles throughout the stack area are narrow and office space is also small and crowded.

In addition to problems arising from the quantity of space there are also quality

problems related to the adequacy of the building to house the Library. There are, for example, no temperature and humidity controls for the rare materials housed in the basement. Throughout the library areas lighting is inadequate although some lighting in the stack areas is being replaced as a result of several electrical fires. Further, the building is not well suited to functions requiring a large resident staff insofar as the restrooms are in the basement with one toilet on the second floor and there are no staff lounge areas.





Some of the Library's problems, e.g., handicapped access and ventilation, are shared by the Department of Oriental Languages, but, overall, the Department's space on the first floor seems adequate and appropriate. The Department's needs are principally for office space without specialized facilities except for the Library. Partitions added over the years have allowed reasonable subdivision of the 24 foot deep assignable area on either side of the central hallway. Because of its general original design, the efficiency of use of space, i.e., the ratio of

usable area to overall (gross) built area, is low in this building.

Fire and Life Safety

The building has not been officially rated, but since a code corrections project was completed in 1976 a rating of good is justified. That project added sprinklers in the attic, second floor library and mezzanine, first floor corridor and basement. Halon was installed in rare-book storage rooms in the basement. The project also added a second means of egress from the

attic and second floor library and exit signs throughout the building. The project did not bring the building into strict conformance with the code but it did greatly improve fire safety without destroying the architecture. The remaining problems include an open stairwell through three floors at the north end of the building, nonrated corridor doors and mechanical openings, wooden bookshelves in the attic, and inadequate aisle widths in the library.

Structural Safety

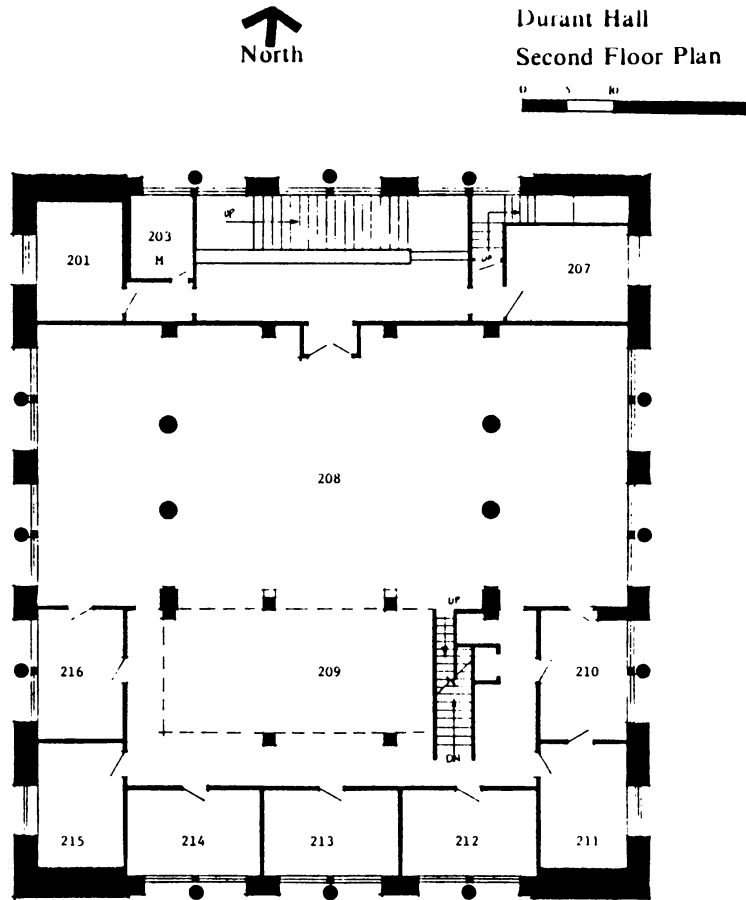
Durant Hall was given a rating of fair in terms of seismic safety in the McClure-Messinger report of 1974. According to the McClure-Messinger report on exterior falling hazards of 1975, there are moderate to severe falling hazards from the building's tile roof, stone wall facing, and ornamentation. There are also interior falling hazards in some offices and the Library owing to poorly constructed and attached shelving.

Utilities

Durant Hall receives a rating of very poor in this category. The building does have some mechanical ventilation, but it is not adequate for most of the spaces served. In some instances the problem is caused by subdivision of rooms without revising the air supply and return system and by very dirty filters and ducts.

Heating is by means of steam radiators which leak and are difficult to control. Controls on the bank of radiators on the east side of the building on the first floor and basement level are not functioning.

The building also receives a very poor rating for its electrical system. The lighting in the building is generally very poor; in some instances, it is not only inadequate in amount and quality, but it presents a fire hazard. All the original light fixtures in the building need rewiring and rehanging to make them safe and structurally sound and some work is presently underway. The vintage lighting should be augmented to provide lighting adequate for the tasks performed.



Durant Hall
Second Floor Plan

Accessibility

The building rates very poor on accessibility. It is inaccessible for wheelchairs because it is entered from stair landings on the north and south. The first floor is a half story up and the basement is a half story down. There is no elevator in the building.

Studies have been made on adding an elevator. An exterior elevator was considered but the idea abandoned because of the damage that would be done to the charac-

ter of the building and the site. The marble stairs at each end of the building are also considered important to preserve and therefore no changes are contemplated there. Basement access can be achieved from the west through the existing planting by converting a window to a door. A very small elevator can then be threaded between the structural elements of the building to serve the basement, first and second floors. The building is so small that addition of an elevator would have a substantial impact on the assignable space.

There are also no toilet facilities for the handicapped.

Delivery of supplies to the library and distribution of books within the library are serious problems. Book boxes have been dragged down the marble stairs causing damage to the stairs. A booklift would alleviate the problem as would a manual portable conveyor for deliveries of cartons of books from outside.

Maintenance

The building maintenance has been good in recent years. The 1976 code corrections project added sprinklers, Halon, new exit stairs and exit signs. A deferred maintenance project to correct dangerous wiring is presently underway. The marble stair treads at the south end of the building were turned top to bottom to eliminate cupped surfaces. However, the heating and ventilation system requires a major overhaul, and the toilet room on the second floor and the women's room in the basement need remodeling. The electrical system throughout the building needs upgrading and exterior trim needs painting. Custodial care is fair considering the crowded conditions in the building.

Environs

Durant Hall is the smallest of the neoclassical buildings of John Galen Howard. Echoing the character of California Hall, Wheeler Hall and Doe Library, Durant forms with these buildings the cross-axes of Capanile Way and Sather Way - the heart of the classical core and the geographical center of the central campus.

Except for the plantings on the north side which echo the classical theme, the landscape setting of the building detracts from its prominence. On the west side is an ill-defined space between Durant and Dwinelle. This diagonal circulation route contains islands of succulents and other scruffy, drought tolerant plants out of character with the elegance of the architecture. Similarly the plantings along the south facade do little to enhance the building. A

steep lawn provides an awkward separation from Sather Way above.

The granite steps of the building land on patched asphalt walks. No attempt has been made to integrate the architecture with the landscape. Two small precast concrete benches flank the north entrance - afterthoughts disproportionate to the size of the building and situated in complete shade.

The landscape on all sides of Durant Hall needs to be sensitively redesigned to better integrate the building with the landscape in a more refined, yet useable manner.

Summary

Durant Hall is important to the campus from both an historical and architectural perspective. It is, however, in need of substantial upgrading in its heating and ventilation system, in its electrical system, and in handicapped accessibility. The proposed elevator will be beneficial to Library operations as well as to the handicapped. It would appear, however, that there are no building improvements which could deal with the fundamental problem of the library which is quantity of space.

References

Proposed Minor Capital Improvements

1. Study Room for Art History and Library (1979-80, ranked #1 for \$95,000, approved and funded).
2. Install book lift for East Asiatic Library (1979-80, unranked, unfunded).
3. Provide ventilation for Rooms 101 and 104 for Oriental Languages (1979-80, unranked, unfunded).
4. Install Electronic Access System for East Asiatic Library (1980-81; this is part of a project to do various libraries, ranked #5 for \$78,000, approved and funded).

Proposed Major Capital Improvements

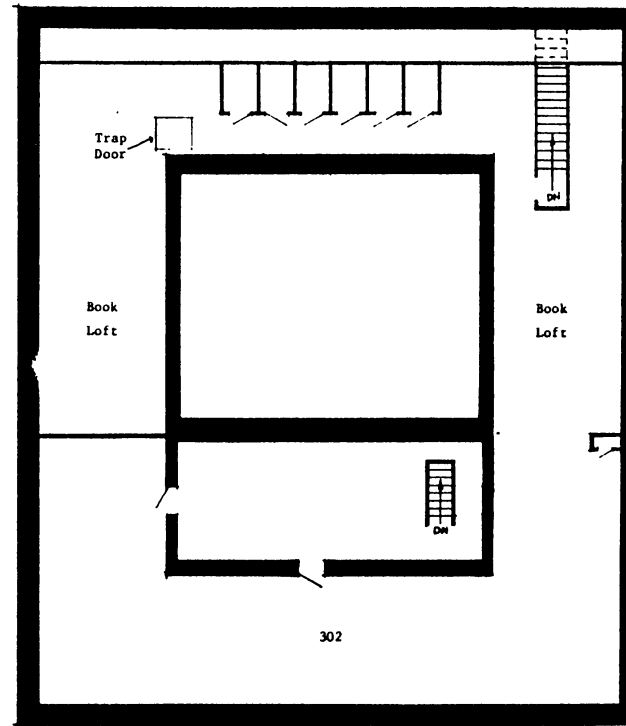
1. Non-structural Changes, Seismic Safety Deficiencies (1981-82, deferred pending seismic policy).
2. Seismic Corrections, State-Funded Buildings, Step 3 (1982-83, proposed for C in 1984-85).
3. Central Control Systems, Step 2 (1982-83).
4. CAC Deficiencies, Handicapped, Step 4 (1982-83).

Related Studies

1. Earthquake Resistance Study, McClure & Messinger, Consulting Engineers, August 19, 1974.
2. Exterior Falling Hazards Study, McClure & Messinger, Consulting Engineers, June 9, 1975.



Durant Hall
Attic Floor Plan



Wheeler Hall

ASSIGNABLE AREA

BY ROOM TYPE	NO.OF ROOMS	SQ.FT.	%
Classroom facil	24	13,630	22.1
Office facil	141	35,685	58.0
Study facil	3	2,143	3.5
Spec use facil	1	102	0.2
Gen use facil	7	9,083	14.8
Support facil	10	898	1.5
TOTAL	186	61,541	

BY UNIT

Auditorium-Theatre	8	8,343	13.6
Career Plan & Plac	10	2,352	3.8
Ofc of Chancellor	5	1,411	2.3
Chicano Studies	4	1,516	2.5
Comp Lit	3	1,418	2.3
Educ Television	1	102	0.2
Emeritus offices	1	315	0.5
English	101	24,639	40.0
Facilities Mgmt	2	312	0.5
French	2	1,497	2.4
Classrooms	24	13,630	22.1
German	1	542	0.9
History	1	964	1.6
Linguistics	1	239	0.4
Nat Amer Studies	1	239	0.4
Oriental Languages	1	190	0.3
Comm for Protect of Human Subjects	1	30	0.1
Slavic Lang & Lit	1	445	0.7
Sponsored Projects	15	2,335	3.8
Summer Sessions	3	1,032	1.7
TOTAL	186	61,541	

FUNCTIONAL AREA

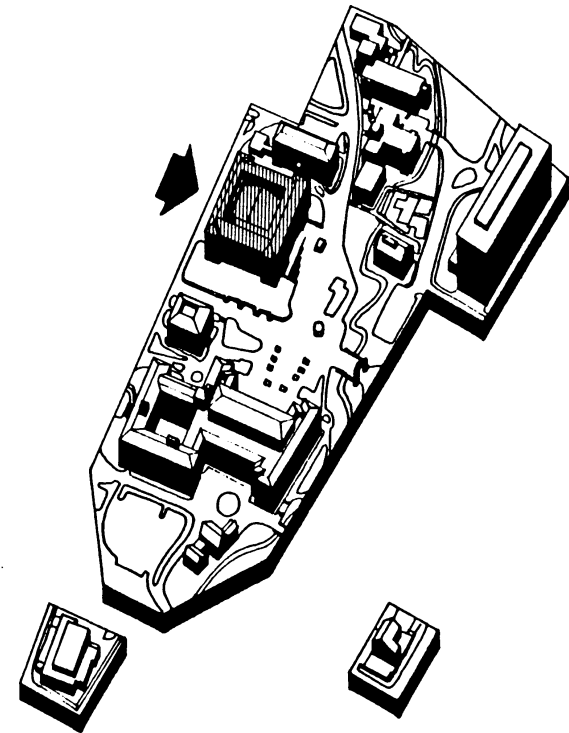
	SQ.FT.	%
ASF	61,541	48.6
NSF-Custodial	347	0.3
NSF-Circulation	34,016	26.9
NSF-Mechanical	9,741	7.7
NSF-Public toilet	2,614	2.1
NSF-Construction	18,377	14.5
TOTAL	126,636	

STRUCTURAL AREA

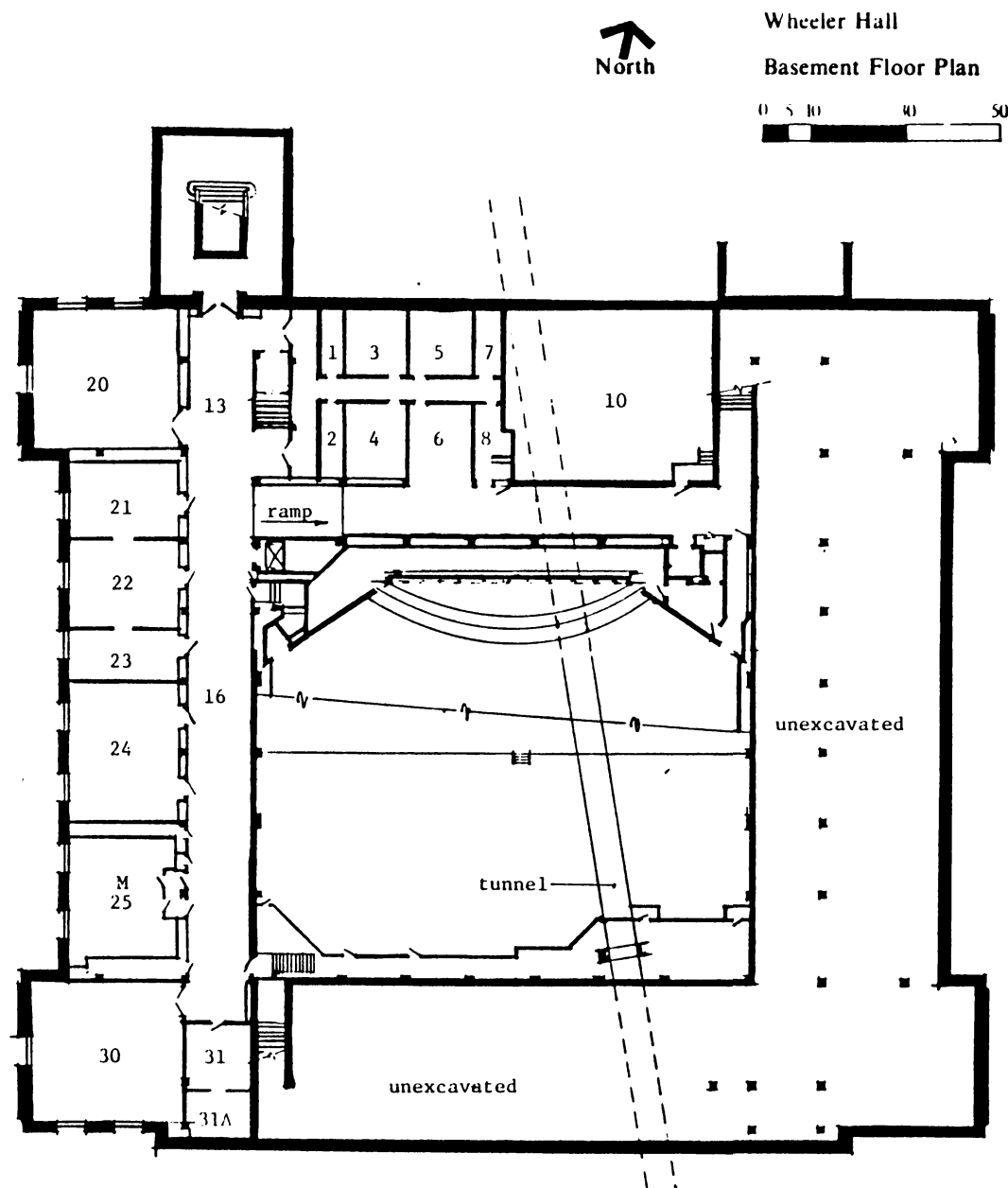
GSF-Basic	126,444
GSF-Covered unenclosed	192
TOTAL	126,636

Description

Wheeler Hall, which was completed in 1917, is a four story plus basement, granite sheathed building located near the center of the campus. The Doe Library is to the north, South Hall to the east, Strawberry Creek to the south and Dwinelle Hall, Dwinelle Plaza and Durant Hall to the west. The principal facade faces south. This facade is divided into a slightly projecting, central portion of nine bays flanked by secondary blocks with tiled hip roofs and quoins. A flight of steps running



into the slope creates a partial plinth for the building and levels the site. Horizontally, the central part of the facade has three zones: a rusticated base with nine deeply recessed, arched entrance doors leading to the lobby; a middle, two story zone with a shallow colonnaded gallery in a modified, giant Ionic order, framed by end bays with two pairs of Ionic pilasters on either side of round-headed, recessed windows; and an attic story set back from the classic entablature with six monumental urns over the columns below. The attic story follows the plan of the middle zone and is detailed in a classic style.

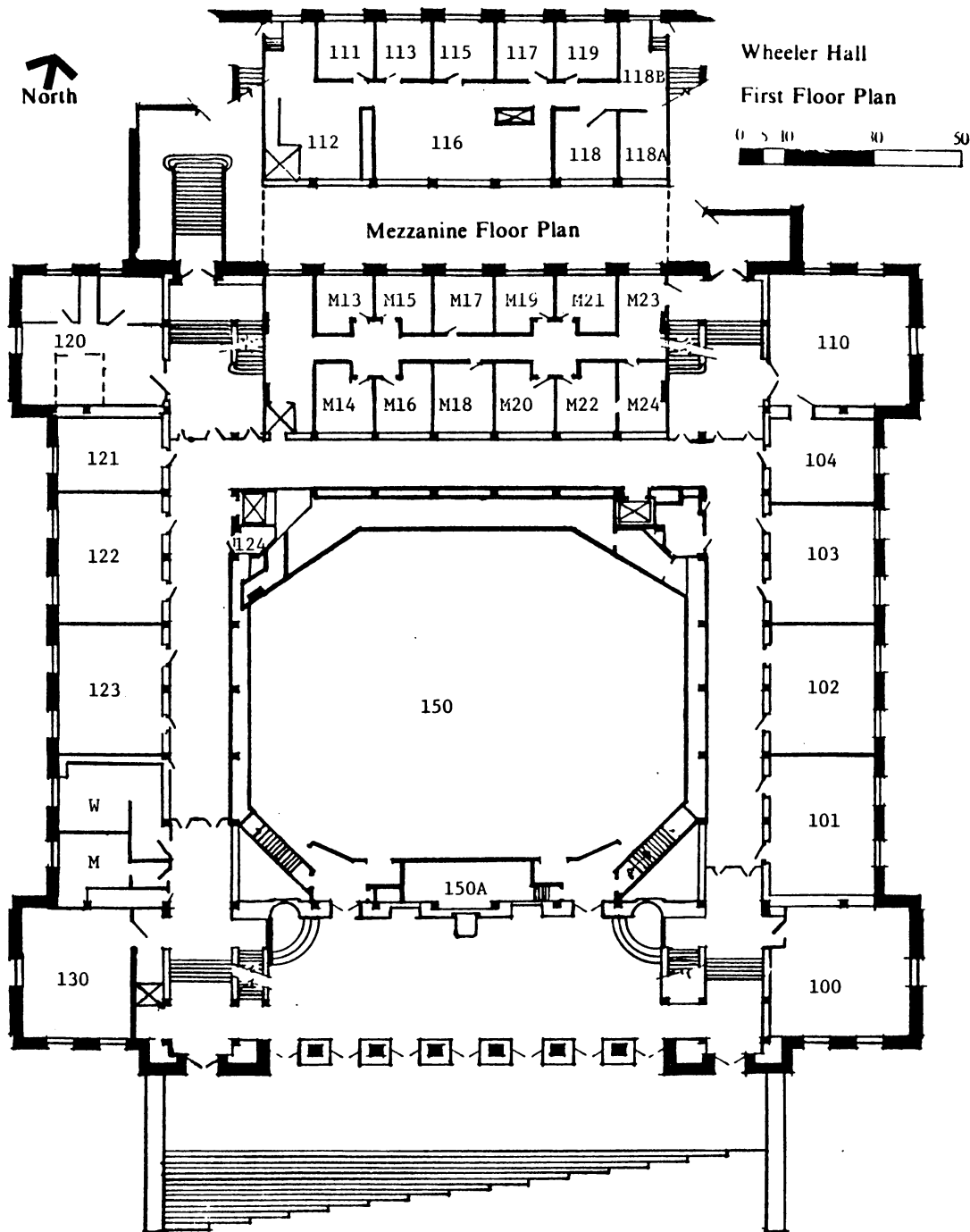


The building is almost square in plan with its center occupied by a large, three story auditorium creating an open well above it on the third and fourth floors. The auditorium roof is not decked over so this approximately 100 foot by 90 foot court is not usable as an outdoor space. The outer ring of the building on the lower three floor levels has a lobby or wide hallways surrounding the auditorium core on all sides. The hallways are loaded on the outer side by peripheral rooms of various sizes. Double loaded narrower corridors are the pattern in the attic floor ring and north central suites of rooms on the first floor and the mezzanine.

The basement is occupied by three general classrooms, the Summer Sessions Office, some underground offices at the north end assigned to the Chancellor's Office or Oriental Languages, and mechanical equipment rooms. The first floor contains the main lobby and primary entrances to the auditorium, seven general classrooms, the Sponsored Projects Office (SPO, Rooms M13-M24), the Chicano Studies Library (Rooms 110 and 104), and the Buildings and Campus Development Committee office (Room 120). The Career Planning and Placement Center (Rooms 111 to 118) occupies a partial mezzanine area in the North Central portion of the building above the SPO. The second floor houses fourteen general classrooms and some Department of English faculty offices. The third floor is occupied by English Department offices, faculty offices, a seminar room, the English Department faculty library, a lounge and commons rooms, TA offices and graduate student study carrels of various departments. The fourth floor is taken up by English Department faculty and graduate student offices.

Evaluation

Wheeler Hall is one of the older buildings on campus. As part of the original campus nucleus it reinforces both the east-west Campanile axis and the east-west walk

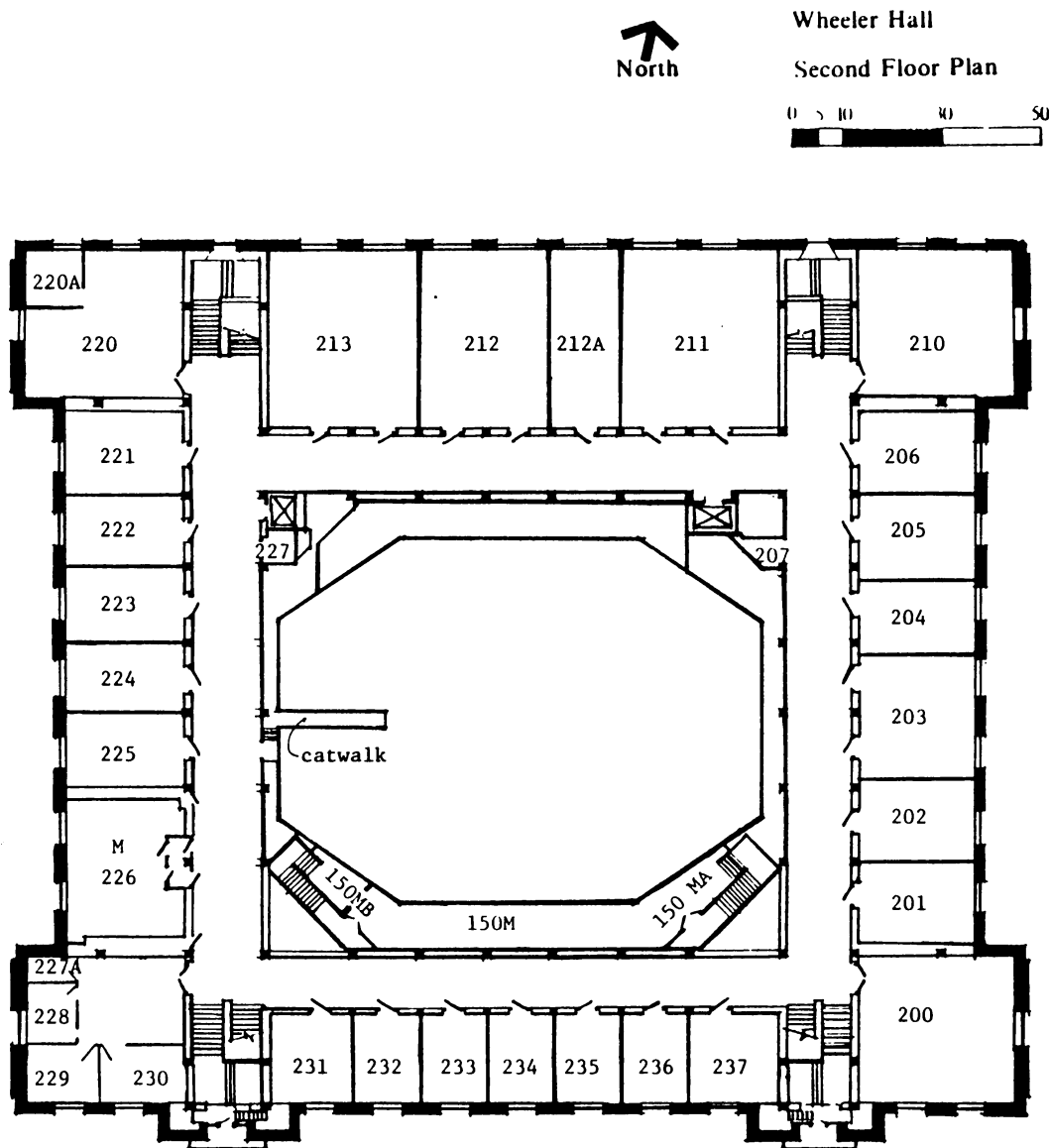


along the north side of Strawberry Creek. It is a beautiful building by any standard but is starting to show its age, particularly in the interior. The auditorium was rebuilt in 1973 following a fire and is generally in good condition, but most of the classrooms, offices and hallways, with a few exceptions, are in need of extensive renovation.

Wheeler Hall has an excellent mix of classrooms for class sizes between 20 and 60 students. Although somewhat dirty and dingy, most are well lit and have large windows. The large corner rooms are limited by code to a low seating capacity because they have only one exit. Several small classrooms on the second floor and the central auditorium on the first floor are equipped with TV monitors tied into the Dwinelle Hall system. Most of the other classrooms do not have proper wall outlets and light shades to permit audio-visual presentations. The central auditorium is used heavily in the evenings and on weekends, as are many of the classrooms.

The recently added offices on the first floor and mezzanine occupied by the Sponsored Projects Office and by Career Planning and Placement are crowded, poorly lit and poorly ventilated. They give the impression of being transient quarters with people trying to make do temporarily with what is available.

Wheeler Hall offices are for the most part spacious, but many are in need of repairs and paint. The balconies on the outside offices of the fourth floor are pleasant but are a constant source of roof and door leaks. A major maintenance program is needed to repair the roof, doors and drains to prevent water damage to the building. A new coat of paint would also help improve the dingy appearance of some offices. The building's toilet facilities are poorly distributed, particularly on the lower floors where there are only large men's rooms on the basement and second floor levels and small women's and men's rooms on the auditorium level. The heavy first floor traffic makes these toilets filthy



and crowded. There is a toilet facility for women on the third floor, but none on the fourth floor.

Room 315 serves as a seminar room for the English Department and has been well furnished by means of a donation. Unfortunately, water stains on the walls detract from its otherwise very pleasant appearance. Room 313 serves well as a small conference and examination room; Room 330 is a pleasantly furnished lounge recreating the atmosphere of a French cafe and Room 300 is the English Department faculty library. Except for the offices and carrels used by graduate students there is no study room in Wheeler Hall.

Fire and Life Safety

Wheeler Hall rates good on fire and life safety. Deficiencies noted in the Lloyd Gayer report have been corrected. Because of the original design of the building, stair enclosures also give access to classrooms or office suites, and doors to these areas should be kept shut to preserve the safety of the stairwell.

Heavy use of the auditorium, particularly in the evenings and on weekends, poses a security problem for the rest of the building and ways should be sought to improve this situation.

Structural Safety

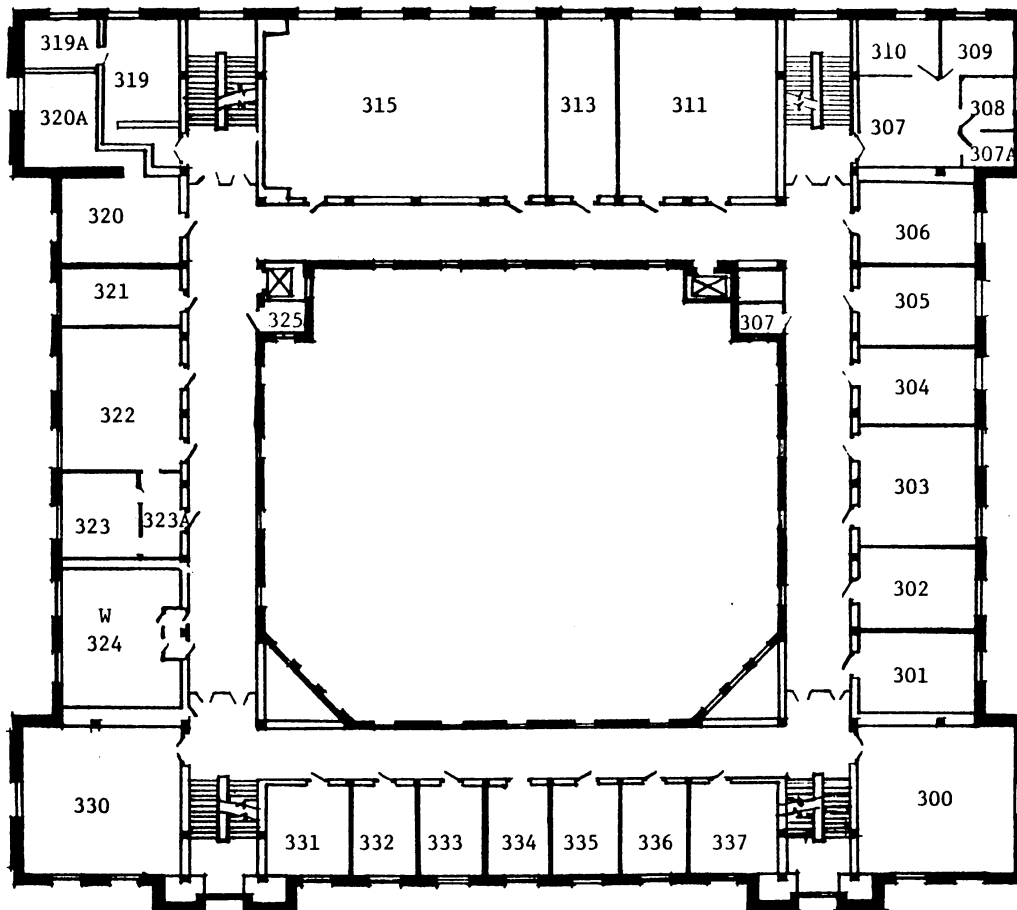
Evaluation based on the Degenkolb survey gives the building a fair rating. (The earlier McClure and Messinger survey rated Wheeler Hall poor. Even with the fair rating, Wheeler has such a high occupancy rating that it is in the highest priority group for reinforcement. Correction of structural deficiencies will be considered by the State for future funding.

Utilities

The mechanical, electrical and lighting systems for the building are rated fair. Occupants complain of poor, uneven ventilation.



Wheeler Hall
Third Floor Plan



Except for the basement, most of the main ventilation system seems to work properly, however, the north end of the first floor, which has been subdivided into small offices by inserting a mezzanine, has its own ventilation subsystem which is noisy and not in balance. The ventilators also disperse automobile exhaust fumes when delivery vehicles stop near the ground level air intake at the north side of the building. Some radiators, particularly on the fourth floor, are noisy and leaky or do not work at all. Many items related to ventilation appear in the campus' deferred maintenance list.

The elevators in the building break down often. Whenever the two main elevators are out of service, three floors become inaccessible to the handicapped.

In general, there are few problems with acoustics. Corridors may be a bit noisy during class changes, but this is not critical.

Energy consumption in Wheeler is good. The design of the building helps conserve energy. Fans and lights are turned off when the building is not in use. Its use of electrical energy is lower than any comparable building on the campus.

Accessibility

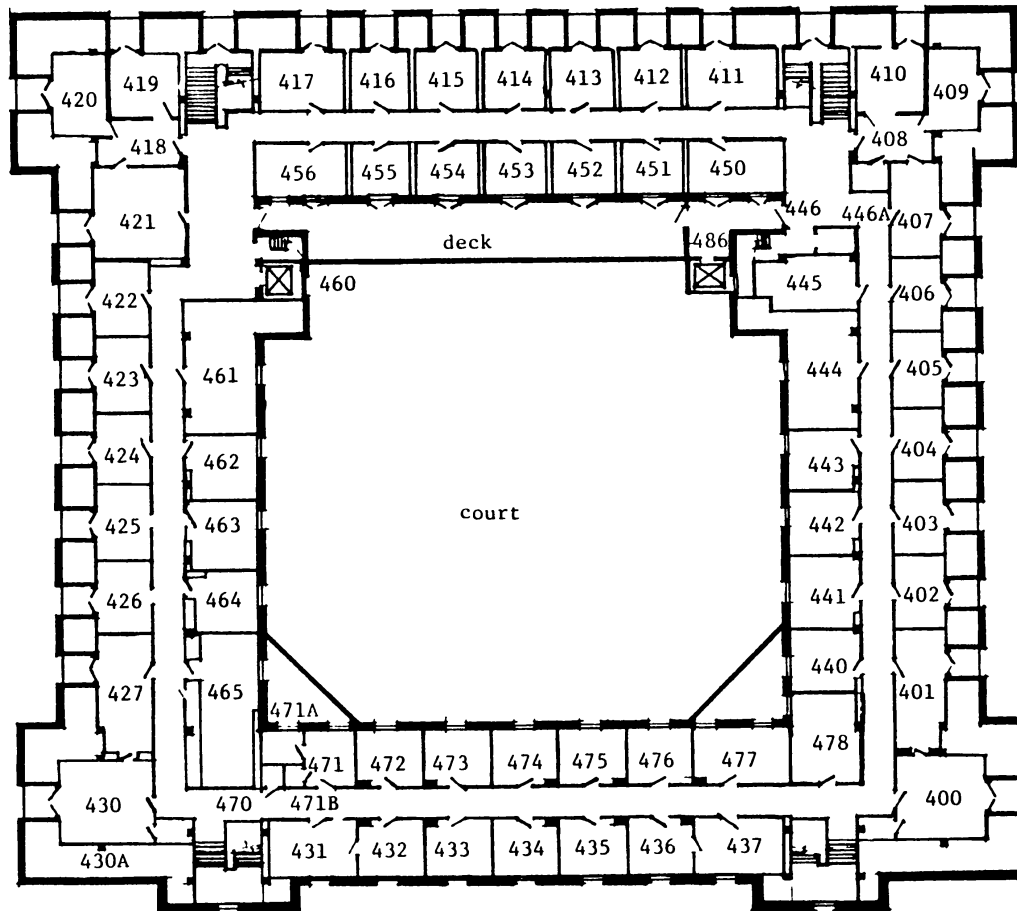
Wheeler Hall is rated good in terms of accessibility to the physically disabled. A recently completed major project provided a four-stop elevator to reach inaccessible levels of old Room 11. Also, a wheelchair lift has provided access from the auditorium level to the first floor.

Maintenance

Wheeler Hall maintenance is rated as fair. Water leakage from the balconies and deck on the fourth floor into the third floor has caused stains and paint peeling in several rooms and on the north hallway walls. Roof leaks have caused extensive water damage in many fourth floor offices. Custodial maintenance and the level of upkeep is inadequate for many of the heavily used



Wheeler Hall
Attic Floor Plan



offices, hallways, restrooms and classrooms. Inadequate plumbing maintenance results in unsanitary conditions in restrooms. More frequent replenishment of supplies and removal of refuse is needed. There is a backlog of deferred maintenance estimated at over \$300,000.

Environs

One of the most elegant of Howard's neo-classical buildings, Wheeler Hall sits prominently on a grassy slope high above Sather Way. Its gleaming white south facade is continuously bathed in sunlight and made even more visible by a large expanse of paving in front. Its north side forms the beginning of Campanile Way, with Doe Library opposite. To the east this massive building crowds South Hall, allowing for only a narrow pathway at the top of a steeply cut slope.

The front or south of the building is graced with a broad granite terrace whose steps open onto a broad tilted asphalt plane leading to Sather Way. Here large-scale tree plantings enhance the building edges without hiding the handsome facade. Walls, steps, and raised planting beds provide ample seating in this warm exposure. A small ornamental garden in walled beds is found detached from the building to the south. The sea of asphalt both separates these areas and degrades the setting for Wheeler Hall.

Along the west side a large lawn slopes down to retaining walls along Sather Way. This sunny area is heavily used by students, as are the seating bays built into the retaining wall below. The planting is more or less formal but overgrown and requires considerable thinning and some removal.

The landscape of Campanile Way north of Wheeler is more reminiscent of a tacky service yard than the elegant pedestrian axis intended for this major east-west spine. The asphalt paving, scattered trash containers, improperly designed bike racks and semi-portable benches clutter the area amidst parked cars and service vehicles. A double row of London Plane Trees is the

only remnant of the classical landscape and these are so widely spaced as to be ineffective. A few rather nice flowering trees at the base of Wheeler help soften the harshness of the area and shelter a few benches. Nevertheless, the presence of vehicles and the clutter of motley elements predominate. The entire length of Campanile Way needs careful redesign to improve this important area for pedestrians and limit its use for vehicular access.

Summary

Wheeler Hall functions well as a classroom building, as a center for public lectures and University functions, and as the home of the English Department. The first floor north area, which has been subdivided into small offices and staff areas for campus support groups, is overcrowded and has the appearance of temporary quarters.

Much of the interior is in need of extensive maintenance work to correct water leaks and to catch up on a deferred maintenance list that also includes needed repairs of radiators, elevators, plumbing and the ventilation system.

References

Proposed Minor Capital Improvements

1. Improve Teaching Assistants' Rooms (1977-78, ranked #8 for \$22,000, approved and funded for \$12,000).

Proposed Major Capital Improvements

1. Campus Energy Conservation, Air Recirculation (1981-82, 1982-83, Proposed funding for Construction \$56,400 in 1983-84).

2. Non-structural Changes, Seismic Safety Deficiencies (1981-82, deferred pending seismic policy).

3. Seismic Corrections (1982-83, Proposed for C in 1984-85 for \$4,308,000).

4. Campus Energy Conservation, Soft-Start Fan Motor Controls (1982-83, Proposed for Construction in 1982-83).

5. Central Control System, Step 2 (1982-83, Proposed for Construction in 1983-84).

6. Wheeler Hall, CAC Deficiencies, Handicapped (1976-77, C completed December 1978 for \$331,000).

7. Wheeler Hall, CAC Deficiencies, Fire & Life Safety (1976-77, C completed January 1979 for \$863,000).

Related Studies

1. Investigation of Seismic Hazards, H. J. Debenkolb & Associates, Engineers, November 9, 1979.

2. Earthquake Resistance Study, Frank E. McClure and David Messenger, Consulting Structural Engineers, 1975.

South Hall

ASSIGNABLE AREA

<u>BY ROOM TYPE</u>	<u>NO.OF ROOMS</u>	<u>SQ.FT.</u>	<u>%</u>
Class lab facil	5	4,105	25.7
Office facil	31	7,293	45.7
Study facil	6	3,563	22.3
Spec use facil	1	350	2.2
Gen use facil	2	618	3.9
Support facil	2	45	0.3
TOTAL	47	15,974	

BY UNIT

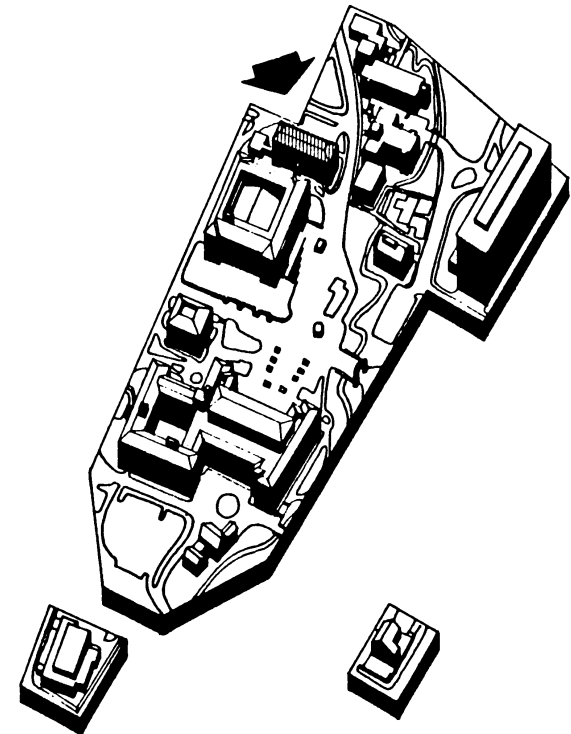
Facilities Mgmt	1	80	0.5
Library-Info Studies	40	12,318	77.1
Library	6	3,576	22.4
TOTAL	47	15,974	

FUNCTIONAL AREA

	<u>SQ.FT.</u>	<u>%</u>
ASF	15,974	52.5
NSF-Custodial	152	0.5
NSF-Circulation	6,688	22.0
NSF-Mechanical	491	1.6
NSF-Public toilet	624	2.1
NSF-Construction	6,472	21.3
TOTAL	30,401	

STRUCTURAL AREA

GSF-Basic	30,401
GSF-Covered unenclosed	0
TOTAL	30,401

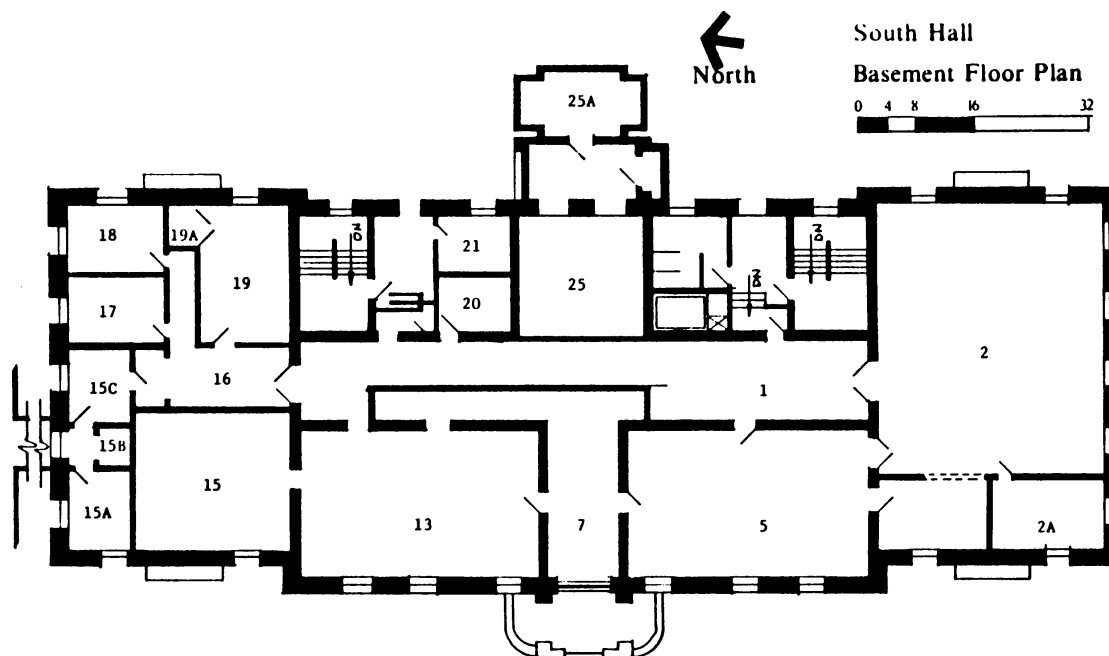


Description

South Hall sits at the head of the Campanile axis opposite the Doe Library Annex, which occupies the former site of North Hall. The surviving building of the original University nucleus, South Hall, built in 1873, derives its name from its position at the south corner of the triangle completed by North and Bacon Halls, razed in 1917 and 1961, respectively. South Hall was designed by David Farquharson, a Scottish immigrant to California, who also designed the first State Capitol building and the First Bank of California in San Francisco. The design exhibits the stylistic traits of the Second Empire style. The mansard

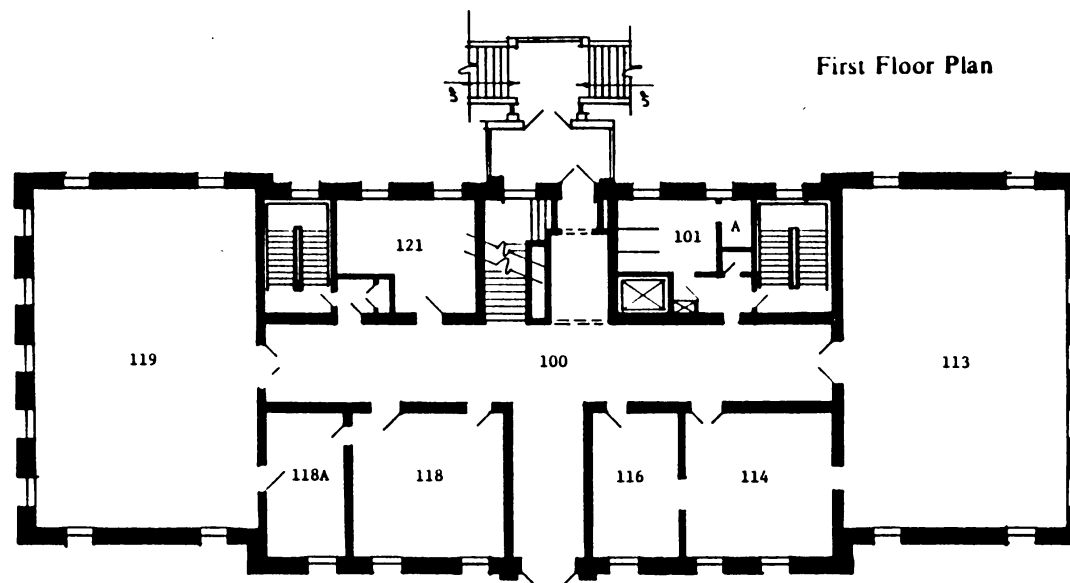
roof is enlivened by banks of dormers with ornamental hood moldings, oeil de boeuf windows, iron cresting, and numerous chimneys and exhaust flues for the former chemistry laboratories. Designed to house laboratories for agriculture and the physical and natural sciences, the building's structural system of walls of brick cells rather than continuous masonry reveals an early approach to fireproofing. In fact, this aspect of the building and not its style gave it a higher preservation priority than North Hall. Inside the building, the spacious halls have twenty-five foot ceilings and wood wainscoting. Doorways have generous wood moldings; the central stair has well-detailed bannisters.

