The UIC Master Plan offers an ambitious guide for the future physical development of the campus. Created in the midst of a major economic downturn and unprecedented fiscal challenges the Plan proposes modest improvements phased in as resources allow. An early opportunity for innovative implementation emerged as the Master Plan process was drawing to a close. The campus leadership was rolling out plans for an expansion of evening classes and hoped to coordinate these near term program efforts with some targeted facility improvements to the East Campus quad.

As a member of the UIC master plan advisory committee I had offered to dedicate a semester long plan making studio course to do some planning work. Lon Kaufman, Vice Provost for Academic Planning and Programming met with the students requesting a plan that would link the spatial needs of an expanded evening program with the evolving Master Plan ideas. The students in the fall 2009 studio agreed to prepare an implementation plan.

The students spent fifteen weeks interviewing campus staff and officials responsible for campus facilities, programming, activity, services and education. They studied current spatial capacity and use, expected demand offering designs that would leverage prior capital investment, require little new capital investment and foster a mix of activity at the campus center. The final presentation in December 2009 provided an important demonstration that a long term Master Plan effort can inspire practical near term campus improvements.


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UIC EVENING CAMPUS PLAN
Plan Produced By:

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Acknowledgements

We would like to thank the following people for their assistance in the data gathering and planning process. With their insight we have created a plan that works to improve the UIC night environment in a variety of ways.

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Projected Student Needs
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EXECUTIVE SUMMARY

For nearly forty-five years, the University of Illinois at Chicago campus has been a site home to premier academic programs and research. In that time, UIC has grown to become the largest university in Chicago and achieved international recognition for its programs. However, the physical presence of the campus is aging and will soon be unable to meet the needs of UIC students in this time of rapidly changing technology. The UIC Evening Campus Plan establishes a mid-term vision shared by the university community for the successful future development of the campus while being able to welcome 1,500 to 3,000 more evening students. The Plan builds on the foundation of the Campus Master Plan—a process that incorporated the views of the entire campus community and relevant community groups.

To develop the UIC Evening Campus Plan, UPP 552 student consultants met with numerous on-campus groups representing faculty, students, and staff. The input and ideas that these stakeholders provided were subsequently incorporated into the final version of the plan. The resulting vision for the Plan describes physical additions and modifications to the UIC campus that will enable the university to serve the expanding night student population.

The UIC Evening Campus Plan uses a set of guiding principles to cast a framework for renovation of classroom and student support buildings on UIC’s East Campus, as well as pedestrian pathways, and landscapes to connect and compliment these buildings. These changes will promote a more user-friendly evening campus environment while creating a 24/7 atmosphere.

Trends in enrollment growth and diversity at UIC necessitate the development of an ambitious plan to meet the evolving needs, interests, and challenges of future UIC evening students. The UIC Evening Campus Plan provides a wide-range of initiatives necessary to ensure that university life continues to provide powerful living, learning, and social experiences outside of the classroom that enhance students’ academic, career, and personal development. Major features of this plan include:

- Redesigned crosswalks,
- Gateway installations,
- Reorganization of interior spaces,
- Re-establishing the city street grid, and
- Adding visual interest to exterior areas

The plan presented in this document lays the foundation for a first-class physical campus that is appropriate for a world-class university.

Together, these initiatives offer a strategy that will fit well with the campus master plan’s longer-term goals, significantly improve the landscape for quality learning environments at UIC. The impact of these initiatives will ideally extend beyond UIC as well. The campus site will eventually be re-urbanized, re-establishing the flow of one Chicago neighborhood into the next. This plan serves as a jumping-off point, starting the East Campus on its way to being a model for academia’s physical integration into a community.
introduction
INTRODUCTION

Purpose and Charge

In mid-2009, the University of Illinois at Chicago put forth e-Learning Initiative (e-LIL): Academic and Business Plan. This initiative anticipates an expansion of the educational offerings at the university in the near term. A key component of the e-Learning initiative is an increase in online and blended learning educational offerings. The e-Learning Initiative document projects that these new educational formats, plus growing enrollment in other programs, will increase the number of students on the UIC campus, particularly during the evening hours.

In August 2009, the UIC administration approached the UPP 552 studio class regarding the need to make physical improvements to the campus in order to support this expected increase in students. The administration charged the 552 studio class with drafting a plan to guide the university in adapting its facilities so as to accommodate approximately 1,500 to 3,000 additional evening students. In addition to accommodating a net increase of students, the plan also needed to account for the fact that many of the online and blended learning students would have needs and demands different from those of the traditional students that the university currently serves.

In response to this directive, the 552 studio class has drafted the UIC Evening Campus Plan. This plan describes physical additions and modifications to the UIC campus that will enable the university to serve the expanding night student population.

Guiding Principles

Seven guiding principles drive the goals, objectives and proposals put forth in the UIC Evening Campus Plan. These principles also provide a frame of reference against which to measure the effectiveness or quality of the proposals.

<table>
<thead>
<tr>
<th>Guiding Principle 1</th>
<th>Promote connectivity within the UIC campus and between UIC and surrounding neighborhoods.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guiding Principle 2</td>
<td>Integrate academic and non-academic uses by promoting mixed-use development.</td>
</tr>
<tr>
<td>Guiding Principle 3</td>
<td>Utilize existing buildings, particularly first floor spaces, efficiently.</td>
</tr>
<tr>
<td>Guiding Principle 4</td>
<td>Balance the need to retrofit the UIC campus to meet evolving student needs with interest in preserving the campus’ architectural significance.</td>
</tr>
<tr>
<td>Guiding Principle 5</td>
<td>Promote changes that set the stage for further expansion on UIC’s East Campus.</td>
</tr>
<tr>
<td>Guiding Principle 6</td>
<td>Make campus facilities available to a wide range of students, including traditional, blended learning, online and other non-traditional students.</td>
</tr>
<tr>
<td>Guiding Principle 7</td>
<td>Ensure that all proposals and initiatives ultimately promote the educational experience at UIC</td>
</tr>
</tbody>
</table>
Goals

A number of goals underlie the UIC Evening Campus Plan. The UPP 552 studio class formulated these goals based on interviews with stakeholders, research into the potential needs of new night students, and an assessment of existing conditions on the UIC campus.

| Goal 1 | Define the UIC campus core. |
| Goal 2 | Reinforce pedestrian circulation. |
| Goal 3 | Create a mixed use environment that provides services and amenities to night students. |
| Goal 4 | Adapt buildings and spaces more effectively, maximizing efficient use of space. |
| Goal 5 | Increase the perception of safety on campus |

Objectives

The following objectives describe, in more concrete terms, how the UIC Evening Campus Plan will implement the plan’s goals. Each of the physical changes and improvements proposed later in this plan contribute to the realization of one or more of these objectives.

| Objective 1 | Improve flow to and through East Campus by visually and functionally connecting the campus with the street grid that runs through the surrounding neighborhoods. |
| Objective 2 | Establish Student Center East as a gateway that connects the surrounding neighborhoods to the UIC campus. Concentrate services and activity-generators on the first floor. |
| Objective 3 | Establish Daley Library as a gateway that connects the surrounding neighborhoods to the UIC campus. Concentrate services and activity-generators on the first floor. |
| Objective 4 | Reinforce the Quad as the center of campus, establishing Lecture Centers B and E as centers of social and academic activity. |
| Objective 5 | Improve classroom buildings by retrofitting classrooms and upgrading lounges. |
| Objective 6 | Make food services more accessible from classroom buildings. |
INTRODUCTION

Geographic Scope

The UIC Evening Campus Plan focuses on UIC’s East Campus, with particular emphasis on the area containing the Quad, the Daley Library, Student Center East and Grant, Douglas, Lincoln, Taft, Burnham and Addams Halls (the Study Area). This area was chosen for the following reasons:

• It is ideally located with respect to many campus amenities, including the library and the services available in Student Center East.

• It has a relatively high level of accessibility; the Study Area lies in close proximity to multiple public transportation stops and UIC parking facilities.

• Analysis of the buildings in the Study Area suggests that they have the capacity to serve the educational space needs of an increased evening student body.

• Interviews with UIC staff and feedback from stakeholders point to a strong interest on the part of the university in developing the East Campus as a hub for evening student activity.

This plan makes recommendations and proposals for physical changes to East Campus that will improve the UIC experience for a growing night student population. The plan does not make any recommendations regarding the programmatic or administrative issues that would certainly have bearing on the night student experience (e.g. class scheduling, staffing, etc.). However, to the extent possible, these issues were taken into account during formulation of recommendations for physical improvements.

Assumptions

A number of assumptions underlie and inform this plan for physical improvements on UIC’s East Campus. They are as follows:

<table>
<thead>
<tr>
<th>Assumption 1</th>
<th>The e-Learning Initiative will commence as planned in 2010.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumption 2</td>
<td>The e-Learning Initiative will bring approximately 1,500 to 3,000 more night students to the UIC campus.</td>
</tr>
<tr>
<td>Assumption 3</td>
<td>Financial resources for physical improvements to the UIC campus are limited at this time; improvements should focus on adapting existing buildings and other limited-cost measures.</td>
</tr>
</tbody>
</table>
Relationship to the 2010 UIC Master Plan

This plan should be read as a part of the larger master planning effort currently underway at the UIC campus. The proposals for physical change that we have been outlined in the UIC Evening Campus Plan reflect and support several of the goals established in the Phase 1 Report of the 2010 UIC Master Plan. While the UIC Evening Campus Plan touches upon elements of nearly all the goals of the master plan, the proposals contained in the Evening Campus Plan are particularly attuned to two sets of goals in the master plan: Cohesion & Clarity and Sense of Place. In its attention to the master plan goals, the UIC Evening Campus Plan anticipates and sets the stage for the more comprehensive changes proposed in the master plan.
existing conditions
Transportation

UIC is a commuter campus. To accommodate the majority of its student population that commutes to campus, the university must continually maintain and improve upon commuter facilities connecting East Campus with the rest of the city. UIC’s campus currently enjoys a prime location, allowing the university to meet the needs of all commuting students by providing ample parking in 40 lots or structures, as well as highly accessible public transportation options.

Public Transit

The CTA Blue Line runs through East Campus, situated north of most buildings and just south of Art and Design Hall, the northernmost building on campus. This provides great access from the L train to most of East Campus. Evidence also shows UIC students are using this mode of transportation heavily. The latest numbers from the CTA indicate that almost 7,000 commuters a day use this particular stop, up 5.8 percent from the previous year’s average. Several city bus lines service East Campus stops as well, and many of these run all night or late into the night.

U-Pass

This program has proven a successful way to increase CTA ridership and to keep UIC commuter-friendly. A survey taken in January 2009 quantified several characteristics of U-Pass users.

- 50% of UIC students respondents said they used a U-Pass to travel to and from school on a regular basis.
- 65% of U-Pass users at UIC were female and the majority of users fell into the 18-35 age group.
- 40% of U-Pass riders use their U-Passes between 9 am and 3 pm on weekdays, reflecting use that strongly correlates with the majority of UIC classes.

<table>
<thead>
<tr>
<th>Bus Route</th>
<th>Schedule Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-Harrison</td>
<td>Mid-Evening</td>
</tr>
<tr>
<td>8-Halsted</td>
<td>Late Evening</td>
</tr>
<tr>
<td>12-Roosevelt</td>
<td>Late Evening</td>
</tr>
<tr>
<td>60-Blue Island</td>
<td>Owl (Overnight)</td>
</tr>
<tr>
<td>157-Streeterville/Taylor</td>
<td>Mid-Evening</td>
</tr>
</tbody>
</table>
Parking

UIC currently has ample parking with a total of forty parking facilities of various capacities. On East Campus, the two primary parking areas are HLPS (Halsted/Taylor Parking Structure) with 1,582 spaces and HRPS (Harrison Parking Structure at the UIC Pavilion) with 1,202 spaces. Parking data shows that on an average weekday at peak hours (between 5-7pm) only about 500 spaces are used in HLPS and only about a hundred in HRPS. During their busiest weekday hours, campus users’ vehicles occupy less than half the capacity of these structures; usage rates are similar for most of the smaller parking lots as well. Only during some of the larger events, such as concerts at the UIC Pavilion does the HRPS structure reach near-full capacity. During times popular for evening courses, however, all parking lots will have ample room to accommodate automobile-commuting students. This information lends HLPS to being a primary parking area to fit the needs of students, faculty, staff, and visitors using Student Center East and the Quad.

Traffic

According to IDOT, the “East Campus” segments of Harrison Street and Racine Avenue respectively serve 9,000 and 9,100 cars or trucks on an average day. Halsted Street and Roosevelt Road host more traffic with 19,500 and 28,100, respectively. This data suggests possible conflicts between students and traffic, particularly between East Campus and the Halsted/Taylor parking structure (HLPS), a relatively high-use structure.

Services

The campus offers a wide range of services for students and visitors from computer labs to barber shops. The library and University Hall both have coffee shops. SCE houses retail and food facilities for third-party vendors in the form of fast food, cafeteria, retail, banking services, a barber shop, and a bowling alley. These facilities provide the needed amount of service to day students but most of these services are not available to night students. The majority of the retail close by 6pm, making them unavailable to students getting out of class at 9pm, which is the latest time classes currently end. All computer labs require card access and the Library is only open to students after dark.

The following is a complete list of services available to night students:

• Bowling Alley
• ACCC Computer Labs
• Innercircle Cafe
• East Cafe
• Vending
• Ward Gallery Lounge
• Open Seating Lounge
• Daley Grind
• Stacks Lounge
Safety

The campus itself is relatively safe. Nevertheless, there persists a perception that the campus is an unsafe place at night. This could be a problem for a plan with aims to attract more night students to the campus.

| Crime | Between 5pm and 1am from January to September of 2009 only fifteen arrests were made on or near campus. However, during this same time period between 6am and 2pm, fifty-two arrests were made on or near campus. Both of these figures are significantly lower than for comparably-sized areas over the same time period in other parts of the city. Of these crimes only thirty were assaults or robberies, while the majority of the crimes were petty theft. Also note the number of crimes at night is far lower, revealing the campus to be a relatively safe place during evening classes. |
| Blue Call Boxes | These boxes are spread out through the campus, making them easy to access. However, gaps do exist. For instance, in front of the UIC Forum there are no call boxes, even though this area is relatively high in crime activity compared to the rest of campus. Fortunately, there are no call box gaps on East Campus. |
Facilities on East Campus

East Campus has 191 rooms that can be booked for classroom usage with sizes ranging from 18 chairs to 196 chairs. The majority of the 92 rooms provide 19-24 chairs, which presents a problem for many courses, as most courses need to have at least 25 students enrolled. However, an extra chair cannot be added to these rooms due to fire regulations. SCE cannot be booked for classroom use, due to university policy.

| Efficiency (net assignable square feet divided by total square feet) | •Most buildings are inefficient with an average score of 50%  
•Most efficient buildings are those not used for classroom space, i.e. Student housing, Parking Structures, and Research Areas |
| Use | •Every building has space at night to accommodate additional students  
•East Campus can accommodate 3,000 students without adding additional space, assuming that no building is torn down |
EXISTING CONDITIONS

Student Snapshot

As UIC grows, demand for evening classes, and thus classroom space and other types of spaces, will grow. This section presents a snapshot of UIC’s East Campus during the evening as of the Fall semester 2009, and attempts to address what the future may hold in terms of student demand. Because this is a plan for the East Campus, this plan omits detailed information on colleges located primarily on the West Campus.

The core colleges focused on are:

The College of Art & Architecture (A&A),
The College of Business Administration (CBA)
The College of Urban Planning & Public Affairs (CUPPA)
The College of Education (EDUC),
The College of Engineering (ENGR),
The College of Liberal Arts & Sciences (LAS)

As of Fall 2009, UIC served almost 16,000 undergraduate students, 7,700 graduate students, and 2,500 professional students, totaling approximately 26,200 students. This total number has only risen by 2,000 since 2005, but graduate students increased by 1,000 during the same time period,\(^a\) therefore this a population to watch.

Of the programs at UIC, there are several that are growing. The graph at right shows a 10-year change in enrollment in the various programs at UIC. Although most show growth, those showing the most growth are graduate programs in engineering, urban planning, and education. Yet this does not discount the impact of large colleges on campus, such as LAS and CBA, especially among undergraduates.

Therefore, a potential growing population will be graduate students, and those in the three previously listed colleges. The projections section will contain more information about how this may impact the future of UIC.

---

\(^a\) Percent change since 1999

Figure #: Fall 2009 Enrollment & Trends since 1999. Source: Student Enrollment Statistics for Fall 2009, and Student Data Book, 1998-2008 from DRIA
Evening Registrations

Although in the image above, evening registrations seem to be staying constant, there is growing population of evening registrants in all of the colleges except the College of Business Administration. As of Fall 2009, evening registrations showed an increase from previous years for most colleges. This shows an increasing demand for evening classes and will be discussed later.