Historical occupancy of the building reflects in part the history of the University's academic development. The College of Agriculture together with its laboratories, chemistry laboratories, and the Library occupied the building from 1873 to 1881. The Department of Geology also occupied the building in 1873 but remained until 1911. At various times during this period the building was also occupied by museums of geology, mineralogy, economic botany, and ethnology. The Office of the Secretary of The Regents occupied South Hall from 1899 to 1906 and the Department of Physics from 1912 to 1924. In 1924 the building was renovated to house the Departments of Political Science, Econom-



South Hall

Basement Floor Plan



First Floor Plan

ics, Business Administration, and Sociology. Renovation of the Room 207 suite at the north side of the building was done during this period.

In 1964 the Fire Marshall declared the upper floors unusable because there was only one interior stairway. The building was vacant from 1964 to 1969, except for miscellaneous storage. In honor of the University's Centennial, South Hall was renovated in 1968 under the direction of Professor Kenneth Cardwell. The circulation of the building originally consisted of a central stair connecting all four floors. Fire codes required blocking the stair from the second to third floors and the addition of stairways in enclosed shafts at either end of the hall. The renovation also removed old laboratory utilities and provided for rewiring of the entire building. This renovation was designed for the School of Librarianship (now the School of Library and Information Studies) and for the Library School Library, a branch of the General Library.

Evaluation

Architecturally, South Hall's importance lies in its being a now rare example, particularly on the west coast, of a European architectural fashion which swept the country in the latter half of the 19th century. Historically, South Hall deserves the highest consideration as the oldest campus building and the setting of the first graduation.

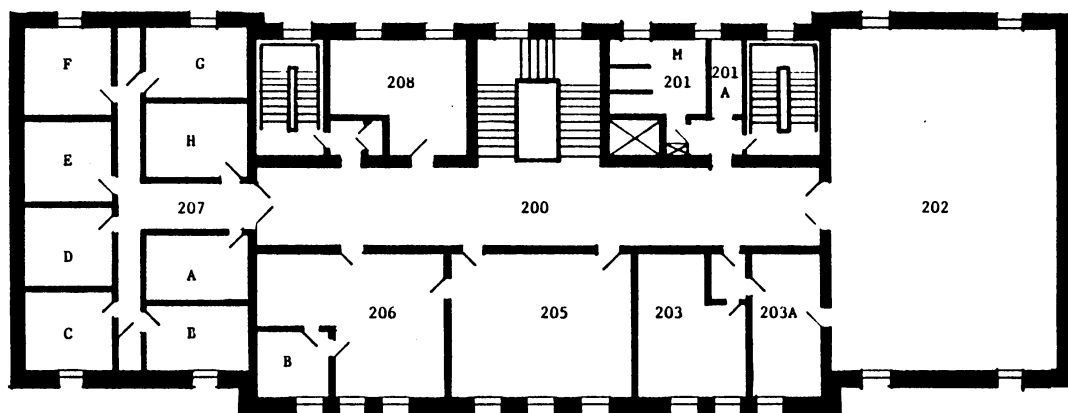
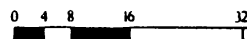
Added to its above-stated historical importance for the campus, South Hall's structure, according to its restoration architect, may represent an early, conscious attempt to design an earthquake-proof building.

Environmentally, South Hall occupies an important site as an anchor at the head of Campanile Way. This building has been designated for historical preservation by the State Landmarks Commission and is on the National Register. Programmatically,



South Hall

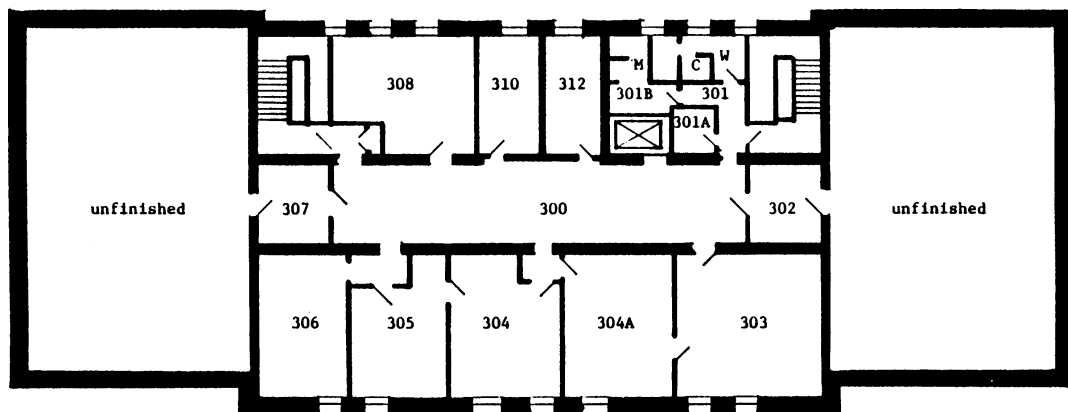
Second Floor Plan



South Hall generally meets the needs of the School of Library and Information Studies. The School is ideally located, being in the humanities and social sciences precinct and adjacent to the Doe Library. The only other campus groups with which the School currently has significant affinities are the Computer Center (Evans Hall) and the Media Center (Tolman Hall).

Utilization is close to capacity. Present projections indicate a slight increase in need for faculty offices. There has also been some discussion of reestablishing an Organized Research Unit for which new space would be needed. The computer laboratory, located in Room 206, is adequate now, but it is under ever-increasing pressure as computer usage increases. If any expansion were required in the future, the natural location for it would be in the South Hall Annex, now occupied by the Center for Studies in Higher Education.

Third Floor Plan



There are a number of functional problems in the use of South Hall. The positions of the internal load-bearing walls and doorways severely constrain the efficient use of the building. For example, several offices are quite large in area but dividing them is not practical. In addition, the administrative offices - scattered in Rooms 114, 116, 118, 118A, and 121 - are more separate than is ideal. The large Rooms 113 and 202 are used inefficiently because of the fire code; although there is space for 100 persons in each, the locations of the door limits the occupancy to 49.

The building at this time lacks a suitable area for the storage of and access to audio-visual equipment which continues to grow in importance for the School's programs.

The Library School Library, which occupies a large portion of the basement of South Hall, has a number of functions suffering from space shortages. There is a shortage of seating in the Library. To help compensate for this problem, the School utilizes Room 119 as a student study area. A large portion of the Library's collections is

stored off the campus. There is need for space for an additional staff work station, and space is required to secure books for closed reserve.

Security and acoustics represent two Library problems. Since the Library reading room is located on the ground floor and all windows must be used for ventilation, there is access for pilferage.

The Library is very small and deficient in seating. Its circulation, reference, and major reading and staff work areas are located in one space which consists entirely of hard building surfaces. Acoustical treatment would help improve the environment for reading and study.

Fire and Life Safety

South Hall rates good on fire and life safety. There is a potential safety hazard in the Library with its asbestos-covered pipes; however, the covering appears to be in good condition. Other pipes throughout the building also are asbestos-covered. The new stairs in the building are slippery and should be treated with nonskid material. There are "new" light fixtures in Room 308 which are poorly designed. The design flaw results in the diffusers falling out and endangering persons seated below. Three light fixtures already have lost their diffusers.

Structural Safety

The Degenkolb & Associates study of June 9, 1978 rated the building very poor. It is a three story, Type III building with a full basement, and with exterior and interior main walls of unreinforced brick. The floor framing consists of wood joists and wood sheathing, and the roof framing is wood-trussed rafters and wood joists.

The deficiencies include unreinforced exterior brick walls and spandrels, unreinforced interior brick walls, inadequate floor and roof diaphragms, inadequate anchorage of these diaphragms to the exterior walls and inadequate roof framing.

Major falling hazards include unreinforced brick chimneys, cast stone cornices, and the wood, lath and plaster ceilings. A program to remedy these deficiencies would entail strengthening the brick walls with gunite walls, installation of floor and roof diaphragms, and reframing the roof construction. It would be difficult and expensive to reconstruct the building to comply with Title 24.

Utilities

The heating and ventilation system for the building is rated poor. The existing heating system is hot water radiators. The problem of excessive heat in one area of the building while areas are too cold is common. Throughout the building hot pipes add to the discomfort of excessively high room temperatures. There are numerous rooms throughout the building that are inadequately ventilated, particularly Rooms 19, 308, 207, and the Library suite in the basement. The ventilation system for the Room 207 suite causes persistent complaints; not only does it pull noise and tobacco smoke into the rooms, but the system itself is noisy, reportedly through unsatisfactory mountings of the fans.

Ever since it was relocated in South Hall, the Library has experienced difficulties with ventilation. Lack of air and excessive heat are characteristic of the Library year-round, but during long periods of hot, humid weather, it is virtually intolerable. Study stations located in the book stack area and the Library's collection of microforms are located in the worst area of all, a room in the interior of the basement in which there are no operable windows. Large fans help circulate the air, but are noisy and distracting, blow papers about, and are no match for the humidity. In the ceiling there are fans and heaters which push 140°F air down onto the staff and students. During periods of warm weather there is heat build-up from the hot asphalt street outside the windows. Windows used for ventilation are close to the ground and allow a great deal of dirt and leaves to be blown into the Library.

The hydraulic elevator, which was installed in 1978, has been a constant problem with oil leaks and shuddering starts and stops, frequently frightening the occupants.

Accessibility

Accessibility in the building is rated poor as there is at present no access for the handicapped. An elevator was installed for this purpose. Unfortunately, there were insufficient funds to complete the project by adding ramped access to this elevator and to the Library. Consequently, the elevator is virtually useless to handicapped persons. If access to the building were provided, the handicapped would still not be able to enter the book stack section of the Library because of the turnstiles at the entrance which are required for security purposes.

The proposed route for the ramp leads through the School's paper mill. The addition of a ramp would decrease the space for the paper mill; however, if the renovation were well designed, it could in fact provide an improved facility.

Maintenance

South Hall's maintenance is rated fair. The quality of maintenance in South Hall leaves much to be desired, especially on the exterior. The roof leaks regularly despite repairs, and the exterior of the west porch is in a seriously deteriorated condition. The east porch also requires maintenance work.

Owing to lack of regular cleaning, the building's gutters fill and overflow, exacerbating the roof leak problem and causing leaks through the walls as well. Leaks have been so serious as to be described as floods.

Windows are dirty, and venetian blinds are in disrepair and unsightly. The Library has not been painted since 1970. A platform was installed on the roof of the building some time ago for repair purposes and has never been removed.

Environs

Situated between Wheeler Hall and the Campanile, South Hall now sits proudly looking east toward the Campanile, just the opposite direction from when it was built in 1873. What was the back of the building has been redesigned as its front. The old front is crowded against massive Wheeler Hall to the west.

The meager environs of this historic building detract from its significance in this central campus setting. A small parking lot serves as the foreground to the building. Although its hedge screens the cars from the east, this landscape use is inappropriate for such a fine building. Several clumps of small trees grace the building without obscuring it from view. Boston Ivy traces the brick walls with a filigree appropriate to its age and character.

Two old palms flank what was once the front entrance on the west side. A narrow walk passes beneath these venerable old trees and through a dense planting of Live Oaks and shrubs which buffer the building somewhat from Wheeler.

Summary

South Hall has serious structural inadequacies related to seismic safety. The major problems requiring prompt attention include upgrading of the heating and ventilation system, improved Library security, maintenance of the roof and the east and west porches, major elevator corrections and repair and installation of a ramp to provide the handicapped with building access.

References

Proposed Minor Capital Improvements

1. South Hall elevator for disabled persons (1977-78, ranked #5 for \$84,000, approved and funded).
2. Alterations for the Library School Library (1977-78, unranked, unfunded).
3. Glaze west porch for School of Library & Information Studies (1978-79, unranked; accomplished with other funds).
4. Improve ventilation for Library School Library (1981-82, ranked #25 for \$96,000, funding not anticipated).

Proposed Major Capital Improvements

1. CAC Deficiencies, Elevators, Step 2 (1979-80, 1980-81; C expected in 1981-82 for \$2,200).
2. CAC Deficiencies, Handicapped, Step 3 (1981-82, 1982-83; C expected in 1982-83 for \$58,300).
3. Non-structural Changes, Seismic Safety Deficiencies (1981-82, deferred pending seismic policy).

Related Studies

1. Report of Investigation-Fire and Life Safety, Lloyd H. Gayer, Fire Protection Consultant, March 27, 1974.
2. Investigation of Seismic Hazards, H. J. Degenkolb & Associates, Engineers, June 9, 1978.

South Hall Annex

ASSIGNABLE AREA

<u>BY ROOM TYPE</u>	<u>NO.OF ROOMS</u>	<u>SQ.FT.</u>	<u>%</u>
Office facil	14	2,103	100.0
TOTAL	14	2,103	

BY UNIT

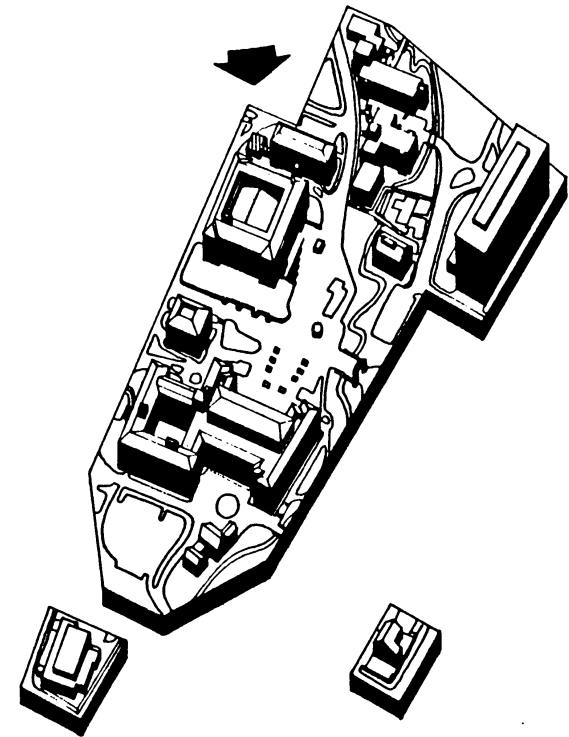
Center for Studies in in Higher Education	14	2,103	100.0
TOTAL	14	2,103	

FUNCTIONAL AREA

	<u>SQ.FT.</u>	<u>%</u>
ASF	2,103	87.0
NSF-Custodial	0	0
NSF-Circulation	0	0
NSF-Mechanical	0	0
NSF-Public toilet	77	3.2
NSF-Construction	238	9.8
TOTAL	2,418	

STRUCTURAL AREA

GSF-Basic	2,400
GSF-Covered unenclosed	18
TOTAL	2,418



Description

South Hall Annex is a rectangular, flat roofed, concrete and cement coated addition to the north side of South Hall. It is partially underground. It was designed by John Galen Howard and has no formal architectural style.

The building was constructed in 1913 to house the shop for the Department of Physics, a use that continued through 1923. During the period from 1923 to 1936 it was

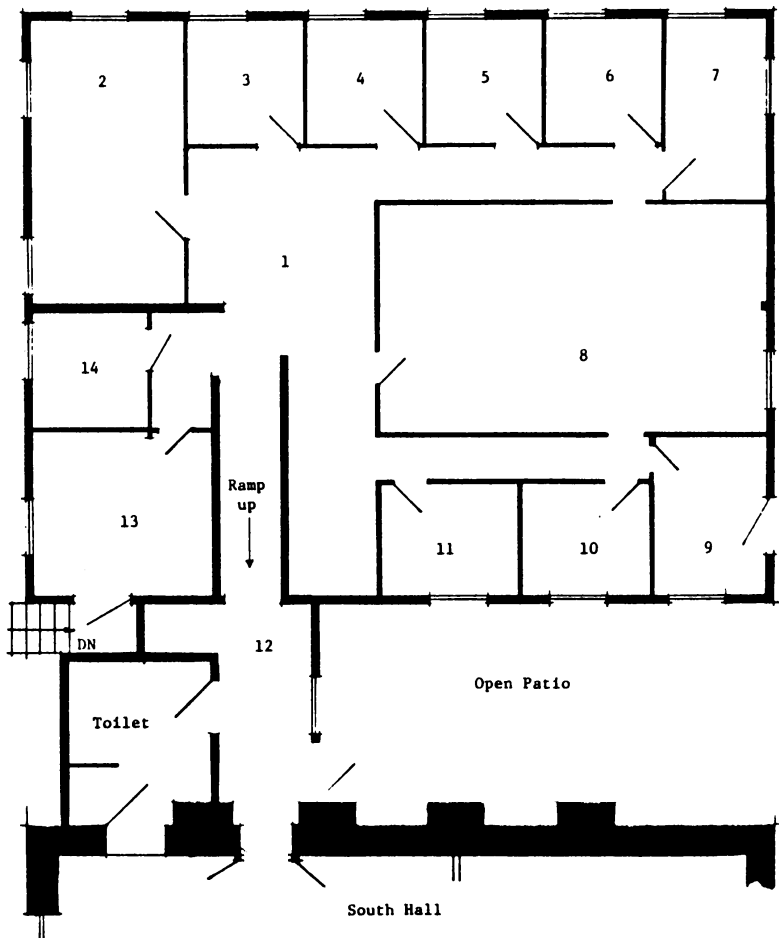
used for offices and meeting rooms of student honorary societies. From 1936 through 1966 the Student and Alumni Placement Center occupied the Annex. From 1966 to 1977 it was occupied by an Organized Research Unit connected with the Library School. With the dissolution of that ORU, it was assigned to its present occupant, the Center for Studies in Higher Education. The 1978-79 renovation gave the Center eleven small offices, a multi-purpose seminar-lounge-reading room, a reception area and a small kitchen facility.

Evaluation

The building has no architectural, historical, or environmental distinction. An architectural evaluation of the campus noted that because it intrudes on Campanile Way and South Hall, it should be removed. However, the Center considers its location perfect for its program. The Center draws faculty, students, and staff from various disciplines who gather and discuss issues in this central location. Visitors who are assigned offices in the Annex



South Hall Annex
Ground Floor Plan



make heavy use of the Doe Library and the Computer Center in Evans Hall.

A thorough renovation of the Annex was completed in March 1979. The occupants feel that it is well designed for the functions and purposes of their program. There is inadequate storage space for the Center's operations; however, this is resolved by renting space in a building in downtown Berkeley.

Fire and Life Safety

The fire and life safety rating for the South Hall Annex is good. The only recommendation for its improvement is the installation of a sprinkler system throughout.

Structural Safety

The building was not included in the Investigation of Seismic Hazards study of June 9, 1978 by Degenkolb & Associates. An unbraced shelf unit used for mail distribution constitutes a potential seismic hazard.

Utilities

Heating, ventilation, and utilities are rated good, although electric fans are required to improve ventilation. Lighting for the offices is centrally controlled in banks rather than individually by office. This causes some problems for individuals who prefer not using the lights while their neighbors require them. Additional electrical outlets are required to eliminate wires in traffic aisles.

Accessibility

Handicapped access is good. Recently a ramp was installed giving the building complete accessibility.

Maintenance

The only maintenance problem identified is the lack of regular cleaning of drains in the patio and on the roof of South Hall. These drains become clogged with leaves and cause leaks in the Annex.

Environs

Attached to the north side of South Hall, its Annex is an unobtrusive building which is largely hidden by trees and shrubs, allowing South Hall to remain prominent. The only landscape space is a tiny entry court between the Annex and South Hall. This provides a secluded outdoor space for the Center for Studies in Higher Education.

North of the Annex at the head of Campanile Way is a shabby asphalt area used by vehicles to and from Campanile Way. The area contains the usual clutter of concrete bike holders and a declining Live Oak Tree. This area needs redesign.

Summary

This newly renovated building has no significant physical problems. The building meets the current program needs of its clients, who state "The Annex is perfectly located for our purposes, lying squarely in the center of campus, on everyone's path to everywhere. We could not want a better location."

Stephens Hall

ASSIGNABLE AREA

<u>BY ROOM TYPE</u>	<u>NO.OF ROOMS</u>	<u>SQ.FT.</u>	<u>%</u>
Class lab facil	3	1,020	2.6
Non class lab	2	298	0.8
Office facil	62	14,838	38.3
Study facil	17	20,247	52.2
Gen use facil	3	1,717	4.4
Support facil	7	651	1.7
TOTAL	94	38,771	

BY UNIT

Academic Senate	8	2,237	5.8
ASUC Com Svcs	1	60	0.1
Facilities Mgmt	4	360	0.8
General Admin	1	570	1.5
Graduate Division	1	1,425	3.7
His of Sci & Tech	2	1,050	2.7
IEAS	10	1,890	4.9
Inst Intl Studies	21	5,391	13.9
Library	19	20,309	52.4
Ombudsperson	2	262	0.7
Prof Develop Prog	3	1,589	4.1
Public Health	13	2,716	7.0
TIES	9	912	2.4

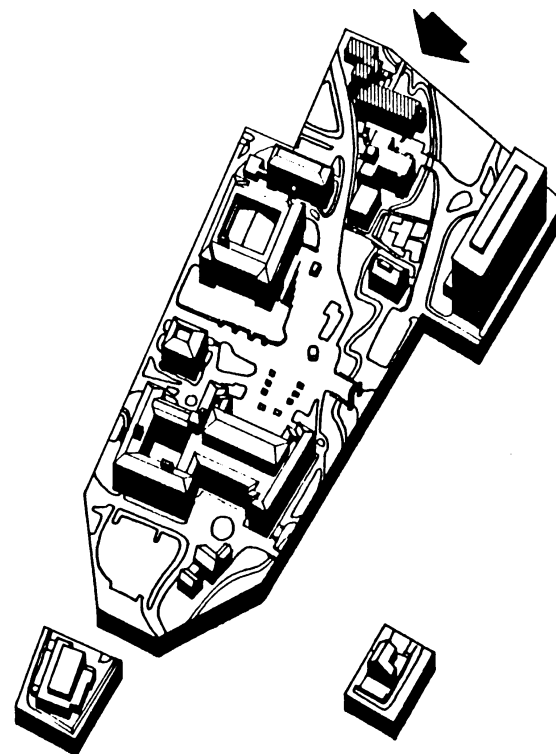
TOTAL 38,771

FUNCTIONAL AREA

	<u>SQ.FT.</u>	<u>%</u>
ASF	38,771	67.2
NSF-Custodial	252	0.4
NSF-Circulation	8,849	15.3
NSF-Mechanical	822	1.4
NSF-Public toilet	1,110	1.9
NSF-Construction	7,866	13.6
TOTAL	57,670	

STRUCTURAL AREA

GSF-Basic	56,602
GSF-Covered unenclosed	1,068
TOTAL	57,670



Description

Stephens Hall, completed in 1923, is a five-story concrete, Tudor style ("Collegiate Gothic") structure designed by John Galen Howard for a site on a winding section of Strawberry Creek. It was built with contributions from alumni, faculty and students for use as a Student Union. As the headquarters for the A.S.U.C., it housed the athletic and alumni offices, men's and women's lounges, a recreation center, food

facilities, and the student store. Concrete shear walls were added in 1936 to improve seismic resistance. Sold by the A.S.U.C. to the University in 1959, the building changed use in 1961 when the new Student Union was completed. Subsequent alterations have modified the floor plan with numerous partitions which create a maze of corridors and offices. The present tenants include the Social Science Library, the offices of the Academic Senate and

Ombudsperson, the Office for History of Science and Technology, the Institute of International Studies and its library, the Institute of East Asian Studies, Teaching Innovation and Evaluation Services, the Professional Development Program, and a unit of the School of Public Health. The former Henry Morse Stephens Room is now the Graduate Commons, continuing on a smaller scale the original purpose of the building.

Evaluation

This handsome building, rich in memories for older alumni, is in a sad state of disrepair. In addition to water damage, it has defects with respect to access, safety, and mechanical facilities. The present patchwork floor plan is inefficient and confusing but has produced valuable work space, some of which is very pleasant. It makes little use of the terraces and balconies which were an important amenity of the original plan. The outstanding asset of this building is its central location which is prized by its current occupants and coveted by others.

About half the building is occupied by the Social Science Library, for which the central location is ideal. Fitting this activity into the existing space required several noncontiguous stack areas and reading rooms on three different levels. The problems of access and egress create inconvenience and in an emergency may be serious for persons not very familiar with the building. Water problems disfigure the walls and risk damage to the collections. New electrical wiring is needed for fiche readers and computer terminals. Some alterations could improve traffic patterns and permit better service. Even with these problems, this library is providing effective service to a major component of the academic program of the campus.

The Academic Senate offices house the staff of the Secretary and the activities of several of the important standing committees. This is the site for many meetings of local and state-wide committees for which the central location and proximity to The Faculty Club are valuable. Here the water leaks are most severe. Water damage to the floor in Room 310 creates a safety risk which demands attention even if a temporary repair is all that is possible. Except for this and the other mechanical problems of the whole building, this space is very well suited to its purpose. The adjacent space occupied by the Office of the Ombudsperson benefits from a central location which is rather private and unobtrusive.

The Office for History of Science and Technology occupies pleasant quarters well suited to its activities except for size and the mechanical problems which need not be itemized again. Some relief will be provided by a small increment of space which has just been reassigned to the Office.

The Institute of International Studies occupies numerous small offices with research, administrative and clerical staff whose activities benefit from the presence of the IIS Library in this building, and from close proximity to the balance of IIS offices in Moses Hall, the social science departments in Barrows Hall, the Main Library, and the lecture halls in Dwinelle and Wheeler Halls. The IIS Library serves numerous graduate and undergraduate students in pleasant quarters of adequate size for its collections, which emphasize current materials. Its utilization is enhanced by the central location and proximity to other libraries and to related academic departments. Problems of access and leaks are to be found in these spaces.

Teaching Innovation and Evaluation Services occupies a suite of small and crowded offices with an entrance directly from a heavily used walkway just opposite the Campanile. Its staff are pleased with this central location and report that it aids their activities.

The Professional Development Program also benefits from this central location because it serves as a base for the students it sponsors; they have no other home on campus. Some proposed alterations and a transfer of space, if carried to completion, will relieve the overcrowding which exists here now.

Research and teaching in forensic science by a unit of the School of Public Health is carried out in a suite of rooms which seems to be very adequate except for poor temperature control and an occasional flood.

The Graduate Commons is a magnificent room which deserves to be preserved from the water damage which is destroying some of the windows.

The Institute of East Asian Studies is the only tenant which expressed any desire to move elsewhere, not from dissatisfaction with the location and nature of its space but because greater importance is given to consolidation of its scattered activities at one site.

Fire and Life Safety

This building is rated fair for fire and life safety. The Gayer report of 1974 cites various deficiencies in exit signs, panic hardware and second means of egress from various spaces. Several rated door assemblies at nonconforming openings are required. An audible fire alarm system throughout the entire building is needed.

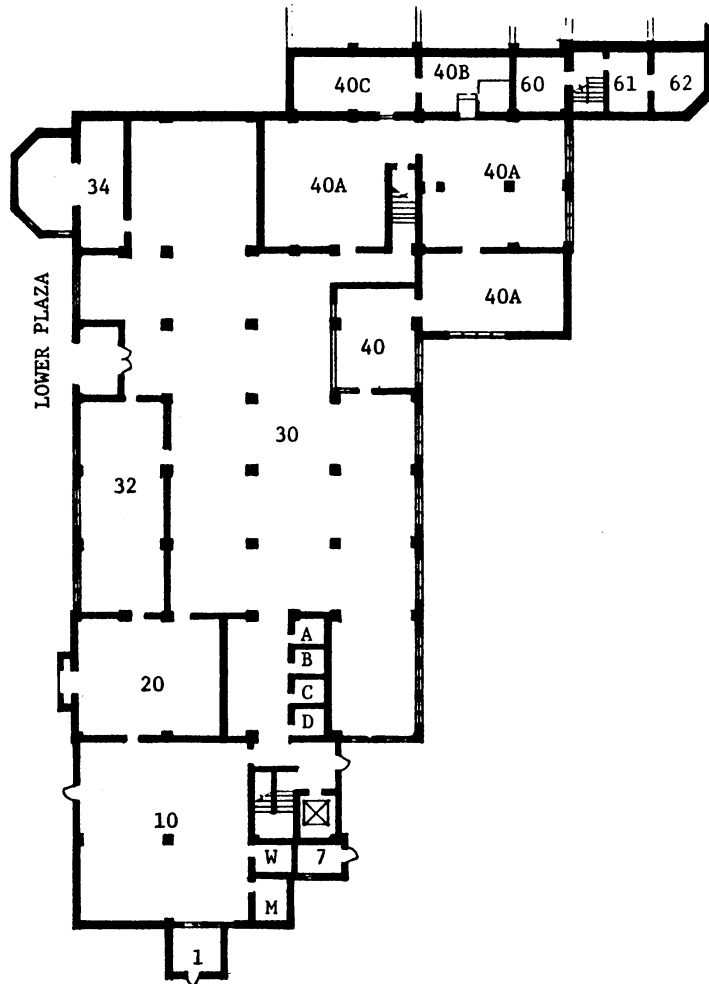
Structural

The original structural frame of reinforced concrete foundation, floors, walls, columns, beams, and roof was constructed in 1921-22. Reinforced concrete shear walls were added in 1936 and have strengthened the structure for seismic resistance. The H. J. Degenkolb Associates report of June 9, 1978 rates the structure fair. Potential earthquake hazards from building contents have been described in an Environmental Health and Safety report dated May 19, 1980. Serious deficiencies were reported in the anchorage of shelving throughout the Social Science and International Studies Libraries.

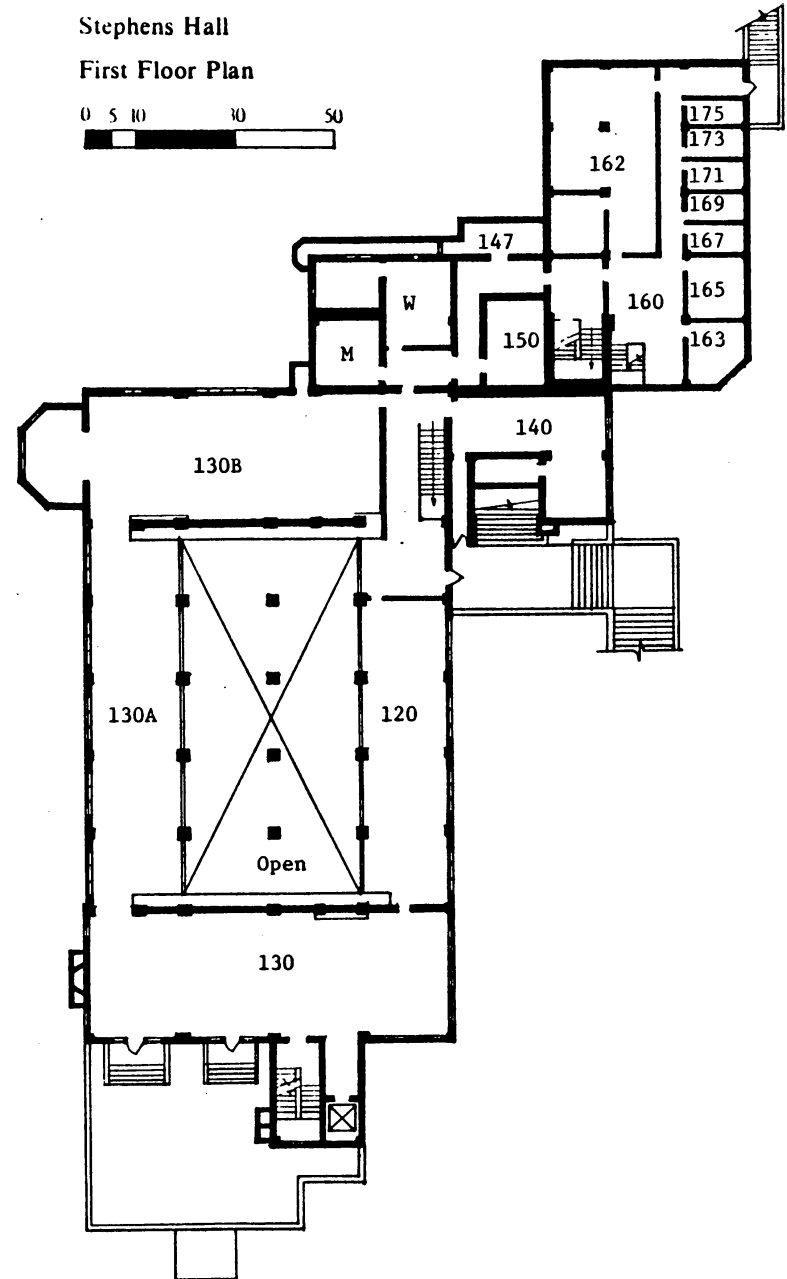
Utilities

Stephens Hall is rated fair in heating, ventilation, and other utilities. A new heating and ventilating system was completed as part of the alterations in 1963. Deficiencies in heating and ventilating are reported throughout the building: too hot in the Social Science Library, forensic science laboratories, and Academic Senate on warm days, too cold in Academic Senate, Ombudsperson, and East Asian Studies areas on cool days. A complaint about change of noise level when heat goes on or off comes from the IIS Library. Improvements in the toilet facilities and in meeting accessibility and barrier free requirements are necessary, including the addition of a women's rest area.

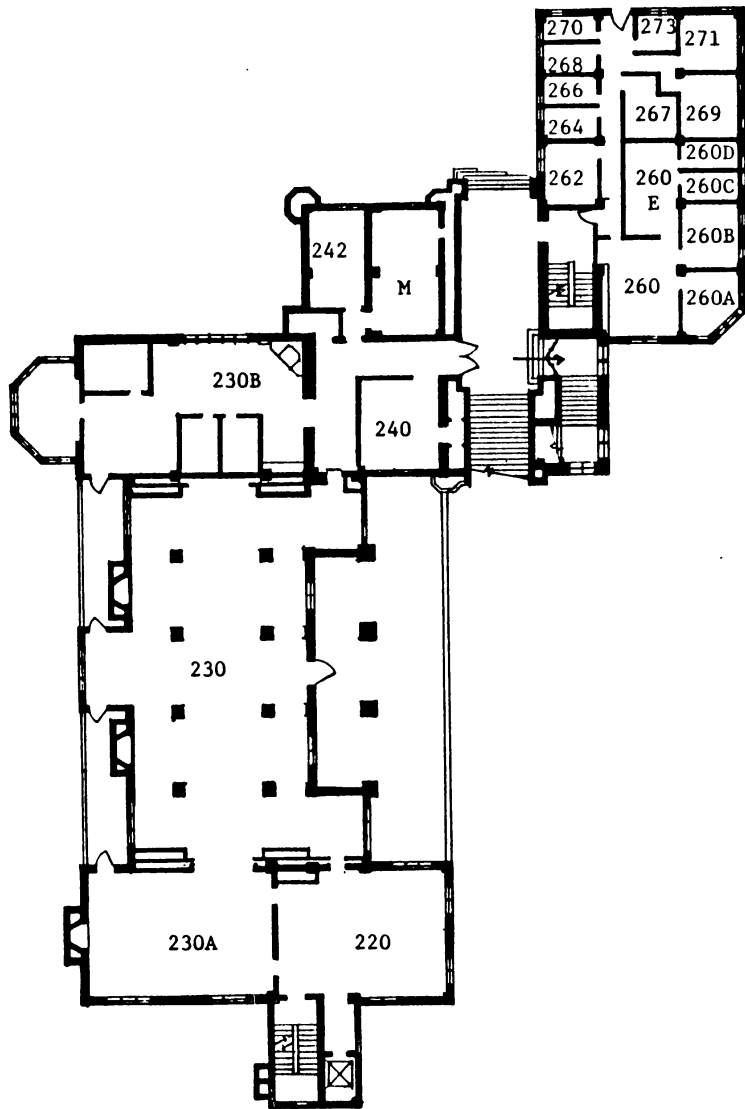
Ground Floor Plan



Stephens Hall
First Floor Plan

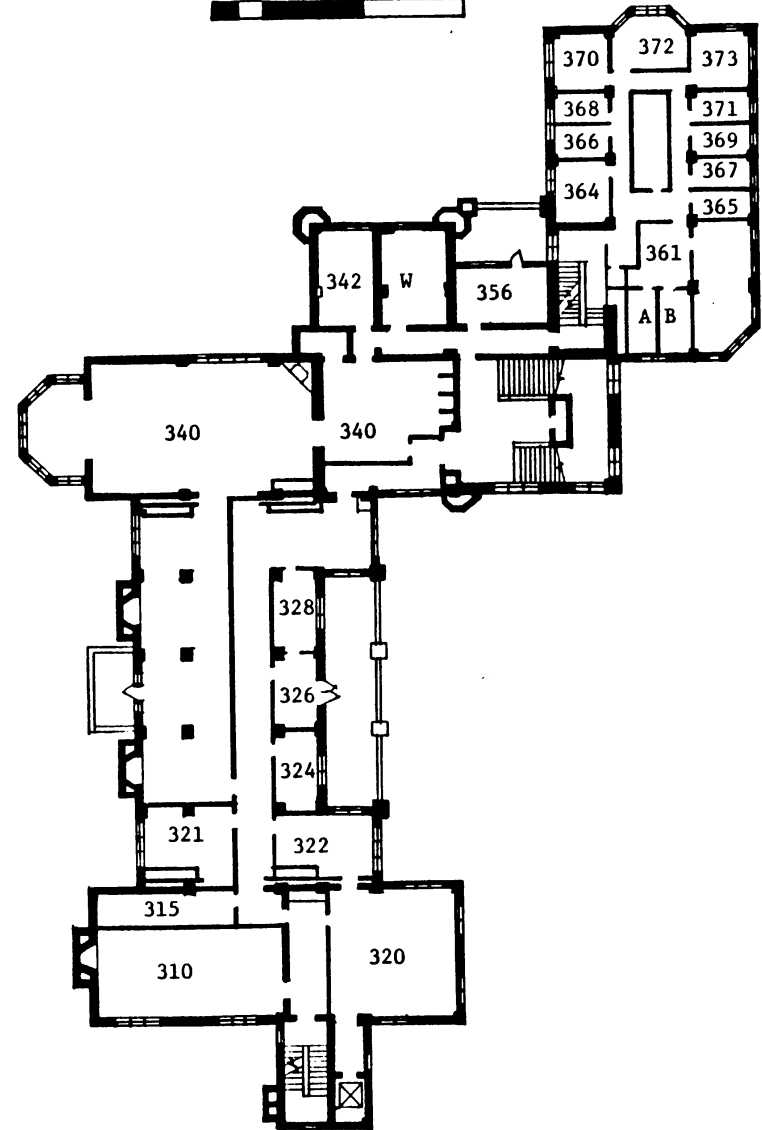


Second Floor Plan

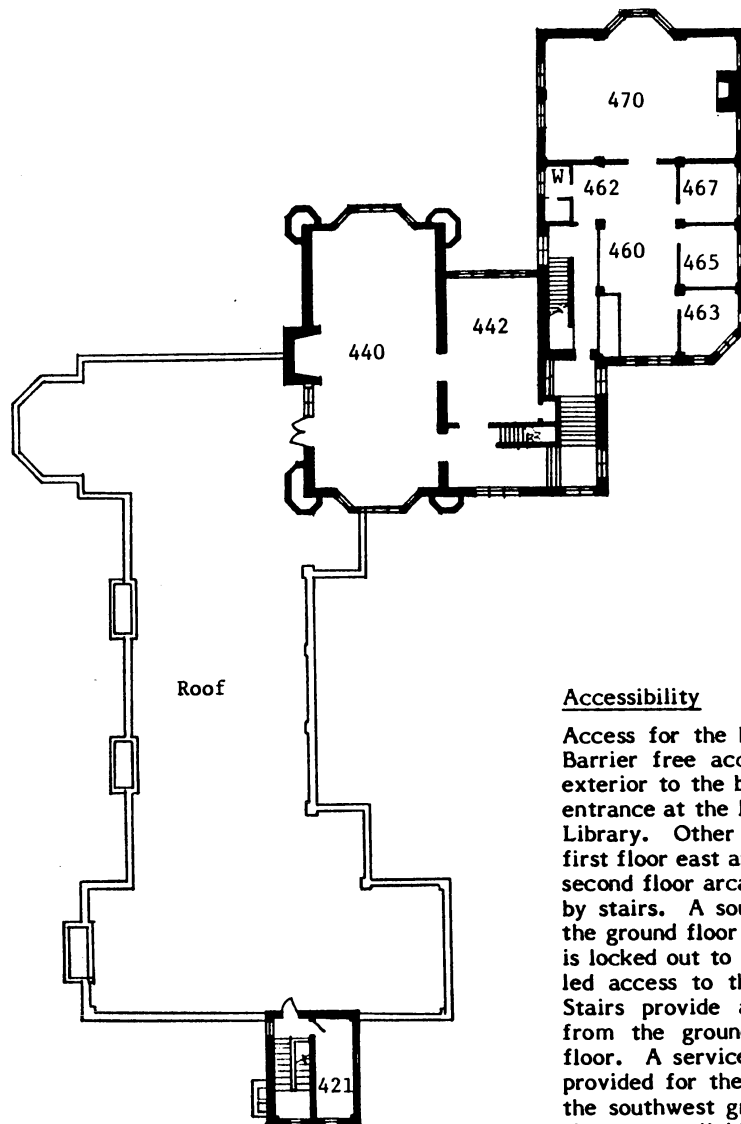


Stephens Hall

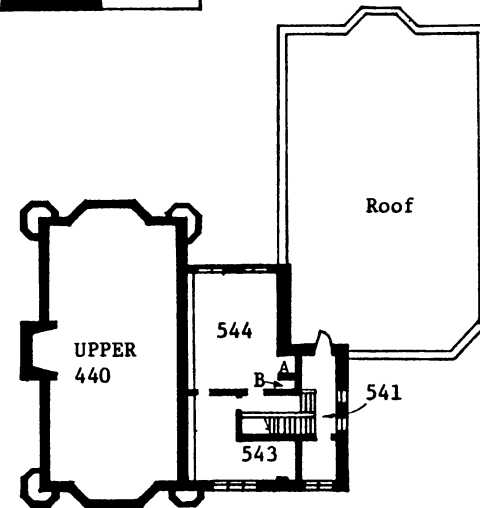
Third Floor Plan



Fourth Floor Plan



Stephens Hall
Fifth Floor Plan



Accessibility

Access for the handicapped is rated poor. Barrier free access is provided from the exterior to the building's ground floor west entrance at the lobby of the Social Science Library. Other access is provided at the first floor east and northeast entrances and second floor arcade and northeast entrance by stairs. A south elevator extends from the ground floor through the third floor but is locked out to the third floor for controlled access to the Social Science Library. Stairs provide additional vertical egress from the ground floor through the fifth floor. A service entrance loading dock is provided for the Social Science Library at the southwest ground floor. Toilet facilities are available for men and women on the first floor, men on the second floor and

women on the third floor, but are neither accessible nor barrier free. A modest ramp would make the second floor accessible to wheelchairs through the arcade.

Maintenance

Maintenance is rated poor. The overall appearance of the exterior of the building and landscaping is fair. Exterior deterioration at window and door openings and deterioration at the multitude of vertical and horizontal surface joints allow water to penetrate to the interior causing severe damage to walls and floors. The custodial maintenance is reported satisfactory by the occupants. The heating and ventilating equipment should be investigated for proper control, operation and balance of the system.

Environs

Stephens Hall and its counterpart, Moses Hall, form a unique composition of buildings along Strawberry Creek at the south end of South Hall Drive. This excellent example of collegiate gothic style architecture is well sited on the steep bank of the creek. The east and south sides of the building merge into the vegetation of the creek, masking it from view from Faculty Glade. The north side is nicely veiled with a thin row of Lemon-scented Eucalyptus. The west side opens onto the handsome courtyard between Stephens and Moses.

The Stephens-Moses courtyard is a very pleasant, heavily used space which links the two buildings together. As a pedestrian circulation route it serves as a link between Barrows Road and the Campanile area. The court is contained by high walls on the south and a graceful double stairway to the north (Gift of Class of 1925). Floored with a simple modular paving of brick and concrete, the court contains several young trees well chosen for the space. The only seating is a low concrete bench built into the wall supporting the staircases. Concrete bike holders line the east and west sides of the court and are relatively unobtrusive. The veil of eucalyptus above the north stairs completes the space with a graceful edge.