Of evening students, graduate students attend the most classes in the College of Business Administration, and the College of Education, followed by Liberal Arts & Sciences. Of undergraduates, the most popular evening courses are held by LAS, Education, Engineering and Art & Architecture, and then CBA. Therefore, these are the top colleges that will most likely drive enrollment in the future.
Demographics

Current evening students tend to be older, and many of them are graduate students or older undergraduate students. Many may be full-time day workers who come to the UIC campus after work. Other information about the evening student population is that, based upon overall numbers, female students are a large population, especially in Education and the College of Liberal Arts & Sciences. Certain measures to ensure safety and other services should be tailored accordingly.

Additionally, if the evening students are part-time day workers, then these students are mainly older and more advanced undergraduates and graduate students – all of whom tend to be older than the traditional college undergraduate student.

<table>
<thead>
<tr>
<th>Level</th>
<th>Age</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Students</td>
<td>79% are 22 and under</td>
<td>7.5% are part-time (the majority of these are senior-level students)</td>
</tr>
<tr>
<td>Total = 15.648</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Level Students</td>
<td>78% are 25 and older</td>
<td>55% are part-time</td>
</tr>
<tr>
<td>Total = 7,080</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Students</td>
<td>73% are between 23 and 29</td>
<td>2.4% are part-time</td>
</tr>
</tbody>
</table>

Source: 2008 Student Data Book
Geographic location

Geographic location is another factor that may play a role in students’ decision to attend an evening course. As shown by the maps, undergraduate students are dispersed, while graduate students tend to be concentrated within the City of Chicago. This could be one of the factors that has led to a higher proportion of graduate students taking evening courses. Or, one could argue, this could be why undergraduate students are unable to take evening courses, which means more undergraduates could benefit from online and blended courses.

This leads to other questions, such as how available public transportation is to the students, who uses public transportation, and who drives to campus. Or, if students live close to campus, what other services the campus could be providing them? Do they need to shop, drop their kids off at daycare, take care of other errands, or do they just need a place to finish some work-related tasks or homework, or meet with classmates in their limited time?
Current Classroom Usage

The next 4 pages visually display the use of classroom space on UIC’s East Campus Quad area on a Tuesday for Fall 2009. Historically, Tuesday has been the busiest night for evening courses. Only one night is used because UIC needs only to provide for the maximum number of evening students that will be on campus at the same time.

The Quad Area area encompasses the following buildings:

- Student Center East (SCE)
- Daley Library (LIB)
- Burnham Hall (BH)
- Addams Hall (AH)
- Taft Hall (TH)
- Lecture Centers A -F (LCA-LCF)
- Lincoln Hall (LH)
- Douglas Hall (DH)
- Grant Hall (GH)
- Stevenson Hall (SH)

The Six PM map shows that classrooms start to empty, especially the larger lecture centers that are used during the day. As of Fall 2009, the average class sizes for evening courses ranged from 13 students to 29 students, reflecting relatively small classes that are in need of the smaller classroom spaces in the various Halls surrounding the Quad.
projected student needs
PROJECTED STUDENT NEEDS

Student Projections

The following is an interpretation of what the previous snapshots mean for the future with student projections. These projections, however, will not dictate the future, obviously; this is just one possible scenario. Changes in the economy, marketing practices, and the success of the e-Learning Initiative may influence the future student population.

Future Student Population

In the Core East Campus colleges, A&A, CBA, CUPPA, EDUC, ENGR, & LAS, the following enrollment trends for all students are below. These numbers take into account the growth over the past five years to determine an estimate for 2013, and the growth ten years to estimate enrollment for 2018.

The table below shows a more detailed view by program. Again, these are only estimates and could change due to many reasons, one reason being the ability of programs to enroll students.

Total Enrollment Trends for Core Colleges

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2008</th>
<th>5 Year</th>
<th>10 Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;A</td>
<td>171</td>
<td>215</td>
<td>270</td>
<td>250-350</td>
</tr>
<tr>
<td>CBA</td>
<td>760</td>
<td>612</td>
<td>493</td>
<td>400-525</td>
</tr>
<tr>
<td>CUPPA</td>
<td>320</td>
<td>349</td>
<td>381</td>
<td>400-650</td>
</tr>
<tr>
<td>EDUC</td>
<td>811</td>
<td>747</td>
<td>688</td>
<td>625-775</td>
</tr>
<tr>
<td>ENGR</td>
<td>954</td>
<td>949</td>
<td>944</td>
<td>950-1,000</td>
</tr>
<tr>
<td>LAS</td>
<td>1,312</td>
<td>1,277</td>
<td>243</td>
<td>1,200-1,325</td>
</tr>
</tbody>
</table>

Total Enrollment - Graduate

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2008</th>
<th>5 Year</th>
<th>10 Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;A</td>
<td>1,086</td>
<td>1,179</td>
<td>1,280</td>
<td>1,325-1,375</td>
</tr>
<tr>
<td>CBA</td>
<td>2,493</td>
<td>2,217</td>
<td>1,971</td>
<td>1,675-1,750</td>
</tr>
<tr>
<td>CUPPA</td>
<td>n/a</td>
<td>52</td>
<td>129</td>
<td>325-?</td>
</tr>
<tr>
<td>EDUC</td>
<td>182</td>
<td>104</td>
<td>59</td>
<td>30-100</td>
</tr>
<tr>
<td>ENGR</td>
<td>1,783</td>
<td>1,781</td>
<td>1,779</td>
<td>1,500-1,800</td>
</tr>
<tr>
<td>LAS</td>
<td>9,583</td>
<td>9,311</td>
<td>9,044</td>
<td>8,750-9,000</td>
</tr>
</tbody>
</table>

Total Enrollment-Undergraduate

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2008</th>
<th>5 Year</th>
<th>10 Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;A</td>
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<td>1,179</td>
<td>1,280</td>
<td>1,325-1,375</td>
</tr>
<tr>
<td>CBA</td>
<td>2,493</td>
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<td>1,971</td>
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<tr>
<td>CUPPA</td>
<td>n/a</td>
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<td>129</td>
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<tr>
<td>EDUC</td>
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<td>104</td>
<td>59</td>
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<tr>
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<tr>
<td>LAS</td>
<td>9,583</td>
<td>9,311</td>
<td>9,044</td>
<td>8,750-9,000</td>
</tr>
</tbody>
</table>

Source: Student Data Books, 2002-2008
Future Evening Student Population

Although the e-Learning Initiative may affect these estimates by making the estimate too large or too small, the numbers provided here give an estimate of the numbers of students and the spaces available to them. To the right is a table referenced in the previous existing conditions section. This table takes a typical evening, Tuesday, and lists the number of students UIC could expect at most at any given time between 5:00 PM and 9:00 PM. Historically, Tuesday has been the busiest night for evening courses. Additionally, only one night is used because UIC needs only to provide for the maximum evening students that will be on campus as the same time.

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2008</th>
<th>5 Year</th>
<th>10 Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;A</td>
<td>139</td>
<td>271</td>
<td>528</td>
<td>1,030</td>
</tr>
<tr>
<td>CBA</td>
<td>628</td>
<td>490</td>
<td>382</td>
<td>298</td>
</tr>
<tr>
<td>CUPPA</td>
<td>100</td>
<td>119</td>
<td>142</td>
<td>169</td>
</tr>
<tr>
<td>EDUC</td>
<td>518</td>
<td>556</td>
<td>597</td>
<td>641</td>
</tr>
<tr>
<td>ENGR</td>
<td>162</td>
<td>129</td>
<td>103</td>
<td>82</td>
</tr>
<tr>
<td>LAS</td>
<td>417</td>
<td>486</td>
<td>566</td>
<td>660</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>1,964</strong></td>
<td><strong>2,051</strong></td>
<td><strong>2,318</strong></td>
<td><strong>2,880</strong></td>
</tr>
<tr>
<td><strong>All East Campus</strong></td>
<td></td>
<td></td>
<td>2,600-2,800</td>
<td>3,100-3,500</td>
</tr>
</tbody>
</table>

Note that in the table to the right, colleges that may hold classes on the East Campus, such as the College of Applied Health Sciences, are absent. Therefore, taking those colleges into account, the All East Campus number gives a better estimate of the number of students that may be on the East Campus in the evening.

The Impact of the e-Learning Initiative

Because of the new e-Learning Initiative, the numbers listed above will vary, although the exact impact has not yet been determined.

The goal of UIC’s e-Learning and Blended Learning Initiative is to add 500 to 1,000 students within the first five years. These students may mainly be in Continuing Education and certificate programs, with several general education undergraduate courses.*

The combination of students may be new students and existing students. However, because the UIC e-Learning Initiative anticipates a slow but steady growth, these courses may not significantly impact the student projections. They will, however, affect future class scheduling and facilities management, layout, classroom design, etc.