The main entrance to Stephens is through an archway in the building. This passageway leads through the building focusing on a fine clump of white birches and connects to Faculty Glade by way of a stairway and a bridge over the creek. The stairway and landings pass through trees and afford glimpses of the creek below. This area is somewhat overgrown and needs careful thinning and removal of some plants.

A small grove of redwoods shelters a secluded area on the southeast corner of the building. This unique, quiet spot needs benches and a few more shrubs such as native azaleas to increase its value.

Summary

In spite of its defects, Stephens Hall, with its prime location, is a valuable asset to the campus. Its usefulness will decline unless and until a solution is found for the leaking walls and windows. It deserves to be preserved before deterioration become so great that restoration is impossible.

References

Proposed Minor Capital Improvements

1. Convert storeroom to office and improve lighting for Center for South & Southeast Asian Studies (1981-82, unranked).

Proposed Major Capital Improvements

1. CAC Deficiencies, Elevators, Step 2 (1979-80, 1980-81; C expected in 1981-82 for \$22,600).

2. Seismic Corrections, State-Funded Buildings, Step 3 (1982-83, Proposed for C in 1984-85).

3. Central Control System, Step 2 (1982-83, Proposed for Construction in 1983-84).

Related Studies

1. Report of Investigation - Fire & Life Safety, Lloyd H. Gayer, Fire Protection Consultant, March 20, 1974.

2. Investigation of Seismic Hazards, H. J. Degenkolb & Associates, Engineers, June 9, 1978.

Moses Hall

ASSIGNABLE AREA

BY ROOM TYPE	NO.OF ROOMS	SQ.FT.	%
Office facil	83	16,866	62.8
Study facil	6	9,645	35.9
Support facil	5	337	1.3
TOTAL	94	26,848	

BY UNIT

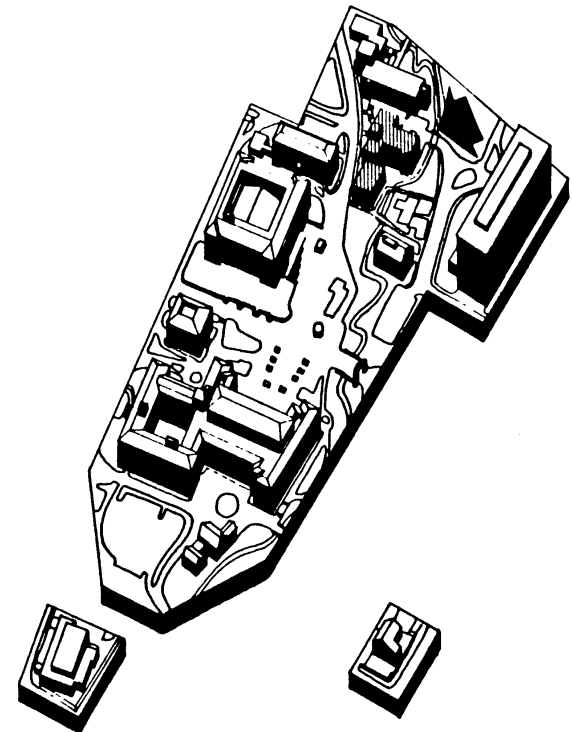
Ofc of Chancellor	1	93	0.4
Emeritus Ofc	4	524	2.0
IEAS	1	93	0.4
Inst Gov Studies	31	12,990	48.4
Inst Int'l Studies	22	3,921	14.5
Philosophy	31	8,565	31.0
Public Affairs	1	414	1.5
Systemwide	1	93	0.4
Sociology	1	95	0.4
TIES	1	60	0.2
TOTAL		26,848	

FUNCTIONAL AREA

	SQ.FT.	%
ASF	26,848	65.6
NSF-Custodial	40	0.1
NSF-Circulation	7,218	17.6
NSF-Mechanical	580	1.4
NSF-Public toilet	1,268	3.1
NSF-Construction	5,001	12.2
TOTAL	40,955	

STRUCTURAL AREA

GSF-Basic	40,835
GSF-Covered unenclosed	120
TOTAL	40,955



Description

Moses (formerly Eshleman) Hall, a more simplified version of the Collegiate Gothic style than Stephens Hall - its partner across the courtyard to the east - is a vine covered, three story structure with a basement. Together these buildings provide a harmonious portal to the east-west walk that parallels Strawberry Creek on its north side. The building, originally owned by the ASUC, housed the Daily Californian and student magazines. A large room with a mini-stage was used by the Treble Clef and Glee Club for rehearsals and performances. The building, purchased by The Regents from the ASUC in 1959, was

remodelled in 1965 to house the Institute of Governmental Studies (IGS) and renamed for Bernard Moses, Professor of History (1877-1911).

The plan of the building is in the shape of a modified T, with an elongated block facing north toward the Campanile Esplanade and a short southern stem. A main entrance to the second floor is reached through a flight of steps from the north at the end of South Hall Road. A secondary entrance at first floor level is reached from and is level with the sunken courtyard to the east of the building between it and Stephens Hall.

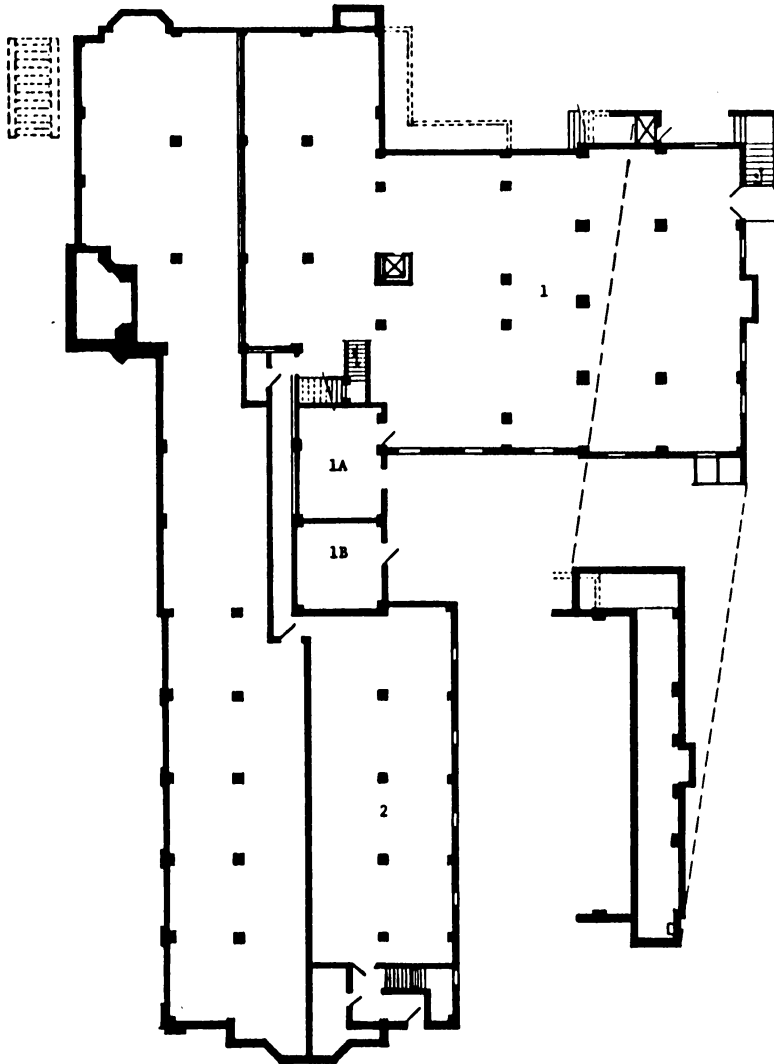
The basement is used entirely for document storage and has exits to the south on

the path along the north bank of Strawberry Creek. The bulk of the first floor is shared by the Institute of Governmental Studies (including its library) and the Department of Philosophy, the second floor by the Institute of International Studies and Philosophy, and the third floor by Philosophy (including its library). Small portions of space on the first and second floors are used by other units.

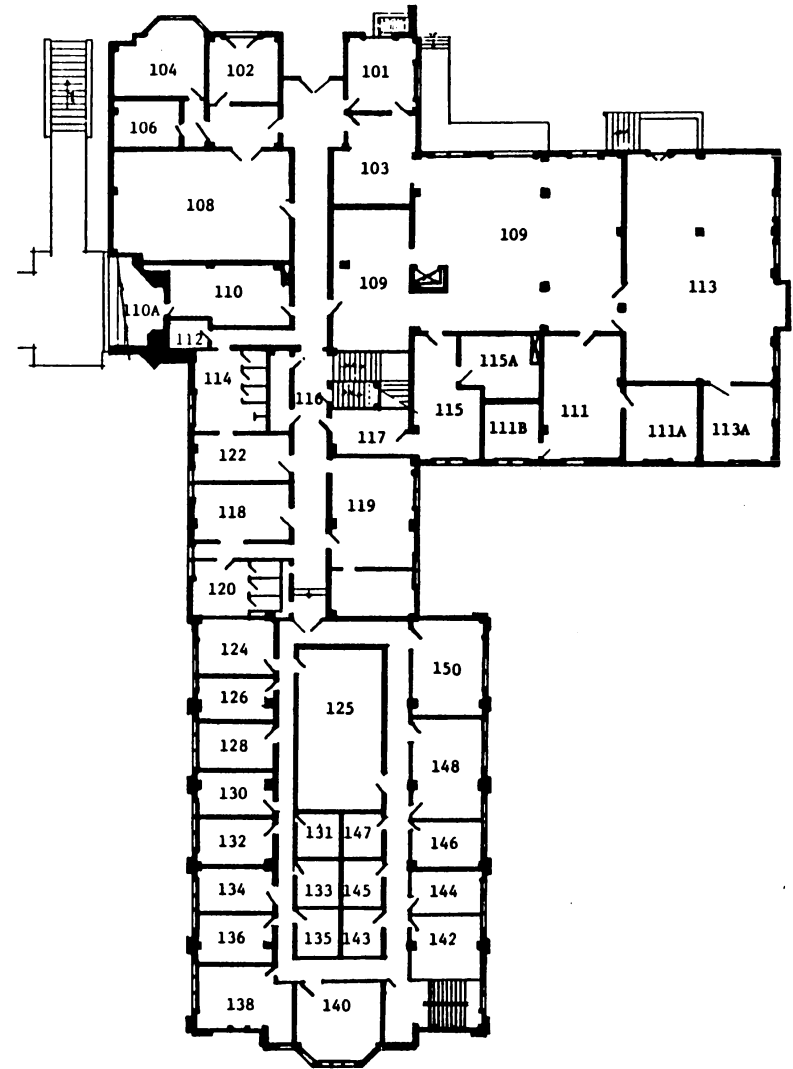
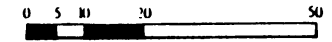
Evaluation

In spite of its old age, Moses Hall seems to serve its occupants well, and they are generally satisfied. Pride of ownership is

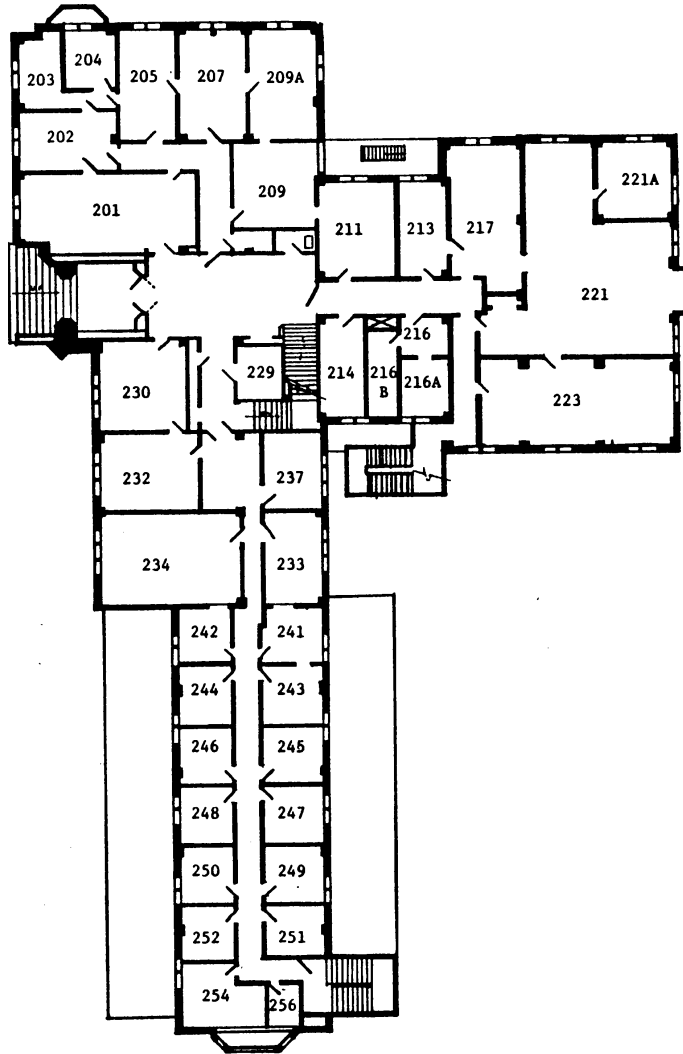
Basement Floor Plan



Moses Hall
First Floor Plan

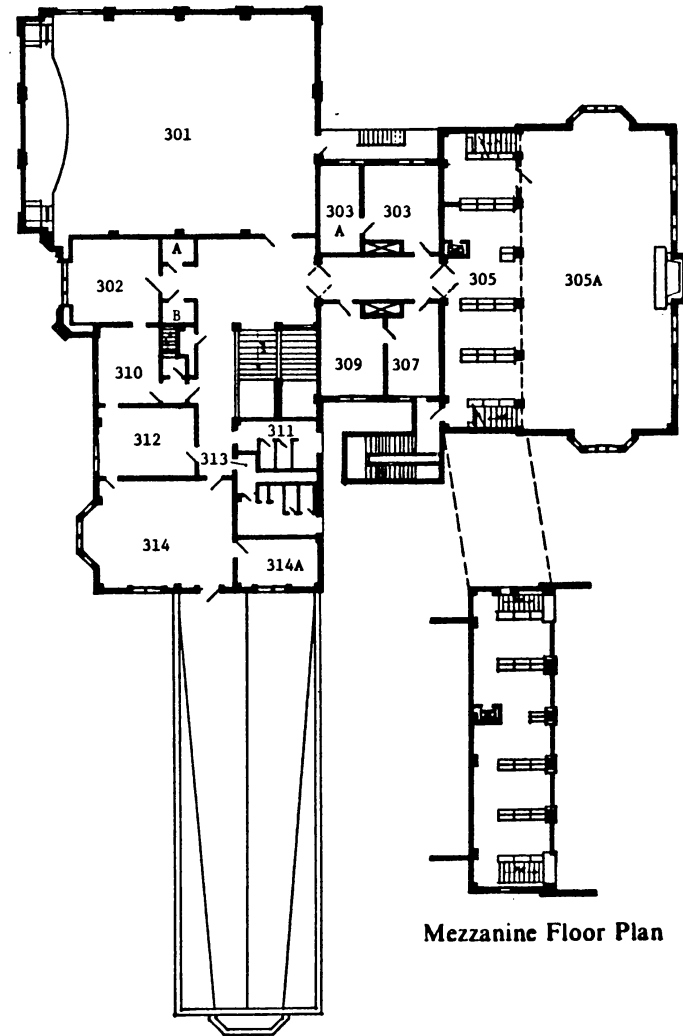
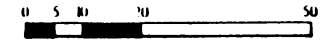


Second Floor Plan

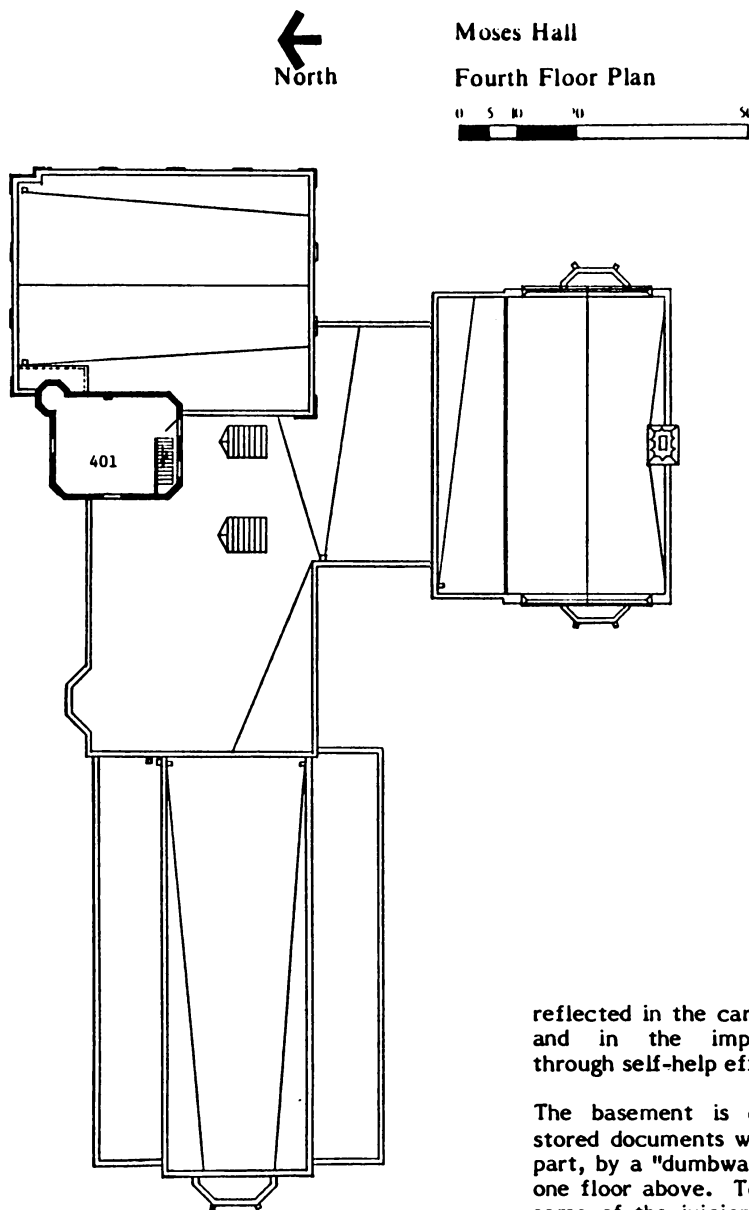


Moses Hall

Third Floor Plan



Mezzanine Floor Plan



reflected in the care taken of the building and in the improvements introduced through self-help efforts.

The basement is completely filled with stored documents which are distributed, in part, by a "dumbwaiter" to the IGS library one floor above. Termites are at work on some of the juicier journals stored on the lower shelves in the narrow corridors. An emergency exit at the west end of Room 2 can too easily be overlooked.

The Institute of Governmental Studies is to be commended for the excellent use of its space on the eastern side of the first floor. Larger rooms have been divided into smaller ones, but ventilation problems have been created by the subdividing. A creative design competition has produced one of the pleasantest color motifs on campus. It rivals the work of Karl Kardel in Cowell Hospital, and was completed at modest cost. The California Policy Seminar room is located in the northeast corner. The IGS library and its reading room are in the south wing and are contiguous to the offices of the IGS director and staff. Although development of Institute programs is hampered by space limitations, an opportunity exists for an additional work area or a conference-seminar room in the area outside Rooms 119, 115 and 111, where additional rooms could be constructed. The west wing houses part of the Department of Philosophy, professors offices being on the outside and RAs, visiting scholars, and a conference room in the inner space.

The Institute of International Studies occupies the south wing of the second floor, Philosophy the west one. The African Center has postage-stamp size space in the southwest corner of the large office space in Room 221. Adjacent to this space is a large conference room with slide projection capabilities. The Office of Public Information has a large space (Room 201) with desks for journalists. One does not get a clear idea of what goes on there and the room seems ready for reassignment. The narrow east-west corridor is lined with chairs for students waiting for consultation with Philosophy professors, and some chairs nearly block the west staircase.

On ascending the spacious staircase to the third floor, one encounters the large auditorium-like space (Room 301) where the old Glee Club performances took place. This is presently cluttered with unattractive desks and cabinets and is badly used. Perhaps the Department of Philosophy should follow IGS's example and sponsor a creative competition on how better to use

this space. The south wing on the third floor houses the magnificent Philosophy Department library (the Howison Library). One is struck with the beauty of the room and is dismayed to learn that it is too cold in the winter. The Chair of the Philosophy Department has an office (Room 302) adjacent to the old Glee Club room and is separated from the main Department office (Room 314) by a faculty room. There is an interesting possibility for creating another deck-lounge on the roof of the second floor wing just to the west of the Department office. The need has been expressed for a suitable room for computer printers and copying machines which should be sound insulated to reduce the noise disturbance, and for an area where people could relax and eat lunch. The flat roof over the second floor at the west end of the building could be made into a pleasant terrace with proper roofing protection and wind screens. Storage space is in short supply. When the storage space in Richmond has to be vacated this will become a problem. Finally, there are bees in the attic.

Fire and Life Safety

The rating is fair for Moses Hall for fire and life safety. The Gayer report lists a number of deficiencies including the need for panic hardware on eight exit doors, sixteen illuminated exit signs that need to be installed, fire dampers to be installed in air vents in the lobby and corridors, and the door swings of two exit doors that should be changed to open in the direction of egress.

Structural Safety

The building receives a fair rating for structural safety. While the earthquake resistance study by McClure and Messinger in 1974 gives Moses Hall a poor rating, the study made by Degenkolb in 1978 rates the building as fair. There were no indications of obvious structural earthquake hazards found during the survey of the building. Stacks and other shelf units in the library on the first floor are anchored except for one or two units. The stacks in the basement need to be anchored. The library on

the third floor has built-in bookcases on the main floor and on the mezzanine which are adequately anchored to the building.

Utilities

The building rates fair in this category. There are no major complaints voiced by the users. The Central Control System cycles the main fan off and on every twenty minutes to save energy. During cold days the bursts of hot air are noticeable. The occupants of the building seem to cope well with the inconvenience of energy conservation restrictions, but complain about uneven distribution of heat. In a number of cases rooms have been subdivided extensively, seemingly without proper consideration of the ventilation system. Without additional dampers and duct work modifications it will be impossible to balance the system properly. A proper heat distribution would require extensive control modifications and the addition of secondary heating coils. The illumination level in all areas is good. Light fixture lenses in the first floor library and the basement stacks are not held in place adequately and fall out occasionally.

Accessibility

Accessibility in Moses Hall rates poor. Only the first floor level is accessible for wheelchairs. Modifications to restrooms, drinking fountains, etc. were included in the CAC Deficiencies, Handicapped, Step 2 project but were deferred by the State. The installation of an elevator is included in the CAC Deficiencies, Handicapped, Step 3.

Maintenance

Maintenance rates good in this building. Floor, wall and ceiling finishes are in good condition. The bold graphics and fresh colors on the first floor walls are a pleasant surprise. Custodial service is adequate. The roofs were repaired last year, and this winter there were no signs of leaks. Requests for repairs have been acted on quickly. There are a few short sections of uninsulated steam pipe in the utility rooms and in the telephone equip-

ment room in the basement which should be insulated to protect service personnel.

Environs

Moses Hall is situated to the west of Stephens Hall between Strawberry Creek and the road south of the Campanile. The only outdoor space is the courtyard between it and Stephens Hall. The rear or south side of the building backs up to the dense vegetation along the creek. Along the front (north) side is a narrow, planting space containing a continuation of the tall veil of eucalyptus from Stephens. The ground plane beneath the trees is scruffy and weedy and needs renovation. Senior Men's Bench along the sidewalk in front of Moses is shabby and unkempt and requires repair or, better yet, redesign.

Summary

The three main occupants of Moses Hall, the Institute of Governmental Studies, the Institute of International Studies, and the Department of Philosophy, are generally satisfied with the building, and through self-help efforts have introduced improvements reflecting their pride of ownership. Like all old buildings of its vintage, the building has problems of fire and life safety, of structural safety and of accessibility that need to be addressed and corrected.

References

Proposed Major Capital Improvements

1. Central Control System, Step 2 (1982-83, proposed for Construction in 1983-84).

Related Studies

1. Report of Investigation - Fire & Life Safety, Lloyd H. Gayer, Fire Protection Consultant, March 1974.
2. Earthquake Resistance Study, Frank E. McClure & David Messinger, Consulting Structural Engineer, August 1974.
3. Investigation of Seismic Hazards, H. J. Degenkolb & Associates, Engineers, June 1978.

Art Gallery

ASSIGNABLE AREA

<u>BY ROOM TYPE</u>	<u>NO.OF ROOMS</u>	<u>SQ.FT.</u>	<u>%</u>
Office facil	3	905	26.8
Support facil	9	2,471	73.2
TOTAL	12	3,376	

BY UNIT

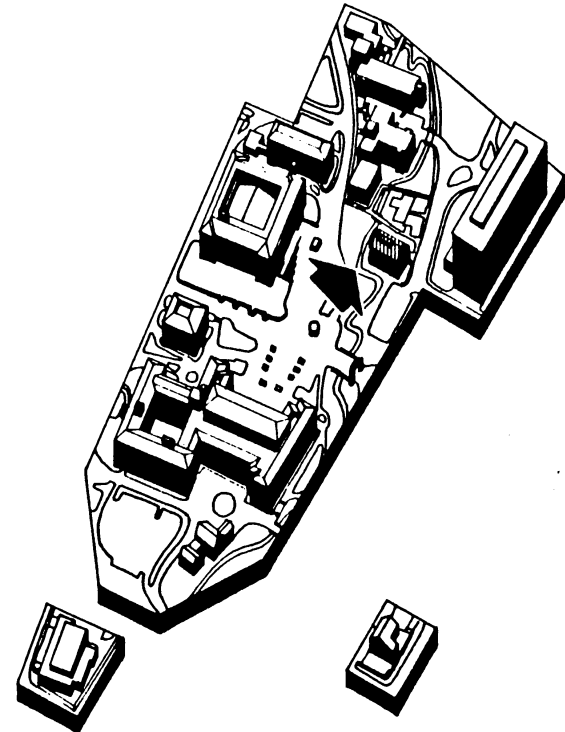
Cashier's Office	1	120	3.6
Exc, Surplus&Salv	1	398	11.8
Financial Aid	1	750	22.2
Loan Collec&Disb	2	758	22.4
Police	4	990	29.3
Ofc Relns w Sch	1	120	3.6
Student Act&Svcs	2	240	7.1
TOTAL		3,376	

FUNCTIONAL AREA

	<u>SQ.FT.</u>	<u>%</u>
ASF	3,376	84.0
NSF-Custodial	0	0
NSF-Circulation	0	0
NSF-Mechanical	0	0
NSF-Public toilet	0	0
NSF-Construction	642	16.0
TOTAL	4,018	

STRUCTURAL AREA

GSF-Basic	4,018
GSF-Covered unenclosed	0
TOTAL	4,018



Description

The Art Gallery is a small one story, brick, gable-roofed, simplified Romanesque structure which stands due west of Anthony Hall on the south bank of the south fork of Strawberry Creek. Significant features are the mosaic panels done in the 1930s and the Chinese lions marking the entrance.

This building was constructed in 1904 and served as the campus Powerhouse until 1931 when the current heating plant was completed. The building then became the Art Gallery and served in that capacity until completion of the University Art

Museum. The building's function as an Art Gallery has changed although the building still retains the name indicating its former function. The interior has been partitioned into numerous spaces for storage and is rather maze-like.

The Art Gallery has the distinction of being the top priority for rehabilitation on the State of California's computer generated list of seismically unsafe buildings. This is apparently due more to the parameters of the program which are based on occupancy and economics than to the relative degree of safeness of the building, although this unreinforced brick building is in fact seismically unsafe.

Evaluation

Because of the unsafe condition of the Art Gallery, it has been programmed to serve primarily storage functions. It does, however, house an average of three people at any given time during the day. Two-thirds of the building houses files, but since they are active files, they are being accessed on a daily basis. The users of the space find it suits their needs adequately, although it is not comfortable because environmental controls are primitive. The building provides good, well lighted (through the skylight), dry storage space. The main advantage of this building, though, from the stand point of the users, is its location.

Units from Sproul Hall, the A&E building and Eshleman Hall have files in the Art Gallery because they need space close to their operations that is easily accessible. The Police bicycle unit finds the location convenient for their functions and Equipment Management operates the microscope and typewriter pools from a room in the Art Gallery. These users prefer this poor space in its good location to good space in a poor location; thus the Art Gallery serves its users well.

Fire and Life Safety

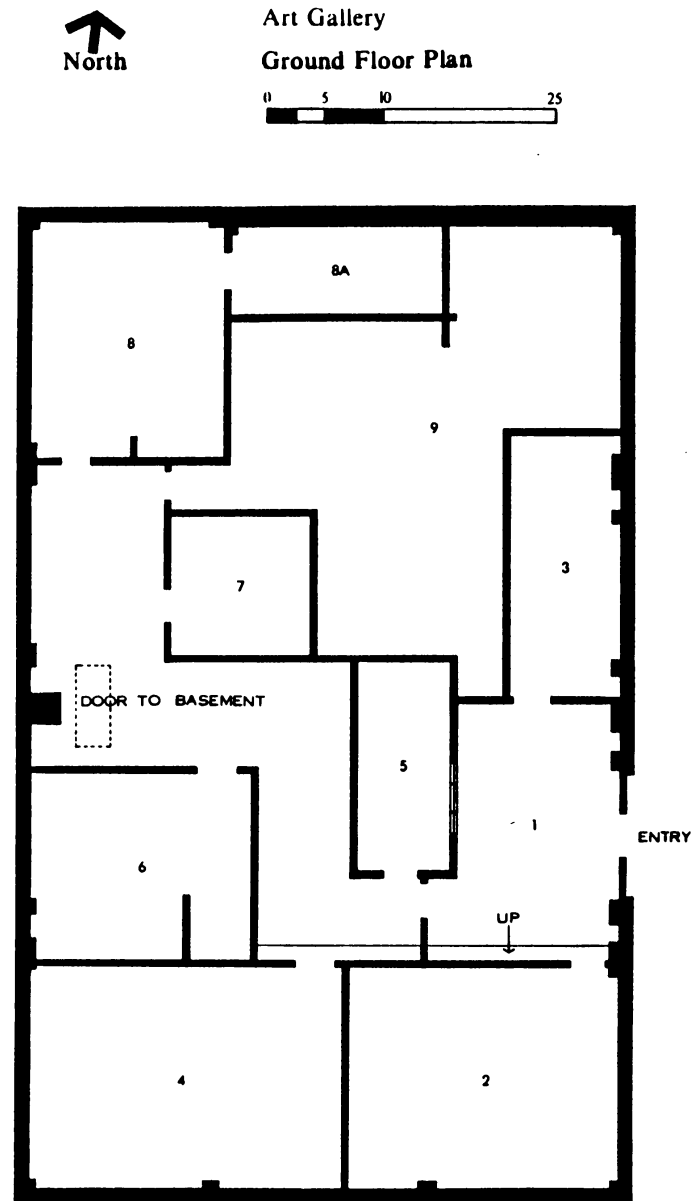
In terms of fire and life safety, the Art Gallery is rated poor. The fire hazard is significant because of the large amount of paper, boxes and other combustible material in the buildings. In one central passage, all the filing cabinets have vertical fold-in doors, left open, with the stored folders exposed. In other rooms, folders are stored in open wooden shelf units or stacked in boxes. The partitions are not fire-rated, being wood studs and plywood. The second exit is padlocked for security. The fire hazard is increased by the use of portable electric heaters. Although the fire hazard is high, hazard to life safety is small because the occupancy load is low.

Structural Safety

The Art Gallery is rated very poor by both the McClure-Messinger and Degenkolb reports. The exterior walls are unreinforced brick which could fail in shear and bending in a major earthquake. The tile roof, end wall parapets and wood canopy are potential falling hazards during a major earthquake and the roof diaphragm is inadequate to transfer the earthquake forces to exterior walls. Another problem is that the exterior walls are not adequately connected to the roof framing and the foundations.

Utilities

Heat is provided by three steam radiators in the basement that radiate heat through floor grilles located in the central part of the building. These radiators are old and not very effective, and the occupants find



it necessary to use portable electric heaters to supplement the heating. The ventilation is poor because of the absence of windows in the walls. The small windows in the skylight, if operable, would improve the ventilation, but they are not being used.

There are no restrooms and the only source of water is one sink located in one room which is not always accessible to the occupants of the rest of the building. The illumination level is adequate in some rooms, but poor in others. The original light fixtures have been removed and fluorescent light fixtures have been installed in some rooms.

Accessibility

Wheelchair access into the building and into most of the rooms is good.

Maintenance

The maintenance of this building is poor. The flaking of paint on the inside of exterior walls indicates moisture penetration. Water streaks on the north and south walls indicate some rain leaking along the walls. The brick walls need repainting after they are treated with a moisture sealant. Interior plywood partitions are unpainted. The exterior doors and wood fill-ins of the brick archways are deteriorating and need to be replaced.

Environs

The Art Gallery (now used for bicycle registration) is a lovely old brick building northwest of Barrows Hall. The building is tucked into the dense vegetation along Strawberry Creek and is partially hidden from view. Its only outdoor space is the area outside the front door on the east side between it and Anthony Hall.

This entry space has great potential as a semi-private outdoor space. At present it is rather shabby and unkempt with asphalt paving and the clutter of trash cans, bike racks, old benches and broken chairs. Two beautiful carved granite Chinese lion statues and several fine old trees give the

space a unique quality. Appropriately redesigned, this space could be transformed into a quiet outdoor room to complement the handsome old building and afford a better view of the fine mosaic on the wall of the building.

To the north of the space is Substation 1 which is well hidden behind a handsome, high wooden fence and an old Live Oak Tree.

Summary

This building is considered by some to be architecturally of no great distinction; however, it is well sited and has a pleasant forecourt with attractive decorative features. It is notable for being one of the first buildings constructed under John Galen Howard's tenure. In addition, it is one of three extant WPA art projects in Berkeley. Because of the simplicity of its construction, this building would be relatively inexpensive to reinforce seismically and could continue to be useful as a centrally located space easily adaptable to storage, shop, gallery or performance purposes.

References

Proposed Major Capital Improvements

1. CAC Deficiencies (Seismic), Non-State, Step 2, (1982-83. This project in planning stage only; costs and schedules to be determined).

Related Studies

1. Earthquake Resistance Study, Franke E. McClure & David Messinger, Consulting Structural Engineers, August 1974.
2. Investigation of Seismic Hazards, H. J. Degenkolb & Associates, Engineers, July 1978.

Barrows Hall

ASSIGNABLE AREA

<u>BY ROOM TYPE</u>	<u>NO. OF ROOMS</u>	<u>SQ.FT.</u>	<u>%</u>
Classroom facil	20	9,133	8.5
Class lab facil	8	8,512	7.9
Non class lab	21	5,012	4.7
Office facil	347	71,024	66.1
Study facil	6	3,829	3.6
Gen use facil	15	8,736	8.1
Support facil	13	1,237	1.2

TOTAL 430 107,483

BY UNIT

Bus Admin	178	46,886	43.6
Political Sci	80	16,418	15.3
Economics	58	13,358	12.4
Sociology	54	11,279	10.5
Classrooms	20	9,133	8.5
IEAS	12	3,992	3.7
Cent Res Mgmt	9	2,877	2.7
Inst Bus&Econ Res	12	2,675	2.5
Facilities Mgmt	5	545	0.5
Emeritus space	2	320	0.3

TOTAL 430 107,483

FUNCTIONAL AREA

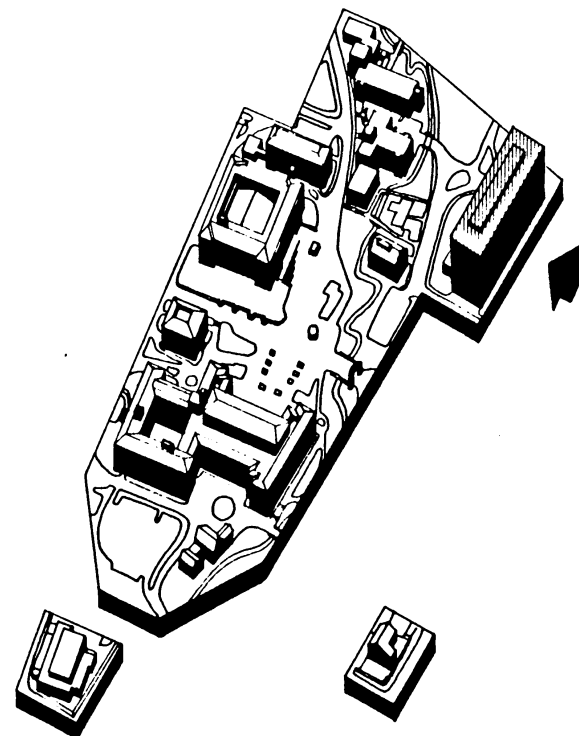
	<u>SQ.FT.</u>	<u>%</u>
ASF	107,483	52.9
NSF-Custodial	722	0.4
NSF-Circulation	44,166	21.7
NSF-Mechanical	9,434	4.6
NSF-Public toilet	2,988	1.5
NSF-Construction	38,349	18.9

TOTAL 203,142

STRUCTURAL AREA

GSF-Basic	191,957
GSF-Covered unenclosed	11,185

TOTAL 203,142



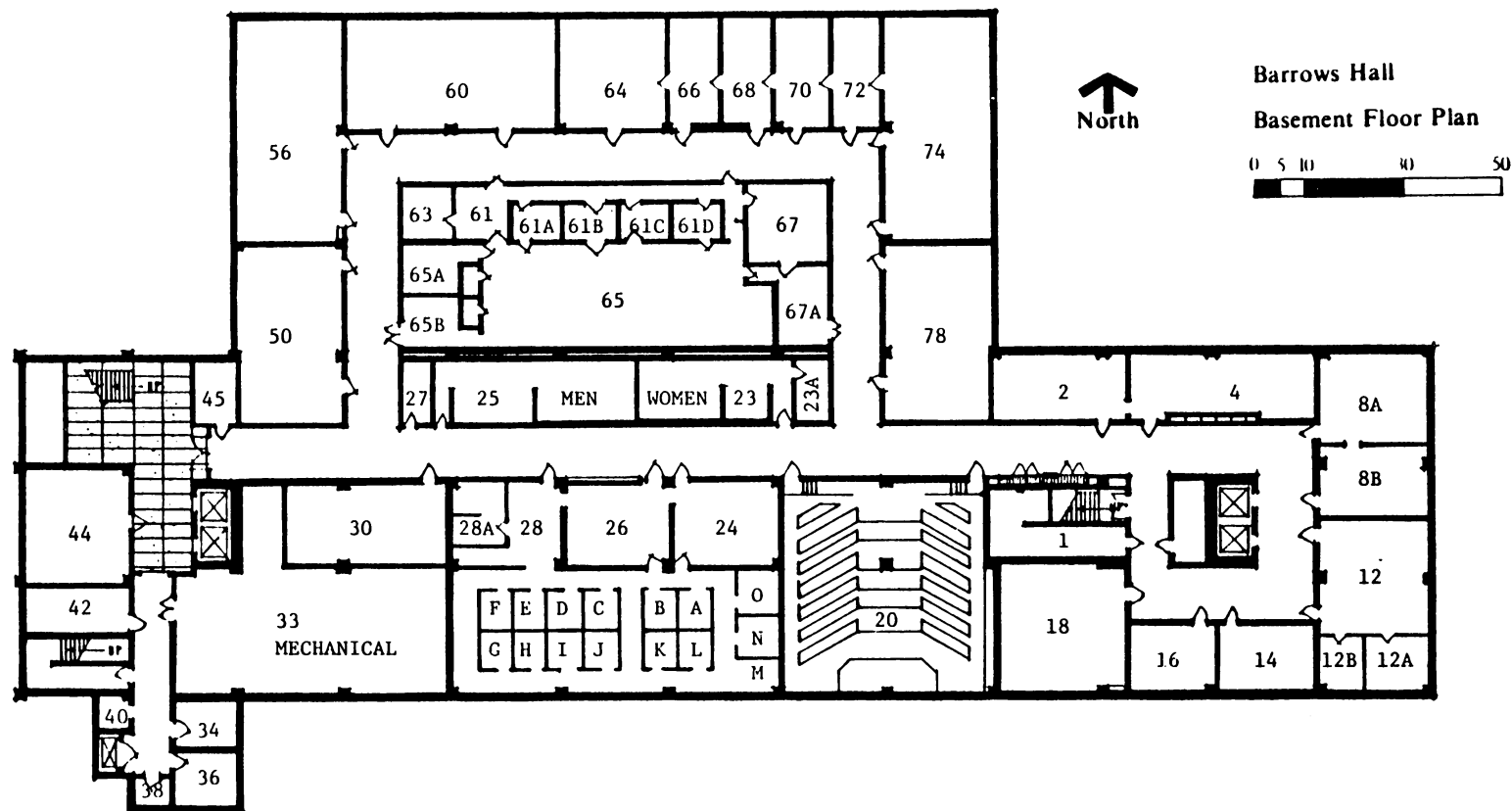
Description

Barrows Hall is a modern, rectangular, concrete, flat roofed office building comprising eight floors over a basement. It was completed in 1964 as a social sciences center to house Business Administration, Political Science, Economics, Sociology and two ORUs, The Center for Research in Management (CRM) and The Institute of business and Economic Research (IBER).

Although some prefer Barrows Hall to other high rise buildings on campus, very few have any real liking for its aesthetic or environmental characteristics; one report goes as far as terming it, "next to Evans, the most distressing structure on campus."

The building now houses the original occupants plus a part of the Institute of East Asian Studies (IEAS) and a branch of The General Library, the Chinese Studies Library. Business Administration occupies almost half the building.

The basement floor of Barrows Hall is mostly occupied by elements of Business Administration, which has office space for readers and TAs in accounting, the Career Planning and Placement unit, the Communications Program, computer terminals, keypunch machines, printers, and seminar rooms. The Chinese Studies Library is also located on this floor as is research space of the Center for Research in Management. The basement corridors are roomy, and could provide space for such things as graduate student lockers, a frequently voiced need.



The first floor of Barrows Hall is occupied largely by classrooms and seminar rooms, with some rooms assigned to Business Administration and IBER. There is also a plain but pleasant courtyard on this floor, one of the very few amenities of the building.

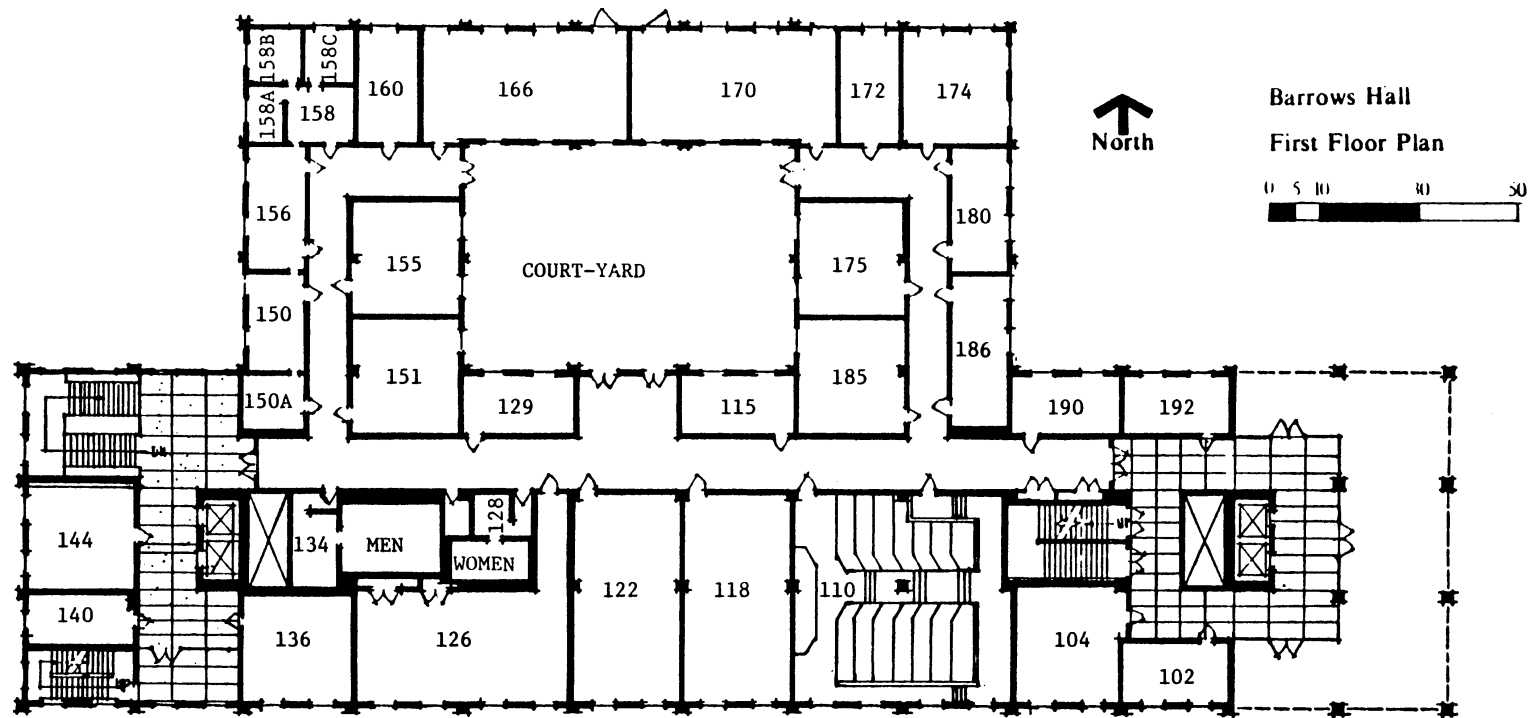
The second through seventh floors of Barrows Hall are all quite similar in layout: a long (east-west), narrow (north-south) rectangle with predominantly smaller rooms

on the north and south sides, and larger ones on the east and west ends and in a block down the center of the rectangle.

The second floor is shared among Economics, Political Science, and Business Administration with Economics having a large part. Political Science has its departmental administrative offices and its lounge in the east end and the eastern third of the south side and central core. Business Administration has faculty offices on

the north side. Economics has its departmental administration in the remainder of the south side and central core, a student room and a lounge on the west end, and remaining offices along the north side.

The third floor is occupied by Business Administration, which has administrative offices on the south side and in the central core (in part), two lounges and student facilities on the east and west ends, and mostly faculty offices on the north side.



The fourth floor is predominantly occupied by Sociology, which has its commons room at the east end; its administrative offices and rooms on the eastern end of the south side and in the center and mostly faculty offices along the rest of the south side and the whole of the north side. Political Science has four faculty offices on this floor.

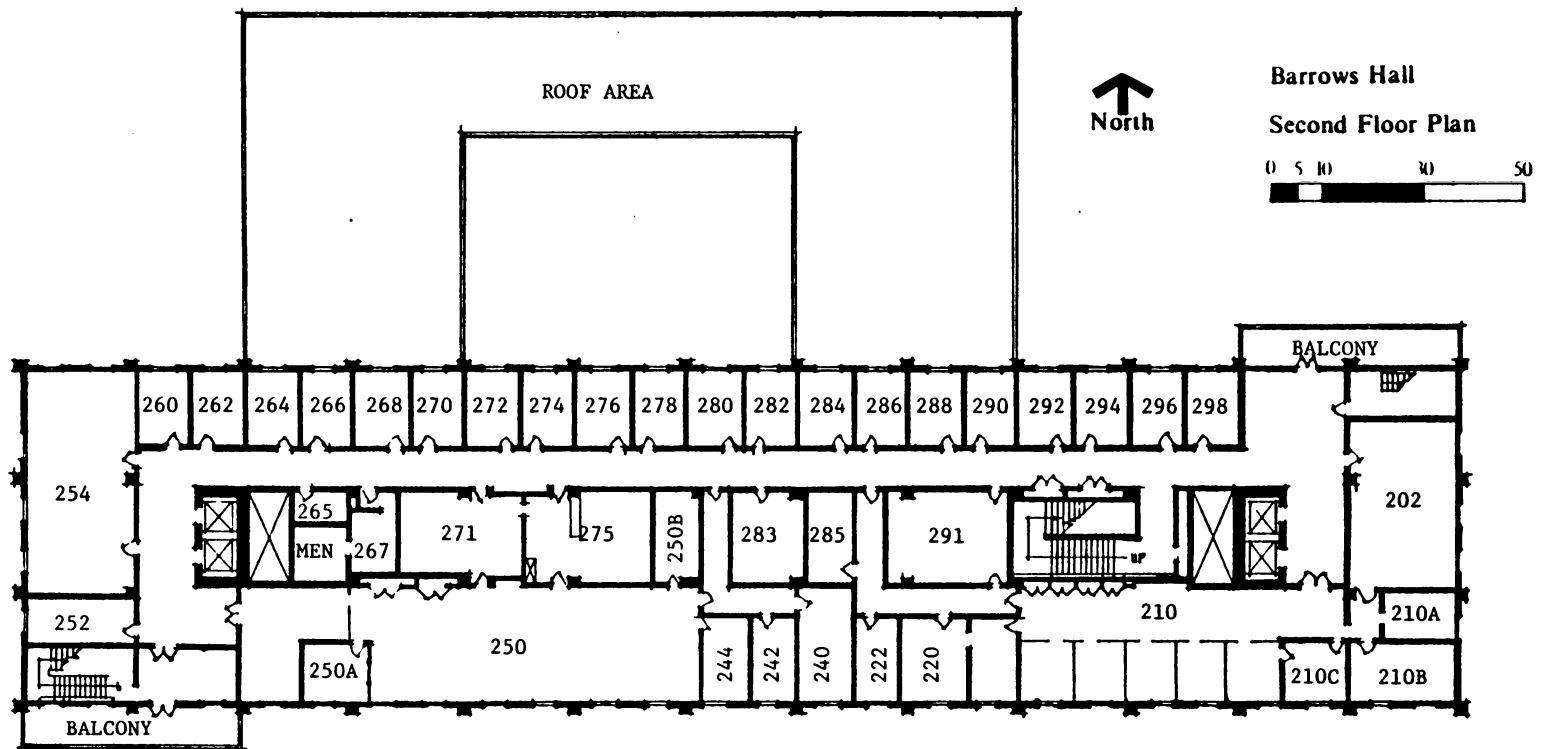
The fifth floor is divided. Business Administration has mostly faculty offices on the north side, graduate students in the central

core, and two faculty offices on the south side. The administration offices of the Center for Research in Management are located in Rooms 552 and 554. Economics has the rest (except for one Political Science faculty office), all faculty offices.

The sixth floor is wholly assigned to Business Administration, except for the Economics TA rooms and research space of the Institute of Business and Economic Research. Business Administration's space is almost entirely used for faculty offices.

The seventh floor is entirely assigned to Political Science save one Economics room. Most of the space is faculty offices.

The eighth floor has three Political Science TA rooms and three faculty offices on the west end, Business Administration's large Lipman Room (for meetings, receptions, special occasions) in the center, with windows to the north and south, and a few offices assigned to Economics on the east end. Two mechanical rooms are also located on this floor.



Evaluation

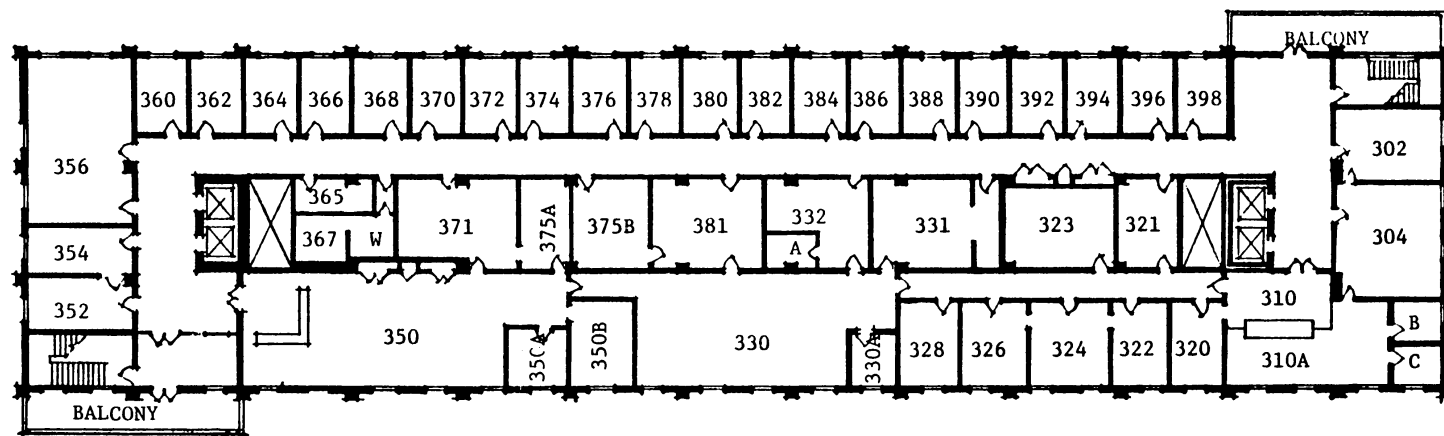
The quality of individually assigned space in Barrows Hall seems fairly adequate, despite complaints about ambience, maintenance and equipment. For a building heavily used by students and by the public at large, however, the design of the general circulation spaces is poor, with long barren corridors, no waiting spaces, and the lack of a lobby or gathering place for students to wait and talk between classes.

The main problem perceived by most of the occupants is lack of enough space to satisfy their present or expected needs. They point out that their departments have grown by some 30-40% since Barrows Hall was built, and that the intensity of their activities, because of greater professional involvement with the outside community, visitors, etc., has increased and still further enlarged their space needs. The Institute of East Asian Studies has been added to the tenants of Barrows as well. Business Administration, Political Science, Sociology and IEAS all state their need for more

faculty offices. Political Science, Sociology, IEAS and IBER all want more room for TAs, RAs, associates, advanced graduate students and the like. Most departments and ORUs have also noted other special space needs, among which more computer access is a major request. Economics alone envisions a solution to one of its problems by improvement of existing space --it would repartition the administrative offices in Rooms 242, 244 and 250 to gain space for graduate students. Only the Center for Research in Management claims that its present space allocation is adequate.



Barrows Hall
Third Floor Plan



Fire and Life Safety

Barrows Hall rates fair on fire and life safety. The Gayer report recommends the installation of approved fire dampers in air vents in corridor walls and in the corridor ceiling, new latching devices with approved panic hardware on all exit stairs and vestibule doors, relocation of the existing northeast dry standpipe, illuminated exit signs on all floors, signs which identify the floor levels, approved hatches at the top of exit stair shafts, emergency lighting in corridors, and approved twenty minute fire rated door assemblies for some corridor doors. In addition, one hour fire resistive

construction should be provided along the exit path from the stairways, and the eighth floor offices should connect to two means of egress.

Structural Safety

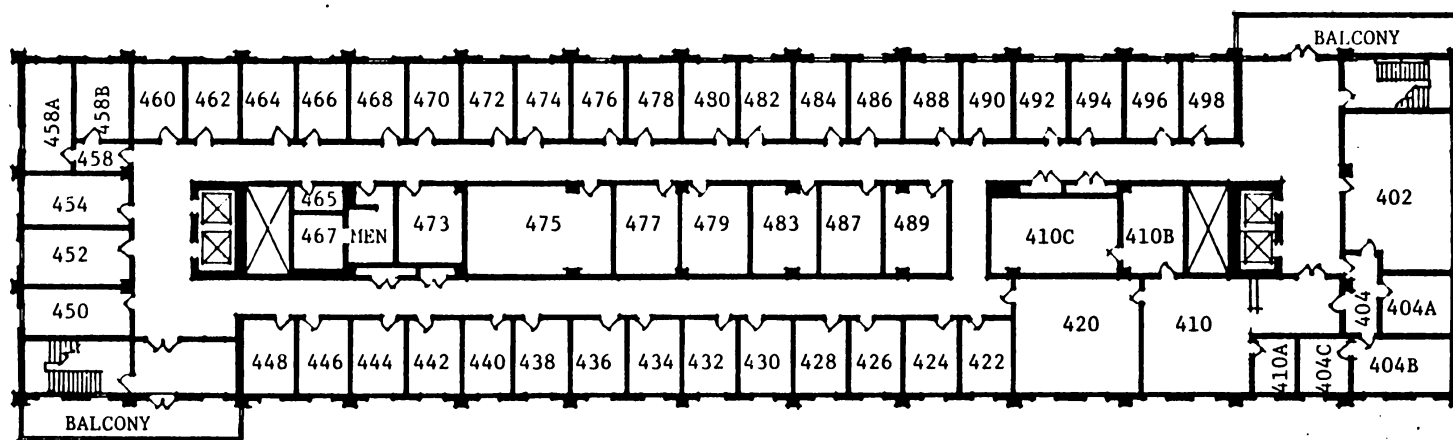
Barrows Hall was given a rating of fair in terms of seismic safety in the H. J. Degenkolb report of 1980. There are no noticeable falling hazards on the exterior of the building. However, the library on the basement level contains stacks not properly anchored for seismic disturbances.

Utilities

Heating and ventilating in Barrows Hall is rated very poor. The original systems and ductwork seem to be inefficient for regular heating and ventilating requirements. Complaints have been expressed regarding the heating on the north side of the building which is not adequate during the winter months, the lack of windows in interior rooms, resulting in heating and ventilating problems, and the restriction of operation of the fans in the building to between the hours of 9:00 a.m. and 6:00 p.m. The fans are turned off altogether on weekends, when many students use the building.



Barrows Hall Fourth Floor Plan



Accessibility

Handicapped access to Barrows Hall is rated fair. Barrows Hall is accessible to wheelchairs at the east end of the building. Elevators are located at this entrance and provide access to all other floors except the eighth floor, which requires transferring to another smaller elevator. Modified restrooms are located in the basement but a person in a wheelchair would find it difficult to negotiate the exit.

Maintenance

Maintenance in Barrows Hall is rated poor. It is the subject of widespread complaints,

ranging from general dissatisfaction with the management of maintenance, and with the lack of contact and coordination on this between Facilities Management and the departments (or a Barrows tenants committee), to specific grievances over litter on the stairways, failure to remove discarded furniture from the balconies, insufficient provision of towels, toilet paper, and soap in the restrooms, and inadequate servicing of doorknobs on doors into stairways.

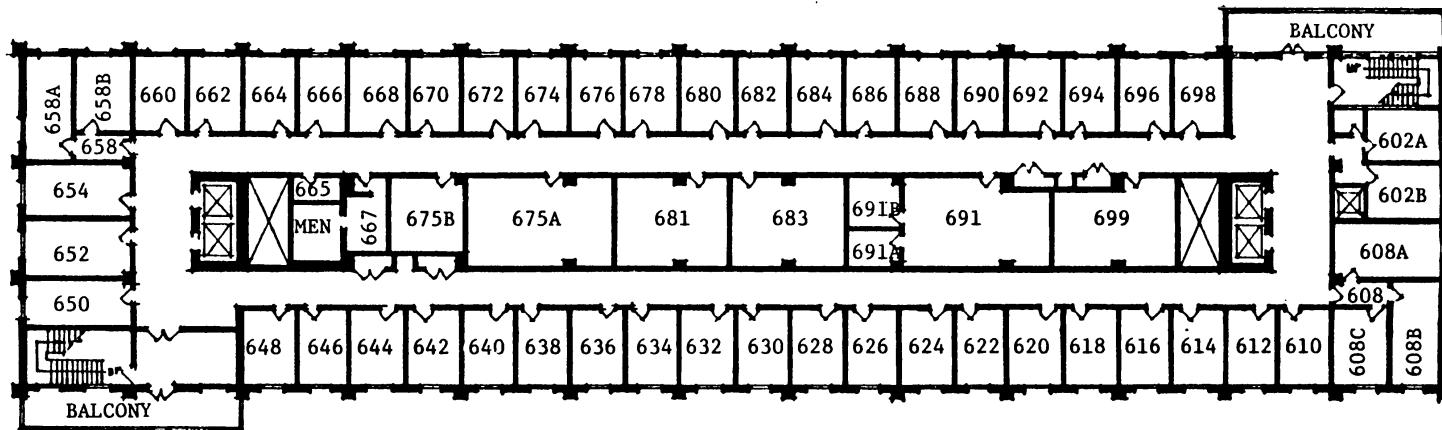
Building equipment problems are also frequently mentioned. These include plumb-

ing failures in the restrooms, frequent elevator breakdowns, broken doors on the first floor, poor ventilation (in interior rooms during the day and in the whole building at night and on weekends when the fans are shut off), inadequate heating, and poor building security including entry by unauthorized persons at night and on weekends.

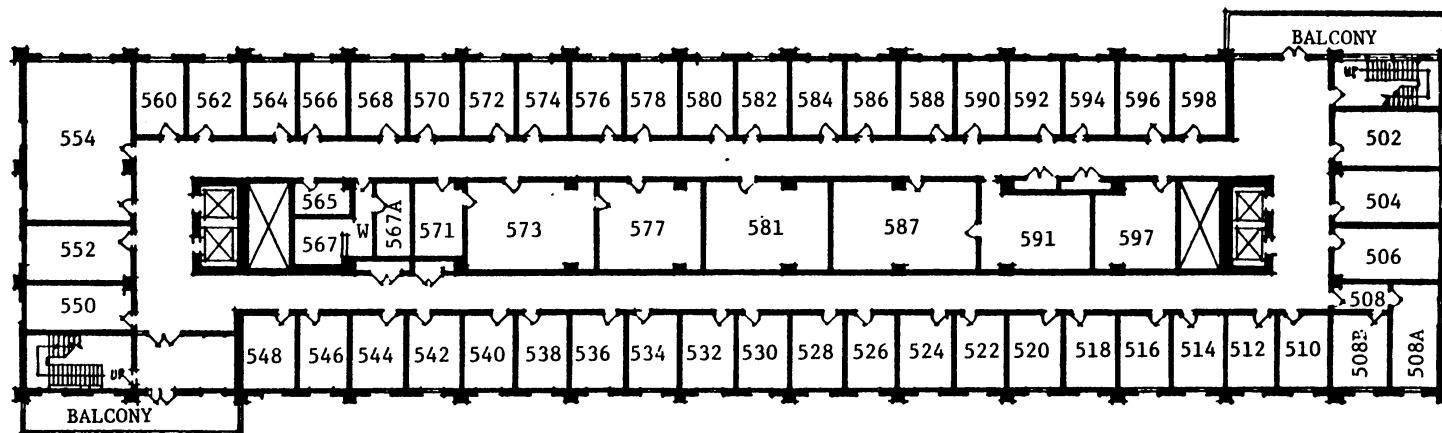
Other problems mentioned include painting needed in many areas of the building, missing ceiling tiles, lighting fixtures needing new ballasts or bulbs, and leaks along the south wall of the building on the basement level.

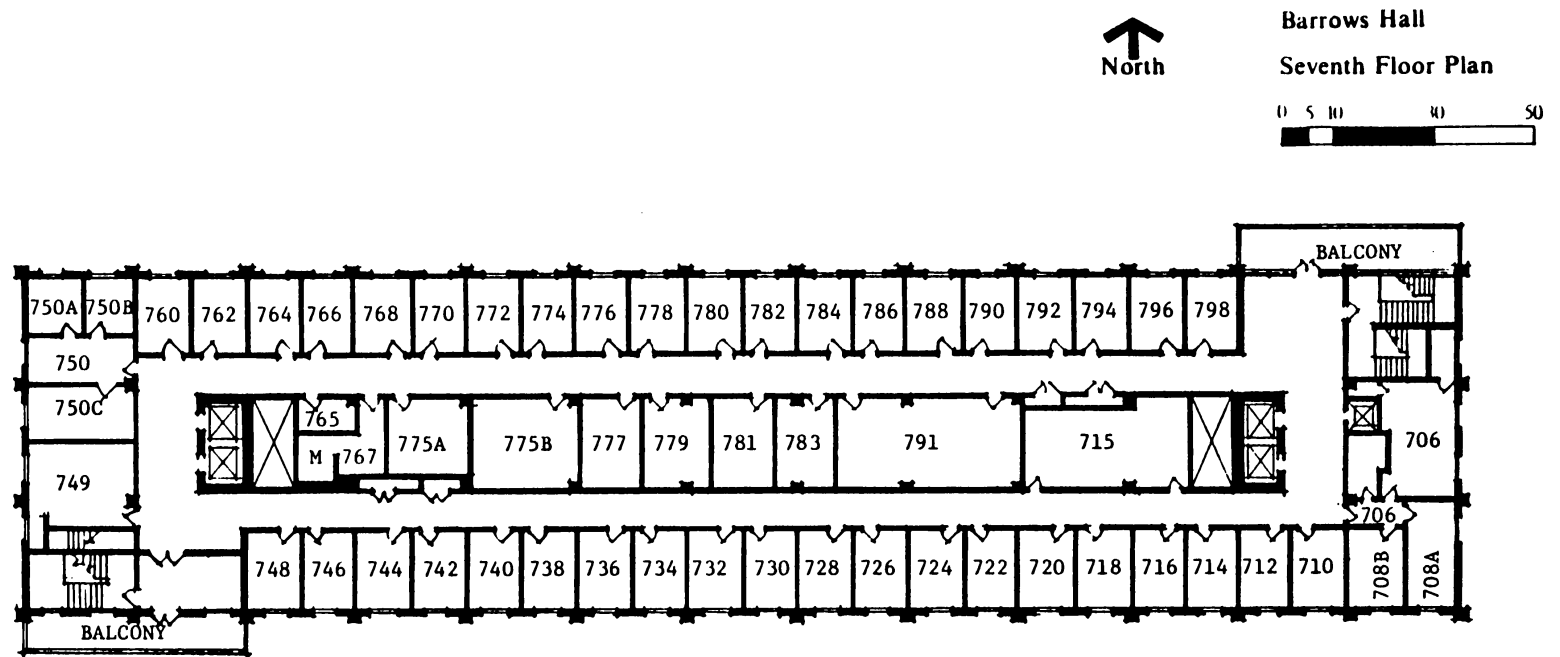


Barrows Hall
Sixth Floor Plan



Fifth Floor Plan





Environs

This tall, impersonal office building is situated at the southern edge of the Humanities and Social Sciences precinct between Barrows Road and Hearst Athletic Field. The environment of the building benefits more from its view toward Strawberry Creek and Anthony Hall than from its own qualities. However, the building entrances on the east and west ends and the inner courtyard provide a measure of amenity for an otherwise sterile building.

The east entrance is a wide paved space beneath the east end of the second story.

The area is at the same grade as a vehicular turnaround circle at the end of Barrows Lane. Consequently, the pedestrian space is frequently filled with parked vehicles. A rather pleasant shade garden lies to the right of the entrance to the building. However, poor maintenance and trampling have degraded the area.

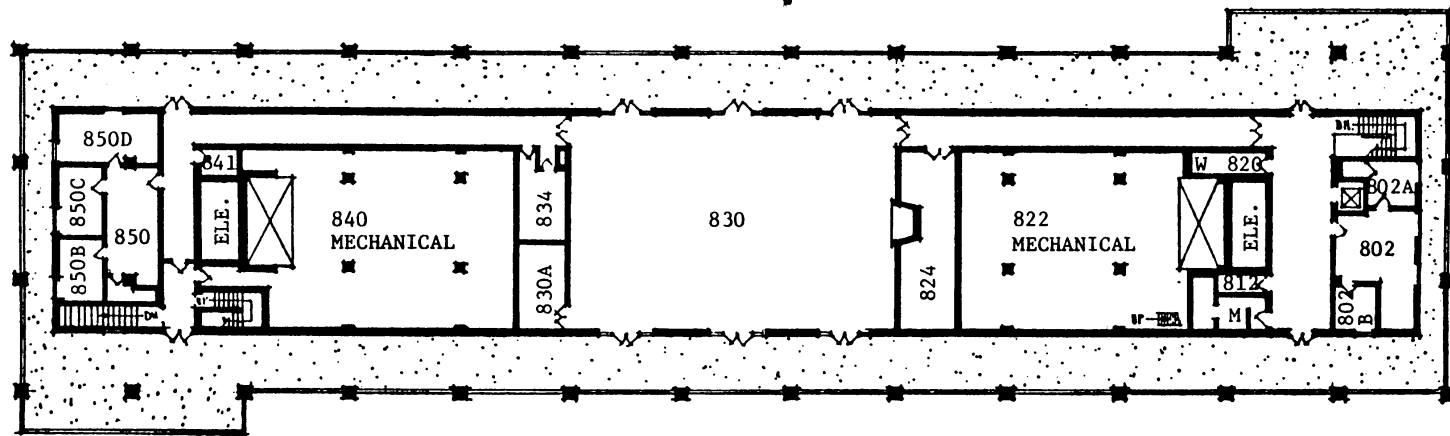
The west entrance is a simple concrete aggregate plaza canopied by a row of London Plane Trees to buffer the glare and heat of the southern and western sun. The area connects directly to a wide path leading to Sproul Plaza. Concrete bike holders

clutter the space and should be replaced with a neater, more permanent system.

The courtyard is a pleasant enclosed space north of the main part of the building. The space is surrounded by classrooms and is accessible from three corridors and two of the classrooms. The planting is either in containers or raised planting beds. A large evergreen *Pittosporum* canopies over the northeast corner. The plantings suffer from lack of nutrients and water. Because of its visibility the courtyard is heavily used and should be better maintained.



Barrows Hall
Eighth Floor Plan



Summary

The main problems of Barrows Hall appear to be overcrowding and poor, unfriendly design. Two developments seem to offer a potential for partial or complete solutions. At least a partial move of the Economics Department from Barrows to Evans Hall is expected. Should space be obtained to move the entire Department, up to 13,000 ASF in Barrows Hall would be freed. The remaining tenants, however, claim that their minimum needs for more space could barely be met by dividing up among themselves the whole of this space, while some

of the space will have to be made available for a unit to be relocated from Dwinelle Hall to relieve overcrowding in that building. A much more promising change would be accomplished by the construction of a new building for Business Administration, a scheme which has received administrative approval in principle, but which awaits completion of financial planning and commitment; it will be sometime, however, before the new building could be completed. Such a building would presumably house the whole of Business Administration. This would free about half the space in Barrows Hall, helping to ease the major space problems of the central campus.

References

Proposed Minor Capital Improvements

1. Alterations to Room 110 for Business Administration (1977-78, ranked #9, approved and funded for \$36,000).
2. Alter Room 210A to improve student services (1977-78, unranked).
3. Install carrels for TAs in Rooms 2, 4 and 14 (1977-78, unranked; 1978-79, ranked #25 for \$26,000, unfunded).
4. Alterations to Room 350 Reception Area (1978-79, ranked #21 for \$17,000, not funded).

5. Construct glass-enclosed offices within Room 210 for Political Science (1978-79, unranked; 1979-80, unranked; 1980-81, unranked).
6. Install carrels in Rooms 597, 587, 573, 581, 577, 675A and 591 for Business Administration (1978-79, unranked).
7. Convert Room 118 to a fixed seating arrangement for Business Administration (1978-79, unranked).
8. Convert Room 321 to a conference and library area for Business Administration (1978-79, unranked).
9. Remodel faculty lounge area for Business Administration (1978-79, unranked).
10. Third, fifth and sixth floors entry way partitions for Business Administration (1980-81, unranked; 1981-82, unranked).
11. Design and installation of motors and starters for 6 ventilation fans, DOFM (1981-82, unranked).

Proposed Major Capital Improvements

1. CAC Deficiencies, Elevators, Step 1 (1978-79, funding completed in 1979-80; construction cost for Barrows Hall portion was \$64,000).
2. CAC Deficiencies, Handicapped, Step 3 (1981-82, 1982-83; C expected in 1982-83 for \$12,000).
3. Seismic Corrections, State-Funded Buildings, Step 3 (1982-83, proposed for C in 1984-85).
4. CAC Deficiencies, High-Rise Fire and Life Safety (1981-82, 1982-83; proposed for C in 1982-83 for \$77,400).

Related Studies

1. Report of Investigation - Fire and Life Safety, Lloyd H. Gayer, Fire Protection Consultant, August 16, 1974.
2. Investigation of Seismic Hazards, H. J. Degenkolb & Associates, Engineers, June 9, 1980.

2401 Bancroft

ASSIGNABLE AREA

<u>BY ROOM TYPE</u>	<u>NO.OF ROOMS</u>	<u>SQ.FT.</u>	<u>%</u>
Office facil	1	187	5.0
Gen use facil	1	1,088	29.4
Support facil	2	2,435	65.6
TOTAL	4	3,710	

BY UNIT

Dram Art Theatre	4	3,710	100.0
TOTAL	4	3,710	

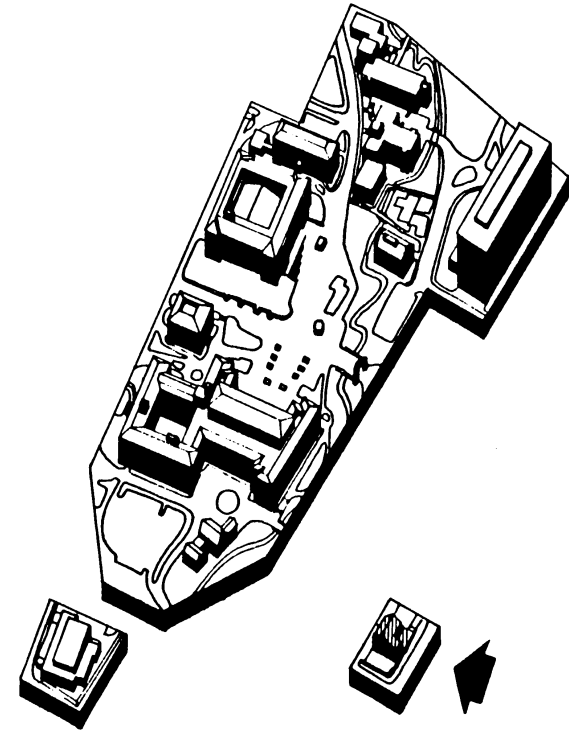
FUNCTIONAL AREA

	<u>SQ.FT.</u>	<u>%</u>
ASF	3,710	89.5
NSF-Custodial	0	0.0
NSF-Circulation	23	0.6
NSF-Mechanical	0	0.0
NSF-Public toilet	77	1.9
NSF-Construction	335	8.0
TOTAL	4,145	

STRUCTURAL AREA

GSF-Basic	4,145
GSF-Covered unenclosed	0
TOTAL	4,145

DESCRIPTION



Description

2401 Bancroft is a one-story, wood-framed structure, sheathed with long redwood shingles, located on the northeast corner of Dana and Bancroft. The east facade has a generous, semicircular apse; the west facade is flat and dominated by a large circular window with a grid of wood mullions whose sections are filled with small, rectangular panes of amber glass, set in lead. The window hood is a double row of fine, sawtooth shingles. A broad, gabled roof with projecting beams extends at the eaves to cover the two entrance porches. The columns are sections of redwood tree

trunks with bark. The south side alternates shingled buttresses with round-arched windows.

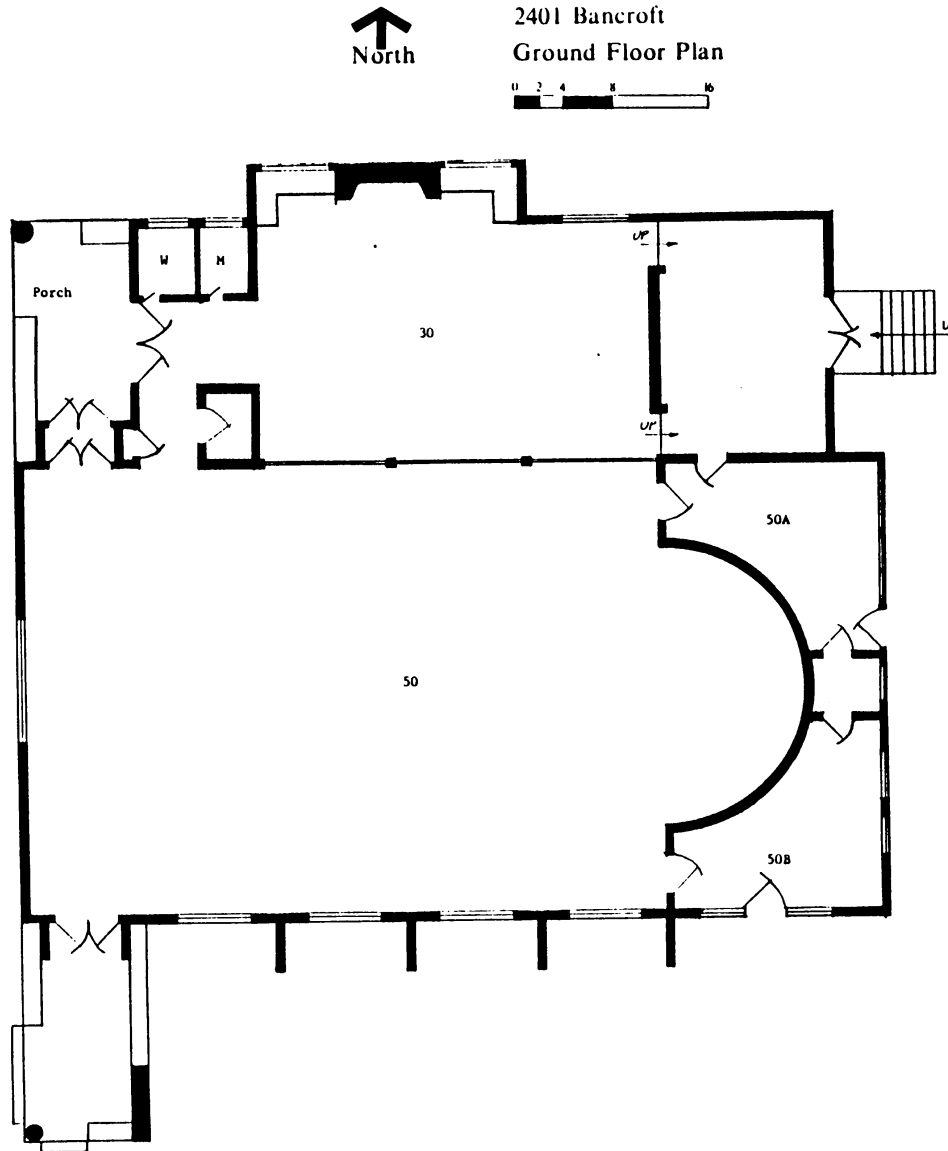
All that remains of the original interiors is the chapel, now used as a studio, and the side aisle, converted to a smaller dance studio and office. The main studio is a large space spanned by pratt trusses and exposed principal rafters supported by heavy posts. A podium at the east end in the apse is lit by a semi-circular skylight.

2401 Bancroft was constructed for use by the First Unitarian Church and was dedicated in 1898. It was designed by A. C. Schweinfurth, who came to San Francisco

from Boston in the late 1880s and worked in the office of A. Page Brown. Virtually all of Schweinfurth's work has been destroyed or drastically altered, save this building.

By 1957 the congregation had moved; the University purchased the property in 1960 for \$329,400 and slated all structures for demolition to clear land for the new student union. However, the whole site was not used, the church remained and it is used today by the Dramatic Art Department.

Dramatic Art first used the building as a scene shop, but in 1968, the interior was



remodeled to create a dance studio. The alterations were minimal; they included a new maple floor for the large studio, mirrors along the north wall, and barres along the north and south walls. The basic configuration of the interior has been maintained, with the main church space becoming the main dance studio and its apse being made into a small stage. The side chapel room was also restored as a smaller practice studio with the inclusion of modest restroom facilities. The stage area of this secondary space is useful as office space for the dance instructors, and the former pastor's office became the office for the head of the program.

Evaluation

An outstanding example of the San Francisco Bay region's Shingle style which achieves its major visual effect through a skillful manipulation of the scale of decorative detail and structural elements, 2401 Bancroft should be preserved along with its micro-environment of Redwood trees. Together they soften the harsh south wall of the concrete monolith to the north, Zellerbach Hall. There has been a desire to maintain the building through careful restoration, and efforts thus far have been sympathetic to the building. This type of building must be carefully maintained to preserve its character, however, the poor maintenance it receives is causing problems.

The instruction program in dance housed in 2401 Bancroft is totally compatible with the building since it was remodeled for that use. The only complaint concerns ventilation problems which could possibly be solved by opening the west windows to induce cross ventilation. The dance facility is fortunately located contiguous to space in Zellerbach Hall controlled by Dramatic Art enabling student dancers to have easy access to their lockers and to showers in that building.

Fire and Life Safety

Facilities Management rates fire and life safety as fair for 2401 Bancroft. The exits are easily accessible and the structure has a sprinkler system. There is a need for illuminated exit signs over the front and rear exits and for combustion detectors in all areas within the building.

Structural Safety

2401 Bancroft was given a rating of fair in terms of seismic safety. There are no noticeable falling hazards on the exterior of the building. However, some areas have storage cabinets and equipment not properly anchored for seismic disturbances.

Utilities

Heating and ventilation is rated as fair. When the building was remodeled, the heating system was not updated and is therefore inadequate for the present use of the building. The building is too hot in warm weather and too cold in cold weather, but not intolerably so.

Accessibility

Handicapped accessibility is rated very poor because there are no entrances for those who cannot negotiate stairs. This is not a real problem, however, since one who could not negotiate stairs also could not participate in the dance instruction that is the sole function occurring in this building.

Maintenance

This building received some maintenance work and new shingles during its renovation. Because of its age and type of construction, however, it needs continuous attention which has been lacking in recent years. Painting is needed throughout the building. The skylight leaks. The exterior of the building, particularly the northwest corner, needs attention. The gutters and downspouts need repair and cleaning. Damage from dry rot and powder post beetles should be repaired before it spreads further. The custodial services and care for 2401 Bancroft are good.

Environs

Formerly a Unitarian church, this charming brown shingle building is located far removed from the main area of the humanities and Social Sciences precinct. With Zellerbach Hall built against its north side the building is set comfortably amidst towering Redwoods and old Pittosporums on the south and west sides. A low hedge encloses a small, shady, unkempt garden area on the south side. Stone steps at the building entrance are badly deteriorated and should be repaired. Asphalt paving is likewise in a state of disrepair and should be replaced by modular pavers.

Summary

It is seldom that a building built in another era for another function can be so compatibly adapted to a new use with few compromises. What the building may lack in amenities, it more than compensates for in aesthetics. 2401 Bancroft maintains the serenity of its earlier years in a location just a few steps away from the dynamism of Sproul Plaza. Since this is such an agreeable union of form and function, this building should be preserved for this use for as long as possible. A little more careful maintenance would go a long way.

References

Related Studies

1. Investigation of Seismic Hazards, H. J. Degenkolb & Associates, Engineers, June 9, 1978.

Callaghan Hall

ASSIGNABLE AREA

<u>BY ROOM TYPE</u>	<u>NO.OF ROOMS</u>	<u>SQ.FT.</u>	<u>%</u>
Class lab facil	4	2,172	17.5
Office facil	16	3,226	26.0
Spec use facil	2	5,350	43.1
Gen use facil	2	929	7.5
Support facil	2	743	6.0
TOTAL	26	12,420	

BY UNIT

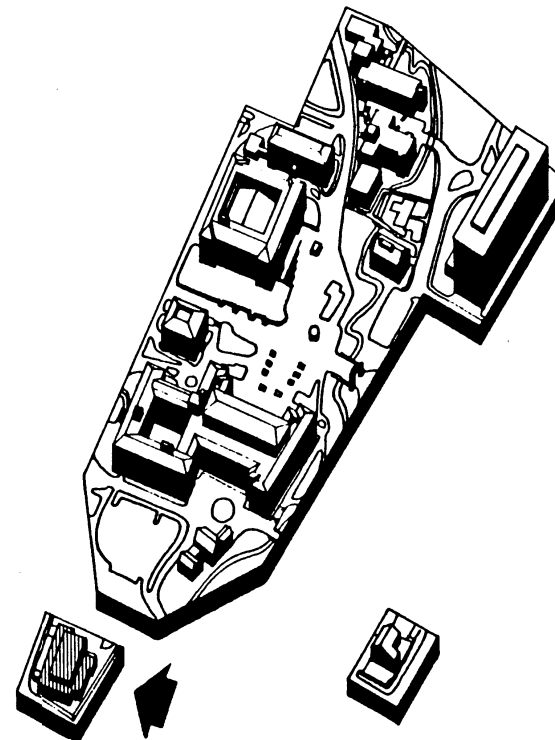
Aerospace Studies	10	2,255	18.2
Naval Science	16	10,165	81.8
TOTAL	26	12,420	

FUNCTIONAL AREA

	<u>SQ.FT.</u>	<u>%</u>
ASF	12,420	82.5
NSF-Custodial	64	0.4
NSF-Circulation	520	3.5
NSF-Mechanical	392	2.6
NSF-Public toilet	540	3.6
NSF-Construction	1,114	7.4
TOTAL	15,050	

STRUCTURAL AREA

GSF-Basic	15,050
GSF-Covered unenclosed	0
TOTAL	15,050



Description

Callaghan Hall, named for Admiral Daniel J. Callaghan, U.S.N., killed on the bridge of the U.S.S. San Francisco during a battle in the Solomon Islands, is actually a World War II surplus structure acquired by the Berkeley campus in 1947 to house the Naval ROTC program. It is a flat topped box-like building that has had a few additions tacked on. As stated in the campus historical buildings survey, this building has no redeeming architectural, historical, or environmental merit. It suffers from the usual lack of maintenance prevalent on the Berkeley campus. A bright spot, however, in this building is the Admiral Chester W. Nimitz Room which was created in 1967 after a fund raising campaign. The entry-

way to the building and the adjacent commons room were panelled in redwood, furnished with items from Nimitz's home and tastefully decorated. Possibly at the same time the north face of the building was plastered and the windows were covered with protective screens.

The center portion of Callaghan (the armory or Gun Bay) has a high ceiling and a steel frame work similar to an industrial building. Its generous area of 5,000 ASF is used for ceremonies and a place where all students can meet. The other areas in the building seem to be in good repair in keeping with the military goals of order and neatness. In addition to the Nimitz Library, they consist of a ring of one-story rooms surrounding the Gun Bay and used as

classrooms, offices, maintenance and storage for the Navy and Air Force programs (Naval Science and Aerospace Studies). The west wing has an upper level drafting room for navigation instruction.

Evaluation

This building originally was established as a location for the Navy ROTC program. Since it was designed for the program, it serves the program adequately. In recent years, this building has come to house the Air Force ROTC program as well, which benefits from sharing common facilities. Another important aspect of this building from the standpoint of the users is its

location near Edwards Field, where drill exercises take place. Also the location is somewhat remote from the centers of campus activity, thus permitting these units to maintain a low profile in times of hostility towards military programs.

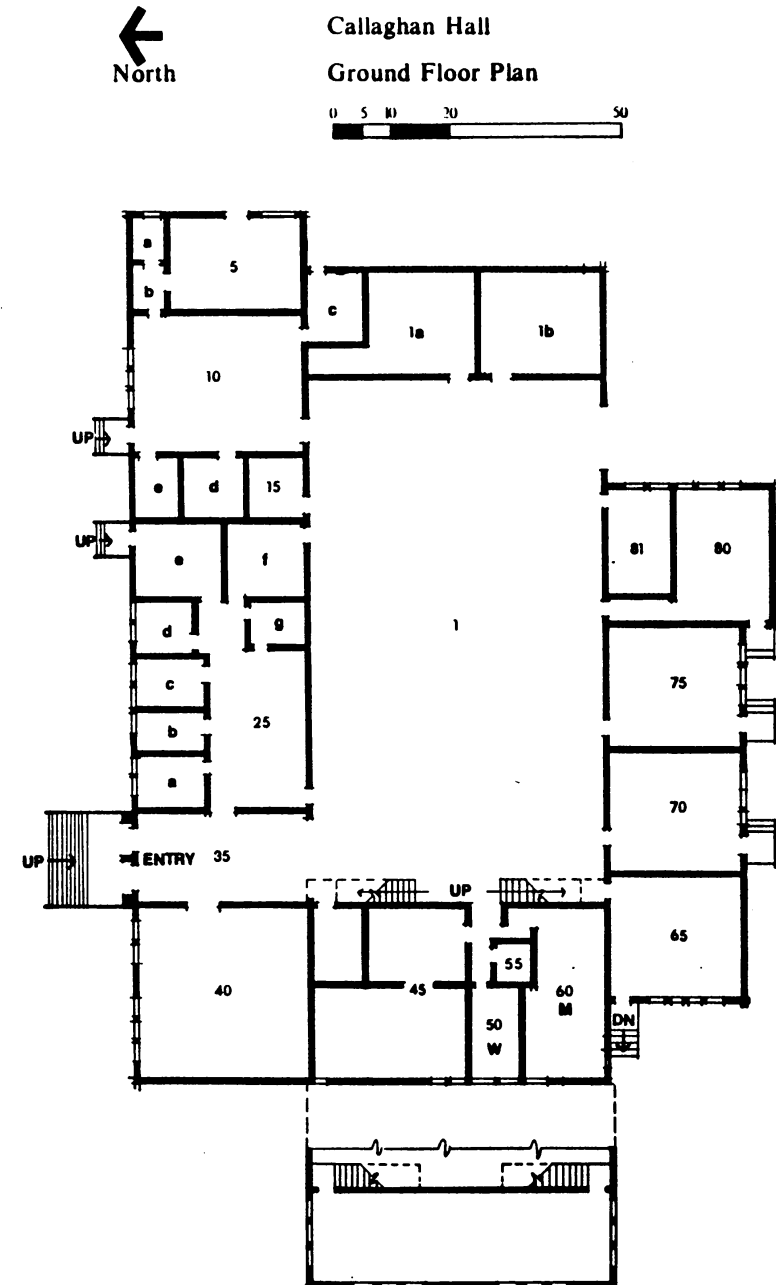
ROTC has not been a requirement on the campus since 1962, and as a result enrollments have dropped to a total of 240 students in the Air Force and Navy programs. About one-third of these students are enrolled in other nearby colleges and come to the Berkeley campus for their training. With these small enrollments, and through shared use of space, the programs could possibly be housed in a smaller amount of space. The occupants, however, would prefer to remain in this out-of-the-way location near the athletic fields, which they use for drill and ceremonies.

Fire and Life Safety

Callaghan Hall is rated fair for fire and life safety as evaluated in the Gayer report. Improvements suggested are the installation of three illuminated exit signs, reversal of the door swings of classrooms (Rooms 70 and 75 and the Marine Corps classroom), and the provision of a second exit from the armory area. A final suggestion is the installation of panic type hardware on the four front exit doors.

Structural Safety

Both the Degenkolb and the McClure-Messinger reports rate Callaghan Hall as fair. The building does not comply with the seismic provisions of Title 24. The main deficiencies are a lack of adequate bracing in the longitudinal direction in the armory and a lack of adequate shear walls or other bracing in the low portions of the building. Other problems are that the southwest corner of the building's siding and joists show signs of dry rot. The concrete foundation does not extend above grade, leaving the floor members and siding subject to termites.



Utilities

The heating system control is in the armory, which is a poor location as it has different temperature requirements than other rooms in the building. Since this control doesn't function, the main heating unit is turned on when the building is cold and off when it warms up. The air supply into the classrooms is low. The restrooms and lighting are adequate.

Accessibility

This building is rated fair for accessibility. The front doors are not accessible for wheelchairs because of flights of stairs. The back doors leading into the armory are accessible; however, the yard gates are often padlocked, preventing access without prior notification.

Maintenance

The exterior paint, particularly on the south side, is in poor condition. There are a number of roof leaks where the lower wing attaches to the south wall of the armory. Interior painting in some rooms needs to be refinished. The ceiling in the mechanical room has a number of holes which need to be repaired. In addition, the mechanical room has a desk, boxes with papers and other combustibles. This is in violation of EH&S regulations and these items should be removed.

Environs

Callahan Hall is located far to the west of the main area of the precinct. Situated between Edwards Field and Cross Campus Drive, the building has no significant outdoor space. A narrow landscape strip in front of the building contains a large old Deodar Cedar, an old oak and a few shrubs in an ivy groundcover which help soften the front of the building. The rear of the building backs up to the wall of Edwards Field. On the east end is a fenced service yard shared with the campus Steam Plant.