Source: 2002-2008 Student Data Books
The Impact on Classroom Space

As of Fall 2009, the maximum number of students in class on the entire East Campus was around 2,300 on a Tuesday evening and could be as high as 2,800 taking into account students with TBA courses and non-traditional courses such as independent studies. (During the day, the number of students in class on the East Campus can be as high as 8,000.) The average class size for evening courses was between 19 and 29. Therefore, there is at least enough space to house many more students as is done regularly throughout the day; however, these evening courses generally require smaller classrooms. Yet, there is space.

With all roughly 2,300 students on the East Campus on an average weekday evening, there is still more space to house students. Based upon information on classroom usage and capacities, there are roughly 6,000 empty seats on a busy Tuesday evening during Fall of 2009. Many of these classrooms are within the small class range of 10 to 45 as shown to the right.

Therefore, UIC could expand its evening program significantly while still having enough space. Part of the challenge may be coordination between departments and colleges so that each person scheduling space is aware of the complete inventory of classroom space.

<table>
<thead>
<tr>
<th>Room Size</th>
<th>Empty Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
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</tr>
<tr>
<td>3</td>
<td>22</td>
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<tr>
<td>33</td>
<td>24</td>
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<tr>
<td>2</td>
<td>25</td>
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<tr>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>1</td>
<td>33</td>
</tr>
<tr>
<td>2</td>
<td>36</td>
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<td>2</td>
<td>41</td>
</tr>
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<td>1</td>
<td>42</td>
</tr>
<tr>
<td>1</td>
<td>43</td>
</tr>
<tr>
<td>1</td>
<td>45</td>
</tr>
</tbody>
</table>

Total Remaining Rooms by Size After In-Use Classrooms Scheduled. Source: Course Scheduling Office, UIC
The Impact on Non-Classroom Space

Currently, there are roughly 2,800 students on the East Campus on an average weekday evening. The table below shows the quantity of non-classroom space available on the East Campus on a per student basis. The table also shows how the addition of more students in the evening will affect the space/student ratio for these non-classroom uses.

The table below suggests that there is enough space on East Campus to meet the varied needs of night students over the next 10 years. The ratios of space/student do decrease noticeably by 2018, when nearly 1,000 more students will be present during an average weeknight, but research suggests that there will still be an adequate amount of non-classroom space. The table shows space ratios published in the University of Nebraska and Pennsylvania State space guidelines. While direct comparison is difficult due to the complexity of space estimation formulas used by each institution, the numbers do suggest that UIC’s East Campus compares well to other universities in its ability to provide space for non-classroom uses, at least in the initial 5-year term. In conclusion, there is enough non-classroom space on East Campus to support an increase in night students, though the university may need to re-evaluate the amount of non-classroom space if enrollment continues to grow.

### Amount of Space Per Student on East Campus on an Average Weeknight

<table>
<thead>
<tr>
<th>Type of Space</th>
<th>Space in East Campus Buildings (SF)</th>
<th>2008: 2,300 students (SF/student)</th>
<th>2013: 2,800 students (SF/student)</th>
<th>2018: 3,300 students (SF/student)</th>
<th>Pennsylvania State System of Higher Education</th>
<th>University of Nebraska</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Facility</td>
<td>46,036</td>
<td>20.0</td>
<td>16.4</td>
<td>14.0</td>
<td>9.0</td>
<td>based on programmatic need</td>
</tr>
<tr>
<td>Lounges</td>
<td>170,230</td>
<td>74.0</td>
<td>60.8</td>
<td>51.6</td>
<td>1.0 (minimum of 5,000 sf)</td>
<td>n/a</td>
</tr>
<tr>
<td>Services/Office Space</td>
<td>169,372</td>
<td>73.6</td>
<td>60.5</td>
<td>51.3</td>
<td>n/a</td>
<td>1.5</td>
</tr>
<tr>
<td>Recreation</td>
<td>50,632</td>
<td>22.0</td>
<td>18.1</td>
<td>15.3</td>
<td>23.0</td>
<td>based on programmatic need</td>
</tr>
<tr>
<td>Computer Labs</td>
<td>21,138</td>
<td>9.2</td>
<td>7.5</td>
<td>6.4</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Library</td>
<td>240,756</td>
<td>104.7</td>
<td>86.0</td>
<td>73.0</td>
<td>n/a</td>
<td>based on size of library holdings</td>
</tr>
</tbody>
</table>
recommendations
Theme: Streets of UIC

The UIC Evening Campus Plan strives to improve the night environment through the creation of the ‘Streets of UIC.’ The Streets of UIC describes an urban campus atmosphere that is integrated with the surrounding city.

The Streets of UIC atmosphere utilizes connectivity, efficiency, and mixed use to improve the night environment. This atmosphere is active and lively and is both internally and externally connected. It does not separate uses, but fosters both academic and social activities centered upon a physical core. Activity is focused at the ground level, where meaningful services are provided.

The plan outlines specific recommendations that will help to better serve the growing night student population and create the Streets of UIC atmosphere. The Streets of UIC begin with the symbolic extension of Polk and Peoria streets through campus. The gateways to campus along these thoroughfares are emphasized by the opening of paths through Student Center East and the Library. These paths lead to the Quad, where academic and social activities reinforce the campus core. Finally, they extend to the surrounding classroom buildings which provide mixed service-learning atmospheres.
Accessibility: Overview

To create an urban campus that is accessible to and integrated with surrounding neighborhoods, the “Streets of UIC” plan proposes to break down current barriers between the East Campus and neighboring residents.

Through improvements to the overall look of the campus and by addressing current internal problems of accessibility, residents of nearby neighborhoods will be encouraged to patronize campus services, ensuring that UIC stays vital and integrated with the surrounding community. Specific changes will include signage, new and improved crossings, improvements to public transportation infrastructure and widened paths.
**Existing Conditions**

*East Campus Transportation*
- Excellent public transportation, including bus and rail
- Heavy UIC reliance on commuters
- Lack of bus shelters
- Train station in poor condition
- Halsted Parking Structure is never at full capacity

*Demand*
- Improved public transportation infrastructure

*Wayfinding*
- Lack of signage
- Barrier between campus and surrounding neighborhood
- Broken up street grid

*Demand*
- Bring the street grid into campus
- Provide signage of services and amenities, both for students and visitors
- Widen paths

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**Proposed Area for Path Widening**

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<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Define Campus Core</th>
<th>These wayfinding improvements will improve the campus core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 2</td>
<td>Reinforce Pedestrian Circulation</td>
<td>Walkability Improvements will reinforce pedestrian circulation.</td>
</tr>
<tr>
<td>Goal 3</td>
<td>Increase perception of Safety</td>
<td>Increasing walkability and pedestrian activity will further “the eye on streets” notion.</td>
</tr>
</tbody>
</table>

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**Walkability**
- Conflict between campus and parking structures
- High volume of traffic on Halsted (4 lanes)
- Large median designed to prevent crossing on Halsted between campus and HLPS
- Locking of Library and SCE at night
- Make Library and SCE permeable with pedestrian corridors throughout

*Demand:*
- Create a crosswalk to HLPS through the median or remove the median
- Make Library and SCE permeable with pedestrian corridors throughout
**Proposed Changes**

**Transportation**

*Increase capacity of the HLPS*

- As the main parking structure on campus, capacity in the HLPS should be increased to accommodate increased need due to increased patronage to proposed East Campus services.
- The structure can accommodate 2 more floors without major structural changes.
- Two more stories of parking would sufficiently increase the capacity during high traffic time periods.

*Improve SCE with a Circle Drive*

- Keep this area auto-friendly, but also integrate it into the existing neighborhood.
- SCE sits far from Halsted with an unfriendly slab of concrete in front, preventing any street-wall and making walkability in this area more difficult.
- Designate this as the on-campus spot for student pick-up and drop-off which will open the campus up to visitors and increase traffic to SCE, enhancing the vibrant mixed-use environment.

**Public Transit**

With rising fuel costs and a more environmentally aware populace, public transportation could be expected to increase over the next decade and beyond. Improving public transportation infrastructure in order to keep the campus easily accessible by public transit is a high priority.

- Improve existing bus shelters to be more attractive and useful in winter months and in rainy weather.
- Add bus shelters around campus where there are none to keep the campus public transit friendly.
- The Peoria blue line station is in disrepair and requires some improvement.
- Work with the CTA to help clean up and improve the blue line station at Peoria, which is one of the main access-points to campus.
- This could go a long way to promoting public transit to UIC, as well as give a face-lift to one of the main access points to East Campus.
Wayfinding

Signage will be established with a “Streets of UIC” identity. Visitors, students and faculty alike will navigate the campus and reach proposed mixed-use centers.