Summary

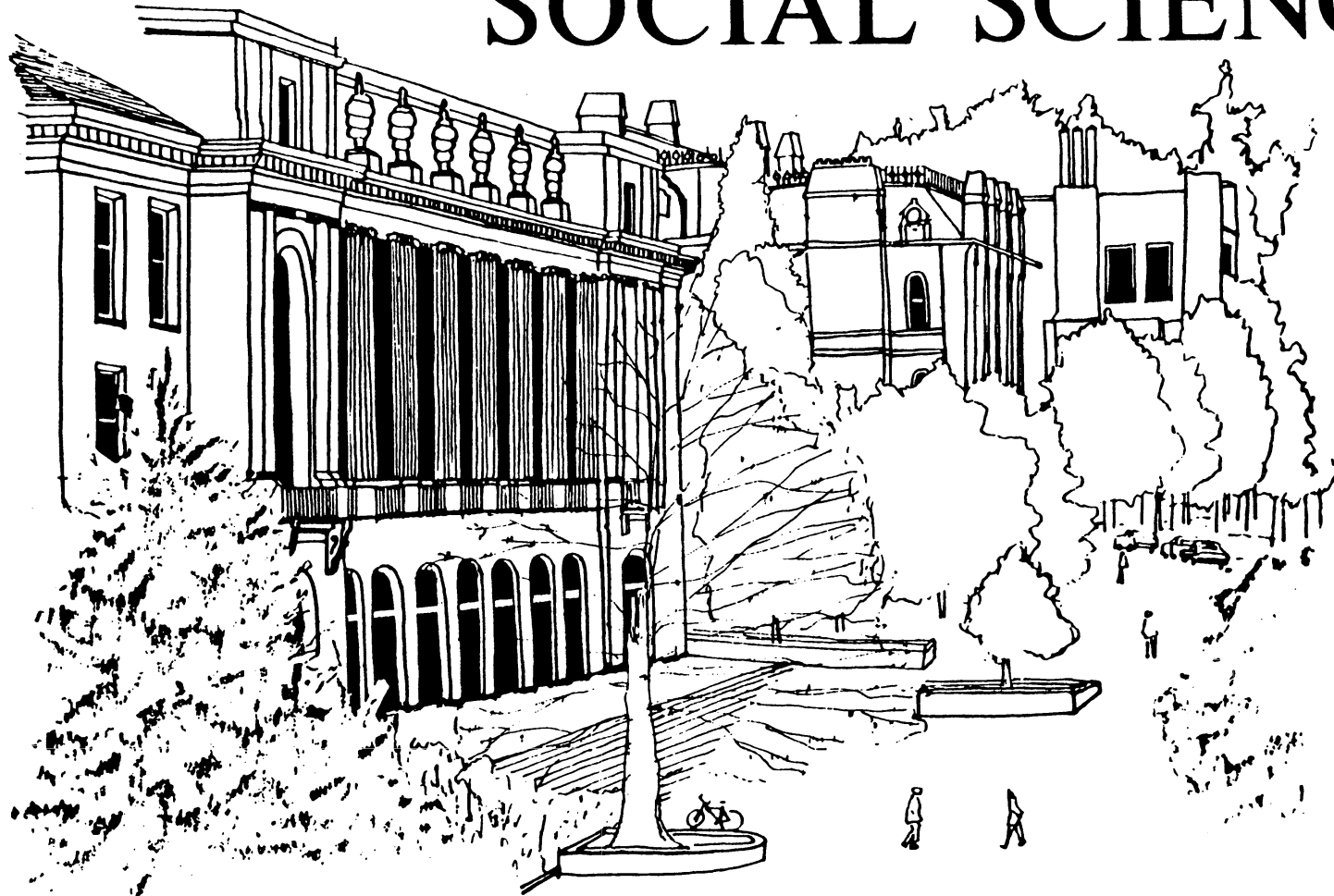
The feature of principal importance concerning this building is its location. The building, while in better shape than the other World War II structures on campus, is not permanent and may have to be demolished at such time as a more intensive use for the site is required. Until that time, Callaghan Hall will continue to serve its occupants with a minimum of maintenance requirements. If it is necessary to relocate the ROTC programs, care should be taken to provide a suitable place for the Nimitz library commons room.

References

1. Report of Investigation - Fire & Life Safety, Lloyd H. Gayer, Fire Protection Consultant, December 4, 1974.
2. Investigation of Seismic Hazards, H. J. Degenkolb & Associates, Engineers, June 4, 1978.
3. Earthquake Resistance Study, Frank E. McClure & David Messinger, Structural Engineers, August 19, 1974.

[University of California, Berkeley. Buildings & Campus development committee.]

HUMANITIES AND SOCIAL SCIENCES



/// Precinct 4 Academic Units Response *///*
/// Phase II of Berkeley Campus Space Plan
Academic Units Response.

December 1981

[#11]

FOREWORD

PRECINCT 4 - HUMANITIES AND SOCIAL SCIENCES

The Berkeley Campus of the University of California is esteemed not only for its academic programs, its eminent faculty and the high quality of students and staff, but also for its physical setting where the buildings in their landscaped setting witness the historic evolution of the university in this place. With evolution comes obsolescence, not in terms of architectural image which is a matter of fashion, but in terms of physical capacity to meet programmatic needs of curricula and research. Even recent buildings may be lacking in these respects. In the coming years new construction will be necessary. But intelligent husbandry of the existing physical plant will be the central challenge. In any case, competition for space will take place under stringent conditions. Functional, adequately equipped, efficient, safe, aesthetically pleasing and comfortable spaces must be provided under equitable allocation standards. The development of a comprehensive space plan is mandated as part of a Long Range Development Plan for the Berkeley campus. The Plan is essential for orderly growth, modification, and rehabilitation of the campus' physical plant. The Berkeley Campus Space Plan will provide both the basis for the continuous space planning process and the data for carrying out projects conceived within the guidelines of a Long Range Development Plan.

Chancellor Heyman has assigned a high priority to a comprehensive, multiphase effort to achieve these goals. The first two phases of this effort will produce a series of documents that will constitute the basis for the Berkeley Campus Space Plan. Phase I, The Campus Space Resources Survey, assessed the existing condition of space resources, evaluated their adequacy for existing programs, and suggested improvements. Phase II builds upon the results of the survey with in-depth studies of the problem areas identified under Phase I. The major activity of Phase II is to project the effect of anticipated programmatic changes of the next five to ten years on space needs. In addition to contributions by faculty and staff, design and technical experts cooperated in this Phase to evaluate the merits of alternate strategies for responding to identified current and anticipated needs. Phase II concludes with proposals for improvements to be implemented over time with assigned priorities.

The two phase effort requires the study of space resources needs of all academic programs and of support activities on the central campus and a number of peripheral and satellite locations. Vice Chancellor-Research and Academic Services George J. Maslach is the administrative officer responsible for the Campus Space Resources Survey and for development of the Berkeley Campus Space Plan and Capital Improvement Program. He is assisted by the Buildings and Campus Development Committee (Sami Hassid, Chair) in the study of all campus space with a special emphasis on academic units and academically related support activities. Nonacademic study areas are the responsibility of Vice Chancellor Robert F. Kerley, who has entrusted the organization of work in that area to Coordinator-Physical Planning, Dorothy A. Walker. The Chancellor's Physical Planning Group (CPPG) determines policy and monitors the progress of work in the various facets of the total effort. The CPPG is chaired by Chancellor Ira Michael Heyman and is composed of Dean Richard Bender, Assistant Chancellor Glen Grant, Vice Chancellor Robert F. Kerley, Vice Chancellor George J. Maslach, Assistant Chancellor Errol W. Mauchlan, Vice Chancellor Roderic B. Park, and Coordinator - Physical Planning Dorothy A. Walker, with BCDC Chairman Sami Hassid and Assistant Vice Chancellor-Facilities Management Gaetano Russo as resource persons.

For the survey of academic units under Phase I, buildings on campus have been grouped into geographical clusters roughly following the pattern of precincts introduced by Dean Richard Bender and the Campus Planning Study Group in the series Urban Design Studies for the Berkeley Campus (1979). The Phase I report on Humanities and Social Sciences is one of a series of reports intended to cover five academic precincts and a number of support activities. It studies twelve buildings in the Humanities and Social Sciences precinct. It was prepared by faculty and staff of the Buildings & Campus Development Committee, who also designed the procedure for the study. It is based on materials extracted from previous plans and studies, on reports obtained from building users as prepared by unit representatives and assembled by building coordinators, and on site visits and technical assessments by staff from the Department of Facilities Management and the Chancellor's Office, with assistance from the Conservation and Environmental Quality Committee and the Campus Planning Study Group. The present Phase II report on precinct 4, Humanities and Social Sciences, was prepared by a task force under the chairmanship of Dean Anne Kilmer. In carrying out this work, the support and hard work of a large number of individuals must be acknowledged. In addition to the policy and oversight groups mentioned earlier, they include the following contributors who participated in the study in various capacities.

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The following units' responses are well represented in the Pre- cinct 5 report or in the summary provided earlier, and require no further elaboration: Social Welfare, Aerospace Studies, Military Science, and Naval Science.	

STATISTICAL TABLES (see separate Supplement)

PHASE II - PRECINCT 4 RESPONSE

Humanities and Social Sciences

The task force on space needs for precinct 4 of the Berkeley campus (Humanities and Social Sciences) responded to its charge by soliciting responses from 46 units housed in the precinct. The task force requested information on current space needs and those projected until 1984-85. The 46 units are divided into (a) primary units such as academic departments offering courses of instruction, (b) secondary units, viz. ORUs, academic service units, and organized activities, and (c) units that lie outside the physical precinct but which relate closely to the Humanities and Social Sciences. These units were also asked to comment on the Phase I report relevant to their unit.

The Phase II report is based on the responses from the units surveyed, on information gleaned from Phase I reports, and on the task force's deliberations concerning problems in the precinct as well as problems in other Precincts pertinent to precinct 4.

The great majority of the 46 units in precinct 4 may best be characterized as frustrated with respect to the amounts and types of space now assigned to them. It is noteworthy that the only satisfied units, generally speaking, are the nonteaching ones - administrative units, academic service units, research centers and institutes. This same group often exhibits relatively comfortable furnishings and accommodations in striking contrast to those of academic teaching departments.

Since the task force felt the Phase I reports described existing space allocations and conditions as well as major problems in the buildings of precinct 4 adequately, it chose to concentrate on the problems of individual units in Phase II, with suggested remedies for individual buildings and for the precinct as a whole. Before looking at each unit in detail, the following general observations should be noted. The precinct lacks adequate regular faculty office space and office space for visiting faculty. Many

units have offices and personnel scattered in different buildings or parts of buildings; thus, there is need for consolidation of faculty, TA, and administrative office space. Office space for emeriti and phased retirees is and will be needed; the task force recommends a uniform campus policy be developed for these problems. Graduate student workspace is lacking. What TA consulting space there is, is often unworkable and therefore little used. Storage space for microfilms, slides, film, maps, etc. is needed. Equipment space (duplicating machines, word processors, computers, etc.) should be increased. Expanding departmental library collections require more space; some consolidation and more supervision is required. Classroom scheduling is increasingly difficult, in part owing to erosion of classroom space for other purposes. There are serious security problems in large buildings. Lockable office-seminar clusters are needed for many disciplines. Many requests for commons rooms for faculty and students are ignored. Fixed-desk classrooms are considered inadequate for many courses of instruction; more multi-purpose rooms are needed. There is insufficient faculty research space for special projects. The 1966 space and utilization standards are inappropriate to current needs in the Humanities and Social Sciences. The current classroom assignment system used by OAR is outmoded, rigid, and in need of computerization. The task force echoes Phase I's concerns over aesthetics and maintenance in most buildings. In some, lack of maintenance has created serious health hazards. The task force questions the propriety of permitting professors in some cases to occupy two offices because they are associated with a center or institute. An individual assigned a second office must be required to justify the extra space. A reexamination is needed of existing policies and practices regarding nonteaching units encroaching upon academic departments. Long-range plans should be developed to eliminate parking on campus.

Details of this report should be computerized in order to keep the study current as

administrative and programmatic decisions are made. This should include computer graphics to reflect renovations, new construction, and other structural modifications. If this were coupled with computerized assignment of classroom space, problems identified above could be resolved and eliminated.

SUMMARIES OF UNIT AND BUILDING RECOMMENDATIONS

DWINELLE HALL

American History and Institutions. The size and location of assigned space for American History and Institutions is considered ideal. The unit does not want to be moved.

Chicano Studies. Chicano Studies is one of several severely overcrowded Dwinelle units. They have a shortfall of three faculty studies, no space at all for five FTE Teaching Associates, and consequent doubling-up. The space requests they make are proportionately but not absolutely large (approximately 100%: 1,000 ASF).

The Chicano Studies Library is in Wheeler; it suffers from an overcrowded noisy study space, temporary and dangerous shelving, and poor structural conditions. This library seeks to serve a larger audience than its own unit and in order to do so requests a doubling of its space (by approximately 1,400 ASF). The library situation calls for an evaluation of its charter and the multi-library situation in Dwinelle. There is little doubt that Chicano Studies needs relief.

Classics. The Classics Department is, in general, satisfied with its location in Dwinelle. However, it requires approximately 850 additional ASF near the department for TA space, faculty offices and an equipment room. 300 ASF could be supplied by space now assigned to Classics elsewhere in Dwinelle's classroom wing (Rooms 43 and 354B). In addition, the

archaeologists in the Department should be provided with laboratory and layout space.

Comparative Literature. Since all faculty members of this department hold split appointments with other departments in the humanities, there is no reasonable way that all its faculty could be consolidated nearer the Department's administrative office on D level. The Department does need two more faculty offices for visitors, lecturers and associates, and these, as well as space for its TAs (now scattered about Dwinelle and Wheeler), should be located near the Department's main office. Also greatly needed is a chair's office near the main office as well as a multi-purpose extra room for giving of exams, etc.

The Oriental Languages faculty not associated with Comparative Literature should be moved to A level (after NES moves out) until such time that Oriental Languages faculty can be consolidated in a remodeled Durant Hall.

Educational Television. Educational Television currently occupies approximately 7,500 ASF in Dwinelle Hall which is the principal base of this unit's operation (serving all departments and campus agencies wishing to use TV, film, and audio-visual aids as part of instruction, or in administrative activities). An additional 2,400 ASF of space is assigned to Educational TV in various campus buildings as teaching laboratories or equipment space used in conjunction with large lecture halls such as PSL, and as relay points for buildings connecting to the campus TV and data cable network. Generally, the amount and type of space assigned to Educational TV has been adequate during the past five years. Since upgrading ETV's production capability to professional quality color, and the increase of portable, lightweight viewing equipment and additional student TV viewing facilities in the Spring of 1980, there has been an unprecedented demand on the facilities and space. Conditions are becoming more congested as student and faculty use rises. Additional individual and group viewing facilities in Dwinelle Hall

and across the campus are required. The major need in the next five to ten years will be proper TV facilities within classrooms, study areas and laboratories as well as access points in buildings where equipment can be housed for deployment into teaching space as needed.

The systematic development of space for ETV's unit in Dwinelle Hall was designed to place it within easy access of teaching staffs. This department's main space requirements, particularly in Dwinelle, have been accommodated. The undeveloped space in Zellerbach Auditorium building was originally earmarked for ETV and the campus radio station. The completion of this facility never materialized owing to high costs. To relocate and reestablish the complex electronic systems from Dwinelle into this building would be costly. Depending on what gains could be anticipated for the campus which might be realized by such a move, relocating ETV could be accomplished. Whether or not relocation of ETV is practical in light of the total campus space plan, the Zellerbach basement area is a valuable, centrally located space resource, which could be developed if funds were available. So far as ETV is concerned, visibility and accessibility to facilities are key factors in continuing to adequately serve the instructional programs at Berkeley.

French. According to the Department's response, the D level space now assigned to the Department is adequate in every way. Thus, in the recommended move of Italian from E level to D level, the task force has planned for the same amount of space for French (approximately 6,714 ASF).

German. The German Department is satisfied with its location in Dwinelle but desires some change in the kind of space it has as well as some additional ASF. German wants better provision for a commons room with improved furnishings, a seminar classroom, space in Dwinelle for the ten TAs which now must be housed in Wheeler, and additional library space. Two more

faculty offices are needed for lecturers and visiting faculty.

It is recommended that German be shifted counterclockwise along the west corridor and given the space it needs, at the same time giving up Room 175.

History. The space occupied by the History Department is confined to Dwinelle Hall and includes, in addition to administrative and faculty offices, rooms for a faculty and student lounge, a department library, a small conference room, and storage rooms. All are fully utilized. The greatest single problem facing the Department is the shortage of faculty offices. The department has 53 faculty offices for 56.5 faculty FTE; in addition it has 10 emeritus faculty, two of whom continue to use their offices. In the past the problem has been handled by using offices freed by those on sabbatical or other leave but this will not continue to work as more faculty remain in Berkeley and use their offices during sabbaticals. It is hoped that the consolidation of research and administrative units will free space in Dwinelle and a proportionate amount of this space will be allocated to the History Department.

At the moment, however, the needs do not appear to be as pressing as those in other departments. However, one faculty member is housed in Doe Library in a room required by Art History. It is recommended that the Philosophy Department occupants in Rooms 3112 and 3116 be relocated to Moses when it can provide offices for them, and after the adjustment on D level is made, History be assigned Room 30 (after Dramatic Art releases it).

Italian. In general, the Department is pleased with its location in Dwinelle. Although the Department has requested a lounge and more storage space, the space now assigned to it appears adequate. Because of pressing needs on E level, it is recommended that Italian be moved to D level after South and Southeast Asian Studies has moved out.

Language Laboratory. The function of the Language Laboratory involves provision to students in language and related fields of recorded lessons and electronic listening facilities, as well as the necessary production, duplication, and maintenance to sustain these. Secondly, the Laboratory shows visual materials related to language-teacher training, provides recorded materials on literature, stores recordings of rare languages, and in the absence of an audio center, provides an archive of lectures, speeches and poetry readings for various campus organizations. In cooperation with the Educational Television Office a cooperative system for the storage and circulation of videotapes essential to English as a Second Language have been made more efficient.

The Laboratory occupies 6,912 ASF in Dwinelle Hall consisting of six laboratory classrooms and several rooms, cubicles, and closets. The problems confronting the laboratory have mainly to do with the conversion to more modern equipment and the maintenance of Dwinelle Hall which, at least in the area of the Laboratory, appears dirty and in poor repair. The ventilation system in Dwinelle is not only ineffective and unclear but also causes noise interference with various functions of the Laboratory. There is also a serious leak problem within the Laboratory's area.

Linguistics. The most pressing need of the Department is for a phonology teaching laboratory, a subject of almost yearly request for capital improvement. Other space is required for more efficient use of the duplicating machines, computing terminals and a printer. The Department would willingly consolidate its library with that of another department since present security conditions are not good, but would prefer that the freed space be used as a Department classroom.

Expansion of the Phonology Laboratory into the enormous (and largely unused) men's room on C level is suggested by the precinct 4 task force.

Native American Studies. Native American Studies requests more than doubling its present faculty space (by 600 ASF) in order to house a variety of projected faculty. Even with the present faculty, this Department may be the most crowded in the building. NAS currently has no Teaching Associate space for a projected 3 FTE. The total staff space request is for an additional 1,100 ASF over the current 1,100 ASF.

In addition, Native American Studies has special space requests. It is asking for another 668 ASF for the library in order to meet General Library guidelines, and a modest amount of space is needed for counseling students, a video laboratory, and housing journals.

The total requirement comes to 2,200 ASF or a doubling of assigned ASF. There seems to be a serious need, but its magnitude must be further reviewed based on continuing workload as well as policy concerning library needs.

Near Eastern Studies. The location of the main portion of the Department of Near Eastern Studies along the west and north corridors of A level is exceptionally poor not only because there is not enough space to house all members of the Department, but also because the ground floor presents serious security problems. The NES corridor is a flow-through space awash with lost students, the general public and thieves. Other NES (faculty and TA) offices are in the classroom wing on two different floors or clear across campus in 2241 College, a deteriorated wooden building.

Administrative and equipment space is disturbingly overcrowded and congested; no reception area exists. There is inadequate space for visitors, research (especially for the archaeologists and faculty with computer projects), and the slide collection. The Departmental library is undersized and overcrowded and cannot be used by students or faculty in the evenings or on weekends. The existing type of office space (small rooms lined up along narrow

corridors) is educationally improper for the kind of work faculty and students must do (i.e., consult many large volumes and numerous reference works at the same time or handle objects and slides). Contiguous lockable suites with workroom space and seminar space are what the Department needs.

It is recommended that NES be removed from the level A corridor. Faculty should be consolidated, if not in another location in Dwinelle where cluster offices (lockable) may be found, then in another building (e.g., Evans Hall) where such suites of rooms are feasible and where lab and lay-out space would be available.

Oriental Languages. In Dwinelle, Oriental Languages occupies five (separated) faculty offices. Ideally the Oriental Languages faculty should be relocated in Durant where the Department is located. It is recommended that, until such time as the first floor of Durant is remodeled to accommodate these five Oriental Language faculty members, five (or more) offices on A level be assigned to Oriental Languages (after NES moves out).

Rhetoric. The Department wants moveable classroom chairs in assigned classrooms. It would also be desirable to have the assigned lounge and library rooms connected by a sliding door (some renovation to the History TA room would be required).

Some trading of space on B level is recommended.

Scandinavian. This small Department seems satisfied with its location in Dwinelle (A level). However, it sorely needs additional space for library holdings, TAs, Associates, and a commons room. The request amounts to about 450 ASF. Two faculty members not now in contiguous space should be moved to the same corridor.

The task force recommends the entire north corridor of A level be assigned to Scandinavian.

Slavic. The location of the Slavic Department in Dwinelle is an unfortunate one in that its space is divided between two wings and is on three separate corridors; between the wings are large fire doors and stairways. (The corridor separating Slavic from the Germans is known there as the Elbe, and the stairway as the Urals.) Space assignments to the Department should be shifted in order to consolidate the Department along a single corridor. TAs now housed in Wheeler should be brought back to the department, or as close to it as possible.

The present space assigned to Slavic is woefully inadequate. Slavic needs approximately 750 additional ASF for faculty offices, TAs, general use, equipment, visitors and emeriti. The Department stresses the difficulty it has obtaining appropriate classroom assignments, and pleads for the return of space to classroom use.

The task force recommends that Slavic release its space in the classroom wing, and be compensated by space along the east hall, northeast corner and north hall of E level. A proper equipment room might be created for shared use with German and Classics on E level.

South and Southeast Asian Studies. SSEAS, the most recently created department in the humanities, is in dire straits. Faculty offices are spread all over Dwinelle on different floors and in different wings. The department desperately needs extra space, about 1,450 ASF, for faculty, students, administration and equipment.

The task force recommends that SSEAS be relocated to another building (Evans Hall preferred), together with the Center for SSEAS (now housed in Stephens Hall). If this cannot be arranged, the Department should immediately be provided with additional offices along the 4100 corridor or D level, or approximately 1,100 additional ASF. Faculty from other departments (History, Oriental Languages, and French) now in that corridor would, mutatis mutan-

dis, have to be moved elsewhere in Dwinelle.

Spanish and Portuguese. A small storage area is needed in Dwinelle for this unit. Possible future needs, should the campus acquire a Hispanic Medieval Seminary, would include one additional faculty office and 750-1,000 square feet of space for the new institute (not necessarily in Dwinelle).

In connection with the recommended move of Italian to D level, some adjustments in Spanish's room allocation on D level would be necessary.

Summary

"There is no joy in our halls." This quotation expresses the feelings of all but three units in Dwinelle; the exceptions are the Departments of French and Italian and Educational TV who are happy and satisfied in their locations and with their existing space.

All other units have urgent and pressing problems that range in degree and kind from lack of regular faculty offices to overflowing departmental libraries and unhealthy air or temperature control.

The problems listed in the introductory remarks affect precinct 4 in general, but all exist to an extreme degree in Dwinelle Hall. While buildings such as Barrows, Wheeler and Durant have problems, Dwinelle has the most and the worst. The building is overstuffed and ready to burst its seams. Students rarely have a place to sit, and faculty rarely have a place to gather with each other or with students. Many faculty are dispersed throughout the building or must be in other buildings for lack of space in Dwinelle. Many TAs affiliated with Dwinelle departments are provided desk space in Wheeler or in Dwinelle's classroom wing. Some professors are forced to share offices with TAs, visiting faculty, and RAs. Many faculty teach in their offices for lack of classroom availability. Old fashioned, fastened-down desks are unsuitable for many classes,

while seminar table rooms are frequently impossible to obtain.

Dwinelle's problems, as defined clearly by the units themselves and as analyzed in the summaries, can definitely not be solved by the trading or shifting of space now available to the resident units. It is essential that at least approximately 7,000 ASF be cleared and reallocated to existing units as an initial step. Thus the task force recommends major moves of units from the building. These adjustments are intended not only to alleviate existing problems in Dwinelle but also to assist in helping other buildings (Dwinelle Annex, Durant and Stephens) to begin to solve their problems. Concrete suggestions for relocations and expansion in Dwinelle have been submitted by the task force and can be found in the full text of the task force report.

DWINELLE ANNEX

Dramatic Art. A specific proposal for renovation of Dwinelle Annex has been formulated. The entire building should be assigned to Dramatic Art, and the oversized, inadequate, badly-lighted library in Dwinelle released. A lounge or green room is badly needed.

To begin the renovation it is recommended that Subject A and miscellaneous faculty offices be moved to Dwinelle A level as soon as it is vacated by NES. At some later date, Subject A and English as a Second Language could be consolidated in Room 111 Wheeler.

Subject A. The present space for Subject A is well located and adequate, although subject to periodic overcrowding. Remodeled offices in Dwinelle Annex would be needed to provide more consultation space. Subject A and ESL (currently in T-2241) should be in the same location. Until this is possible, Subject A should be moved to Dwinelle A Level after NES vacates. (Subject A and ESL should ultimately be consolidated in Wheeler.)

DURANT HALL

Oriental Languages. Oriental Languages offers courses on the languages and literatures of China, Japan, Korea, Tibet, Mongolia, and Inner Asia. The greatest space problem confronting the Department is shortage of offices in Durant Hall. Not only is there no room for expansion, but there is presently inadequate space to house the many lectures responsible for the beginning courses of Chinese, Japanese, and Korean. A partial solution would be the remodeling of the east side of the main floor of Durant Hall (Rooms 101, 103, and 105) to allow for the construction of new offices. Otherwise the Department requests higher priority in the allocation of office space in adjacent buildings.

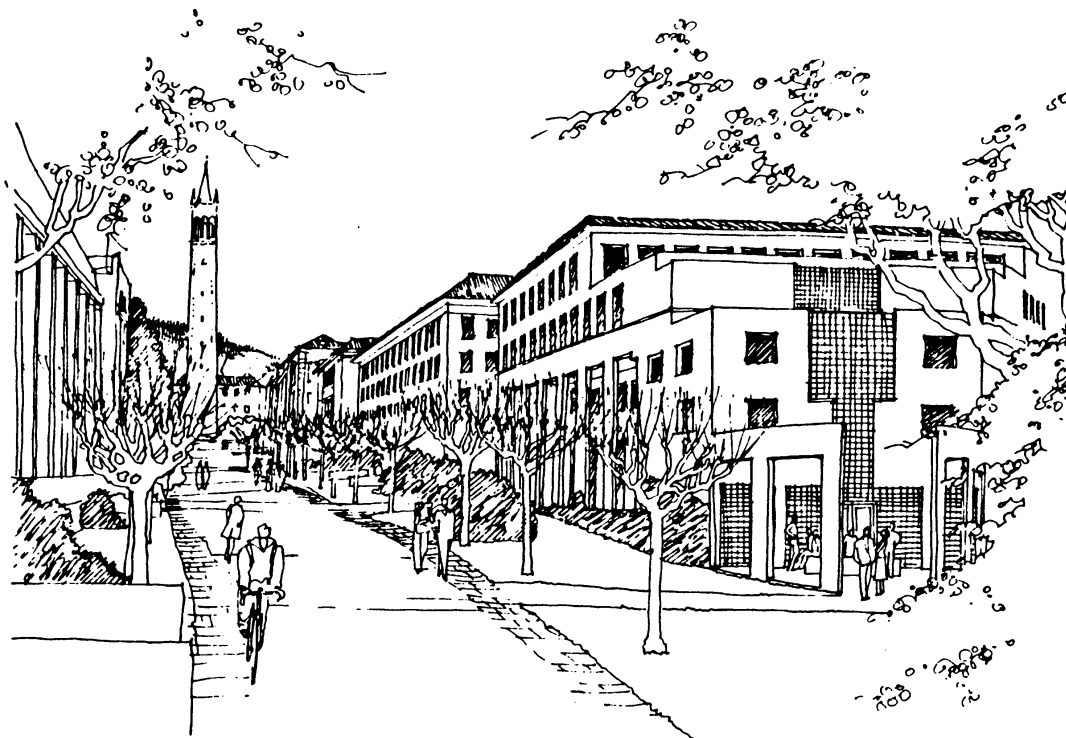
It is recommended that after NES vacates Dwinelle, Oriental Languages faculty now scattered about Dwinelle, and any additional rooms needed by Oriental Languages, be relocated to A level until consolidation is possible in Durant.

The Department projects the need for about 1,350 additional ASF in Durant.

Summary

Durant is shared by the Department of Oriental Languages and the East Asiatic Library. Both have outgrown it. The Library is seriously overcrowded. There is no long term solution to the problems of the East Asiatic Library short of a new building large enough to house its collection which has now been scattered to include materials in the Biology Library and in Richmond. The last few years have witnessed the breakdown in the effectiveness with which one of the great collections of Oriental books can be used. To make room for more recent acquisitions, large numbers of primary sources in Chinese and Japanese - essential to faculty and student research - have been removed from Durant Hall.

The problem of the Oriental Languages Department is largely a shortage of office



PROPOSED DWINELLE ADDITION

space. In the next few years this will become critical with respect to faculty FTEs as new appointments are made while offices remain in use by emeriti and those who have opted for phased retirement. Presently there is not enough room for the many lecturers and associates responsible for much of the instruction in the first- and second-year Chinese, Japanese, and Korean language courses. Even with restricted enrollments, the growing popularity of these languages indicates that the courses will for a long time to come require a large number of sections. Yet even now those required to teach the sections have inadequate room for preparation and student consultation. Some have to share office space with administrative staff in the

Department office. Room for visitors is out of the question - an embarrassment given the growing number of programs with the People's Republic of China. A possible solution to the problem of office space would be the renovation of the east side of the main floor of Durant Hall. Additional offices are needed for two new faculty FTEs and room for the three faculty FTEs and two lecturers now in Dwinelle. Two other offices will be required for emeriti or faculty on phased retirement. This adds up to a total of about 1,350 square feet. A design which emphasized utilization of Rooms 101, 103, and 105 Durant for offices and TA rooms should contribute to an effective solution to the space problem in Oriental Languages. Such a design was

used effectively for Room 106 Durant in the past.

WHEELER HALL

Career Planning and Placement. CP&P is asking for consolidation of its scattered locations. The current space assigned in Room 111 Wheeler poses a number of problems. It is overcrowded, lacks privacy for advising, is poorly ventilated and badly lighted in certain areas.

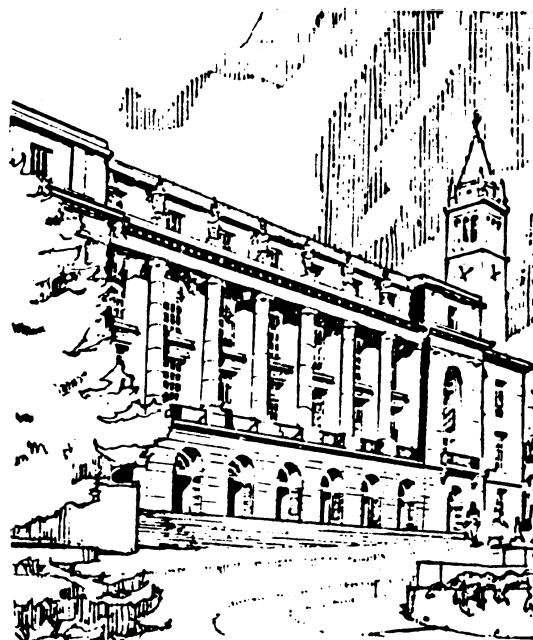
With proper renovation, Room 111 Wheeler would be excellent for Subject A and ESL. It is recommended that CP&P be relocated elsewhere than Wheeler.

English. The Department needs an additional office for a new journal operation (Representations). The Department will attempt to provide the space from within its existing allocation, but may not be able to do so without doubling faculty or removing emeriti.

English also requests more seminar rooms in Wheeler. Earlier discussions by English representatives led to the following ideas for alterations. Fold-up benches should be installed in the corridors to allow student seating (on floors 1, 2 and 3). TA offices in the north corridor of the second floor should be converted into seminar rooms and 100-150 seat classrooms and the TAs moved to Rooms 100, 200 and 210. These rooms can revert to classrooms when the TAs are eventually reassigned to Dwinelle Hall. A lunchroom should be established in the basement. Balcony doors on the 4th floor should be replaced, and lighting in all corridors and in Room 322 should be improved. Adequate security is needed on weekends. A deck above the auditorium roof should be constructed for use as a roof terrace.

Sponsored Projects Office. According to SPO its offices are adequate, but they will eventually need increased storage space.

Summer Sessions. This unit would like to be moved up to the first floor of Wheeler.



WHEELER HALL

The space they now have is adequate but the location does not make them visible enough. The only equivalent space is that now occupied by the Chicano Studies Library. If, with the adjustments recommended for Dwinelle, there were enough space for the Chicano Library to adjoin the Department, it would be desirable for Summer Sessions to move to the first floor of Wheeler.

Summary

Wheeler Hall houses three self-contained units - the English Department, Summer Sessions and Sponsored Projects. The other units assigned to the building are spill-overs. Some are from their home base of Dwinelle Hall, i.e., TA offices for Comparative Literature, French, German, History, Linguistics, Native American Studies and Slavic Languages, and the Chicano Studies Library. Career Planning is scattered among four locations; 111 Wheeler is one of them. The Buildings and Campus Devel-

opment Committee, part of the Chancellor's Office, occupies Room 120, a converted classroom.

Sponsored Projects has requested a storage room of 150 square feet. There are windowless offices in the basement of Wheeler that are better suited for storage than offices and one of those might be assigned to Sponsored Projects.

Career Planning and Placement should be consolidated in one location instead of its present four, and Room 111 Wheeler should be assigned to Subject A and ESL.

There are 24 general assignment classrooms and one seminar room (which the English Department created from within its space) in Wheeler, varying in capacity from 20 to 60 students. As noted in the Phase I report, they are in need of paint and patching, wall outlets and light shades. There is a shortage of both seminar rooms and large (100-150 seat) classrooms in Wheeler as well as on the campus as a whole. The fire code has limited the large corner classrooms which previously had a 100 seating limit to 50 students. TA offices in the north corridor of the second floor should be remodeled into classrooms of varying sizes (seminar and 100-150 seat capacity) and the TAs moved to Rooms 100, 200, and 210. When those TAs are eventually reassigned to Dwinelle, the rooms can revert to classrooms or they can be assigned to fill other outstanding needs such as undergraduate study space, additional space for a new journal to be housed by the English Department, small offices for visiting faculty and emeriti, or temporary faculty research space for special projects (these would all require construction within the space). The space the TAs now occupy is ill-suited for student consultation and the space is generally ill used.

As noted in the Phase I report, there is a security problem in Wheeler because of the heavy use of the auditorium and classrooms on weekends and evenings. Classes should not be assigned to the building on weekends unless adequate security is provided.

Toilets are not sufficient for the numbers of female students using the facilities, nor are they properly maintained during the day. Both a daytime custodian and expanded toilet facilities are needed. The huge basement men's room should be converted to two - a men's toilet and women's toilet.

The elevators break down with regularity, making the second floor classrooms inaccessible to handicapped students.

MOSES HALL

Institute of Governmental Studies. IGS is planning to seek approval to build a small extension to Moses Hall. Since IGS should not encroach upon space of the Department of Philosophy, there is no objection to the new construction under consideration. It is naturally hoped that any new space resulting would provide additional space for other units in the building.

Philosophy. There is a lack of cubicles (which permit privacy for consultation) for TAs. These could easily be installed in Room 301 Moses, which now serves as the TA room. The Department has requested that Room 301 be remodeled for this purpose since there is no other appropriate space available in the building.

No adequate accommodations for emeriti exist at the present time. Two Philosophy faculty members reside in Dwinelle. It is recommended that two additional faculty offices be made available for them in Moses.

Summary

Moses Hall, owned by the ASUC until 1959, is at present occupied by three major units, the Department of Philosophy, the Institute of Governmental Studies, and the Institute of International Studies. Together the three units use 93% of the assignable area. The rest is used by other units such as the Chancellor's Office, IEAS, Systemwide Administration, Sociology, and TIES, each of which maintains one room in the building. There are also four emeritus offices.

On the whole Moses Hall seems to serve its occupants well and they are generally satisfied. Maintenance is rated good in this building. Fire and life safety, structural safety, and utilities are rated fair but accessibility is rated poor.

The main problem, as elsewhere, is lack of space. After many years in Moses Hall, the Department of Philosophy has still not found accommodation for two of its professors whose offices remain in Dwinelle Hall. Some of the offices available for faculty seem inadequate and there are no offices for recent emeriti and for expected future appointments. The teaching assistants of the Department occupy Room 301, which is spacious but unsuited for consultation or study.

Both IGS and IIS are planning large scale expansion. IGS has not submitted a Phase II report on its current and future space needs, but the Phase I report indicates that the Institute considers itself "hampered by space limitations." IIS, which has 81 offices with 15,587 square feet (22 of these in Moses Hall), projects an expansion to 88 offices with 16,412 square feet.

In considering space planning in Moses Hall it is important to recall the old long standing campus rule that only teaching departments should occupy central campus buildings. Moses Hall, in fact, possesses an ideal location for teaching purposes. Nevertheless, of its three main occupants only Philosophy is a full teaching department. IGS does not engage in teaching and IIS, for the most part, only coordinates teaching carried out by other departments. A natural space solution would be to relocate IGS or IIS or both into buildings off the central campus. Such a move would probably be easiest for IIS which already conducts most of its operations from outside Moses Hall.

There are two possible conversions for Room 301. The simpler and cheaper one is to install cubicles for the teaching assistants. The second, a more ambitious and more useful conversion, would involve the

transfer of the TA office to some other room, the installation of an extra staircase for fire safety and the transformation of Room 301 into an auditorium for Philosophy classes. (There are, at present, no classrooms in Moses.) Another more complex solution would be the installation of a mezzanine floor in the space of Room 301 and the construction of new faculty and TA offices.

STEPHENS HALL

Academic Senate. "The Secretariat of the Academic Senate serves as support staff to the Berkeley Division and Statewide Committees of the Academic Senate...including consultation concerning Divisional and Statewide Senate procedures, By-Laws and Regulations, relationships between the Senate and other agencies (e.g., Campus and Statewide Administrations, other Divisional Senates, various offices in Sacramento, ASUC/GA, the press)...Senate structure and responsibility undergo constant change and fluctuation in response to external forces (e.g., conversion to a Semester System, new assignments for the Committees on Faculty Welfare, various Federal and State legislation, housing various Statewide Senate Committees and the Statewide Senate Office)."

The occupants state that although present facilities are adequate, problems with heating, leakages, and other structural problems exist (as outlined in Phase I).

Because of the involvement of some 300 faculty members serving on Berkeley and Statewide Senate Committees, it is essential that this office remain centrally located.

There may be some increase in faculty and/or staff FTE as changes in Senate responsibilities occur, which could in turn, result in the need for increased space.

Professional Development Program. "The Professional Development Program operates an outreach, affirmative action program functioning at three educational lev-

els - High School, Undergraduate, and Graduate - serving some 500 students. All elements are closely related and there are no distinct sub-units which can be physically separated."

The current report is based on previous documents, with the notation that "as of July 20, 1981, PDP has been given the additional space it needs."

Teaching Innovation and Evaluation Services. TIES is satisfied with its space and location and does not wish to move.

Office for History of Science and Technology. This unit's mission involves teaching and, more particularly, research in the interdisciplinary area specifying its title. Its space has recently been increased slightly, but it continues to request a modest amount of additional space for its activities.

Summary

Basically, the present space allocations in Stephens Hall seem to be functionally acceptable, with the exception of the Institute of East Asian Studies, "which expressed a desire to move elsewhere, not from dissatisfaction with the location and nature of its space, but because greater importance is given to consolidation of its scattered activities at one site."

Overall, Stephens Hall houses a collection of seemingly disparate units, with little interaction among them - yet they are desirably located for the users of their services because of its central location. The units are academically oriented, serving both faculty and students. Many units are within reasonable proximity to related units - e.g., the Library of the Institute of International Relations is located in Stephens, and the main offices of the Institute are across the courtyard in Moses Hall.

Several units share office equipment, such as copiers and word processors.

The one unit which seems out of place in Stephens Hall and should be regrouped with the School of Public Health is the School's program in forensic science.

The structural deficiencies outlined in the Phase I report can only be re-emphasized in this statement.

SOUTH HALL

Library & Information Studies. The School currently has the use of all of South Hall proper (i.e., excluding the Annex), other than ground floor areas occupied by the Library School Library.

Utilization is close to capacity. Present projections include a slight increase in faculty office needs. There has been some discussion of reestablishing an Organized Research Unit for which new space would be needed. The School is ideally located in the Humanities and Social Sciences precinct and adjacent to the General Library. The only other campus groups with which the School has currently significant affinities are the Computing Center (in Evans, nearby) and the Media Center (in Tolman).

The South Hall location is ideal for the School. South Hall itself is adequate. Even if there were unanticipated increases in space needs, expansion into South Hall Annex could meet all foreseeable needs. Seismic strengthening should be sought. Urgent attention should be given to the exterior of the west porch, the ventilation of Room 207 offices, the roof, the elevator and the provision of handicapped access.

SOUTH HALL ANNEX

Center for Studies in Higher Education. The Center has occupied South Hall Annex since 1977. The Annex had previously been used by a dissolved Organized Research Unit associated with the present School of Library and Information Studies. The CSHE staff feel that the location perfectly suits their need since it is accessible and

central with handicapped accessibility as well. The Center's space went through substantial renovations and modifications at the time of their move. The CSHE does not anticipate any changes in the number of staff, visitors or space to accommodate them.

BARROWS HALL

Business Administration. In addition to housing its academic program for graduate and undergraduate students in Barrows Hall, the School of Business Administration includes or is associated with the following professional efforts - Berkeley Program in Finance, Center for Real Estate and Urban Economics, Business School Computer Center, Career Planning and Placement Center, Writing and Speech Program, and Center for Research in Management.

Overcrowding has resulted in loss of faculty, student and staff commons rooms, and a shortage of faculty study space with reduced efficiency.

This report is somewhat abbreviated, and refers to the details provided by the Barrows Hall Space Subcommittee in June 1981. Comments and observations included in the Phase I report should also be studied carefully in space allocation and alteration in Barrows Hall.

Units need to be regrouped, rather than scattered throughout the building, as detailed in the Phase I report.

With a significant planned increase of 38 academic FTE and 14 staff FTE, efforts are underway to fund a new building with support from private sources. The target date is five years hence.

Expansion plans include the following provisions: Major new facilities will include a library (20,000 ASF) and conference areas, (1,800 ASF). Substantial increases in existing facilities include provisions for instructional facilities (7,107 ASF), academic personnel (5,890 ASF), external affairs (1,000 ASF), and lounges and student rooms (2,000 ASF).

Center for Research in Management. The Center for Research in Management is an Organized Research Unit closely associated with the School of Business Administration. The Center's space was recently reduced by the transfer of part of Room 61 Barrows to the School. The situation at present is satisfactory although there is certainly no extra space available. However, in the coming years the Center expects to not only maintain current activities but broaden them.

Economics (Barrows and Evans). Now that Economics will likely not be consolidated in Evans Hall, its needs must be addressed in Barrows. Some of these needs can be solved without additional space; others may require an estimated additional 2,500 ASF.

The latter category includes 1,280 additional ASF for faculty based on the Department's projected increase of up to nine ladder positions between 1980-81 and 1984-85. The remainder is made up by more TA and computer-related space. (In this regard, it should be noted that Economics possesses - in comparison to other social sciences - a relatively large amount of "luxury space," such as conference, laboratory, lounge, and graduate student study space.)

Economics also presents suggestions that do not require space, but do require money. Redesigning and dividing rooms, repairs, etc. would make their space use more efficient. One of their major complaints is the fragmentation of space - a problem faced by other Barrows units and one that might be addressed in a comprehensive manner if a unit moves from the building.

Institute of Business & Economic Research. Because of limited space, IBER has been curtailed in accomplishing its "mission to facilitate the research activities of the members of the Berkeley faculty in the area of economics and business administration and to assist in the training of graduate students in the same areas..."

The Center for Real Estate and Urban Economics and the Research Program in Finance are developing into permanent units with expanded programming and should have their own space to free the Institute's space to meet its other future needs. Space should be available to accommodate a modest program for visiting scholars.

The Institute seems to be oriented primarily toward academic efforts, and therefore on-campus space may be justified. The strength of the future relationships between the Institute, the School of Business Administration, and the Department of Economics is not yet sufficiently clear. If a new building is provided for Business Administration, IBER may or may not remain in Barrows.

Expansion plans project that by 1984-85 there will be an increase of 9 paid academic FTE, 4 staff FTE, and 7 unpaid academic participants, plus an increased need of 1,400 ASF, including accommodation of word processing equipment.