- Establish UIC as an integrated part of the greater neighborhood of the University Village and surrounding areas, such as Little Italy and the West Loop.
- “Streets of UIC” identifies the campus to the surrounding area.
  - In order to help promote the theme of “Streets of UIC” appropriate street-style signage should be erected along these new corridors through campus.
  - Signage is minimal, including only signage similar to that found on typical Chicago streets.
  - These signs will be posted north-south along a “Peoria” corridor, which winds through the campus, and east-west along a “Polk” corridor, making a straight path from the library to SCE.

- Banners on lampposts along Harrison and Taylor establish the university campus as its own separate enclave or "Fortress UIC", an island in the center of many diverse neighborhoods.
  - To help integrate the campus with the surrounding urban environment and make visitors feel welcome, we should take these banners down.
  - This will blur the line between UIC and the rest of the area.
  - As a way of showing UIC’s connection to the surrounding neighborhoods, signage is placed near the street, which promotes the services offered within campus.

- Signage of Services: Minimal and classy, without any neon or fluorescent lighting, and only used to advertise to outsiders that the campus offers services, such as restaurants, which will attract visitors.
- Directories: Erect directories with maps of the campus on them, similar to those at shopping centers, as a way to help guide more foot traffic toward our new mixed use environment.
- These should clearly promote our proposed SCE mixed-use environment as well as the proposed quad theater complex.
Walkability

Along with the creation of corridors, a more walkable space between the HLPS parking area and the campus itself will help to make the mixed-use environment more successful.

- The path between SCE and SEL is not conducive to night walking. Similarly, SCE is locked at night, creating a blockage.
- Widen “Peoria” path: Since no clear pathway exists in a north-south axis, the path creates a corridor, which could be created as “Peoria Street” if this pathway is widened an additional three feet.
- Remove blockages to “Polk”: The “Polk” corridor through the center of campus on an east-west axis is essential to the success of the “Streets of UIC”. Blockages such as artwork and street furniture should be removed to open this area up as a central corridor.
- Lane-narrowing: The university should work with IDOT to narrow Halsted to 2 lanes, effectively reducing the amount of traffic and making the area more pedestrian-friendly.
- New crossing at Halsted: A break in the median island on Halsted between the HLPS and the walking path between SEL and SCE would greatly increase walkability from HLPS to the quad.
- New crossing at Morgan: Similar to Halsted, there is a barrier island which separates the library from the Little Italy neighborhood at Polk. Though not an often used route to campus, this should be opened up as a new thoroughfare in the “streets of UIC” model, by breaking this island open with a crossing. This is essential for our proposed “Polk” street through campus.
- Improved crossings: Crossings exist in several locations, but could use improvement as they are conflict areas with traffic.
Student Center East: Overview

Student Center East contains heavily utilized meeting spaces for student organizations, faculty, staff, and non-university groups. In addition to its meeting spaces, the building also houses the University’s bookstore, offices for various student services and organizations, campus dining services, recreational activities, and retail vendors. Student organizations primarily utilize the meeting spaces on the 3rd and 4th floors during the evening hours. Unfortunately, during this time the rest of SCE is underutilized. This is primarily due to limited evening hours of vendors, poor pedestrian circulation, and an environment not conducive to mingling. The following are proposals for SCE:

- Create a main pedestrian pathway from Halsted Street through SCE into the quad area. It must be visible and easily utilized from Halsted.
- Relocate existing student amenities to better serve the needs of night and weekend students as well as visitors and provide additional amenities in SCE that compliment those in the newly defined Quad.

Goals

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Reinforce Pedestrian Circulation</th>
<th>The creation of the corridors perceived as the Streets of UIC will reinforce circulation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 2</td>
<td>Adapt buildings and spaces</td>
<td>Redistribute and relocate services to more effectively utilize space</td>
</tr>
<tr>
<td></td>
<td>more effectively</td>
<td></td>
</tr>
<tr>
<td>Goal 3</td>
<td>Create a mixed-use environment</td>
<td>Provide amenities and services on night and weekends through student activity centers</td>
</tr>
<tr>
<td>Goal 5</td>
<td>Increase Perception of Safety</td>
<td>With the improvements to the library, many more students will want to use the library, especially at night. Increased activity at the campus core will enhance the perception of safety.</td>
</tr>
<tr>
<td></td>
<td>on Campus</td>
<td></td>
</tr>
</tbody>
</table>
Existing Conditions

The existing conditions of SCE discuss the functional and aesthetic elements of the building’s exterior and interior. Examination of these existing conditions illustrates a lack of continuity and overall relationship to the Quad area.

• **SCE Functional Exterior**
  Halsted Street provides the best vantage point for users to see the services and amenities in SCE and the Quad area. Unfortunately, from a functional standpoint the location of SCE blocks visual access to the Quad from Halsted Street. Hence, there is no obvious way for users to gain immediate access to the Quad area via SCE. Additionally, there is no drop off point for vehicles and little space provided for short-term parking, making access to the building even more of a challenge. Easy access through the main doors of SCE is essential to moving people through the building into and into the campus core.

• **SCE Aesthetic Exterior**
  Aesthetically, the façade on the east side of SCE is unwelcoming to visitors. Visitors are also unaware as to what is inside SCE and beyond due to lack of proper signage on the east side of the building. Current aesthetics are very institutional and do not contribute to exploration.

• **SCE Functional Interior**
  The primary purpose for retrofitting SCE is to have it serve as a gateway to the Quad area. Additional benefits for retrofitting the building aim to support amenities provided by the future Quad area. However, current characteristics related to function prohibit this. Firstly, the bookstore’s location serves as a barrier for access to the Quad. The rounded wall on the north side of the bookstore is a visual blockage from Halsted Street to the Quad area. Secondly, functional placement of current services and amenities are not being used to their fullest advantage. Retail vendors are on the second floor, limiting patronage from non-university visitors. Additionally lounge/study space is limited primarily limited to the second floor.

• **SCE Aesthetic Interior**
  Walking into SCE from Halsted Street, one is greeted by a brick wall 20 feet in front of the main doors. The public corridor that winds around to the north of the bookstore is closed off as well except for the escalators to the north of the corridor and doors to the bookstore are south of the corridor. There is no obvious route leading to the Quad. The lack of open space does not provide an aesthetic conducive to exploring. Instead, a sense of confinement is projected. The second floor of SCE has a more open layout, but having retail vendors on the second floor does not contribute to the “Streets of UIC” vision, nor does it provide easy access for potential patronage.

Not improving both the functional and aesthetic exterior and interior of SCE excludes non-university visitors and limits patronage to primarily a student/staff demographic. A main consequence of this is that it does not provide any incentive for current retailers to extend their hours or for new retailers to open business either in the Quad or SCE.
Demand

- **University Visitors**
  The bowling alley is rife with activity in the evening hours, yet most of its evening users are not affiliated with the university. In fact, non-university patrons make up a bulk of the bowling alley’s profits. Other than the immediate space of the bowling alley/arcade, there are no other retail services or amenities for these visitors to utilize. This built-in demographic of non-university visitors with disposable income may use additional services and amenities if they were offered in immediate proximity to the bowling/alley arcade.

- **Student Groups**
  SCE is the main location for student groups to meet, especially at night. This provides a built-in demand for evening amenities, particularly food services. However, student groups also put a heavy demand on SCE for meeting space. Due to their small size and large numbers, student groups are using most if not all of the meeting space currently available in SCE. Some groups are currently able to obtain academic space for meetings when SCE becomes filled. But an increasing night student population means these available academic spaces will disappear and there will be a demand for meeting space in SCE that cannot be currently satisfied.

- **Child Care Facilities**
  An increase in evening students means an increase in the age of students and the likelihood they will have children. Indeed, the percentage of undergraduates who are single parents increased from 10% in 1995-1996 to 13.3% in 1999-2000. Additionally, female students make up 60.5% of UIC’s graduate student population and the percentage of full-time faculty who are female rose to 36% in 2000-01, up from 22.5% in 1975. The need for campus child-care has increased in conjunction with the steady increase in numbers of women faculty and student parents on America’s campuses.
Recommendations

SCE is an important part of East Campus but it presents several issues to both current students and future evening students. It serves as the East Campus’s eastern entrance but interior and exterior changes are needed to make it function better and become a well-loved campus gateway. It also serves as the central hub of services and amenities for those on the East Campus but its internal spatial arrangements and a lack of certain uses functions poorly for night students. It is recommended that improvements are made to SCE to make it a better campus gateway and that interior uses are relocated or reallocated to provide better access and convenience to students.

Student Center East as a Gateway

SCE currently serves as the eastern gateway for East Campus due to its location on a busy street with bus service, its location across the street from parking and the student fitness center, and its function as a center for student amenities and services. However, the location and design of the bookstore serve as a physical and visual barrier between SCE’s east and west entrances; night students and visitors especially want direct access to the campus core. Additionally, the name of the building is hardly visible from the street or sidewalk and SCE provides no signage identifying the amenities and services that are available. This is a major problem for those both those familiar and unfamiliar with the campus, especially at night.