Institute of East Asian Studies (Durant, Dwinelle, Stephens, Barrows). The Institute is responsible for promoting and coordinating interdisciplinary research on subjects relating to East Asia and has thus amalgamated earlier programs including: the Center for Chinese Studies (founded in 1958), the Center for Japanese Studies (1961), the Center for Korean Studies (1979), the Group in Asian Studies (1975), and the Stanford-Berkeley Joint East Asia Center (1973). But the Institute's inability to consolidate its space (which presently ranges over four separate buildings) seriously impedes the accomplishment of its main mission. If possible, space should be made available in Evans for this purpose.

Political Science. The needs of Political Science for an additional 1,700 ASF over a current 13,500 ASF arise from an extremely large and apparently growing undergraduate program (920 majors). As with Sociology, this request was already reduced down

from an earlier, larger request. The bulk of the request is for 500 more ASF for TA offices and 500 more ASF for administrative staff and its files. There is also a request for three additional faculty offices.

Political Science's fate depends on the collective fate of Barrows. Given the relatively modest request compared to an apparent need, some relief is in order.

Sociology. Sociology's request for additional space -2,700 ASF over a current 11,000 ASF -includes only 640 ASF for an additional projected four faculty. The bulk of the new space is to meet needs that the Department feels are extremely critical for its graduate program: a computer laboratory, a library-study, and more office space for TAs, RAs, and graduate research.

Part of that need might be met, it suggests, by renovating some current space, but at least a few additional rooms and renovation funds will be required.

(The request from Sociology, it should be noted, - as in the case of Political Science - was reduced as a result of negotiations in the Barrows Hall Space Subcommittee.)

A suggestion has been made that Sociology move to Evans. Without a poll of the faculty, it is impossible to state definitely the Department's position, but the chair believes that unless - or even if - the move yields a substantial increment in space, the faculty are likely to resist.

Summary

The major problem in Barrows Hall is lack of space. All the resident units complain of problems arising from space shortages - cramped administrative space, absence of studies for expected growth of FTE, lack of adequate general-purpose space such as seminar rooms and labs.

Business Administration's needs and requests are the greatest. With an expand-

ing student body, faculty, and supplementary management programs, it is clearly at a disadvantage in comparison with other business schools. The Institute of East Asian Studies has also requested a great deal of space, in part to consolidate its operations now scattered in four buildings and in part to house visiting faculty, staff, and an expanding library. Sociology's requests focus on space for graduate students and the graduate program, such as a computer laboratory and a library-study. Political Science's more modest requests stem from the need to house staff and assistants serving a huge undergraduate program. Finally, Economics has turned its attention back to Barrows with a request for space largely to house expected new faculty.

When it appeared that Economics was moving to Evans Hall, a solution was available. The Barrows Hall Space Subcommittee's report of May 1980 partitioned and consolidated the space Economics was expected to vacate, and this was the basis of the "negotiated" space requests of the remaining departments. That plan now appears unworkable.

Were it possible to move one of the smaller Barrows units to Evans - IEAS or Sociology - and assuming no new unit were moved into Barrows, that vacated space could be used temporarily to ease the stress. (A bureaucratically efficient and arbitrary plan might be to assign Economics a bit of the vacated space and then to prorate the allocations of the May 1980 plan. It would still be necessary to trade rooms around in order to make efficient use of the space.) Business Administration could expand in the basement into IEAS space and yield some to Political Science, which could in turn yield its fourth floor space to Sociology. The task force urges consideration of such a step. In addition, almost everyone finds Barrows Hall a dismal building. Climate control is a disaster, maintenance is poor, security is questionable, and the layout is depressing. It is inhospitable for

staff and intellectual endeavor. Although fundamental changes perhaps cannot be made, a major investment in repair and redesign (i.e., for semi-public spaces) would probably achieve significant improvements.

Along these lines, the various units in the building have made recommendations for restructuring their space so as to increase the efficiency of its use.

ART GALLERY

Police Department Bicycle Bureau. The PDBB is a service unit whose purpose is to develop programs to regulate the safe use of bicycles, mopeds and skateboards on campus for users and pedestrians.

Space is adequate for current needs, but increased storage space may be needed for confiscated bicycles.

Complaints of occupants are as follows. The area is always too cold, lighting and wiring are inadequate, there is no custodial service and there are no restrooms.

The Phase I report reveals that the Art Gallery now houses active files, used daily, for several units located in the vicinity, in addition to the Bicycle Bureau. Consideration should be given to proper utilization of such prime, central campus space, especially in the light of overcrowding of academic units in nearby buildings and comments and recommendations in the Phase I report.

Active files should be regrouped with the units to which they belong, for efficiency and productive use of staff time. Methods of storing permanent vehicle registration files should be considered, e.g., microfiche, to reduce space required for such records. Renovation, as described in the Phase I study, could permit more constructive use of this space.

Services provided by the Bicycle Bureau will probably increase as parking in and around the campus decreases. Therefore, proper planning at this time is in order.

CALLAGHAN HALL

Aerospace Studies. No request for alterations or additional space has been made.

Naval Science. Space is adequate for present needs.

DOE LIBRARY

Art History. The Department's location in Doe is ideal. Art History needs a lounge (250 ASF) and suggests Room 413 or part of the Library's staff lounge (Rooms 424-432) for this purpose. Two emeriti offices will be needed in the future if two remaining FTE positions are filled. Storage space is needed (200 ASF). The slide collection should expand into Room 307 which would necessitate a door being cut. The photographer's darkroom (240 ASF) should be moved from Kroeber to Doe or Moffitt. A TA office (250 ASF) is needed in Doe or Moffitt. Finally, the photo archive needs expansion (space is available behind the elevator in Moffitt).

TOLMAN HALL

Education. The School of Education would like the following changes: return of Room 2519 to its original status as a staff lounge (presently is used as a classroom by OAR), improvement in ventilation in Rooms 5634, 5638, 5642, and 5648, expansion of computer facilities and more space to house research groups.

Psychology. Large classrooms are lacking in Tolman Hall to accommodate the present student enrollment patterns. There exist only limited human and animal laboratory facilities. The latter are substandard according to the detailed report submitted. Ventilation in the animal quarters still needs to be improved.

CAMPBELL HALL

Division of Special Programs. The Division of Special Programs, housed in Campbell Hall, gives a number of courses (with enrollments exceeding 100) using audio-visual materials not only as aides but indeed as the very content of the course. Classrooms with facilities for film and video-playback are often given to courses in Journalism. Although more rooms in Dwinelle have been equipped, the demand for these rooms will exceed the ability of the Educational Television Office to accommodate those who need them for instructional purposes. Just as important to the program is the very pressing need for 360 ASF of space for temperature-controlled storage of the Division's film library. It is suggested that assignment of storage space for Educational Television and DSP be considered for a remodeled Zellerbach basement.

2607 HEARST

Graduate School of Public Policy. This unit is one of the few in precinct 4 that is wholly satisfied with its space. As the Phase I report and the Graduate School's own response to our survey indicate, this beautiful building is well suited to the program's needs. It is, in fact, the kind of facility that many programs ought to have. The unit has requested assistance in repairing the roof and with other maintenance needs, requests with which the task force concurs.

HAVILAND HALL

School of Social Welfare. The School of Social Welfare indicated to the task force that they "really have nothing to say" on the matter. It is assumed that the School has adequate space at the present time and does not need additional space in the foreseeable future. The Phase I report, however, describes a number of space deficiencies as regards the School's programs.

HARMON GYM

Military Science. Military Science is unable to provide information at this time because they expect to be relocated into new quarters in the Harmon Gymnasium next year. Their present space is understood to be generally adequate.

CONCLUDING REMARKS

Based on the responses received from the forty-six units surveyed for the Phase II report of the Berkeley Campus Space Plan, it is apparent that the projected additional space needed for precinct 4 is 71,593 ASF. This figure is detailed in the table included with the full task force report, and includes an additional 1,350 ASF for Oriental Languages not entered in that table. (Units closely related to the Humanities and Social Sciences but residing in other precincts project a need for 3,225 additional ASF.) Only a relatively small portion of this need is considered deferrable. This means that most units ought to have a significant increase in assigned space now.

Solutions recommended for precinct 4's grave problems by the precinct 4 task force fall into four categories: (1) relocation of major units from one existing building to another; (2) adjustments and exchanges of existing space assignments within buildings; (3) construction of additions to or renovation of existing buildings; and (4) construction of new buildings. A further analysis of the aforementioned four points follows.

(1) For Dwinelle, the recommended removal of NES and SSEAS (to Evans Hall) would release approximately 7,000 ASF. While this amount falls far short - by approximately 10,000 ASF - of the projected space needs, it seems a reasonable and workable beginning at relieving the unacceptable and unconscionable crowding in that building. For Barrows, the recommended removal of IEAS (to Evans) would release about 4,000 ASF for reassignment to other units now in

Barrows. This would provide a barely noticeable portion of the 47,525 ASF additional space needs projected. This latter figure includes the space requested by Business Administration which it plans to have with the construction of a new building. Until that building becomes a reality, the relocation of IEAS out of Barrows would provide at least some relief. For Wheeler, the removal of Career Planning and Placement to another location would permit Subject A (now in Dwinelle Annex) and English as a Second Language (now in 2241 College, which should be scheduled for removal or demolition), to be consolidated in Room 111 Wheeler. CP&P should be consolidated elsewhere. In Dwinelle Annex, the suggested removal of Subject A (initially to Dwinelle A level and later to Room 111 Wheeler) would enable the renovation of the Annex to get underway.

If at a future time new or remodeled space becomes available, provision should be included for the Anthropology Department; the Lowie Museum; an archaeological facility that could be shared by archaeologists in Anthropology, NES, Classics, and SSEAS; and additional lab space for that now lacking in Tolman (Psychology). Such a plan would relieve pressures now in Kroeber, permit the needed expansion of Lowie Museum, would remove academic units now in very substandard houses (Piedmont and College houses), and would develop the economy of shared laboratory facilities.

The task force hopes that the suggested relocation discussed directly above will be given serious consideration and that the Dwinelle, Dwinelle Annex and Barrows adjustments may take place no later than Summer, 1982.

(2) The adjustments and exchanges of space made possible by the relocations recommended under (1) have been described in some detail in the summaries for each building. While these adjustments will surely cause happiness in some quarters and perhaps discontent in a few, they would on balance be a step in the right

direction toward solving the serious problems of unconsolidated and overcrowded units and colleagues.

(3) The approved plans for the reassignment and renovation of Dwinelle Annex are to be lauded. This would permit Dramatic Art to release its (non-theater) space in Dwinelle, thus further relieving the overcrowding in that building.

The plan for an addition to Moses will assist IGS and possibly other units in Moses.

As the report on Durant Hall suggests, a remodeling of the interior of the first floor would enable all the Oriental Languages faculty to be consolidated in Durant and would help ease the pressures in Dwinelle.

The Art Gallery presents a special problem because it is structurally unsound; yet no one advocates its demolition. The task force recommends that, if possible, the interior be reinforced and redesigned, leaving the exterior murals and architecture intact. Toilet facilities should be added, and the building should be utilized either as an art gallery or assigned to the Music Department (e.g., for its gamelan) or to the Dramatic Art Department for drama and dance activities.

Other originally impressive rooms such as Howison Library in Moses or the Graduate Commons in Stephens are disgracefully neglected under the policy of "deferred maintenance." The Berkeley campus must improve maintenance in general and develop further the aesthetics of the campus.

(4) The task force supports the request of Business Administration for a new building of its own. As to the site, the area north of the Law School buildings appears preferable to that of Hearst Gym's west playing field since the campus should not lose more open space. (Though 2241 and 2243 College are candidates for demolition, the precinct 4 task force prefers to see these two houses moved and restored as "historic

houses," the last two remaining faculty homes of 100 years ago. According to oral tradition, Jack London used to read his stories aloud in front of the 2241 College fireplace.)

Not wishing to be accused of having an appetite for pie in the sky, the precinct nevertheless urges serious consideration of a new building for the Humanities, located in the Dwinelle parking lot. This building is envisioned as a low structure similar in concept to the Bechtel Engineering Center. It would provide underground parking, a Humanities Library, seminar rooms, graduate student commons, visiting professor and emeriti space, and a park-like terrace on the top. Such a structure would permit consolidation of many of the departmental libraries now in Dwinelle and would provide flexible space for students, visitors, etc. This new structure would go a long way toward giving some measure of visible vitality, prosperity and equity to the long-suffering and long-neglected humanities.

In conclusion, the members of the precinct 4 task force would urge that, unless new space can be provided in the very near future for the many overcrowded, poorly equipped and poorly maintained units in this precinct, some ORUs, academic service units, various nonteaching centers, and some administrative offices be removed from central campus locations. Priority for the central campus must be given to academic units that provide courses of instruction. It is obvious that a fair and clear campuswide policy on this issue has not been developed. It is also obvious that current space guidelines are wrongfully biased in favor of administrative services, to the detriment of academic staff and concerns. It is noteworthy that the guidelines provide 200 ASF for a dean (who may need only a desk, one table, a few chairs, a file cabinet and a bookcase) whereas a professor normally receives approximately 130 ASF (for a desk, two tables, two or more file cabinets, six to eight chairs, four to ten bookcases and a word processor). An L&S College advisor normally receives twice as much space as a

lecturer or teaching associate. A reexamination of priorities is overdue.

QUALIFYING REMARKS

Members of this task force have been asked to report on the allocation of space in their several units, and on their current and future needs. In some instances they have been given less than a week to compile the necessary statistics and to draft such a report. They have also been asked to consult as widely as possible with faculty colleagues and their students--during the last two weeks of July. These facts make it more difficult for us to discharge our responsibilities with thoroughness, especially since units in disciplines other than the Humanities have been given more time to prepare their reports.

Our feelings of frustration are intensified by the realization that the problems of crowding and inadequate facilities, which we have been asked to help solve, are in part the consequences of policies adopted previously by the campus administration. Several years ago, the Berkeley campus decided that the appropriate response to a formula for classroom occupancy suggested by the California Commission on Higher Education was to close classrooms (typically, middle-size lecture halls) that did not meet the formula. Teachers were thus put in the absurd position of being told there were no lecture halls available for their classes, when they knew that halls of the right size were standing empty and locked. We had to turn away students from our classes, while being the target of complaints that we were not teaching enough hours or enough students. (The decision to close classrooms was acknowledged by then-Vice Chancellor Christensen at a meeting of the Faculty of the College of Letters and Science.)

We have all witnessed the steady displacement of classrooms and instructional offices by non-academic administrative services and by research units of various kinds. Two large reading rooms in Doe

Library, eminently suited to use as graduate carrels (the need for which is well attested in the recent reports by many departments in Precinct IV), now serve as administrative offices for the library staff. The splendid Room 11 in Wheeler Hall is now a split-level office; extraordinarily large corner rooms in Wheeler, which could be converted to several faculty offices, consulting rooms for TAs or Associates, or for the badly-needed seminar rooms that many departments cry out for, are now devoted to non-academic units.

If Goldsmith's Chinese visitor, or any unbiased eye, were to go from any of the drab, peeling, overstuffed corridors of Dwinelle Hall to the vast, carpeted expanses of some of those non-academic units, he could not avoid the implication that the University values the latter more highly: where thy heart is, there will thy treasure be also. Departmental reports are filled with plaintive comments on visiting faculty having to share totally inadequate, unventilated and unlighted offices, or office staff working amid noise and noxious fumes, of graduate students with no place to observe or participate in current research activities. The effect is demoralizing, and can only erode the belief in any community of shared endeavor and aspiration in the University. And the inference is hard to avoid that the administrative and research units are favored because they attract to the campus large amounts of grant money and its attendant overhead profits. Every teacher on the faculty knows, too, that one of the most implacable obstacles we encounter in our attempts to teach our regular courses, let alone in trying to introduce new modes of instruction, is the rigidity of the policies followed by OAR in assigning classrooms. The fundamental law is that a classroom is the possession of the department and courses that last held it. It becomes almost impossible, for example, to alter an instructional pattern for valid pedagogical purposes. The professional judgment of the teaching faculty is subordinated to the self-perpetuating needs of a bureaucratic procedure.

All of this might be amusing were it not for the fact that we are presently engaged in a burdensome accounting of spaces and their use, ostensibly to help solve problems many of which would disappear if only some of these self-defeating policies could be changed.

PRECINCT IV - PROJECTED SPACE NEEDS BY UNIT

PRIMARY UNITS	Location*	CURRENT		PROJECTED		SPACE NEEDS		
		No of Rooms	Alloc Sq Ft	No of Rooms	Reqr'd Sq Ft	No of Rooms	Proj Sq Ft	Type of Space
Afro-American Studies	D	16	2754					
American History & Institutions	D	2	347	2	347			
Asian American Studies	D	12	2555					
Chicano Studies	D/W	10	3100	18	4875	8	2342	5-Fac, 2-Stf, 1-Lib
Economics	B	58	13358	72	15964	14	2510	8-Fac, 3-TA, 1-Res, 1-Conf
History	D/W	77.5	14326	77.5	13865			
Linguistics	D/W	31	5658	35	6508	4	850	1-Fac, 1-Emerit, 1-TA, 1-Lab
Native American Studies	D/W	12	2493	24	4192	12	2237	4-Fac, 2-TA, 1-Stf, 1-Lib, 1-Conf, 1-Edit 1-Counseling, 1-Video
Political Science	B	76	16418	84	18302	8	1724	4-Fac, 3-Stf, 1-TA
Sociology	M/B	50	11374	62	13782	12	2741	4-Fac, 6-TA, 1-Lib, 1-Class
Dramatic Art & Theatre	D/DA/2401B	53	6872	53	39535			
Comparative Literature	D/DA/W	15	4512	18	4750	3	628	2-Fac, 1-Sem
English	W	95	24639	96	23837	1	350	1-Conf
Philosophy	D/M	31	8865	31	8865			
Rhetoric	D	34	5560	34	5715	--	50	Trade for a larger room
Subject A	DA	7	1542	8	1644	1	102	1-Stf
Classics	D	24.5	3787	29.5	4937	5	850	3-Fac, 1-TA, 1-Equip,
French	D/W	28	6714					
German	D/W	25	5459	29	6403	4	1505	2-Vis Fac, 1-Lib, 1-TA
Italian	D	12	2831	28	2861			
Near Eastern Studies	D	33	4548	39	6243	6	1701	5-Fac, 1-Lib
Oriental Languages	D/DA/Du/W	26	4194	26	4411			
South & Southeast Asian Studies	D	15	2519	24	3952	9	1433	4-Fac, 1-TA, 1-Stf, 1-Res, 1-Stor, 1-Class
Scandinavian	D	10	1607	12	1989	2	404	1-Fac, 1-Stf
Slavic	D/W	24	4300	28	5042	4	742	2-Fac, 1-Lib, 1-Stor
Spanish & Portuguese	D	25	5394	29	6769	4	1375	2-Fac, 1-Stor, 1-Res
Language Laboratory	D	30	6912	30	6912			
Aerospace Studies	C	10	2,255	10	2,173			
Naval Science	C	16	10165	16	10165			
Business Administration	B	178	46886	--	91300	10	39152	4-Fac, Conf, Class, Lib, Lnge, Staff
I.B.E.R.	B	9	2675	12	4084	3	1400	3-Res
I.G.S.	M	28	12990	39	15594	11	2238	9-Stf, 1-Conf, 1-Stor
I.E.A.S.	D/M/B/S	33	6664	53	9960	20	3303	14-Fac/Stf, 3-Stor, 1-Lib, 1-Com, 1-Conf
I.I.S.	M/S	81	9892	88	16182	11	1405	10-Stf, 1-Com
C.R.M.	B	4	2877	4	1603			
Library & Inf Studies	SH	45	12318	48	16545	3	1150	1-Fac, 1-TA, 1-Stor
Ctr Studies in Higher Ed	SHA	14	2103	14	2089			
Educational TV	D	20	7892	20	8086			

PRECINCT IV - PROJECTED SPACE NEEDS BY UNIT (Continued)

<u>PRIMARY UNITS</u>	<u>Location*</u>	<u>CURRENT</u>		<u>PROJECTED</u>		<u>SPACE NEEDS</u>		
		<u>No of Rooms</u>	<u>Alloc Sq Ft</u>	<u>No of Rooms</u>	<u>Reqr'd Sq Ft</u>	<u>No of Rooms</u>	<u>Proj Sq Ft</u>	<u>Type of Space</u>
T.I.E.S.	M/S	10	972	10	972			
Sponsored Projects	W	15	2335	16	2488	1	150	1-Stor
Summer Sessions	W	3	1022	3	1384			
Career Plng/Plcmt Ctr	W	11	2352	14	3651	3	1839	1-Stf, 1-Equip, 1-Stor
Professional Devel Prog	S	3	1589	--	1589			
Academic Senate	S	8	2237	--	2237			
Bicycle Bureau (Police)	A	3	1000	3	1000			
Graduate Division	S	1	1425	--	1725	--	300	1-Com
<u>SECONDARY UNITS</u>								
School of Public Policy	2607 H	27	7096					
Art History	Doe		39852		42677	8	2865	2-Fac, 1-TA, 1-Stor, 1-Arch, 1-Lnge, 1-Drkrm 1-Slide Rm
Psychology	T	290	57553					
Social Welfare	H	69	13885	No response				
Education	T	214	45659	No response				
Div of Special Programs	CH	18	3534	12	2445	1	360	1-Film Lib Stor

* D	Dwinelle Hall	Du	Durant Hall	2607 H	2607 Hearst Avenue
W	Wheeler Hall	C	Callaghan Hall	T	Tolman Hall
B	Barrows Hall	S	Stephens Hall	H	Haviland Hall
M	Moses Hall	A	Art Gallery	CH	Campbell Hall
DA	Dwinelle Annex	SH	South Hall		
2401 B	2401 Bancroft	SHA	South Hall Annex		

PRECINCT IV - PROJECTED SPACE NEEDS BY BUILDING

BUILDINGS WITHIN PRECINCT IV

BUILDINGS OUTSIDE PRECINCT IV

	<u>No of Rooms</u>	<u>Projected Sq Ft</u>		<u>No of Rooms</u>	<u>Projected Sq Ft</u>		<u>No of Rooms</u>	<u>Projected Sq Ft</u>
<u>DWINELLE HALL</u>			<u>BARROWS HALL</u>			<u>DOE LIBRARY</u>		
Chicano Studies	8	2342	Business			Art History	8	2865
Classics	5	850	Administration	10	39152			
Comparative			Economics	14	2510	<u>CAMPBELL HALL</u>		
Literature	3	638	I.B.E.R.	3	1400	Division of		
German	4	1505	Political Science	8	1724	Special Programs	1	360
Graduate Division	1	300	Sociology	12	2741			
Inst East Asian			TOTAL	47	46267			
Studies	20	3303				<u>TOTAL</u>	9	3225
Linguistics	4	850	<u>MOSES HALL</u>					
Native American			Inst of Governmental					
Studies	12	2237	Studies	11	2238			
Near Eastern Studies	6	1701	Inst of International	11	1405			
Scandinavian	2	404	Studies					
Slavic	2	742	TOTAL	22	3643			
South & Southeast								
Asian Studies	9	1433						
Spanish &								
Portuguese	4	1375						
TOTAL	80	17680	<u>SOUTH HALL</u>					
<u>DWINELLE ANNEX</u>			Library & Info Std	3	1150			
Subject A	1	102						
<u>WHEELER HALL</u>			<u>TOTAL</u>	158	72441	<u>GRAND TOTAL</u>	167	75666
Career Planning &								
Placement Ctr	3	1839						
English	1	350						
Sponsored Projects	1	150						
TOTAL	5	2339						

APPENDIX Responses from Surveyed Units

DWINELLE HALL

AFRO-AMERICAN STUDIES

We would like to express in the strongest words possible that the faculty of Afro-American Studies would prefer to remain as close as possible to the offices of the other Ethnic Studies Departments. The Departments share a common history, are in various activities together, such as Ethnic Fee and team teaching among others. In addition, the separation in terms of space might seem to many of our students to be a change in our commitment to the principle of Ethnic Studies.

AMERICAN HISTORY AND INSTITUTIONS REQUIREMENT

First, we feel that 29 Dwinelle serves the needs of the American History and Institutions Office extremely well, and we would very much like the Office to remain here. We are particularly pleased with the size and setup of the Office, and fear that relocating would eliminate our inner/outer office setup, which is essential for the functions of the Office. A large part of our function is to serve walk-in students. In the outer office students may discuss problems and receive advice from the secretary, pick up handouts on the Requirements, and wait for a conference with the Supervisor. The inner office allows the Supervisor to be away from the general noise of the outer office, and more importantly, to confer privately with students who have problems or individual petitions, and to discuss examination and AH&I Subcommittee matters out of earshot of students.

The Office requires considerable filing and bookshelf space for, among other items, catalogues from California and out-of-state schools, which are used regularly in advising students. We also require a large bulletin board outside the Office for post-

ing reading lists for exams, Berkeley course lists and other information which students may pick up when the Office is closed. Our present location is the right size for these needs; we do not believe we could get by with a smaller office. In addition, the AH&I Office should be located centrally, and near enough to Sproul that students requiring referral do not have unduly long distances to travel.

The present location of the AH&I Office is ideal, and we would like to see the Office remain here if at all possible.

ASIAN AMERICAN STUDIES

The two most outstanding and frequently mentioned space problems facing the Asian American Studies Program are: inadequate offices for its entire faculty and insufficient space to accommodate a fast growing library. Currently, no ladder rank faculty member has his or her own office; everyone must share an already small office with another member of the faculty. This situation has severely undermined our ability to fulfill our basic responsibilities in teaching and research. As the program adds more full-time persons to its faculty, the situation is bound to become intolerable. As for the library, the university is committed to make the Asian American Studies Library the center for Chinese American research in the U.S. and the library has been receiving archival materials throughout the nation. Our problem again is space -- we have no room even to store the materials and no adequate facility to make them accessible to the growing scholarly interest in the collection. Not only have we failed to fulfill our contractual agreement with the Chinese Historical Society of America, we are now at the point of having to turn back offers of valuable and historically significant materials.

The only way to solve our current space problem is to increase the amount of space allocated to the program. Minimally, every ladder-rank faculty member must have his or her own office. Lecturers

could share offices. Likewise, the library must be given additional space. Merger of the libraries in the Department of Ethnic Studies will release some space. But the first step is to move all of them into an adequate central location so that storage, reading and reference space could be shared. This task could be accomplished by some exchanges and remodeling.

CLASSICS

Our major complaint in educational terms is concerned with the location and the amount of space allotted to our TAs. We have 11 regular TAs per quarter and usually two extra TAs per quarter assigned to meet enrollments in beginning Latin courses. All teachers of beginning Latin, and especially those teaching self-paced Latin, meet a large number of students during office hours and by special appointment. Yet the space available is only 317 sq. ft. in two separate rooms far removed from each other and from the rest of the Classics Department. The TA offices should (like the TA offices of other departments) be located adjacent to the department itself, so that traffic between TA office and department office by students and TAs is simple and efficient. As it is, many students get lost travelling from one part of Dwinelle Hall to another. Further, TA office space should be on the order of 410-480 sq. ft.

This is not only a problem during the regular academic year, but also during the Greek and Latin Workshops of the Summer Session. Workshop personnel must use faculty offices for the summer, invading the privacy of the faculty and endangering the security of their possessions.

We do not see how we can improve the use of the space we have.

We see no possible improvement from sharing or from new approaches to remodeling or scheduling. Under the heading of exchange, we would gladly exchange Dwinelle 43 and 354B (our TA offices) for the same number of sq. ft. adjacent to the department.

New Space. 100-170 sq. ft. additional space for TAs

More space for faculty is needed because now that we have given the required space to three staff FTE and have returned 5228 Dwinelle to the Nemea Excavations project, we do not have enough space for regular and visiting faculty (not to mention Acting Lecturers and Instructors) without doubling up. When someone is on leave there is great pressure to assign that person's office to another faculty member or to a visitor, but some people on leave prefer to remain in residence and use their office (and this will be increasingly true as grant money grows tighter and as leaves become more widely spaced under the semester system). We need two or three additional offices over the next few years for regular and visiting professors and several offices for temporary faculty.

An equipment room is rather urgently needed for office machines as well as microfilm and microfiche readers, slide projector, screen, etc. At present the xerox machine is situated unhealthfully close to the Administrative Assistant, spewing its mixture of carbon and plastic into the air of her confined quarters; mimeo and ditto machines are in the main office, contributing so significantly to the noise level that it is often difficult to handle phone calls. Research and teaching equipment is currently scattered in the offices of individual faculty, which is inconvenient when someone else wants to find or use the equipment.

If we succeed in coming years in obtaining the dual-head word processor we need for text-editing and for preparation of camera-ready copy for scholarly publications, we will need space for that.

COMPARATIVE LITERATURE (Dwinelle, Dwinelle Annex, Wheeler)

Our space is scattered. Only a small number of our faculty are housed centrally in our area of Dwinelle. Our library (342 Dw) and our lounge (362 Dw) are two floors

away from the main office, as are the offices of the Acting Instructors. Associates and TAs are housed in Wheeler, and one faculty office, not with a base department, is in Dwinelle Annex. Because we do not have a full time librarian, library hours are restricted; during the regular year students employed on work study act as librarians and keep the library open on a regular basis as much as their schedules permit. This accounts for at least 30 hours a week. For the rest, both the library and to a larger extent the lounge, are utilized heavily for colloquia, departmental meetings, and examinations. Often the pressure is such that we barely know where to put the students writing their examination papers. Generally, however, the staff have managed the complicated logistics successfully. There certainly is no slack; we defy anyone to think that we are not making the best use of the space assigned to us.

Only a minority of our members are housed in our suite. English would like us to house more of our share of the faculty we have in common; the same goes for other departments. We are hoping to obtain an additional FTE in the near future; at this point we do not know where to put the new member. Altogether space assigned to us should be more connected. Oriental Languages has three faculty offices mixed in with ours, suggesting graphically the ramshackle nature of our office suite.

There are no opportunities for sharing within the unit or with neighboring units. Our facilities are strained to the limit.

We need a minimum of two additional faculty offices, and if possible, a consolidation of the present scattered arrangement of departmental space.

FRENCH

The French Department is satisfied that the space currently allotted for its use is adequate educationally and administratively.

GERMAN (Dwinelle and Wheeler)

We do not enjoy a centrally located commons area where students and faculty would want to meet informally. Our departmental lounge, now shared with the Classics Department and used also for examinations and committee meetings, does not sufficiently serve to enhance a sense of social identity in the department. We do not enjoy a seminar room located in the department and cannot easily schedule graduate seminars in the controversial 242 Dwinelle, over which only the jurisdiction but not full use was given to us in exchange for our old seminar room (265 Dwinelle), which we relinquished to the Slavic Department in 1978. A large number of our approximately forty Teaching Assistants are housed--not in the department--but in Wheeler Hall. Our departmental library is bursting at the seams and needs more space.

We are making the best possible use of our space and still do not have offices for Instructors, Lecturers and visitors.

Since we already share the Lounge with Classics and the seminar room with most other departments in Dwinelle Hall, there seems no way of utilizing the space better than we already do. The use of the Lounge could be improved if funds requested earlier were made available to improve the quality of the furnishings.

Ideally we need another large office to house the approximately ten Teaching Assistants now in Wheeler Hall, another office added to the library and two offices for temporary faculty and visitors.

HISTORY

For fairly obvious reasons, the space needs of the History Department are not very complicated. We now utilize, in addition to administrative and faculty offices, rooms for a student-and-faculty lounge, a departmental library, a small conference room, storage rooms, a faculty mail room,

and rooms for duplicating equipment and microfilm readers. We have had possession of this space for many years, and all of it is in constant use. We have shifted our operations about a good deal over the years, as we will probably continue to do, in order to accommodate changing needs; but we do not immediately foresee requiring major additional space or major remodeling. There is, however, one possible exception. We have 53 faculty offices for 56.5 faculty FTE, and 10 emeritus faculty, two of whom continue to use their offices. We have generally been able to meet our need for faculty offices by rotating faculty into offices temporarily vacated by their colleagues who are on leave. But this has sometimes been a bit of a squeeze, and we could be in real difficulty in the future if all vacant positions are filled, or if we are authorized to replace more faculty on leave than we presently can do, or (as seems to be happening) more of our faculty remain in Berkeley and use their offices during sabbaticals.

In this connection, a long-range problem that may affect the space needs of this Department, as it doubtless will those of many other Departments, should also be mentioned. Our faculty is aging, and the large cohort that we recruited in the late fifties and sixties will be reaching retirement age in the next decade or so. This situation has space implications. A large group of emeriti will want to keep their offices, and it would be not only mechanical and brutal but a disservice to scholarship to deny them office space when they reach retirement. Certainly a policy of this kind would not do much to encourage early retirement. Phased retirement also has implications for space needs and might require a considerable number of additional offices for twelve or fifteen years. In the coming years we hope to plan how best to maintain the quality of the Berkeley History Department as a large portion of its most distinguished faculty retire, so to speak, almost en masse. To do so we would like--and will seek authorization--to invite more visitors so that we can become

acquainted with them, and to recruit chiefly at the junior level for the next few years. As is known, visitors and junior faculty make unusually sustained and intense use of their offices.

ITALIAN

Except for a continuing shortage of Department library space, our needs for faculty and staff are being adequately met by our present facilities. We have over the last two or three years experimented with different arrangements in assigning our space, but we think our present disposition of what is available offers the maximum utilization. This department has neither lounge space nor storage room. Nor have we been invited by neighboring departments with such facilities to share the wealth.

It would be neither practical nor desirable to share our space with neighboring units or buildings.

LINGUISTICS (Dwinelle and Wheeler)

The space allotted to this department is generally being used as efficiently as can be expected. However--

(a) It would be useful if the duplicating room were closer to the departmental office suite, since it is not possible to work with the duplicating equipment and watch the office during periods when the staff is reduced to a single person.

(b) It would be very helpful if Dr. Sawyer's office (Room 41) were closer to the departmental office suite, so that he could be included on the departmental telephone line, and in general so that his work as major adviser wouldn't seem so separate from the rest of the department's work.

The department would be willing to have its library (housed mainly in Room 2340) consolidated with that of some other department(s), especially if (a) the collection could be maintained under more

secure conditions than we can provide and (b) the vacated room could be used for seminars, faculty meetings, and small classes. The flexibility the department would have by controlling one small classroom would have far-reaching effects.

The most pressing space need is for a teaching lab in the Phonology Laboratory. Since this is the subject of almost annual request for capital improvement, the case probably doesn't need to be detailed again here.

The computing terminals and a tdk printer are now housed in the central department office (people step over the wires of one of the terminals when they enter the Chairman's office) and in the Survey of California and Other Indian Languages Room. Since the printer makes a great racket, it is disturbing to the people who use the room for their work on the Survey project. It would be desirable to have a better place for this equipment.

NATIVE AMERICAN STUDIES

The space we now have is educationally wrong for a number of reasons: 1. The library is now operating with only 44% (531 square feet) of the space recommended by the UC Planning Guide as adequate. There are problems with traffic circulation and overlapping work and study areas which hinder research and reading. 2. The Counseling Unit -Current space does not allow for any privacy, since there are only partial walls; thus, students are deprived of space in which confidential counseling can be conducted. 3. Faculty - We currently have control of four offices for faculty; these must be shared by ladder rank faculty, visiting faculty, TAs, tutors, acting instructors, and post doctoral students. Educationally, this constantly creates a lack of personal privacy for research, contemplation, and class preparation, a lack of privacy for conferences with students and/or colleagues (we have no commons), and generally overcrowded conditions. 4. Research equipment has no space at all and often must simply remain

packed up and unusable, a detriment to faculty, students, and staff.

As to needed changes in space, we feel we are coping with the space we have as well as possible. Needs, insofar as we can determine, cannot be met by new approaches to space assignment, exchange remodeling, or further scheduling.

In 1975, a Space Restudy found that the Native American Studies Program should have, by Berkeley standards, an additional 913 square feet at a minimum, plus 300 square feet for storage space and a commons. At that time, we were asked to be patient, and told that additional space was "not likely to come to us soon." We have been both patient and overcrowded for six years, continually documenting our needs. According to a study conducted by our Administrative Assistant, Janie White, and Professor Logan Slagle (May 8, 1981) our current unmet total space requirement is 2024 square feet.

Per the UC Space Planning Guide, our Library is lacking 654 square feet, and we need four additional offices for instructional staff and faculty. Our Counseling Unit lacks about 90 square feet of space, and the 311 square feet it does have lacks necessary privacy. Our secretarial staff is short 114 square feet of space. These are our absolutely minimal and urgent requirements.

Ideally, we also need space to house the American Indian Quarterly (Editor, Publications Coordinator, Word Processing Specialist, and equipment: QYX word processor, IBM word processor, typewriter, drafting board and layout table) inventory, and back issues; space for editing the journal *Ethnomusicology*; space to unpack and use our video equipment and editing consoles; and access to a commons or lounge.

NEAR EASTERN STUDIES

The most serious educational difficulty we have in Near Eastern Studies is a physically divided department. We now have faculty

spread not only to the far corners of Dwinelle Hall but also to the far corners of the Campus with our own Cuneiform Division temporarily housed at 2241 College Avenue. This has resulted not only in split allegiance of some of our faculty but also considerable difficulty in handling student inquiries, telephone messages, mail, and correspondence. We have had to split our departmental seminar collection as well as our audiovisual aids. The faculty unanimously agree that the department should once again be reunited and its resources consolidated as soon as possible.

A second major problem with the space that we have is the inadequate provision of research areas. This problem has affected a number of us, primarily the archaeologists and their students who need to spread out drawings, maps, photographs and objects. It also has affected those of us working with computers and translation projects that now involve several bibliographical assistants. We have no space provided for these requirements and have had to crowd numerous people and equipment into our small offices.

Since space has been a major problem in Near Eastern Studies for many years, we have already tried many approaches to solving our needs and making the best use of our inadequate facilities. We reorganized our main office to accommodate a much needed copy machine that we share with the Department of Scandinavian. We remodeled our Seminar Room to accommodate both the growing collection of basic reference works and the greatly increased use by students from many departments taking courses in Near Eastern Studies. To make space for our rapidly growing audiovisual collection, we have had to produce a closet-like area by shifting bookcases around one of the two doorways in an office. This temporary arrangement provides an inadequate protection for our collection and also has crowded the eight people assigned to four desks in the other half of this windowless converted storage room.

The only space available for our departmental meetings, conferences and student gatherings is a single office that we also share with Scandinavian. The only classroom space available for Near Eastern Studies is a small room in a building on College Avenue that is shared with English as a Second Language.

We clearly need office space for new FTEs received and expected. Because of a split appointment that eventually became 100% in the other department, we lost our half of an office contiguous to our departmental offices. We need space for the Lecturers who temporarily fill the vacant FTE positions that we expect to receive eventually. In addition, it is very difficult to bring someone as a Visiting Professor at a high level and expect him/her to share an office with several other people as we currently are forced to do.

As we anticipate receiving a very extensive Egyptology library, it is not too early to begin planning for an expansion of our Seminar Room.

RHETORIC

From a strictly educational perspective, the primary shortcoming of the space we currently utilize resides in the inflexible nature of the classrooms which are assigned. None of our classes and none of our teaching approaches actually fit the old model of an active teacher with passive students. At the same time, many, if not most of the classrooms in which we teach were designed with that rigid and archaic model in mind; they have chairs bolted to the floor and podiums fitted with a desk and/or lectern for one teacher. This type of space is especially inappropriate for our many English composition courses in all of which we absolutely insist upon close interaction between student and instructor as well as close exchanges among the students themselves.

In more heavily enrolled courses, 1A, 1B, 1C, 10, and 110, as well as in nearly all of our sophomore courses, students are also

required time and again to come to the podium and to the blackboard in the course of interacting with their fellow students, a pattern of behavior that the old fashioned and inflexible arrangement of classroom space directly inhibits. Even in our upper division courses and those in which we use videotape equipment, our approach is uniformly based upon the traditional humanistic model of a guiding and inquiring teacher and a group of students, who can be reached and can reach each other without shouting, and an open book. Thus, the worst kind of space is the kind we far too often must use, a minimized lecture hall with permanently boxed in seating arrangements. Beyond that, any of our criticisms of our current space allocations would be of a relatively minor nature, although the lack of proper ventilation in some of the newer buildings in which we hold classes is a genuine irritant. For changes that would make our now reasonably adequate space situation an even better one, see below.

Although the worst space problems could be resolved with the aid of little more than a wrench and some new portable student desks and chairs, we could make better use of our library and lounge if they were joined together as a single unit with a sliding divider. This would allow the use of the lounge as "overflow" space for readers when the library is crowded and the use of the library as "overflow" space in the late afternoons and evenings when most of our inner-departmental special lectures, meetings, and performances occur. The point is that both rooms are now over-crowded, but at such different times of the day as to allow considerably more useful space if the rooms were joined. This would require that we exchange our "stage" space in the lounge for the present History TA office, and would necessitate some remodeling and if this could be arranged it would most certainly be worth it from our point of view.

Beyond the above suggestion, there is little or nothing we see in the way of opportunities to improve our use of existing space. Our needs are, after all, simple ones, and

the most obvious possible adjustments to what space we have been given have long since been made.

In an ideal world we would house all TAs in rooms that allowed a maximum of privacy for discussions with students. Ours is essentially a department that teaches writing based upon extensive a priori thought followed by lengthy consultations with teacher and TA. This process is both integral and essential to the results we expect, and thus, anything that we can do to improve the physical conditions in which these consultations take place is a step in the right direction. Conversely, any deterioration in the amount or quality of that space would have proportionately adverse impact upon our effectiveness.

SCANDINAVIAN

The Scandinavian Department occupies most of the north basement corridor in the office block of Dwinelle. The Department suite comprises six outer rooms and two rooms facing the office court; these eight rooms contain four faculty offices, two offices for temporary teaching staff, a library, and the Department office. The suite is potentially a coherent unit. At present, however, three other offices held by two other departments are interspersed, and this means that two of our faculty members must be housed elsewhere, one in the west corridor on the same floor of Dwinelle, the other in a small office in Dwinelle Annex. This dispersion can only be explained on the basis of history; it makes no sense rationally.

Educational faults with our present space. The present apportionment of space reinforces rigid divisions among various categories of students (lower division, upper division, and graduate), and between all classes of students and faculty.

We depend upon lower division students to stock our elementary and intermediate language courses, but it is almost impossible for those students to gain access to individuals in the Department outside the

classroom. The associates' office is an ordinary office housing five teachers. If more than one or two lower division students drop in at office hours the result is pandemonium. Any serious talk about performance, assignments, or personal problems is impossible. Fewer and fewer lower division students return to the Department as the year proceeds; the rate of attrition in lower division courses is one direct result of this situation.

The story is much the same for upper division and graduate students. Access to the faculty is somewhat easier, and in the privacy of faculty offices it is possible to talk seriously. Otherwise the Department can offer few opportunities for meeting with others to share serious educational concerns, and interaction among different categories of people is rare.

Stratification is not, however, the only serious problem caused by the present apportionment of space. Only the regular faculty and the secretary can be said to occupy ample space; our temporary teaching staff is crowded into two regular offices, and this tends to turn those offices into seedbeds of discontent.

Possible changes in the utilization of space. We should exchange the two offices of the two faculty members now housed elsewhere for the two offices in the north corridor of Dwinelle facing the inner court (1310, 1314).

The present library (1303) should be enlarged to include what is now the Department office (1305). This would give us one public space adequate to our needs, since the Department has no lounge, and for the first time in the history of the Department, all of our books could be housed in one room.

The secretary's office should be moved across the hall to the present associates' office (1308), and the associates should be given the larger space, 1315.

In short, the Scandinavian Department should be given the short north corridor in the basement of the office block of Dwinelle. This would involve the exchange of two offices with other departments and one minor accession (1315). These modest changes would satisfy our needs for the foreseeable future - with the exception of an occasional visitor.

New space. Most of our needs can be met by simple exchanges. Only one new accession, Room 1315 at the end of the corridor is recommended. This room would be large enough to house our graduate teaching staff, and afford each person some measure of space and privacy. We would very much prefer to keep our graduate associates near the Department precincts; it is otherwise difficult to control the quality of language instruction.

This is a terribly parochial document, and the concluding request is only slightly less parochial. We - the separate, autonomous departments - very much need an impersonal, objective, interdepartmental agency to supervise the allotment of offices for visitors and temporary staff. At present these problems are handled by negotiations between chairmen (or rather, administrative assistants), and the results are the reverse of equitable, especially for small departments. The larger departments clearly do not feel that favors done in the past require a return.

SLAVIC LANGUAGES

What is Educationally Wrong With Our Space. Faculty Offices. Too few: no office for the FTE we are adding; none for visiting scholars and teachers; none for faculty on sabbatical; none for emeriti. Poorly arranged: spread along two halls, both of which also house other departments.

TA and Lecturers' Office. Too few individual units: many TAs and Associates are crowded into a single large room in Dwinelle and one in Wheeler; this creates chaotic consultations.

No room for Slavic 14 (Self-Paced Russian) testing and consultation; these functions are now held in the TA room, which causes conflicts with legitimate functions of the TA office (as well as with overflow functions, e.g., duplicating).

Too few offices for lecturers: while shared offices look reasonable on paper, especially for half-time lecturers, the fact that lecturers are forced to do more and more of their teaching in their offices makes this intolerable in practice.

No place both secure and accessible to keep Slavic 14 materials.

Administrative and General. Department office houses a photocopier, a mimeo scanner and a mimeograph--all equipment is shared with other departments, each is noisy. There is no workspace, except the floor, for handling wet mimeo stencils or for assembling academic personnel cases, for example.

Library: the librarian's workspace is cramped and overflowing; stack space is insufficient.

A department lecture room is badly needed for colloquia, guest lectures, student organizations, ad hoc seminars, and the like.

Lounge: pleasant and adequate, but located in the classroom wing, which means it must be kept locked.

Changes in Space Needed. Lounge and Library: move to office wing where day-time security is better. Faculty Office: arrange along one hall. TA Office Space: keep square footage but break into smaller units. Department Office (and TA Office, which houses overflow now): segregate duplicating equipment into a separate room. All types of space: remove teaching functions back to the classrooms where they belong.

Our present resources of department office, TA office, library, and lounge might

bear a much better separation of administrative, consulting, research, lecture, and informal-meeting functions--if we had one more area of square footage to add to these rooms. But since all space is now overcrowded and there are too few individual units, we cannot suggest any ways to make better use of our space.