Finally, many of those using the campus in the evening are more likely to prefer being dropped off and picked up by car rather than driving, using transit, or biking, especially in the winter months. Current campus drop-off locations are not convenient for these users.

This plan recommends improving the gateway features of SCE so that it allows better pedestrian circulation and becomes the focal entrance point for those being dropped-off and picked-up by vehicle. Space on the first floor of SCE should be reconfigured to allow a direct walkway between its east and west entrances of the building and new and improved signage is needed at the building. Constructing a circle drive in front of SCE for student drop-off and pick-up should also be considered.
• **Strong SCE Walkway**
  The first floor entrance area of SCE needs to be reconfigured to allow a direct walkway and visual corridor through the center of the building. The bookstore merchandising area can be relocated or reconfigured within the current floor space of SCE while the stairs leading down to the bookstore textbook area can remain if needed. Installing glass walls and doors along this central walkway will allow visual and physical access into SCE when the building is open and will allow students to pass through when the building is closed.

• **Circle Drive**
  A prominent drop-off/pick-up area is needed on campus and the front of SCE offers an ideal location. The building offers a large setback that is deep enough that a semi-circle driveway could be constructed for this use. Not only would this offer evening users a grand entrance into the university and strengthen a critical east-west corridor, but it would allow users to wait safely and comfortably inside SCE until their car arrives for pick-up. It can also be used by UIC Transportation Services as a major shuttle stop and turn-around area.

• **Signage**
  Current users of SCE are presented with only minimal identification and directional signage on the interior and exterior of the building. Installing high-quality, exterior façade signs over the east and west entrances of SCE will better identify the building, especially to those driving by on Halsted. Additionally, façade signs advertising the vendors within SCE will invite more non-university users into the campus for a bite to eat or a quick stop at the bank. Finally, installing interior signs that identify where the exits lead to (e.g. “Halsted Street” or “The Quad”) will allow those in SCE to quickly their preferred exit and will reinforce the idea of SCE as an accessible gateway.

**Relocate and Reallocate Space for Amenities and Services**

SCE provides the central location for student services, amenities, and activities on East Campus. As one of the core East Campus buildings it provides a foundation for UIC’s university experience. However, there are some issues with SCE in regards to where certain uses are located and to what additional uses are needed.
First, evening students tend to be older and enrolled in one of the graduate programs. These students, as well as many day students, are unlikely to use the first floor dining hall as they may not be subscribed to the university’s meal plan. Instead, they are likely to prefer a quick purchase of drinks, snacks, and meals at one of the building’s several food vendors. The second floor location of these vendors and other services makes them less accessible to those on the quad. Additionally, the location of these services and amenities on the second floor makes it impossible for campus users to see any of these services or amenities from outside the building, increasing the perception of distance and time it will take to use them. Campus users also lose the ability to see any student activity at these amenities and services and thus have no visual indicator that they are open. Together these lower the probability that night students will use SCE’s services and amenities.

Also, while SCE is full of activity during the day, evening is the peak time of building usage for Student Programs. Daytime groups need larger, but fewer meeting spaces while evening groups need smaller, but many meeting spaces. Current meeting spaces match the demand for daytime users but evening users are using rooms that are too large for their needs while their large numbers can quickly fill all available space in SCE. Some student groups are instead using academic space that is currently available in the evening. However, with the planned increase in evening student population, this academic space will no longer be available.

Finally, many college campuses are currently struggling to recruit and retain qualified faculty, staff, and students, many of whom are seeking work or education on campuses that offer quality, affordable childcare. A recent study revealed that of 4000 respondents, 63% wanted diverse child care needs which include
Services and Amenities on the First Floor, “The Circle Market”

Student services and amenities, particularly food vendors, are currently located on the second floor, physically and visually separated from the campus core. Moving all retail vendors as well as some services to the first floor of the building so campus users have better access to them and so that a strong hub of activity is created closer to the quad. This can also be a catalyst for future retail growth at SCE.

Inspiration for a First Floor “Circle Market”

New Flexible Meeting Space is Needed for Student Groups
• Student Dining Hall on the Second Floor
  To make room for the Circle Market on the first floor, the current dining hall must move to the second floor. This will make the dining hall accessible to two important groups of campus users: students living in the dorms who are most likely to have a meal plan and those using meeting spaces on the third floor of SCE and in the SCE Tower who may use it for catering services.

• Increased Meeting Space for Student Programs
  A current shortage of space for Student Programs and a projected increase in academic building use by night students means more small group meeting space is needed in SCE. It is recommended replacing outdated lounge spaces in SCE with new and additional group meeting space; new lounge space is planned for other areas of the campus core. Older meeting spaces should be renovated to allow for more flexibility in size and new meeting spaces should built with this flexibility as well.

• Childcare Center
  The current location and hours of childcare facilities on the UIC campus are not accessible to those on the East Campus quad, especially night students. The plan recommends putting an additional childcare facility with extended evening hours into SCE. This will allow current and future evening students a convenient location to easily drop off and pick-up their children. Many of the issues with arranging childcare can be eliminated for night students, making the university’s evening programs more appealing to parents.
The Richard J. Daley Library is one of the core buildings of UIC and is the counterpart to Student Center East. Together these two buildings provide the structure for UIC’s East Campus layout. With its importance in size and function, the UIC Library can and should be a premier space for the university community. Reorganizing and renovating some of the Library’s current space will enable it to better meet the needs of night students as well as existing students. Proposals for the library include transforming the building into the western gateway for the East Campus by creating an “arcade” pass-through, and developing a “learning commons” study area.

### Goals

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>The development of a learning commons in the library will make it a core of activity on the East Campus. Additionally, the installation of exterior and interior signage will help direct users identify the core.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 2</td>
<td>An arcade pass-through will facilitate better pedestrian flow to and from the campus core, and will effectively bring the street grid of the nearby neighborhood into the UIC campus.</td>
</tr>
<tr>
<td>Goal 4</td>
<td>Many elements of the learning commons, such as installation of more power outlets, will create usable and desirable study space for students.</td>
</tr>
<tr>
<td>Goal 5</td>
<td>With the improvements to the library, many more students will want to use the library, especially at night. Increased activity at the campus core will enhance the perception of safety.</td>
</tr>
</tbody>
</table>
Existing Conditions

- The UIC library has a large footprint.
- Book storage is the main use in the library; study areas, offices, and computer stations occupy spaces between the stacks.
- The first floor contains the Library Oasis and the Daley Grind coffee stand.
- The west-facing entrance closes daily at 5:30 PM.

Proposed Changes

Daley Library As a Gateway
Currently, the library disrupts the pathway linking the quad with the nearby neighborhood immediately west of the campus. Furthermore, the west entrance closes at 5:30 PM, preventing nearby students and other community members from engaging with the university. The following changes will turn the library into the western gateway of the UIC campus.

- Library Arcade
  Evening entrances from the west are needed for night students. By reconfiguring exterior doorways and adding a series of interior doors or gates, the ground floor of the library can become an enclosed arcade-style walkway, accessible at all hours. When the library is not in operation, the interior doors could be locked to restrict access to book stacks, computer labs, and other library assets.

- Polk St. Path
  Campus users from the nearby neighborhood do not have an easy or intuitive way to reach the library. Someone entering the campus from the west must negotiate a dead-end street and a number of landscaping barriers. A continuous, well-marked pedestrian pathway between the western library entrance and Polk Street ensures that campus users can enter the East Campus through the library conveniently.
• **Signage**
  Currently, minimal directional signage guides library users to the interior and exterior of the library. Installing exterior façade signs over the east and west entrances of the library will better identify the building. Additionally, interior signs that identify where each exit leads (e.g., “Morgan Street” or “The Quad”) will allow a library user to quickly find his/her preferred exit and will reinforce the idea of the library as an accessible gateway.

• **Learning Commons**
  The library represents one of the fundamental building blocks at many universities. It not only serves as an academic building but also as a community building. However, university libraries have evolved over the last two decades as technology and student work habits change. Today’s student requires a broad range of amenities from the university library, including individual and collaborative work space, power outlets for computers and wireless internet access, as well as access to more traditional library resources. At the same time, the library should continue to provide an academic “experience” for users.

Converting some of the UIC library space to a “learning commons” will help the Daley Library meet student need for updated amenities and continue to provide a university experience to the UIC community.

• **Study Space**
  The UIC library has some group work rooms and “lounge” areas, such as the Oasis, but the majority of study space within the library is dedicated to quiet study: long tables and study carousels. More space needs to be dedicated to lounge and collaboration needs. Specifically, the first floor study areas should be converted to lounge and collaboration uses.

• **Lounge Space**
  This is study space that allows more noise and activity, has comfortable and configurable sitting space, and may be placed in conjunction with other library services. This type of study space would work best on the first floor, perhaps near to a food service anchor. The lounge space experience would approximate that of a relaxed café.

• **Expanded Café**
  Currently, the nearest food services for library users are in SCE; the library’s Daley Grind coffee stand has a fairly limited menu. This arrangement is inconvenient for students using the library, as they must leave the building to find a meal. To keep students in the library during the evening hours and serve their food and drink needs, the Daley Grind should expand to include fresh sandwiches, salads, fruits, and other items. Additionally, the service hours should expand to closely match the library’s hours so that late night studiers are not discouraged from using the library.
• **Collaboration Space:** This is study space where group work can be accomplished. It also allows for more noise and activity, although certain group work sessions require privacy for the group. Lounge space should be configurable so groups can have impromptu meetings in a relaxed setting and designated areas for private group work should be renovated; current collaboration rooms are outdated. Collaboration space would fit best on the first and second floors of the library.

• **Quiet Study Space:** This is study space that has less noise and activity, has a mix of lounge furniture and study tables, and is placed away from active library services. Students are comfortable but are highly focused on their work. These spaces should be placed on the third and fourth floors of the library.

• **Furniture:** Currently, the UIC library is filled with older furniture, mostly uncomfortable wooden chairs and outdated study carousels and tables. New chairs and work surfaces should be purchased, along with a selection of more comfortable furniture, such as lounge chairs, couches, and coffee tables. Some of the furniture should be flexible, allowing students to rearrange it for group work and individual workspaces.

• **Computer Infrastructure:** One of the most noticeable issues at the UIC library is the lack of power outlets for laptop computers. Students will huddle around power outlets even when it means forgoing more comfortable furniture and sitting at a desk in the middle of the book stacks. Installing a grid of in-floor power outlets in study areas will greatly increase the usable study areas for those with laptops and will provide a much better user experience. Additional items such as expanded wireless printing facilities and laptop checkout services should also be considered.
Lecture Centers B & E

Several key improvements will reinforce the Quad as the campus center. These improvements invite students and faculty to the center of campus and enhance the pedestrian experience.

The Quad area includes six buildings – Lecture Centers A, B, C, D, E & F. Four of these structures (Lecture Centers A, C, D & F) contribute to the communal feel of the Quad with glass atrium-style envelopes in a visually open style.

Lecture Centers B and E are poorly designed and under-utilized. They do not relate well with the Quad; nor do they appear inviting. Though their bathrooms are well-utilized, their large lecture halls are not currently used at night. With no windows on the north or south sides, the buildings visually block the central Quad plaza and turn away from this important area. The blank walls and proliferation of concrete hardscape create a sparse, barren feeling at the center of East Campus.

While the Campus Master Plan calls for the demolition of these buildings, their use will likely continue in the near term (5-10 years). The UIC Evening Campus Plan makes short-term recommendations to improve the existing buildings to draw students to the core Quad area for activities other than classes.

Existing Conditions

- Provides great potential for a student activity center
- Serves as a thoroughfare for pedestrians
- Houses the only bathrooms in the Quad
- Includes 2 large lecture halls (174 seats) that are unused at night
- Style fits campus architecturally
- Blank brick walls limit access and activity
- Exterior lacks greenery, signage, and lighting

<table>
<thead>
<tr>
<th>Goal 1 Define Campus Core</th>
<th>The development of a learning commons in the library will make it a core of activity on the East Campus. Additionally, the installation of exterior and interior signage will help direct users identify the core.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 2 Reinforce Pedestrian Circulation</td>
<td>An arcade pass-through will facilitate better pedestrian flow to and from the campus core, and will effectively bring the street grid of the nearby neighborhood into the UIC campus.</td>
</tr>
<tr>
<td>Goal 4 Adapt Buildings and Spaces More Effectively, Maximizing Efficient Use of Space</td>
<td>Many elements of the learning commons, such as installation of more power outlets, will create usable and desirable study space for students.</td>
</tr>
<tr>
<td>Goal 5 Increase Perception of Safety on Campus</td>
<td>With the improvements to the library, many more students will want to use the library, especially at night. Increased activity at the campus core will enhance the perception of safety.</td>
</tr>
</tbody>
</table>
Demand

With improvements, Lecture Centers B and E can serve various functional demands.
- Campus hub with community space, services, and amenities
- Central node of traffic flow through area, as well as in and out of buildings
- Multi-use buildings utilized efficiently
- Visual and functional extension of Quad plaza into surrounding buildings

Recommendations

The Quad currently offers many opportunities for improvement as a campus core. Both Lecture Centers are centrally located, architecturally thematic, and are established centers for certain activities.

Converting Lecture Centers B & E into a community space where students and visitors feel welcome will better utilize the space and contribute to the overall flow of campus. The plan recommends ways in which the lecture centers may be renovated to accommodate multiple uses at the same time, be visually accessible from the Quad, and provide activities throughout the day and evening for various student groups.

Renovate the Lecture Centers so that they may relate with the Quad and contribute to the flow of Campus
- Renovation of the north and south walls will reorient the buildings towards the surrounding Quad plazas.
- Replacement of brick walls with glass windows and doors will create a visual extension of the Quad and interaction with the building activity.
- Construction of additional entrances along the north and south walls will encourage use of the buildings
- As illustrated to the left, additional points of access will increase flow through and to the Quad from surrounding buildings.
- Addition of lighting, landscaping, and more comfortable seating in the Quad plaza will provide a more comfortable environment, encouraging student use and gathering.
- Continual pedestrian activity at night will increase the perception of safety in the area.
Relocate UIC radio station to the Quad to create interaction between the radio station and the students

Moving the UIC radio to the Quad would provide ample marketing for the station as well as providing more interaction between the students and radio station.

Convert one of the classrooms in either Lecture Center B or E to be a cinema at night that provides movies to students who may be on campus for hours at a time.

Basements can be utilized as student lounges. Spaces with copious amounts of electrical outlets also invite students to the area.

Relocate bathrooms into the classroom areas

Moving the bathrooms to into a previous lecture space, the bathrooms will increase by 30% in size. The increased size of the bathrooms will help serve the crush load of students during the peak period of attendance in additional to the expected influx of people using the campus core at night.
Educational Facilities: Overview

Classroom buildings adjacent to the center of campus offer great potential. Largely devoted to academic use, these buildings house a good deal of underutilized space. They are the main area of activity for evening classes, yet few services are provided to students in these buildings. Often working during the day, night students have little time to take care of simple tasks such as relaxing or eating. The university can re-work existing spaces within the classroom buildings to meet these needs in an efficient manner.

Possible changes the university can make to improve the night student experience might include:
- retrofitting lounges to serve current work, study and technology needs
- installing grab-n-go kiosks for quick snacks and small meals;
- adding moveable dividers to classrooms to convert them into flexible spaces.

Mixed service and learning spaces will better serve students, while also increasing activity and improving atmosphere in the central campus at night.

Classrooms: Existing Conditions

The classroom supply on the East Campus mostly serve classes with fifty or less students; however, the demand for classrooms of this size is much higher than the current availability. A particular mismatch exists between the supply of 24-seat classrooms and the need for 25-seat classrooms to meet standard accreditation requirements. In the fall of 2009, there were 41 more 19-24 seat and 64 less 25-30 seat classrooms than requested. Overall 91.5 percent of evening course schedulers requested classrooms for classes of 50 or less students, with 50.8 percent of those being for 19-30 students.

Goals

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Define the UIC campus core.</th>
<th>More services and spaces that students need will be provided in the core campus area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 2</td>
<td>Reinforce pedestrian circulation.</td>
<td>Multiple locations of service and interest will encourage movement from building to building</td>
</tr>
<tr>
<td>Goal 3</td>
<td>Create a mixed use environment that provides services and amenities to night students.</td>
<td>Comfortable lounges with food and technology create a mixed service/learning environment</td>
</tr>
<tr>
<td>Goal 4</td>
<td>Adapt buildings and spaces more effectively, maximizing efficient use of space.</td>
<td>Retrofit existing space into a more usable form that will serve students and produce revenue</td>
</tr>
<tr>
<td>Goal 5</td>
<td>Increase the perception of safety on campus</td>
<td>More activity in building and campus adding “eyes on the street”</td>
</tr>
</tbody>
</table>
Large classrooms, on the other hand, are underutilized at night. While 20 classrooms have a capacity of over 100, only 2 classes require seating within this size range. The very large classroom in Lecture Center A (411 seats) and most of the thirteen large classrooms (147–176 seats) in the Lecture Centers go unused at night. Eight medium-sized classrooms (60–80 seats) are also underutilized in Taft and Burnham Halls.