We know of no opportunities to share. We would consider trades, but are in the weak position since the other departments on our floor are less crowded than we.

We would like to point out that one facility in this building regularly and congenially shared for teaching, research, and related functions is Dwinelle Courtyard. This facility is indispensable: classes are held there, commencements and receptions are regularly held there, all kinds of student-faculty, faculty-faculty, and student-student consultations take place there. On warm, sunny days it approaches overcrowding as a teaching facility. Since the demise of the Dwinelle coffee room, it is the only place in the building available for socializing and brown-bagging.

New Space Needed. One more faculty office, one more lecturer office, one more area of space with which to redistribute the functions now assigned to the TA office, lounge, department office, and various faculty and lecturer offices. Those functions are: TA office space, lectures, self-paced teaching, self-paced consultation and drill, duplication, storage of bulky teaching materials that are properly of departmental concern.

We would like to point out two general problems that may not receive attention in individual departmental reports but which are at the heart of many individual problems. The first is the erosion of classroom space in Dwinelle over the last decade or so. Many of our problems are due to the simple fact that all types of departmental space are in demand as teaching spaces. We urge your taskforce to consider ways of returning rooms in the classroom wing to classroom functions. (We would be delight-

ed, for example, to remove our own library and lounge from the classroom wing into the office wing, as mentioned.)

This first problem obviously undermines our teaching mission. The second problem, while more subtle, undermines not only our teaching mission but our general functioning as a community of scholars. We have mentioned above the problems caused by fragmentation of departmental space and shunting of emeriti to other buildings. Scholarly community is also undermined by the absence of usable, i.e., unlocked, lounges: our own already-crowded departmental office is the only informal meeting place for students and faculty, which puts undue pressure on the secretarial staff. It is undermined by the loss of the coffee room. Most subtle, but (we feel) most influential on morale and consultation patterns, is the very design of the office wing, with its narrow, dark halls and institutional ambience. We have observed that in the hall of the German Department, where an open lounge is opposite departmental offices with open doors so that the corridor is daylit, and in the hall of the Italian Department, where the TA office is adjacent to the department office and the department's space is the inside angle of an L, there is considerable socialization. Our halls are (necessarily) dark, our space is the outside angle of an L with a staircase and two fire doors in the angle, and our departmental rooms are separated by faculty offices; and there is no socialization and no joy in our halls. From the standpoint of teaching, research, and administrative functioning, one of the happiest changes that could take place would be the addition of an open coffee-room-plus-lounge along an office wing.

Faculty Offices. One of our faculty members who was on sabbatical in 1981 actually had to rent herself office space off campus in order to work since her own office was occupied by her replacement (who had to use it not only for consultation and lecture preparation, but for teaching as well).

Our emeriti are prodigiously productive scholars, and future emeriti may also be expected to be so. We obviously have no intention of shunting Czeslaw Milosz off to another building; but we feel the same about all of our emeriti. These people are an important part of our scholarly and teaching community; we want them in our hall with us.

TA and Lecturers' Offices. Much of the crowding and many of the other problems are due to the fact that a good deal of our teaching is done in our offices. Seminars, teaching methods courses, self-paced courses, any course with a schedule change, discussion sections, and TA meetings are regularly held in offices. This is because it is impossible to get classroom space.

Slavic 14 materials include information sheets, schedules, assignment plans, drills, supplementary materials, readings, and examinations. They must be kept accessible to both the TA and the instructor in charge, but inaccessible to students since they include examinations. They are now kept partly in the department office, partly in a lecturer's office, and partly in the TA office. This has caused considerable confusion, loss of master copies, and even breaches of confidence.

Department Office, etc. Proper functions of the department office presently overflow into faculty offices. Final exams from lower-division language courses are currently stored in the offices of the various faculty members who have been in charge of these courses. The supervisorship changes, which causes problems for students wishing to see their examinations, make up incompletes, and the like. The exams should all be stored together, in the department office. Similarly, mimeograph masters for course materials should be stored in the same room as the duplicating machines, but many of them cannot be.

The locked lounge is discouraging to students and engendered explicit complaints

in the Graduate Assembly's report to the Graduate Division's review committee.

Reassignment of Present Resources. The present large TA office in Dwinelle would make an excellent lecture room plus testing room for Slavic 14, and could perhaps fulfill some of the functions of the lounge as well. But this would leave us no office space for the TAs.

SOUTH AND SOUTHEAST ASIAN STUDIES

This Department was established in 1973 at a time when pressure on available space in Dwinelle was already becoming critical. As a result, there was never any possibility of our Department being provided with the kinds of amenities that other Dwinelle departments enjoy, i.e., space for departmental libraries, student/faculty lounges, conference rooms, storage rooms, administrative offices for chairmen and administrative assistants, contiguous faculty offices, or regularly assigned classrooms for special equipment such as video viewing or film projection, not to mention work space for extramurally funded research projects, etc. Instead, we were provided with one office per ladder faculty, one office for visiting lecturers, one TA office, a departmental office, and a small room adjacent to the department office which we use as a combination lounge/conference and reading room. This is all the space we have and each year much juggling is required just to house temporary faculty. We cannot see any possibility of using this meager space any more creatively than necessity has already demanded.

For example, last spring we could not come up with an office for Visiting Professor Hanna Papanek and finally we were able to borrow space from our Center for South and Southeast Asian Studies to house her in 260 Stephens. This was not particularly convenient for her, but we felt relieved to find any space at all for her to occupy. At the same time, to illustrate the limited space available to us, one visiting lecturer and one acting instructor shared a tiny

office in 45 Dwinelle, which measures 130 square feet, has no windows or ventilation, and directly faces the men's bathroom in the basement of Dwinelle.

During the coming academic year we face the same problems, where to house our visiting lecturers, acting instructors, associates and, in addition, two special appointments, a Regents' Lecturer and a Visiting Lecturer in Sikh Studies. These space needs are slightly ameliorated in the quarters when one or two of our faculty may be on sabbatical leave, but as in the coming year when all of our regular faculty plan to be in residence, we shall have to look outside of the Department to meet our housing problems.

We have completed the inventory of current space assignments and our projected needs by AY 1984-85. Our realistic assessment of these needs is that we will require nine more offices (1433 square feet) by 84-85. Following is a brief explanation of our need for these new offices.

Four more faculty offices: These offices would relieve the shortage we now suffer and in addition would house visiting lecturers and faculty in our Southeast Asia program, which we hope to expand with a regularized Thai appointment plus additional temporary faculty.

One more office for student teaching positions: We have no space this year for the associates planned to be hired to assist with our new South Asian 15A-15B course series. Yearly need for these positions and the space to house them is anticipated.

One office for graduate research: We have no office space for our research assistants and other temporary staff funded by our extramural research projects. As many of our research projects are now employing computers and terminals, we require space to house this equipment and for the assistants who work on them. As the University administration takes 31% in overhead from these projects, it should look to providing some space for them.

One office for the Chair: It would be convenient to have a space near the departmental office which could be assigned to the Chairman. As it is, most of the administrative business of the Department is conducted in the central office where there is little privacy, quiet or room for the conduct of confidential matters.

One storage/duplicating room: We currently have an unventilated and poorly lighted room of 97 square feet for this purpose. It simply is not adequate.

One regularly assigned classroom for special video viewing and film projection: As many of our classes now use videocassettes and film, we urgently need a space where this equipment can be regularly housed and scheduled for use. As it currently is, all these machines are cluttering the small space used by our AA and are checked out each time they are needed by faculty and taken either to their own offices or to classrooms. This is cumbersome and inconvenient.

In conclusion, it may be difficult for us to ever get the space we need in Dwinelle Hall. Our Department would not be averse to accepting space outside of Dwinelle if we could be assigned contiguous office space for the department as a whole.

CENTER FOR SOUTH & SOUTHEAST ASIA STUDIES

The Center for South and Southeast Asia Studies is the coordinating unit for research and non-teaching programs in South and Southeast Asia Studies on the Berkeley campus. The Center sponsors and coordinates interdisciplinary research and teaching programs, visiting scholars, conferences and seminars. Lectures, seminars and other events sponsored by the Center are open to individuals on all campuses as well as to the general public.

An outreach program brings university faculty and scholars together with teachers of elementary and secondary school students to further understanding of the South

and Southeast Asia region and aid teachers in presenting study of this region to their pupils. The Center publications program consists of a Monograph Series, an Occasional Papers Series, periodic Review and monthly Calendar of Events. Office facilities at the Center are used not only by regular staff, but by work-study students, visiting scholars, and several Research Associates. Space is also provided for meetings of faculty and students, as well as the Center Executive Committee, Publications Committee, and regular staff meetings.

Immediate objectives include: to seek to raise more money from the private sector; to enhance faculty involvement in the Center's programs; to provide more support to South and Southeast Asian Studies on other UC campuses. During periods of intense activity, we cannot adequately provide office facilities for all people involved in Center programs. We are currently trying to determine means of better utilizing the space which we do have. There are only six desks in the office and an inadequate amount of storage and file space.

SPANISH AND PORTUGUESE

In all truth, we find nothing "educationally wrong" with the space we have at present. It consists of four types of space: (a) faculty offices, (b) departmental offices and workrooms, (c) offices for TAs, associates, and lecturers, and (d) a library. All are conveniently located to each other and serve well their individual functions. We have, in fact, made certain readjustments in them over the past few years and find the present arrangement productive. Our Library, of some 828 sq. ft. meets many needs other than that title might imply. We have no assignment of space for a common room, lounge or conference room, but the library is heavily used, beyond its basic function, for special seminars, M.A. and Ph.D. examinations (by this and other departments), for department meetings, and for lectures by visiting scholars.

We do share some facilities with the Department of Comparative Literature on occasion, but have not pressed the matter. Without knowing the interests of other departments, it is impossible to judge any possibilities of exchange or--in a major aspect--a move of the Department to another building.

Our needs for "new space" in the foreseeable future are best discussed in two aspects: those specific and those possible. We do need, without doubt, a small storage area--a room similar to Dwinelle Rooms 76 or 77, which we had at one time and lost for some unexplained reason. Projected faculty expansion implies the need for two offices, but these can be handled within space we already have by use of space made available by retirements or by reallocation of room now used for Lecturers. In the aspect of "possible future need," the Department is at present involved in discussions with the Provost concerning the acquisition for Berkeley of a major research institute (the Hispanic Medieval Seminary). Should our negotiations prove successful, it would imply the need for one additional office for a faculty member and, not necessarily in Dwinelle, a major area (something on the order of 750-1,000 sq. ft.) for the institute itself (files, computers, work, and research materials).

EDUCATIONAL TELEVISION

Unit's Reasonable Space Needs. Educational Television currently occupies approximately 7,500 sq. ft. in Dwinelle Hall which is the principal base of this unit's operation, serving all departments and campus agencies wishing to use TV, film and audio-visual aids as part of instruction, or in administrative activities. An additional 2,400 sq. ft. of space is assigned to Educational TV in various campus buildings as teaching laboratories or equipment space used in conjunction with large lecture halls such as PSL, and as relay points for buildings connecting to the campus TV/data cable network.

Generally, the amount and type of space assigned to Educational TV has been adequate during the past five years. Since upgrading ETV's production capability to professional quality color, and the increase of portable, light weight viewing equipment and additional student TV viewing facilities in the Spring of 1980, we have been experiencing an unprecedented demand on our facilities and spaces. Conditions are becoming more congested as student and faculty usage rises. Additional individual and group viewing facilities in Dwinelle Hall and across the campus are required. This matter will be addressed in Phase II of the Classrooms and General Facilities Task Force. In addition to identifying this type of space on campus, it would appear that the question of how these specially equipped rooms should be managed for their most efficient usage should be given considerable thought and planning.

Educational Television controls three classroom spaces equipped for video playbacks and other audio-visual support, and 20 viewing carrels. Additional spaces of this type developed on campus will require specific scheduling procedures which respond to instructional needs of the faculty rather than focusing only on the seating capacity of the room.

Functional space, such as a production studio, offices, editing rooms, and equipment storage are continuing to accommodate our needs, but there is little room for expansion. Possibilities exist for relocation of videotape storage and the consolidation of library holdings to alleviate overcrowded conditions and provide room for expansion. More humanities departments are employing technology in their teaching. Dwinelle does not presently provide space to store equipment, process and house non-print media materials used in classroom settings other than ETV. We are running out of space. Secure, closet-type rooms would be adequate for portable

viewing carts and shelving for videotape and film materials.

Preferable Campus Location for Educational Television

Our primary function is to provide support services to the regular instructional programs of the campus. During 1979-80 Fiscal Year this office extended a variety of audio-visual services to 546 courses of instruction. Students using classrooms, laboratories and videotape viewing carrels in Dwinelle, McLaughlin and Moffitt Library viewed 16,100 tapes during this period as part of their course work. Faculty and students continually come to our office in Room 9 Dwinelle Hall for assistance in scheduling rooms, library materials and production services. To a great extent we function as a central access point for faculty and students wishing to use audio-visual materials and equipment.

Because of our close and continuing interaction with staff and students of academic programs, it is essential for our operation to be centrally located on campus. The systematic development of space for our unit in Dwinelle Hall was designed to place us within easy access of teaching staffs. Minor capital improvement funds have been allocated over a period of 20 years to modify rooms and interconnect spaces with communication cable and teaching devices. This department's main space requirements, particularly in Dwinelle, have been accommodated. To relocate and reestablish the complex electronic systems wired into this building would be extremely costly. Depending on what gains could be anticipated for the campus which might be realized by such a move, relocating ETV could be accomplished. The undeveloped space in Zellerbach Auditorium building was, for some time, earmarked for ETV and the campus radio station. The completion of this facility never materialized due to high costs. Whether relocation of this office would appear practical or not in light of the total campus space plan, the Zellerbach basement area is a valuable

space resource, centrally located, that waits to be developed for some needy campus unit. In our case, visibility and accessibility to our facilities are key factors in our continuing effort to adequately serve the instructional programs at Berkeley.

Other Units ETV Should Adjoin. Over the years a close working relationship has evolved between ETV and the Language Laboratory. The Television Office is dependent on the Language Lab for audio production and duplication services. They house 11 of our video study carrels which serve students in L&S departments on the southwest side of campus. Our functions are similar, and the staffs of both academic service units complement each other.

Additionally, one of the major resource users of ETV's equipment and facilities is the School of Journalism. Their newsroom laboratory, 127 Dwinelle, is located down the hall from our TV studio, 111 Dwinelle, and across the hall from ETV's postproduction editing room, 130. The proximity of Journalism space to ETV is critical for both units. We share extremely expensive and sophisticated equipment as well as technical personnel. Both units benefit. We are both better equipped and staffed as a result of this integrated level of cooperation.

Like the history of ETV's space development, the working and sharing relationship between our unit, the Language Lab, and Journalism has evolved over a long period of time. Considerable economies would be lost if one unit were relocated and the daily interaction that now takes place among these three activities were curtailed.

Growth Expectations. There is a trend toward a continuing increase in demand on our services for instructional programs. Based on current activity and numerous requests from new customers, we anticipate a steady growth in our support function.

The major need in the next five to ten years will be for proper facilities within classrooms, study carrels, and laboratories as well as access points in buildings where equipment can be housed for deployment into teaching spaces as needed.

Systematic planning to upgrade our production facilities has contributed to ETV's ability to develop, with faculty and students, quality videotape and slide/tape teaching materials. Regular allocations of equipment replacement funds will keep these state-of-the-art facilities current. Existing space dedicated to these purposes is adequate and will accommodate anticipated growth (with minor adjustments mentioned above). The critical issue is being prepared to store and deploy the necessary equipment and materials when and where they are needed to support the instructional effort.

LANGUAGE LABORATORY

Mission of the Unit: The function of the Language Laboratory is to serve students of language, rhetoric, phonetics, and others by providing recorded lesson materials, electronic listening facilities, laboratory attendant personnel, and the necessary production, duplication, maintenance, repair and administrative facilities to maintain these activities. All of these services--and the provision of a collection of tapes for home use and the operation of a tape duplication service which can supply copies of any materials not excluded by copyright restrictions--come under our primary function.

The Language Laboratory has a number of secondary functions: the provision of recorded materials in literature; the showing of slides, 16mm motion pictures, and television programs for language and language-teacher training courses; the archiving of field recordings of little-studied languages; and consultation with instructors on matters of lesson production and with visiting members of the profession in these or other aspects of language teaching, particularly as regards language laboratories.

In addition to the above, the Language Laboratory has performed certain other functions in the absence of an audio center on this campus. These are the recording and archiving of Charter Days and University Meetings for the Chancellor's Office, the lending of recording and playback equipment to the language departments; administrative control of a few campus broadcast lines; and recording, editing, and duplicating recorded materials for others in the campus community on an at-cost basis, when and if Laboratory work permits.

Since 1974 the Laboratory, in cooperation with the Educational Television Office, has also provided videocassette viewing facilities. Many of our viewers still come for non-language department assignments, and still more students of English as a Second Language use the videocassettes. Moreover, students in the French and Italian film courses use videocassettes extensively for making shot analyses. Students in certain Japanese and Spanish courses view cassettes of foreign language "soap operas." This sort of TV usage in the Laboratory is part of our primary function. However, our drastic limitation of space made the check-out of videocassettes extremely problematic and we therefore negotiated with the Educational Television Office a cooperative system for the storage and check-out of such tapes.

Organization. The Laboratory consists of six laboratory classrooms and several rooms, cubicles, and closets used for monitoring, production, duplication, repair, administration and storage. At present the facility totals 6,912 sq. ft. in Dwinelle Hall. Administratively the Laboratory is divided into the following: classroom section, library, recording studio, duplication service, electronics shop and office. We have acquired Room B-1 Dwinelle and have had it sealed, painted and equipped with shelving. We plan to store master tapes in one section of the room and have moved our lending collection (formerly housed in an area of Room 33B Dwinelle, our tape duplication section) to B-1. This has alle-

viated the crowded conditions of Room 33B and will permit us to use that space exclusively for tape copying and storage.

Current Program. The Laboratory's current program is to provide students enrolled in foreign language courses and others with taped lesson materials accompanying their course textbooks. This end is accomplished by: broadcasting one tape for an entire class; distributing cassettes to individuals for playing either in our classrooms and, in certain cases, at home; and providing at-cost copies (when possible) for students to purchase.

The main project occupying us this year and involving considerable expense was the conversion project. We have converted from reel-to-reel recorders to cassette recorders and have replaced most of our 7" reel tape collection with cassette tapes. These changes have simplified and made more efficient our entire operation. The saving in storage space alone has been significant and yet the gain will be only temporary because our tape library does continue to expand.

One of the Laboratory's immediate objectives directly affecting the Classroom Section is to replace the control console in our largest broadcast laboratory classroom (Room B-3 Dwinelle). The work should be completed by Fall Quarter 1981.

Looking further down the line, one of the Laboratory's objectives for the Classroom Section is to replace the control consoles in three of our major broadcast laboratory classrooms. Equipment which was designed and has been in continual use for the past 15-20 years is now marginally functional. The replacement work will be carried out by our technical staff over the next few years.

The other sections of the Laboratory also have long-range plans for acquiring newer, improved library materials; upgrading our recording studio and tape duplication facility; maintaining our technical shop's high standard of upkeep; and streamlining office procedures.

Adequacy to Meet Program Requirements. Through expansion of the hours and materials available in our Lending Collection, we have been able to absorb the increase in use of our facilities occasioned by the reinstatement of the language requirement. We have not, however, been able to meet the demand on the video materials and equipment we house and make accessible in cooperation with the Educational Television Office. We hope to begin expanding our capability in this regard in the near future.

Effective Utilization of Space. Room 41 is, at present, not effectively used, as it is currently occupied by a lecturer in the Linguistics Department. We urgently need this space to relieve the cramped conditions in Room B-36, which now houses one full-time employee and one part-time employee, and to provide adequate, centralized storage for several small collections of media which have historical value.

We have essentially completed conversion of our inhouse equipment and audio-taped materials from 7-inch open reel to cassette, thereby making much more efficient use of the available shelving space.

Code Deficiencies, Safety Hazards, Structural Safety. There is a recurrent leak in the wall outside the entrance to Room B-21, from the machine room, B-18, which is causing serious, progressive deterioration of the floor leading into the classroom. This entrance is a long ramp, which was recently carpeted to facilitate entry for handicapped students. Since then, the leak has soaked the carpet twice, causing a severe odor problem in the entryway, the classroom and the hallway.

The safety hazards resulting from our inadequate ventilation and heating system have for years been one of our most serious problems. We have been subjected every week to strong diesel exhaust fumes emanating from a vent in the retaining wall of Strawberry Creek, located directly across from the air supply duct for Dwinelle Hall. In addition, the filters in our

ventilation system are not routinely cleaned or changed, and our work area is consequently very dirty, to the discomfort of our personnel and the detriment of our equipment.

We acquired and adapted Room B-1 for the combined purposes of operating our circulating collection of audiotapes and storing master tapes. Preparation was completed by Facilities Management in September, 1980. After completion, we were told informally by a representative from the Office of Environmental Health and Safety that use of this space involving the presence of employees constituted a code violation. Since it was impossible to alter our plans at that time, we have been operating the Lending Collection in Room B-1, and the students who work there frequently complain about the cold and the residual paint fumes.

The plumbing in the women's restroom, Room B-24, is faulty, frequently causing waste water in one of the stalls.

Obsolescence of Building Materials. We continue to experience problems with faculty sound isolation in our recording studio. The two major sources of extraneous noise are the ventilation and air conditioning system and transfer through the structure of the building of noises caused by slammed doors, running feet, furniture being moved, etc. These conditions detract from the otherwise high quality of the audio recordings we are equipped to produce. The construction of a specially isolated room-within-a-room would be required to solve the problem of structural transfer of noise; we are currently developing a proposal for such construction. The noise from the ventilation system, however, could be greatly reduced at a relatively reasonable cost by installing additional ducting, perhaps behind a hung ceiling, to replace our original, inadequate duct shielding.

Obsolescence of Equipment. The Language Laboratory acquires funding from various sources to replace and maintain recording and classroom equipment.

General Quality and Livability of the Building. In 1978 a representative of the Chancellor's Office, sent to investigate conditions in the Language Laboratory, was dismayed at the lack of windows at this level, and the generally crowded conditions and poor lighting and ventilation. His opinion confirmed our own, that these conditions make a decidedly negative contribution to morale. Stress is, of course, greatest when we are breathing diesel exhaust or other fumes, or cleaning up after a particularly heavy dose of grit from the ventilation system, or waiting for heat to be restored to an icy office or classroom.

We have worked with representatives of the Office of Environmental Health and Safety several times throughout the years to solve problems with the Dwinelle heating and ventilation system, but have had no significant success. Currently, the band-aid approach is being applied, in the form of an eastward extension of the exhaust vent in the retaining wall of Strawberry Creek. While this may dilute the diesel fumes, it will not solve the problems inherent in the system itself, which is poorly designed. The air supply duct is at the ground level, which gives easy access to dirt and fumes, and constitutes a potential hazard from vandalism. It is located in the immediate vicinity of the exhaust vent, so that after air has been recirculated several times through the interior of Dwinelle and finally expelled, some of it is immediately sucked back in. In addition to faulty design, the system suffers from a lack of maintenance. The filters are not routinely cleaned, and the exterior filter for the air supply duct is always clogged with dead leaves.

The Language Laboratory lacks an area adequate for staff meetings or for receiving visitors.

Access to the Language Laboratory is through two outside entrances which connect with interior stairwells and through the central stairwell of the southern wing of Dwinelle. A special door for wheelchair

access was just installed in the southwest corner of the building. Unfortunately it is not satisfactory because most handicapped students cannot open it.

Quality of Maintenance and Level of Upkeep. This has deteriorated to an alarming extent. Broken ceiling tiles, graffiti-filled walls, and filthy doors, windows, and stairways have become the rule rather than the exception throughout the building. Replacement of a fluorescent light often takes several phone calls and several days. The maintenance and upkeep of Dwinelle contrasts sharply with that of, say, California Hall.

DWINELLE ANNEX

DRAMATIC ART

Apart from rooms and rehearsal and performance spaces which at present are either uncomfortable or actually dangerous because they need maintenance and renovation, our space problems have mainly to do with rooms that are not well-suited to the purposes they are forced to serve, as in the case of the lighting designer's office in Zellerbach Theatre, and the room now in use as our departmental library, in Dwinelle Hall. The latter is overly large for its function, abominably lighted, windowless and uncomfortable, and awkwardly far from the centers of student and faculty activity. It would by any criterion be desirable to have our library facilities in Dwinelle Annex.

Similarly, the Department of Dramatic Art is, more than most departments in the College, handicapped by having no lounge or greenroom or common room for the use of students and faculty. Our need is unusual, and more grievous than most, simply because so many of our activities are carried on for long hours in the late afternoon and evening. Before or after rehearsals and performances, members of the Department have no place where they can meet, hold discussions, or relax, let

alone a convenient and comfortable common room. We have, equally, no place for departmental meetings or even occasional lectures or discussions, except the previously-described library room, or the Durham Studio Theatre itself, which is larger than needed for most of these functions. Professor May's plan for renovating the Annex provides for all these needs in the most economical and rational way, and concentrates all of the multifarious activities of the Department in a central, convenient, and appropriate location.

It should also be pointed out that the best educational use of our classroom spaces is not dependent entirely on their maintenance and allocation. Some educational purposes have been frustrated by the policies and procedures of the Registrar's Office. For example, we have tried to revise parts of our curriculum, and in some cases redesigned courses so that they might be offered in sessions of one and a half or two hours, three times weekly, rather than in the five one-hour sessions per week that many of our courses have followed for some years. This change was particularly desirable in the cases of certain seminars. But we have had great difficulty, and in some instances have had to give up the desired revision, because of the Registrar's policy of assigning rooms to departments and courses which have held them in the past. In effect, this amounts to perpetual entail, and allows for room (and hence format) changes only when departments abandon courses. Such bureaucratic rigidities can be as serious a bar to curricular reform as inadequate or badly-equipped classrooms.

SUBJECT A

Subject A's space requirements are particular. Because the department is responsible for examining and processing through the Subject A requirement over 2,000 students annually (some 1,100 of whom it then enrolls in classes), it requires a fairly central campus location as a matter of simple convenience. Because student traffic within the department's spaces is extreme-

ly heavy at critical periods, during fall and winter pre-enrollment, e.g., students must also be able to enter and exit our central office/reception spaces without causing severe congestion and without disturbing neighboring units. Because our program demands close coordination and cooperation among the teaching associates, the instructional staff require desk space in one or more large common rooms.

All of these particular requirements are adequately, in many ways ideally, met by Subject A's current offices in Dwinelle Annex, though we suffer from overcrowding during the fall and winter, our periods of heaviest instruction. This condition could be alleviated by minor interior remodeling--by extending the common room (209) halfway into the anteroom immediately inside the exterior stairway leading up to our offices. Room 209 could be further enlarged by the simple addition of a passageway between it and the adjacent room, 207, located in the upper east wing of the Annex. Such additional space is desirable but not at this writing a necessity.

Also desirable is that Subject A and ESL (currently housed in T-2241) at some point be united in a single campus location. (Neither of our current locations will adequately house both units.) Nothing is to be gained by such a union, however, that leaves both educational programs disadvantaged.

DURANT HALL

ORIENTAL LANGUAGES

Oriental Languages offers courses on the languages and literatures of China, Japan, Korea, Tibet, Mongolia, and Inner Asia. The greatest space problem confronting the Department is shortage of offices in Durant Hall. Not only is there no room for expansion, but there is presently inadequate space to house the many lecturers responsible for the beginning courses of

Chinese, Japanese, and Korean. A partial solution would be the remodeling of the east side of the main floor of Durant Hall (Rooms 101, 103, and 105) to allow for the construction of new offices. Otherwise the Department requests higher priority in the allocation of office space in adjacent buildings.

It is recommended that after NES vacates Dwinelle, Oriental Languages faculty now scattered about Dwinelle, and any additional rooms needed by Oriental Languages, be relocated to A level until consolidation is possible in Durant.

The Department projects the need for about 1,350 additional ASF in Durant.

Summary

Durant is shared by the Department of Oriental Languages and the East Asiatic Library. Both have outgrown it. The Library is seriously overcrowded. There is no long term solution to the problems of the East Asiatic Library short of a new building large enough to house its collection which has now been scattered to include materials in the Biology Library and in Richmond. The last few years have witnessed the breakdown in the effectiveness with which one of the great collections of Oriental books can be used. To make room for more recent acquisitions, large numbers of primary sources in Chinese and Japanese - essential to faculty and student research - have been removed from Durant Hall.

The problem of the Oriental Languages Department is largely a shortage of office space. In the next few years this will become critical with respect to faculty FTEs as new appointments are made while offices remain in use by emeriti and those who have opted for phased retirement. Presently there is not enough room for the many lecturers and associates responsible for much of the instruction in the first- and second-year Chinese, Japanese, and Korean language courses. Even with restricted enrollments, the growing popularity of

these languages indicates that the courses will for a long time to come require a large number of sections. Yet even now those required to teach the sections have inadequate room for preparation and student consultation. Some have to share office space with administrative staff in the Department office. Room for visitors is out of the question - an embarrassment given the growing number of programs with the People's Republic of China. A possible solution to the problem of office space would be the renovation of the east side of the main floor of Durant Hall. Additional offices are needed for two new faculty FTEs and room for the three faculty FTEs and two lecturers now in Dwinelle. Two other offices will be required for emeriti or faculty on phased retirement. This adds up to a total of about 1,350 square feet. A design which emphasized utilization of Rooms 101, 103, and 105 Durant for offices and TA rooms should contribute to an effective solution to the space problem in Oriental Languages. Such a design was used effectively for Room 106 Durant in the past.

WHEELER HALL

CHICANO STUDIES

Unfortunately, there is no creative way to alleviate the space problem for our program. We virtually do not have adequate office space to meet our program needs. Specifically, in addition to multiple staff and faculty occupying single office space, we have been unable to provide any office space whatsoever for teaching assistants.

Our need for more office space is crucial. Our projected space need is for seven additional offices.

CHICANO STUDIES LIBRARY

The Chicano Studies Library is in dire need of additional space. Given the space allotted and the current level of activity, we have been extremely successful in fully exploiting the facilities now available to the Library. As part of on-going efforts to maximize the efficient utilization of space we have recently redesigned the floor plan; redefined our collection development policies to eliminate unnecessary duplication and focus specifically on the Chicano experience; established on-going weeding programs for the various collections; and are relying more and more on microfilm to solve our space dilemma.

Our Chicano Studies Program is truly committed to the development of a national resource for study and research on the Chicano. The unsurpassed level of service now being provided by the Chicano Studies Library is prime evidence of this commitment. Plans for enhancing this level of service include:

- improving search capabilities by converting the records of Library holdings into machine-readable format;

- improving the access provided to Chicano serials by establishing a national clearing-house for this type of material;

- enhancing the subject access to Chicano periodicals by producing new editions of the Chicano Periodicals Index;

- enhancing the dissemination of bibliographic research on Chicanos through expansion of our Library Publications Series; and

- the establishment of a National Chicano Archival Center.

Conservative estimates indicate that to bring about the hoped-for development, our Library needs approximately three times the amount of space currently available. It is hoped that Berkeley can support this effort by providing adequate facilities in which to carry on this important work. It

is one concrete method of meeting the University's research and public service responsibilities to the growing Hispanic community of California.

ENGLISH

Our current space allotment is just adequate to meet our present need for faculty office space, including visitors and emeriti active in research, and space for teaching assistants, readers, and graduate study carrels; but in future years, we will be hard pressed (if indeed we will be able) to provide adequate office space for the three permanent faculty FTE yet to be appointed. Part of our difficulty is that the number of our permanent faculty by head count significantly exceeds the number of our FTEs, owing to the fact that we share a number of appointments with Comparative Literature, with .5 FTE credit, while providing all the office space for these appointments (except for Professor Damon).

With the help of a generous gift from an outside donor, we have recently been able to develop 315 Wheeler into a colloquium room which has met our long-standing need for a dignified and freely available setting for lectures, conferences, and faculty and student meetings, but we have further needs for space in three other areas, as follows:

Plans are moving steadily ahead for the establishment of a new journal, provisionally entitled Representations, under the editorship of Professor Stephen Greenblatt. The administration has committed itself to provide a handsome subvention for this important new enterprise, and the University Press looks upon it with marked favor, but office space for the journal will apparently need to be found within an individual department's allocation; and since the journal's administrative and intellectual center of gravity will undoubtedly be in the English Department, it has been our announced intention and hope that

we will somehow be able--or enabled--to provide the largish office this project will require.

We would also like to provide some permanent space for computer facilities in the Department as the interests and work of our faculty in this area increase. At the moment, we are housing terminals in space borrowed from other uses.

Finally, we have a continuing need for more classrooms suitable for seminar and small discussion classes than are currently available to us. The Registrar's office is not able to supply our needs here from its normal resources, and 301 Wheeler, which we have set aside as a seminar room, cannot meet the overflow demand. Another seminar room placed at the Department's disposal would be very well used.

CAREER PLANNING AND PLACEMENT CENTER

Wheeler Hall and Barrows Hall

111 Wheeler Hall houses the Business, Industry, Government, and Social Services Unit, the Student Employment section and the Disabled Student Placement Program of the Career Planning and Placement Center. The mission of the unit is:

- to help students and alumni clarify and define their career objectives, based on their education, work experience, what they do well and enjoy doing, and factual information about the world of work.

- to help them plan and implement a well-focused job search campaign that will lead to the realization of their career objectives.

Current Programs

Career Advising. Career Advisors for business, industry, government, and social service are available to assist candidates

through individual and group career advising with any aspect of the career planning and placement process.

Career Workshops and Programs. Programs are conducted throughout the year on a variety of career development topics. Examples include "Create-A-Career," "Job Search Strategies and Resources," "Career Awareness Series," "Resume Writing," "Summer Job Programs," "Career/Life Planning Program," "Interviewing," "Developing Your Own Internship."

Career Information Aides. This program, cosponsored with the Alumni Association, links students with alumni. Names and addresses of alumni who are interested in assisting students with information about their careers are kept on file for student referral.

Current Job Listings. The Career Planning & Placement Center maintains up-to-date information on career opportunities and job vacancies.

Student Part-Time and Summer Employment. Information on internships, part-time and summer employment opportunities is available.

Disabled Student Placement Program. In addition to the services available for all candidates, this program provides specialized assistance to disabled students and alumni in career areas related to issues of disability.

Long-range objectives. At the present time, the Career Planning & Placement Center occupies space in Building T-6, 111 Wheeler Hall, 24 and 26 Barrows Hall, plus some storage space in North Gate Hall. Because we are divided into subunits some of which are currently separated from each other, it is our desire to consolidate our locations to whatever extent possible in a single space. Consolidation would increase our productivity, enhance communication and morale among our several locations because some programs and services are only available in one of the locations. For

example: Our Career Resource Library is in T-6, our Student Employment Section is in 111 Wheeler Hall, recruiting interviews are held in T-6 and Barrows Hall but not in Wheeler, etc. There is an interdependency among the subunits and all are related to our fundamental purpose/mission outlined above.

Issues and Problems. There are several major problems regarding the quality and quantity of our current space in 111 Wheeler Hall:

-Offices used by the advisors lack the privacy necessary for this function. The absence of floor to ceiling walls or adequate soundproofing inhibits advising students and infringes upon the confidentiality expected in this situation.

-The group program room is much too small for the number of students attending Career Planning & Placement Center's programs. Additional space is needed for group meetings and programs to accommodate increased student participation in CPPC workshops and programs and to eliminate the need for scheduling meeting space in other campus facilities where we frequently must pay rental.

-Additional reception lobby space to allow for increased bulletin board space to accommodate the greater numbers of job listings and improve the visibility of and access to job information.

-In general the inadequate size of our space adversely affects the quality of our space. Every available square foot is being used and reused, often for storage. The consequent overcrowding results in very difficult and uncomfortable working conditions. We need more storage space for supplies, handouts, and student files. Currently, there is no built-in storage space.

-Safety and health hazards include the following: protruding electrical and telephone floor outlets; protruding ventilating ducting at head level (has caused one accident which resulted in Environmental

Health and Safety ordering cushioning of exposed edge); fresh air intake for this section of the building is so positioned that vehicle fumes are drawn into the space; ventilation system blows cold air on staff; lighting in lobby area inadequate for purpose of students reading bulletin boards; and entire southern side of the space occupied by CPPC in 111 Wheeler Hall is controlled by one toggle switch which operates multiple light fixtures thus prohibiting energy conservation.

Concerns about the quality of maintenance and level of upkeep include the following: automatic door opener on south side of building has been out of commission for months, resulting in disabled students having to circumvent the exterior of the building to gain entrance; custodial maintenance inadequate for heavily used public space in 111 Wheeler; restroom maintenance on basement and first floor levels is deplorable. Specifically, inadequate cleaning and plumbing maintenance result in unsanitary and unpleasant conditions; more frequent replenishment of supplies and removal of refuse is needed; and through remodeling and very heavy traffic, original carpet is very dirty and patched.

Career Planning & Placement Center - 24 and 26 Barrows Hall

Description. Rooms 24 and 26 Barrows Hall have been loaned by the School of Business to house the CPPC staff serving primarily Business Administration Students. It is the expressed desire of the School of Business that that part of the CPPC operation which serves business students be located within the building housing the School.

Mission. -to help students and alumni clarify and define their career objectives, based on their education, work experience, what they do well and enjoy doing, and factual information about the world of work; to help them plan and implement a well-focused job search campaign that will lead to the realization of their career objectives.

Current Programs. (Career Advising, Career Workshops and Programs, Current Job Listings--See Wheeler Hall above.)
On-Campus Recruiting. Each year over 800 employers come to the campus to interview qualified and interested graduating students. Interviews are conducted primarily during the Fall and Winter Quarters with limited interviewing in the Spring.

Long-Range Objectives. It is the expressed desire of the School of Business that the advising and on-campus recruiting operation for Business Administration students be located within the building of the School.

Issues and Problems. While this is well-designed, high quality space, there is need for an additional office to be used for secretarial support, additional lobby and reception space, and an estimated 4 additional interview rooms.

This space is not under CPPC's control. Additional space adjacent to present facility will need to be negotiated with the School of Business.

SPONSORED PROJECTS OFFICE

Description. The Berkeley Campus Sponsored Projects Office is the official campus organization responsible for proposing, negotiating, accepting and administering extramural support funds.

This mission is accomplished by a staff of professional analysts who, with clerical support personnel, perform the above functions. In connection with these tasks, SPO personnel advise faculty and staff on the availability of extramural support, on proper administration of extramural funds and on University policies relating to those funds. SPO provides coordination with several campus committees (such as the Human Subjects and Animal Subjects Committees), as well as with other campus service departments (such as Accounting and Materiel Management).

Current objectives include improving the rate of flow of paperwork through the office, developing and expanding the information dissemination process and improving overall services to the faculty.

The suite of offices currently occupied by SPO (Rooms M-11 through M-24 Wheeler Hall) are adequate for our current needs. Storage space for historical records will be needed to provide adequate space for personnel, current records, supplies and reference materials (which will be accumulated in connection with our plans for improved information processing).

SUMMER SESSIONS

Mission: The mission of the unit is to provide credit courses to UCB and visiting students on a self-supporting basis, enabling them to accelerate degree programs and to obtain general enrichment; to provide summer employment for faculty and graduate students; and to make more efficient use of campus physical resources year-round.

Current Program. Summer Sessions offers about 325 courses a year (in addition to independent study) and employs about 500 faculty and teaching assistants. The 1981 enrollment will approach 7,000 students who will average 7 to 8 units each. Fifty UCB departments actively participate in this effort, under the general administration of the Summer Sessions Director.

The Summer Sessions office is responsible for the financial and (in cooperation with the academic departments) programmatic planning for all summer credit programs. The office sets the tuition, estimates enrollments, allocates funds to the departments and controls expenditures. Proposed courses are reviewed by the deans, the Senate Committee on Courses and this office.

The staff produces the Summer Sessions Bulletin, which is widely distributed, and arranges other advertising. In cooperation with Admissions and Records, the staff

arranges for summer classroom assignments and for the admission and registration of students. The Director determines general policy and acts as dean to visiting students.

Immediate and Long-range Objectives. The two are much the same: to increase enrollments significantly while offering high-quality courses. We have held tuition at the 1979 level in an attempt to accomplish this. The 1981 enrollment has increased about 22% over 1979. We hope eventually to increase enrollments to perhaps 10,000 students.

Issues and Problems. Summer Sessions depends heavily upon the good will and cooperation of the academic departments. Without their assistance we could not function at all. Communication is constant and close between chairmen, departmental staff and the Summer Sessions staff, regarding program planning, advertising, payment of faculty and assistance to students.

Summer Sessions must be visible to students and faculty. With more general awareness of us and our activities, creative ideas come forth from the faculty and more students consider attending Summer Sessions. Ideally, we should be situated in a building placed in the middle of Sproul Plaza with our name over the door in foot-high letters.

Ten thousand students a year pass in and out of our small office, picking up literature, submitting applications and petitions and receiving assistance with registration and other problems.

Our present space in the basement of Wheeler Hall is good in regard to its proximity to the academic departments and Sproul Hall. It is less than good in that it does not have a high degree of visibility to students. Space on the main floor of Wheeler where student traffic is greater and where the office might be seen by people attending auditorium events, would be preferable.

Square footage is minimally satisfactory. At certain times of the year when extra staff are hired and student visits are intensified, the space becomes stuffy and crowded. For the other half-year it is satisfactory.

MOSES HALL

PHILOSOPHY

On the whole Moses Hall seems to serve the Department of Philosophy well, and the department is generally satisfied with the condition it is in. Maintenance in the building is good; fire, life safety, structural safety, utilities are fair. There is, if anything, a problem with the access to Moses Hall. There are no elevators, and there are no ramps that make offices accessible to wheelchairs.

The main problem is, unsurprisingly, the lack of space. After many years in Moses Hall, the department still has not found accommodations for two of its professors whose offices remain in Dwinelle Hall. Some of the offices available for faculty seem inadequate, and there are no offices for emeriti and future appointments. The teaching assistants of the department occupy Room 301, which is spacious but not very well suited for office purposes.

There are, at present, three major units in Moses Hall, the Department of Philosophy, the Institute of Governmental Studies, and the Institute of International Studies. In addition there are various other units such as the Chancellor's Office, IEAS, Systemwide Administration, Sociology, and TIES, each of which maintains one office in the building. There are also four emeriti offices. IGS and IIS are mostly research institutes and ever expanding. It seems to be reasonable at this point to recall the old campus rule that teaching departments should occupy central campus buildings. Moses Hall is an ideal location for teaching purposes. The radical solution would

therefore be to relocate either IGS or IIS or both into buildings off the central campus. Such a move would, probably, be easier for IIS which already conducts most of its operations from outside Moses Hall.

Small scale improvement could be made by freeing some of the offices held by units outside Moses Hall, such as Systemwide Administration or Sociology. Space for the Philosophy Department could be improved most easily through reorganization of Room 301. If the room is to serve the needs of teaching assistants, office cubicles could be installed at no great extra cost. With somewhat more money, more effective use could be made of the space. A mezzanine floor could be installed which (with the addition of window space) might provide space for new faculty offices as well as for teaching assistants.

INSTITUTE OF GOVERNMENTAL STUDIES

The Institute of Governmental Studies has the mission of fostering and supporting research and public service activities associated with the development of American political and governmental institutions and public policy problems encountered in the West and throughout the US. Three major program areas continue to be very active: research in a number of public policy and basic areas; a growing public service program involving substantial effort in relating faculty research throughout the University to both the legislative and executive branches of California government; and a major governmental affairs library--now one of the largest and most effective specialized libraries in the nation.

For the immediate and new-term future, three developmental efforts will occupy the Institute. Each has important space and manpower implications. Grant and contract-research opportunities for the Institute are increasing, in both state and national public policy areas. In the recent past, we have had to turn away requests

for participation in areas for which the staff and faculty are qualified due to space limitations for both research assistants and senior investigators. This has been especially unfortunate with regard to state-related problems, and we are hoping to intensify our state-oriented research.

At the same time, the development of our University/state relations programs has been welcomed in the state Capitol, and further development has been encouraged. The key program in this area, the California Policy Seminar, run by the Institute on behalf of Systemwide, manages the selection of and monitors some 30 research projects related to state public policy issues that are conducted by faculty from all 9 UC campuses. The legislature seeks expansion of this program, along with the development of a media program for disseminating research results and facilitating public discussion. We are in the intermediate stages of planning a series of "California Debates" in cooperation with California Public Television--some 6-8 televised debates on California issues. Money for this program will be included in the state's 1982-83 budget. Additional space for administering the California Policy Seminar will therefore be needed. The largest increment in space requirements will come when the California Debates receive funding next year. Two rooms, and possibly three, would be needed to provide minimally adequate space.

Other internal developments in the library and in support of the research and publications programs also have pressing space needs. The Institute is converting to computer-assisted word-processing for its publications program, and joining the Universitywide computerized library systems for cataloguing and indexing. This requires several library computer-word-processing personnel, and probably, in the near future, a half-time computer programmer in support of research activities.

Finally, there is a serious shortage of staff "common" space. Over the past few years, the staff room and conference rooms have

been taken over as office spaces. This has hampered our contact both with the public and with faculty, and remains a continual irritant for the staff.

We realize that the additions projected present substantial increases in space for IGS. Removal of some projects to other buildings, on or off campus, could be considered, although the Institute's very effective collegial style of operations has been fostered by resisting the breakup of our "community" here, even to the point of subjecting ourselves (voluntarily) to overcrowding. Another option, suggested in BCDC's recent building survey and review, would be to construct an addition to Moses Hall adjacent to Rooms 111, 113, and 119. What this would do is "fill in" space within a semi-"U"-shaped area at the rear of Moses, now unused and inaccessible.

INSTITUTE OF INTERNATIONAL STUDIES (IIS)

Mission of the Institute

The Institute of International Studies (IIS) was formed in 1955 to provide a flexible "umbrella" framework for the advancement of research and training in international, comparative and area studies. In its early years IIS was primarily concerned with the development of area studies and centers such as China, Latin America, South and Southeast Asia, Eastern Europe, and more recently sub-Saharan Africa and the Middle East. For the past 15 years IIS has focused on a set of key issues in comparative international studies such as international economic development, Soviet-American relations, political and social change in industrialized societies, population and demographic behavior and general questions in international relations. To carry out its mission IIS sponsors a variety of programs, research projects, lectures, conferences, publications, undergraduate teaching programs, visiting fellows program, and a specialized library.

Current Programs

More than 100 faculty members as well as some 75 graduate students and about 400 undergraduates are associated with various programs of IIS. IIS administers two undergraduate group majors, one in Development Studies and the other in Political Economy of Industrialized Societies, with a total of 400 students. It administers two large USAID contracts, one in Managing Decentralization in Developing Countries, and a new one in Nutrition. IIS provides seed money for faculty research projects and is developing a new graduate student support program. IIS sponsors or organizes some 12 faculty study groups or colloquia which meet on a regular monthly basis. Some 50 lectures are given each year on US foreign and defense policies, East-West relations, North-South relations, and other topics of international concern. International conferences are held each year. In 1980-81 conferences were held on Western Strategy in the Eighties, on Mainland China, and a smaller working conference on US policy towards the Law of the Sea. IIS publishes both research monographs and policy papers in international affairs which have a current sales value of about \$ 30,000. In addition it brings out the Foreign Policy Newsclips which provide some 200 faculty and administrators on the Berkeley campus alone with an analysis of major international issues. The Institute also makes available to a wide audience through its IIS Notes, summaries of lectures, as well as other activities of IIS. IIS maintains a specialized library in international studies to support its research and teaching programs and it also services a number of social science courses in international and comparative studies. An important activity of IIS is its visiting fellow program. Among the visitors are foreign and American scholars, some of whom stay for a year and others for shorter periods. Among the organized units of IIS are: the Center for Middle East Studies, Center for Latin American Studies, the Joint UC-Stanford Center for African Studies, and the Program in Population Research.

Immediate and Long Term Objectives

Specifically, IIS hopes to establish a professional MA program in international affairs. The expectation would be that this would be a small graduate program of not more than 25 graduate students. A second objective is to complete a fund raising campaign in order to establish a permanent fund sufficient to pay for a majority of IIS programs and activities. Third, we hope to expand our publication program in order to develop more studies concerning international security and East-West relations. Fourth, we hope to reinstitute our graduate research apprenticeship program for advanced graduate students.

Moreover, generally IIS plans to continue its current programs and expand the most successful ones. IIS plans to seek new ways to involve faculty in important public policy debates on international questions, and it will continue to encourage the direct impact of research on undergraduate curricula. It will seek to improve and hopefully develop new methods of informing the faculty on critical issues of international affairs. To do these things and others IIS must expand its administrative capability. The growth in research and the development of new programs have overextended the present administrative capacity of IIS, and there is a need to increase the administrative staff.

Issues and Problems Related to Programs and Space

The growth in faculty research grants, the expansion of our lecture series, a major development of our publications program have all given rise to increased administrative requirements as well as needs for space. IIS' new Joint African Center with Stanford has no office space. As new technology is employed to increase our efficiency with respect to faculty research there is a need for space for noisy word processing equipment. IIS' undergraduate training program is housed in one room with no space for student affairs. IIS'

demography research program, which is located at the IIS building on Piedmont Avenue, has grown and this has necessitated IIS placing other research projects in off-campus space. IIS has just undertaken a major nutrition project which will run until 1986 and will need additional space in 1983-84. Our publications program is without adequate space to handle distribution. Lastly, IIS needs to retrieve the space temporarily held by the Japanese Center of the Institute of East Asian Studies. The return of this space to the Institute will help relieve some of our space problems.

STEPHENS HALL

ACADEMIC SENATE

Mission

The Secretariat of the Academic Senate serves as support staff to the Berkeley Division and Statewide Committees of the Academic Senate. The services provided include:

- Consultation concerning Divisional and Statewide Senate procedures, By-Laws and Regulations; relationships between the Senate and other agencies (e.g., Campus and Statewide Administrations, other Divisional Senates, various offices in Sacramento, ASUC/GA, the press);
- Research and resource services and documents;
- Continuity for committee and Senate activity through frequent changes in Committee chairmen and members;
- Secretarial assistance in preparation of meeting notices, agendas, minutes, related correspondence and telephoning;
- Arrangements for meetings (scheduling, conference rooms, travel arrangements, meal/room reservations).

Current Program

Same as mission of unit.

Immediate and Long-range Objective

Immediate objectives are outlined above. However, Senate structure and responsibility undergo constant change and fluctuation in response to external forces - such as conversion to a Semester System; new responsibilities for Divisional and Statewide Committees on Faculty Welfare; various Federal and Statewide legislation, both proposed and enacted; housing various Statewide Senate Committees and the Statewide Senate Office.

Problems Related to Program and Space Requirements

Space presently assigned to the Senate is adequate. To house Statewide Senate files, part of a former conference room was used, thus reducing its availability to Senate Committees and others. Working areas for various Senate Committee Chairmen are also provided. At present, we do not anticipate need for increased space, nor do we foresee the possibility of change which would diminish our space requirements.

Paid Academic Staff and Staff Personnel

The Secretary is a faculty member with a one-half time appointment. The Divisional Chairman and Committee Chairmen (33 Berkeley Division Committees, 22 Statewide) are appointed to serve terms of varying length. The extent to which they use the Senate Office depends upon the work assigned to the Committee, their own method of working, other facilities available to them, whether or not the Senate Secretary is assigned to work with the Committee.

Six staff FTE are assigned to the Senate. They, in turn, have primary responsibility to serve as staff support for various Committees. Additional temporary/part-time help to assist with conversion to a Semester System will be needed. As noted above, the charge to the Senate Commit-

tees on Faculty Welfare is being expanded, which may require professional analytical assistance not presently available in the Senate Office. All staff personnel are trained, or will be trained, to use word processing equipment.

Unpaid Faculty, Students and Other Academic Participants

The Senate Committee Chairmen and members, including students, serve on a voluntary basis. The numbers remain fairly constant, some 325 Berkeley Senate Committee faculty members, and about 200 on Statewide Senate Committees. An additional number serve on various Administrative advisory committees or task forces.

Student participation varies according to the Committee's charge; legislation on this issue at Berkeley is under consideration. At present, however, some 15-20 students work with Berkeley Senate Committees.

Staff Officers

In addition to the Secretary, as noted above, the Divisional Chairman is appointed for a 2-year term. Space is provided for both officers. The Vice-Chairman, Committee Chairmen and members use Senate facilities and space. When the Statewide Senate Office is housed at Berkeley, separate quarters are necessary. However, when Berkeley faculty serve as Chairmen of Statewide Senate Committees, working space is provided in the Senate Office. This space is shared as needed.

Special Facilities

The Senate Conference Room is used by Berkeley and Statewide Senate Committees, many of which are attended by President Saxon and other senior officials from Systemwide Administration. Visitors from Sacramento, on occasion the Governor, may also participate in these meetings. The Conference Room may be used by non-Senate groups when available.

The Storage Room, used for files and office supplies, also houses the duplicating equipment, which is shared with other users throughout the building.

Note

We have been advised that the Professional Development Program, the office of Teaching Innovation and Evaluation Services, and the office of the Ombudspersons do not anticipate changes in their staffing or space requirements resulting from their Senate responsibilities.

GRADUATE DIVISION

The room assigned to the Graduate Division is located in 440 Stephens and is the Graduate Student Commons Room. It is a lovely comfortable room where graduate students can meet, study, chat, rest, and have a cup of coffee. The room provides a cheerful atmosphere for meeting of graduate student and faculty groups. Many students tell us how much they appreciate having a place to go and they wish there were other places like it on campus. Perhaps one in Dwinelle Hall would be a suitable site.

The general condition of the room causes concern, and it should be completely renovated in order to avoid further deterioration. Water leaks through the windows and serious damage is being done to the wood. Because of the dampness and sun, the drapes are badly tattered and should be replaced soon.

TEACHING INNOVATION & EVALUATION SERVICES (TIES)

Mission of the Unit

The charge to Teaching Innovation & Evaluation Services (TIES) from the Chancellor is to assist individual faculty members, teaching assistants, programs and departments in their efforts to innovate, evaluate and improve instruction on the Berkeley campus.

Current Program

TIES provides a range of services to its clients, including:

- Consultation and assistance with the design of instructional innovations and their evaluation for campus or extra-mural funding.
- Consultation and assistance in developing procedures and instruments for assessing teaching effectiveness in individual courses, programs, or departments.
- consultation with individual faculty members about ways of improving their teaching based on teaching evaluations.
- Providing literature and information on university teaching and learning, including various teaching methods, innovations, and evaluation procedures for university courses and programs.
- Assistance with the development and evaluation of TA training programs and seminars.

Immediate and Long-range Objectives

Our chief objective is to improve teaching at Berkeley.

Issues and Problems

We are very pleased with our present location. Our quarters are small, but easily accessible to our clients. TIES' central location and easily visible sign attracts drop-in visits from new and old clients alike. We doubt seriously that we could be as effective with old clients or as likely to attract new ones if we were in some less-accessible location.

INSTITUTE OF EAST ASIAN STUDIES (IEAS)

Mission

The mission of the Institute of East Asian Studies is to promote interdisciplinary research on subjects relating to East Asia in the humanities and social sciences.

These include the fields of history, art history, philosophy, religion, drama, music and literature in the humanities; and political science, sociology, economics and anthropology in the social sciences. The Institute acts as a major center of the study of Asia in the Western world. Administratively speaking, the Institute has amalgamated several research and teaching programs, most of which predate its establishment. These include the Center for Chinese Studies (founded 1958), the Center for Japanese Studies (1961), the Center for Korean Studies (1979), the Group in Asian Studies (1975) and the Stanford Berkeley Joint East Asian Center (1973).

Immediate Objectives

The immediate objective of the Institute of East Asian Studies is to ensure that the Asian program at Berkeley remains one of the top-flight centers in the country. To this end, it seeks to integrate even further the various programs which it now sponsors already or in conjunction with one or more of its sub-units. The long range objective is to build up the Asian program to a position commensurate with its already strong resources both human and material.

Issues and Problems

One central issue facing the Institute today is the question of adequate funding. For this purpose, the Institute has raised a sizable endowment fund and has embarked upon a campaign for contributions in smaller amounts as well. It estimates that it is presently operating at about 60% capacity and seeks to raise additional funds to realize its actual potential. However, the overriding issues of concern not only to the Institute itself but to the administration of the Berkeley campus are the questions of inadequacy of space and the inability under present conditions to consolidate what little space the Institute now enjoys. The Institute and its centers presently occupy space in no less than four separate buildings on the campus. The resulting administrative inefficiencies and problems

of staff morale are overwhelming. In many respects this is the most critical issue facing the Institute at this time. The Buildings and Campus Development Committee has been approached on several occasions about these problems, but to date no solution is in the offing.

SOUTH HALL

SCHOOL OF LIBRARY AND INFORMATION STUDIES

General Requirements

Nature of Space Requirements. The School has conventional space requirements for faculty and administrative purposes plus six specialized laboratory needs of a simple nature.

Quantity of Space Requirements. The School currently has the use of all of South Hall proper (i.e. excluding the Annex), other than ground floor areas occupied by the Library School Library which is administratively part of the General Library system under the direction of the University Librarian, but which serves the School.

Utilization is close to capacity. Present projections indicate a slight increase in faculty office needs. There has been some discussion of reestablishing an Organized Research Unit for which new space would be needed.

Affinities. The School is ideally located, being in the humanities and social sciences precinct and adjacent to the General Library. The only other campus groups with which the School currently has significant affinities are the Computing Center (Evans, nearby) and Media Center (Tolman).

Present and Projected Needs

The School's current specific needs are as follows:

-Conventional office accommodation of 13 full-time faculty (12 regular + 1 lecturer/librarian). An increase of one FTE effective 1983-84 is planned. The Dean uses the Dean's office (Room 114) only.

-Office accommodation for an average of 20 part-time, temporary faculty and, typically, one Research Associate/Visiting Scholar.

-Office accommodation is currently provided for two of the five emeritus faculty. Additional provision of one in 1981/82 and another in 1982/83 may be needed.

-Administrative accommodation: main school office; dean; associate dean; MSO; 3½ FTE clerical employees plus occasional temporary assistance

-Six specialized laboratories:

Reference laboratory (202). Not only fulfills an important instructional role but eases pressure on Doe Library. Shelved and special tables. Adequate.

Cataloging laboratory (113). Needed seasonally (Fall and Winter Quarters). At other times it is scheduled for classroom and meeting purposes. It also has phone lines to serve as expansion space for the computer laboratory. Shelved. Adequate.

Typographical laboratory (207D). Adequate.

Computer laboratory (206). Specially equipped with numerous electrical outlets, phone lines and custom counters. Adequate, but under increasing pressure as computer usage increases.

Children's book collection (303). This room is also used for a few classes and occasional meetings. Shelved. Adequate.

Paper mill (25). This space is used for storage and occasional paper making. It is not clear what other use this space could be put to. Remodelling is planned as a by-product of the need for wheelchair access. Adequate, but needs remodeling and minor improvements.

-Lounge for faculty, staff and students (205). Converted from a classroom to a staff/student lounge in 1976, because 206

(the previous lounge) was inadequate, unsuitable, and needed to create the Computer Laboratory. Adequate.

-15A and 15B. Used for storage, mimeographing, is the office of the School's Alumni Association. 15A is also used occasionally for interviews and individual examinations.

-302 and 307 (windowless closets). Used for the storage of records and research material.

-119. Used as a student study area, partly to compensate for lack of seating and study space in the Library School Library.

-There has been some discussion of reestablishing an Organized Research Unit but no specific plans. Additional space would be needed.

Suitability and Adequacy of South Hall

South Hall is ideally located and has historical and architectural significance. It is adequate for the School's present needs. It does, however, have some problems from a functional point of view:

-Seismic safety. Conflicting advice has been received but South Hall is generally regarded as seriously unsafe.

-The positions of the internal load-bearing walls and doorways through them severely constrain the efficient use of South Hall's square footage. For example, several offices are quite large in square footage but dividing them is not practical. Also the administrative offices 114, 116, 118, 118A and 121 are more separate than is ideal.

-Heating and ventilation, especially on the ground floor is unsatisfactory. It is not clear what should be done, however.

-The large rooms 113 and 202 have to be used inefficiently on account of fire regulations. Although there is space enough for 100 persons in each, the positioning of the remaining doors necessitate a maximum of

49. The addition of an emergency fire escape could increase permissible occupancy. This has been considered in the case of 113 (probably using a window on the west wall), but it did not seem very worthwhile.

-The ventilation system for the 207 suite of offices causes persistent complaints. Not only does it pull noise and tobacco smoke into the rooms but the system itself is noisy, reportedly through unsatisfactory mountings of the fan.

-The new elevator makes excessive noise and vibration, reportedly on account of persistent oil leaks. Installation of a pump to restore the leaking oil has been promised in the event that replacing of the seal does not work.

-Wheelchair access to the building is still not provided. Plans call for a ramp entrance under the main stairway. This would necessitate a loss of space in the paper mill but, with a little remodelling, a better facility could result.

-The storage and accessibility of audio-visual equipment need consideration.

In addition to the problems of seismic safety, elevator and ventilation noted above, the quality of maintenance of the fabric of South Hall has left much to be desired, especially on the exterior: the roof still leaks regularly despite repairs, work in 1978 on the east porch and stairway appeared to be mainly cosmetic, and the west porch appears to be seriously deteriorated.

On the other hand, Physical Plant did an excellent job on the interior of the west porch and the entrances to the elevator.

Conclusions

The South Hall location is ideal for the School while South Hall itself is adequate. Even if there were unanticipated increases in space needs, expansion into South Hall Annex would meet all foreseeable needs. Seismic strengthening should be sought and urgent attention should be given to the exterior of the west porch, the ventilation of 207 offices, the roof and the elevator.

BARROWS HALL

BUSINESS ADMINISTRATION

In the past few years, our space situation has been the subject of so much discussion and so many memos, it is difficult to prepare a fresh response. But this is an attempt, against the background of the recent record. Briefly put, that record makes these main points: (1) with the scheduled move of Journalism to Northgate, the Business School becomes the only Professional School without its own building; (2) that is particularly burdensome for the School now has about 52,000 square feet, whereas a recent study concludes it should have 92,000 assignable square feet (by way of comparison, the schools we compete with operate in about 100,000 square feet); (3) we are hoping and trying to plan for a new building.

In the meantime, a plan for short-term relief is contained in the recommendation of the Barrows Hall Space Subcommittee (of the BCDC) Report to the BCDC on May 15, 1980. The Barrows Hall group recommended that the Business School be allocated 4,232 square feet of additional space when the Economics Department is relocated to Evans Hall in the winter quarter.

The Barrows Hall Subcommittee carefully studied some of the same questions posed by this survey. It reviewed the requests for additional space and the recommendations on specific reallocations. It also took into consideration the potential use of space and assigned adjacent space to appropriate work units. For example, Rooms 801 and 802 were recommended for assignment to the Business School, precisely because they were adjacent to the Lipman Room, a room created by our private funds and controlled and heavily used by the Business School. Not to have this adjacent space has been a costly administrative headache to the School.

The recommended 4,232 square feet will help alleviate some serious problems in the

short-run. The extra study spaces will go to new faculty now being recruited. Indeed, it would be hard to plan our operation with less than the space recommended. With the acquisition of this space it will still be necessary to do some minor remodeling. That too is only a short-run measure.

Needs of a Professional School. As they have been promulgated in the past, campus policies on the allocation of space have not provided for the operations of a top-ranked business school. Here is what the Dean recently reported to the Provost on this subject:

"Let me again emphasize that space is a critical problem. Single study space is presently assigned to the recurrent faculty FTE (64.5). The five study spaces to be vacated by faculty who are leaving will be filled by the five new faculty recruited. Space for the department as a whole, including support staff and visitors is being used to its most creative limits. Not only do staff, both administrative and clerical, share offices, but I have given up my own faculty study. It is now used by three visitors. Visiting professors are being assigned three or four to an office space. Several programs of key importance to the professional efforts of the School, including the Berkeley Program in Finance and the Center for Real Estate and Urban Economics, have no space of their own. Thus, we need faculty space and additional space for added support staff and special programs. The Barrows Hall Subcommittee reviewed this situation carefully. I have sent you a copy of its report. Its proposal would help us for a few years until a permanent solution can be found. We urgently appeal for your help in gaining approval of the space provided in that plan."

Utilization of Space. We have through creative space utilization provided some space for these activities unique to a pro-

fessional school. However, in each instance the space available is inadequate and frequently so cramped as to reduce efficiency. We were able to provide minimal space for the Business School Computer Center, the Career Planning and Placement Center (also utilized by students from other schools and colleges), and the Writing and Speech Program by remodeling (with private funds) existing space and sharing space with the Center for Research in Management.

However, in the process we were forced to relinquish the faculty commons area. We have been able to squeeze in other activities by crowding the administrative staff, assigning temporary faculty three to a study, and in some cases allowing temporary faculty to be housed in permanent faculty offices. However, we are actively recruiting new permanent faculty and must provide them single study space.

Alterations of Space. Existing space and that proposed by the Barrows Hall report could be improved at the time the Economics Department is relocated. That plan anticipates that the Business School exchange rooms with IEAS in Barrows Hall and a classroom area be remodeled. The greatest need is for a tiered-semicircular classroom with an adjacent conference/discussion area (Rooms 8 and 12). We would hope to maximize the use of the 2nd floor space by erecting modular cubicles. We also hope to enlarge the Business School Computer Center and restore some space for a faculty commons area. Cost estimates have not been made. We have been awaiting the final decision on the recommendation of the Barrows Hall Committee.

We would, of course, be happy to work with an educational architect to maximize the utilization of this new space and to incorporate it most successfully into our current operations. Unless we were to have the entire square footage of Barrows or build a new building, we would not be able to

provide adequate library facilities, computing facilities, many small discussion areas, etc.

In sum, the Berkeley Business School is most willing to cooperate in making the most effective use of space. Given our space situation, you will understand why we believe we are doing so now. Our hope is that within five years we will have a new building adequate to our needs. But in the meantime, we are hoping that the campus will adopt the Barrows Hall Space Committee report. When it does, then it would be helpful to have the services of an educational architect to advise on the effective use of all space assigned to the school.

POLITICAL SCIENCE

The Political Science Department has an extremely large student enrollment. This enrollment has grown in the past three years and has placed a strain on our limited space resources. The June 16, 1981 letter from Dean Edward L. Feder to all chairs of Letters and Science departments reflects this growth in political science. As of June 1981 graduation we carried 920 majors in this department. We believe that the enrollment will increase in the years ahead. Therefore, space is at a premium in this department.

Nothing is educationally wrong with the space we have. We simply do not have enough of it. The departmental location on the second floor is a design problem as we have lost space to a large staircase that does not reoccur on the floors above us. This "lost space" is critically needed by our undergraduate office which consists of an administrative assistant, her assistant, numerous files, related paraphernalia, and the extensive accoutrements associated with servicing 920 major students and 2714 quarterly enrollments (last figure for fall quarter-1980 on the above mentioned Dean Feder report). To house this section we have one very small room, an adjoining entry way in which the overflow records are literally crammed, and no separate

waiting room--the latter fact lending itself to a most chaotic situation during enrollment periods. We have viewed our current use of space and believe we are making more than the best use of it. For example, we have asked our emeritus professors to share offices, and we have requested the same of our professors on phased retirement.

We do not believe changes in existing space will help. Sharing within the unit is now at a maximum. Creative remodeling and rescheduling has already reached a point where further gains can not be achieved.

The need for new space can be listed in three categories: Teaching Assistance, Administrative Office and Faculty Office Space.

Teaching Assistance Space. We have approximately 120 TA/Associate quarters per year and 25 RA quarters per year, 115 advanced graduate students and a total of approximately 225 graduate students active in our program (though not all registered at any one time). We also have over 120 reader/quarters per year. The number of TA/Associate quarters has been increasing in pace without increasing enrollments and the number of major students each year.

At present, we have extremely limited space available for TAs--six non-faculty type rooms, five of which are inside, with a total space of 1400 feet. We have requested (letter to Professor Claude Fisher, May 8, 1980) one additional room (715 Barrows), an inside room of approximately 585 square feet, to ease this situation. We would then convert one of the existing TA rooms (approximately 210 square feet) to a seminar room and eliminate entirely our earlier request for two seminar rooms (letter to Professor Fisher, February 27, 1980).

Under the existing circumstances, we provide desks in large rooms to TAs, and the periodic use of desks to readers on

occasion as available. We have no space available for RAs, advanced or other graduate students--nor will we, even if we are given the additional space requested. This would merely be used to alleviate the TA/associate problem and make their working conditions less onerous. It will still require room and desk sharing.

Assignment of the requested additional space would provide approximately 1765 square feet for the 120 teaching assistant associates, or roughly 44 square feet per TA, somewhat less than the 50 square feet set forth in the Barrows Hall Space Subcommittee guidelines established in 1978. However, we would have no space available for other graduate students in their dissertation phase, or any other graduate students including RAs.

Administrative Office Space. We would like to confirm our earlier mentioned and requested space for our undergraduate section (letter of May 8, 1980). We requested three adjacent faculty offices (Rooms 294, 296, 298) to ease this situation, about 480 square feet. According to the BCDC Summary of Space (3/7/79), this department already has 3,260 square feet of space for office staff. If we add the additional 480 square feet, the new total would be 3,740, or a total of 267 per staff member (based on a total staff figure of 14 persons--13 FTE). Most of this space is in a large open bay space as suggested in the Barrows Hall Subcommittee guidelines. For this reason it is difficult to reorganize the present usage of this area to promote greater efficiency in the use of the space. To accomplish a reorganization would require substantial effort and expense and entail major capital construction expenditures. We have been denied minor capital improvement funds to make even incremental changes in each of the past three years.

Faculty Offices. As we have previously indicated in the letter to Professor Fisher, we have requested three faculty offices (Rooms 288, 290, 292 Barrows). We now

have 42 faculty. In addition we have four emeriti professors and one phased retirement professor, and approximately 4-5 acting instructors and 4-5 lecturers per year. We are conducting an on-going search for one additional faculty member. Space for added faculty is now nil. We are combining both emeriti and phased retirement faculty space in order to survive the shortage up to this point. Any assistance the task force can render will be highly appreciated.

ECONOMICS

This is a forecast of the space needs of the Department of Economics for the coming five years. We have been hindered in responding by the summer absence of members of our department's reunification committee (the group responsible for our planning) and by the inconclusive negotiations with the Departments of Mathematics and Statistics on the issue of our department's reunification. Our department has over the past four years filed plan after plan and request after request concerning our space needs, to no avail.

On Friday, July 31, the Vice Chairman of our department learned that our department will not be moving to Evans Hall within the foreseeable future. Therefore, our response is based on the presumption that (a) other commitments made to the department--including expansion to 35 FTE--will still be honored, (b) the focus of our operation will continue to be Barrows Hall, and (c) our space allocation in Evans will not be reduced. We have in our request concentrated on space needed for additional faculty, support staff, and the complement of teaching assistants required by the shift to the semester system. Additional office space is also required to comply with Provost Middlekauff's commitment to the Economic History group for the provision of additional office space for Professors Ron Lee and Jan DeVries.

Finally, we need replacement space for 60 Barrows Hall, a seminar room which we have used in the past but which has as of this fall been denied to us by the School of

Business Administration. Given shortage of faculty, we have not been able to incorporate all these factors into the outline of space needs below, but presumably the plan can be reformulated in the fall.

(1) The principal deficiency of our space is that it is not contiguous, and as a result the department is fragmented and difficult to manage. In addition to this fundamental shortcoming, we need space for storage of books, etc. by our first-year graduate students, desk space for our teaching assistants, a room for expanding our computing facilities, and replacement of seminar room space lost to Business Administration. Finally, all of our space suffers from severe deterioration, in part because we have not been able to undertake capital improvements due to our allegedly imminent reunification.

(2) Given that reunification will not occur, we are anxious to take steps to refocus the department on the main facilities in Barrows Hall. Aside from additional office space requirements (see Form II), our immediate needs for seminar and administrative space can probably be met within our existing space by suitable modifications. Although we have not been able to assemble detailed architectural evaluations, we believe the following steps need to be taken:

(a) Acquisition of fifty lockers for placement in the ground floor hall in Barrows for use of first-year graduate students.

(b) Renovation of our main office facility in 250/275 Barrows. We would like to reduce the physical size of our main office by one-half to permit creation of two seminar rooms for departmental use. We would like to move our graduate office from its present location (a partitioned cubicle within 250 Barrows) to Room 271 to provide more space and security for graduate student mail boxes.

(c) Renovation of Room 801 Barrows to eliminate another glassed-in cubicle and permit use of the space as a graduate

student study area and seminar room. We believe 801 will ultimately be the appropriate site for location of the secretarial office promised our history group by Provost Middlekauff.

(d) Renovation of our endowed commons room (the "Peixotto Room") in 254 Barrows to restore it to its condition before maintenance was stopped in anticipation of a move to Evans Hall.

The important aspect of these changes is that all of them can be accomplished within our existing space. Hence the request for an additional seminar room included in Form II need not involve additional space.

3. We will require eleven new offices, or a total of 1760 square feet over the coming four years. We have this year added two new regular faculty for which office space is not available now. Extra requirements for teaching assistants to teach our principles and intermediate theory courses under the semester system will lead to need for a minimum of three studies for TAs. To the extent that new offices in Evans are released for our use (and this development does not seem likely), our office requirements may be met there. However, the facilities adjustments cited above are essential to stabilization and reorientation of the department following the very disappointing and demoralizing experience of the failure of the reunification effort.

The above projections are minimum requirements. They are certain to be amended by the reunification committee once the faculty returns to duty this fall.

INSTITUTE OF BUSINESS AND ECONOMIC RESEARCH (IBER)

IBER's mission is to facilitate the research activities of the members of the Berkeley faculty in the area of economics and business administration and to assist in the training of graduate students in the same

areas. In addition to administering individual projects for faculty members with funds from a variety of sources, including IBER, we have several multifaculty groups for which we provide space and support. These groups vary in size and interest areas over the years and have been increasing in their need for space. At the moment, there are two groups which appear to be relatively permanent in their futures and which present our major problems as far as space is concerned. The center for Real Estate and Urban Economics has a growing research program and an associated conference program which requires more space than we have available. We have discussed the use of the offices at the east end of the 8th floor of Barrows with Business Administration and others for this purpose and hope that something can be worked out. The Research Program in Finance has been a long standing tenant of our space and has added functions that would make more space highly desirable but of a lesser priority. We have never accepted visiting scholars because of our space problems. It would be desirable if there could be some provision for this function on a modest scale.

SOCIOLOGY

The space currently allocated to Sociology is "educationally wrong" because it does not meet the needs of our faculty and students. As we have argued over the last several years, shortage of space is a major source of educational difficulties in our department. It severely hampers our ability to offer excellence in existing programs, to create new programs and to attract quality students.

Little or no research can take place in our department; of necessity it is housed elsewhere. No room exists in Barrows Hall to accommodate work--other than teaching--being done by our people. This ignores the fact that the nature of Sociology has changed enormously in recent years. Quantitatively oriented research has grown, requiring more space than the single office. No allocations have been

made to the department to allow for a library, computer equipment or other research needs. We do not have room to house our graduate students--except for the few who periodically serve as TAs. Therefore, as Graduate Division noted in 1971, "too few students are involved in the faculty's on-going research programs, or are actively exposed to the empirical traditions embodied in these programs." We have introduced a series of methods courses over the last few years, but realize that there is a real limit to how much methodology can be learned in formal course work. We simply do not have anywhere for our students to carry on empirical research and, as a consequence, the publication record of our graduate students is, again from Graduate Division, "not what might be expected." The space shortage is, then, not just an inconvenience. Its repercussions are felt throughout our graduate program, threatening the quality of the education we offer.

If we cannot have additional space, we could work on enhancing what we do have--but we need the resources. We could convert a shabby, ill-furnished and poorly equipped conference room into a combination library and meeting room (an example of how the space we do have often serves double-duty). We could then make available the many books and publications that have been donated to the department over the years, while continuing to hold meetings in more comfortable surroundings. As it is, this room is barely adequate for its present heavy use: department and faculty meetings, qualifying exams, staff meetings, seminars with no other place to meet, etc. But we need funds to renovate it and the two seminar rooms we have. Their poor lighting, poor ventilation and cramped conditions severely limit their usefulness and versatility.

A previously submitted report (5/15/80), predicated on an as yet unresolved plan to move the Department of Economics from Barrows Hall gives ideas regarding space exchange and a scaled-down "bare bones" assessment of the Sociology Department's

need for new space. It takes into consideration space guidelines established by the Barrows Hall Space Committee as well as competing interests for space by other departments.

The proposal to move Sociology into space in Evans Hall raises strenuous objections.

Barrows Hall is in many ways objectionable and the space we have here is hardly sufficient, but exile to Evans Hall would be worse. Here we are amongst our disciplinary colleagues, -- Political Science, Economics, social scientists in the Business School. Nearby in Stephens, Dwinelle and Wurster are institutes and colleagues affiliated with our own faculty. The libraries we use, most critically, the Social Science Library in Stephens, but also the Anthropology Library, the East Asian Library, and the Environmental Design Library -- these are all on the South side.

At Evans, we would be among the hard sciences and, with rare exception, considerably farther from the people and places relevant to our faculty and our students' interests. This would clearly retrograde from an educational point of view.

It may turn out that some of our colleagues are willing to move if it means a quite substantial improvement in the educational environment -- a departmental library, study room, lab, offices for graduate students, and so on. Many -- perhaps most -- would refuse to move under any circumstances.

CENTER FOR RESEARCH IN MANAGEMENT (CRM)

The Center for Research in Management Science was established in 1961 to provide a focus of multidisciplinary research in the then-emergent field of "management science." This field now encompasses both a substantive interest in the structure, operation, and decision processes of economic organizations and an interest in development and application of mathematical and quantitative methodologies in the

study of these types of organizations. In 1978, on the recommendation of Dean Cheit of the School of Business Administration, the Chancellor authorized renaming the Center by deleting the word "Science" in order to promote a broader range of research and to assign to the Center the key role in facilitating an interdisciplinary approach to the problems of management.

The current program encompasses the administration of extramural grants, contracts, and special funds, as well as the administration of a small core-budget of State funds; the presentation of seminars, lecture series, conferences, and student competitions; the production and distribution of scholarly papers; the development and maintenance of an ethics library; provision of space for visiting scholars and Ph.D. students working on projects related to Management Science. In the coming years, the Center expects to maintain the current activities and hopes to increase and broaden them.

At the present time, because of the limited availability of extramural funds, the space under the jurisdiction of the Center, as reduced by space in Room 61 Barrows currently in the process of being transferred to the supervision of the School of Business Administration for faculty and student computer use, is sufficient; but there is now no excess space, and only careful deployment of personnel and equipment makes possible this satisfactory situation.

ART GALLERY

EXCESS, SURPLUS & SALVAGE - MICROSCOPE POOL

For the last four years, the Microscope Pool has operated from the Art Gallery Building. This location was established to offer a convenient location for Campus Department Personnel to visit the Pool to

view available rental microscopes and pick up necessary microscope supply items. This location is staffed by 2 FTE, one from the Microscope Pool and one from Equipment Management. These two FTE have this space assigned for their office.

In 1976, a sizable amount of Microscope Pool funds was used to set up this location which was convenient for both the Microscope Pool and Campus Department Personnel. Since then, an additional factor has developed with the establishment of space within the Pool location for 1 FTE Equipment Management Employee.

At this time the Pool is functioning very well with this assigned location and space.

POLICE DEPARTMENT BICYCLE BUREAU

Mission of the Unit. The University Police Bicycle Bureau became operational in August, 1973. It began as part of the Statewide Criminal Justice System along with other UC campus Police Departments. The unit develops programs regulating the use of bicycles, mopeds and skateboards to:

- improve safety on campus sidewalks and pathways for pedestrians and riders of bicycles;
- provide education for owners and users of bicycles;
- order the use of bicycle traffic on campus by establishing designated routes, registration, parking and security for bicycle users;
- prevent property losses caused by theft and malicious mischief.

The main front counter area is used as a bicycle information center; bicycle theft reports are taken there, and bicycles are brought in for registration. All these functions require an area that is easily accessible to the public, especially to those riding bicycles because the bicycle must be brought in to have it registered. The public served includes UC faculty, staff, students and non-affiliates. Approximately 2700 bicycles are registered per year, and it is estimated that 7000 people visit each

year for information. Registration of bicycles is in operation all year, six days a week, between 10 a.m. -2 p.m. Therefore, the counter must always be covered by an employee during these hours.

The Art Gallery is also used for storage of all bicycles confiscated by the department. The storage room is used to secure an average of 40 bicycles at a time, and this number is expected to increase with increased enforcement in the Fall Quarter. Storage of permanent files of bicycle registration forms, bicycle citations, bicycle theft reports, and miscellaneous statistics and pamphlets are also maintained in the Art Gallery.

On occasion, the storage room is also used to store large items being kept in evidence.

As it is now, the space is adequate for the program needs. If there is an increase in the amount of stolen bicycles being recovered, there may be a need for additional storage space. The front foyer is essential for the registration program since it provides such easy access to the public.

Complaints about the facilities from the occupants are:

- the area is always too cold;
- there are no covers over any of the lights;
- there are not enough electrical outlets;
- there is no custodial service;
- there are no restroom facilities.

DOE LIBRARY

ART HISTORY

History of Art is situated primarily in Doe Library, a location with which the Department is completely satisfied. The general departmental office is in Room 405 Doe, a large room of ca. 696 ASF. The space is used to capacity but is adequate. As the files grow, however, the Department will

need more storage space. There is much congestion and noise within the office. A lounge is needed; Room 413, currently controlled by the Library, would be ideal, or alternatively, a portion of the Library's very large staff lounge (Rooms 424-432) could be assigned to Art History.

The total square footage allotted to faculty is approximately 3,370 ASF. The Department is authorized fourteen art historians (13.5 FTE) and currently twelve (11.5 FTE) are employed. There are exactly fourteen offices. Two vacancies must be filled which (after the needs of a visiting lecturer for two years are met) leaves only one extra office. The Department has five very active emeritus professors who are presently crowded into this office (Room 423 Doe). After the vacancies are filled within the next two years, the Department will need a minimum of two additional offices for emeriti. If the Department were allowed to expand by an additional five faculty FTE as it would like to do, it would need a corresponding increase in office space.

A small library, photo collection and study room for graduate students in Oriental Art (Room 419A, ca. 250 ASF) is also housed by the Department.

A small office on the fourth floor of the Library Annex (Room 467, ca. 120 ASF) is used by the Department's senior editor who is committed to work at least half-time for the University of California Press's California Studies in the History of Art.

Located on the third floor of Doe Library, within the Art History/Classics Graduate Service, is the departmental seminar room (308B, ca. 425 ASF), slide room (308A, ca. 1,320 ASF), and faculty and graduate student research photo archive (a cage within the sixth stack tier, ca. 725 ASF). The latter two are growing collections and will eventually need more room. The slide room should ideally expand into Room 307 (ca. 900 ASF), presently occupied by part of the Interlibrary Loan service. (A new door would have to be cut to join the two

rooms.) The photo archive cage could easily be expanded to twice its size by extending it to the back of the elevator core, an area now completely empty.

The departmental photographer is housed in Room 275 Kroeber Hall (ca. 240 ASF). His space is satisfactory, but it would be preferable to have his darkroom located in either Doe Library or Moffitt Library, closer to the Department's books and photographs. As it now stands, the slide curator must waste his time carrying books and mounted photographs back and forth daily on a hand truck.

Finally, in Moffitt Library the Department controls a classroom where all discussion sections are conducted (Room 207, ca. 360 ASF), the departmental photo archive for undergraduate study (Room 104, ca. 500 ASF), and ca. 760 linear feet of cork board (alcoves and free-standing panels) on the perimeter of the first floor of the library proper for posting these photographs. The archive in Room 104 Moffitt is jammed to capacity, but if the Department is assigned Room 105 (the small room left over from the installation of the elevator in the classroom wing of Moffitt) it will have sufficient room for expansion for many years to come. The photo archive in 104 Moffitt also doubles as the Department's TA office. A separate TA office either in Moffitt or Doe is a very high priority.

In sum, Art History currently has enough space to function and is using every available square foot to the maximum. For the future the Department would like the following: (1) two or more faculty offices, (2) a faculty/staff/student lounge, (3) a TA office, (4) a new darkroom, (5) more storage space for the department office, (6) an expansion of the slide room, and (7) an expansion of the research photo archive cage. Ideally this space could be provided by some or all of the following space in Doe Library: (1) a portion of the Library's staff lounge (Rooms 424-432), (2) Rooms 413, 415, 416, and 417, and (3) the portion of the sixth tier of the stacks between the elevators and the present photo cage.

TOLMAN HALL

EDUCATION

Education finds the Phase I report accurate but has the following additional comments.

Room 4648 has a severe ventilation problem. The doors to 1501 Tolman open inward which is in violation of safety codes. Light bulbs in exit corridors and stairwells are often burned out and not replaced for long periods of time.

Room 2519, originally designated as a staff lounge (with the adjoining service area) when the building was first occupied, was later given over to OAR for general class assignment. Education's records do not indicate the reason this action was taken and strongly urge that this room be returned to its original status as a staff lounge for all staff working in the east wing.

The first floor men's room, referred to as "scandalously large" in the Phase I report, has been surveyed for various suggested uses. In each case the renovation was found to be so costly that A&E ruled changes were not feasible. Spacewise, it would make a fine small auditorium. Certainly some thought should be given to a constructive change when meeting and classroom space on campus is so limited.

During a recent site visit, the Director of the Computer Center reviewed Room 2501 Tolman, one of the Computer Center satellites, and strongly recommended that facilities in Tolman Hall be expanded in cooperation with the Computer Center. It was proposed that Education provide an extended "public access" facility and pay for a student computer consultant to assist users in making the conversion to the new Computer Center equipment. In exchange, the Computer Center would provide an array of new equipment. The expense to the Department of Education would continue to be shared by the Psychology Department and IHD as it is presently

shared for the Room 2501 facility. To provide adequate space for this expansion to a "public access facility," Education requests that classroom 1535 Tolman Hall be utilized. It is directly accessible from the west lobby of the east wing of Tolman and it is sufficiently large. Room 2501, the present computer satellite, could then be released to OAR for general assignment.

PSYCHOLOGY

Psychology is physically removed from the Social Science Departments on campus. This undoubtedly poses some problems for those members of the department whose natural intellectual associations fall within the domain of the other Social Science Departments. However, psychology is such a varied discipline that these comments probably apply to only one-half of the Department under that heading. A sizeable chunk of the faculty have close affiliations with the biological sciences, and for those in this latter category, the location of Tolman Hall is perfectly appropriate.

Tolman Hall itself poses some serious problems as an adequate facility for the Department of Psychology. In terms of teaching needs, requirements have changed dramatically from the scene in the late 50s or early 60s when Tolman Hall was being planned and constructed. There are probably at least 50% more psychology majors than were envisioned at that point and a great deal more service teaching is done as well. In addition, psychology has increasingly relied on specialized laboratory work. Thus the department finds itself in a building totally lacking in the large classrooms needed to accommodate present student enrollment patterns. There is also some difficulty as regards human and animal laboratory facilities, although the development of a new social psychology lab and the expansion of the biological psychology laboratory facilities have been significant additions within the last 5 years.

In terms of research, expansion has occurred in both magnitude and areas of special-

ization well beyond the visions of the late 50s. Extramural research support has increased markedly in terms of "real" dollars, departmental grants for graduate training and the number of individual faculty research grants. There is a substantial space problem within the building and faculty in the department tend to look toward the School of Education space with an embarrassed but greedy eye. Of perhaps most urgent immediate concern are the problems confronted by individuals in the department working with animals. The animal space on the G floor of Tolman Hall is considered substandard for federal regulations regarding air-flow and temperature control. There are also problems meeting cleanliness standards due to deficient paint, improperly sealed floors, and exposed overhead ducts. Some of these problems could be alleviated by renovations of the sort described in a recent (March 1979) minor capital improvement project description.

CAMPBELL HALL

DIVISION OF SPECIAL PROGRAMS

The Division of Special Programs occupies a little over half of the third floor in Campbell Hall. Eleven offices are assigned to other units. The Division concurs wholeheartedly with the evaluation of Phase I (dreary, dirty, drab). Even on the third floor, the stains from water leakage are apparent, and the heating and ventilating are haphazard. The lighting, especially, is inadequate for the kinds of informational services (bulletin boards, etc.) provided in the halls.

Needs of the Division are as follows:

The DSP devotes all of its resources and space to direct instructional advising of undergraduates (600). The Division of Special Programs provides a location for many visiting instructors in its numerous majors. As visitors, these instructors are especially dependent upon office space. In addition,

the Associates for our Western Civilization Course and Mass Communications Program have now become regularized at a level of 20 associates per quarter. At the moment, all of these associates share two offices; one more office would be necessary to make realistic student accessibility to these section leaders and instructors.

A student lounge is greatly desired. The office space for the staff is adequate, but students need a space in which to meet formally and informally as a coherent sense of the various majors and not just to file study lists. This is particularly important considering the nature of these majors, which have often been responsive to student feelings of isolation on this campus. Room 344 could be converted to a student lounge without changing space allocations; sections that have been given there would be taught in other classrooms provided by the Registrar.

It has been noted that there is no women's restroom on the third floor, though there are men's restrooms on most floors. Does this satisfy Title VII requirements? The staff feel that there should be a sink available--is there one in the janitor's closet on the third floor which could be made available to the staff?

Many of the majors (Mass Communications, Film) have need of classrooms which have video monitors. In Mass Communications alone there are two courses per quarter (150 enrollment) which need video equipment, and the Western Civilization course, since it attempts to include art and music, also would like a room which has workable audio-visual (i.e. tape, disk, video, film) equipment. In addition, a workable microphone system, installed in the classroom, would be desirable.

The Division of Special Programs gives a number of courses where the enrollment exceeds 100; all of these courses use audio-visual materials and we can expect them to turn increasingly to these materials as they become more available. Indeed, several of our majors--Film and Mass Communi-

cations--directly study such materials as part of their subject-content. We desperately need more rooms that are equipped with facilities for film and video-playback. At the moment, the few classrooms that are satisfactory are already (usually) appropriated to other majors like Journalism. Some advances are being made in equipping more rooms in Dwinelle through Educational Television. However, in the next few years the demand for these rooms will vastly exceed the abilities of Educational Television to satisfy or accommodate faculty users for instructional purposes.

Future Needs:

A temperature-controlled environment of 360 sq. ft. for film library storage will shortly be needed.

2607 HEARST

GRADUATE SCHOOL OF PUBLIC POLICY

Programmatically, the building at 2607 Hearst suits the needs of the Graduate School of Public Policy extremely well. All of the classes in the first year of the Master's of Public Policy degree program are conducted in the building's classroom.

The School's ten full-time faculty, plus a number of visitors, are also housed in the offices on the upper floors. The number of faculty offices is adequate for the program, but not excessive. (Sometimes visiting faculty have to share an office and schedule their classes on different days.) Thus the space matches the current scale of operations quite well, and the School feels that the noninstitutional ambience of the converted house significantly contributes to the informal, collegial learning environment it has fostered.

Although expansion of the building does not seem feasible, some structural alterations have been made to accommodate a new summer program for minority undergradu-

ates started this year. These alterations were paid for with instructional funds. Instructional funds also had to be used in 1980 to make some alterations related to handicapped access. For both of these projects reimbursement was requested from the campus minor capital improvement program, but a response has not yet been received.

The only major maintenance problem is the roof, which has some serious leaks. Deferred maintenance funds were requested to make the necessary repairs, and campus staff visited the School in the spring to inspect the roof. However, no roof repair project has been scheduled yet. The roof leak problem is noted in the Phase I report. The report also notes fire and life safety hazards which still exist. From a purely programmatic standpoint, however, there are no needs for changes in the space, and none are anticipated in the near future.