**Demand**

In order to work successfully, night programs need smaller spaces with up-to-date workspaces and equipment. Current academic trends and the growth of the Blended Learning Program suggest that this demand will continue to rise. Such classes also require comfortable spaces to attract and retain students, flexible seating and workspace for collaborative work, and advanced multimedia equipment for student and teacher use.

The Office of Campus Learning Environments has addressed the need for up-to-date classrooms by renovating over 50 classrooms on East Campus since 2003. Completed spaces have updated finishes, seating, work spaces, lighting, and added multi-media equipment. The existing large classrooms require additional work to adapt them to serve current class sizes.

**Recommendations: Flexible Classrooms**

**Adaptive Use**

A practical way to retrofit underutilized large classrooms, the addition of room partitions would allow for the use of the space by both larger classes during the day and smaller classes at night. It will also meet meeting and conference space needs, which often require large gathering room and small breakout space within the same building. Such partitions are common in classrooms, and more recent room division advancements have created attractive and acoustically sound dividers.

**Possible Locations**

Classrooms with an area of over 800 square feet and a capacity of over seventy seats exist in several key areas, including Taft Hall (two classrooms) and Burnham Hall (six classrooms).

**Night Classroom Supply/Demand Mismatch: Fall 2009**

<table>
<thead>
<tr>
<th>All Classrooms</th>
<th>Room Size</th>
<th>Supply</th>
<th>Demand</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 50</td>
<td>162</td>
<td>236</td>
<td>91.50%</td>
<td>-74</td>
</tr>
<tr>
<td>51-100</td>
<td>9</td>
<td>20</td>
<td>7.80%</td>
<td>-11</td>
</tr>
<tr>
<td>101-150</td>
<td>6</td>
<td>1</td>
<td>0.40%</td>
<td>5</td>
</tr>
<tr>
<td>151-200</td>
<td>10</td>
<td>1</td>
<td>0.40%</td>
<td>9</td>
</tr>
<tr>
<td>201-500</td>
<td>4</td>
<td>0</td>
<td>0.00%</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>191</strong></td>
<td><strong>258</strong></td>
<td></td>
<td><strong>-67</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Small Classrooms</th>
<th>Room Size</th>
<th>Supply</th>
<th>Demand</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-18</td>
<td>13</td>
<td>31</td>
<td>13.10%</td>
<td>-18</td>
</tr>
<tr>
<td>19 - 24</td>
<td>92</td>
<td>51</td>
<td>21.60%</td>
<td>41</td>
</tr>
<tr>
<td>25 - 30</td>
<td>5</td>
<td>69</td>
<td>29.20%</td>
<td>-64</td>
</tr>
<tr>
<td>31 - 39</td>
<td>12</td>
<td>32</td>
<td>13.60%</td>
<td>-20</td>
</tr>
<tr>
<td>40 - 45</td>
<td>17</td>
<td>39</td>
<td>16.50%</td>
<td>-22</td>
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<tr>
<td>46 - 50</td>
<td>23</td>
<td>14</td>
<td>5.90%</td>
<td>9</td>
</tr>
</tbody>
</table>
Lounges: Existing Conditions

Sufficient lounge space exists in the classroom buildings, yet these lounges are worn and under-utilized. Most buildings have at least 400 square feet of lounge space on the first floor, and several have additional space on the second floor. These lounges typically include couches and chairs, several tables, lockers, and basic vending machines. Since 2003, the Office of Campus Learning Environments has renovated over 20 vacant areas, lounges, and study spaces through Project Oasis. These new lounges offer more comfortable and attractive seating and workspace, but remain under-utilized at night. The electrical access and service amenities in many of these lounges remain to be updated.

Demand

In addition to classrooms, lounges also need to be multi-media ready. Since the construction of the classroom buildings in the 1960s, technology has changed the way in which students work and relax. Prior to and during class, students need areas where they can work and regroup. Above all, they need places to plug in their computers and phones. The wiring of the buildings provides insufficient electrical outlets, with only occasional outlets provided along the walls and many are unusable. The demand for multiple outlets is evident in the high usage of updated spaces such as the Circle Campus Lounge and the Lincoln Hall lounge.

Recommendation: High-Tech Lounges

Improved Utility

The addition of electrical outlets and working surfaces in lounge areas will be useful for students. Work stations with built-in computers will allow for those without laptops to quickly check e-mail or do research. The removal of unused elements, such as lockers and vending areas, may also provide room for additional working space or services.

Model

Lounges in the renovated Grant and Lincoln Halls have multiple electrical outlets along the floor and wall counters, high working tables, and central chairs for gathering and relaxation. Work stations are located throughout the halls and are well-utilized.

Possible Locations

Taft Hall, where sufficient lounge and hall space exists without up-to-date services. Douglas Hall, Burnham Hall, and Lecture Centers A, C, D, & F all house other lounges that could benefit from technological improvements.
Services: Existing Conditions

Student Center East and Daley Library are home to the majority of services for night students. These areas contain food, retail, computer, lounge, and other types of services with varied accessibility after 6 pm. Evening services available in classroom buildings are limited to basic vending machines and lounges. The classroom buildings have an ACCC computer lab and several academic centers, but their hours do not extend beyond 5 pm. The computer stations located in the corridors of Lincoln Hall provide much-needed computer access.

Demand

Night students have limited time prior to class or during break to eat dinner or have a snack. With services polarized in Student Center East and the Library, obtaining food on campus is difficult or impractical. Vending machines located within the classroom buildings have limited offerings. Recent successes with the Daley Grind coffee shop in the Library and the food kiosk in the Student Services Building show that there is a demand for quick and healthy food items and a warm cup of coffee. Open until 9 pm on weeknights, the Daley Grind has a steady stream of evening traffic, averaging fifteen customers per hour.\textsuperscript{vi} With 900-1,400 students in each classroom cluster on a given night, the University may be neglecting potential users of additional food services.\textsuperscript{vii} With little time prior to and during class to procure food, students need services to be close to their classrooms. They often have an hour window to travel from work, get food, and prepare for class, and a 10 minute break during a three-hour class to grab coffee or a snack. In the winter months, their desire for close services becomes greater. An ideal distance for food services from classroom buildings would be no more than 360 feet away. Walking at a standard three feet per second for 2 minutes, this is the distance at which services remain accessible and convenient (and thus used) to students.\textsuperscript{viii} Taking this into consideration, the Lecture Centers have adequate access to services, while the north and south quad areas do not.
Recommendation: Food Kiosks

**Mixed Use**
With the activities of eating, working, and socializing increasingly mixed, lounge areas also offer potential space for food service. Flexible kiosks placed in these spaces connect the service directly with the student user. Rather than bringing or skipping meals, or rushing during break, students may have food available in a warm and convenient location.

**Models:**
Such services have taken several forms across the campus, with a wheeled kiosk in the Student Services Building and a permanent area within the Library. Space required for such services is relatively minimal, with an estimated 25 square foot base area and 10 foot front clearance required for the kiosk.

**Possible Locations**
Lounges are ideal areas, as they have sufficient room for kiosks and their associated traffic, and are physically separated from classrooms. A key potential area exists in the yet-to-be renovated Taft Hall lounge, as well as those in Lecture Center A, and Lincoln Hall.
evaluation criteria
Evaluation Criteria

At the beginning of this process, we found a university campus with barriers to pedestrian activity, isolated uses, wasted space, questionable security, and lacking a defined core. Our group believes that the Streets of UIC concept will remedy many of those issues. Below are five criteria that assess the efficacy of the UIC Evening Campus Plan’s proposed changes in meeting the plan’s goals. We judge the individual strategies against each criterion to show a more detailed picture of how each part contributes to achieving the goals.

**Distance.** Has the change shortened the walking trip for students travelling from a classroom space to dining options, student-focused services, and/or toilet facilities? Have other users’ trips been shortened?

**Convenience.** Has the change made it possible to introduce services previously inaccessible to night and weekend students?

**Legibility.** Does this change enable users who are unfamiliar with East Campus able to quickly and successfully navigate the area using intuition or signage?

**Access.** Does this change provide more options for students to enter campus? Does it change the perceived availability of campus destinations?

**Repurposed Space.** Has the change made use of existing and previously underused or unused space in campus buildings?

The following table summarizes how each plan element stands in comparison to the evaluation criteria. Each site for which the UIC Evening Plan proposes changes covers multiple evaluation criteria, with the exception of Lecture Centers B and E”. This suggests that the elements of the UIC Evening Campus Plan are effective in meeting the state goals.

"The proposed changes to Lecture Centers B and E are minimal due to the five- to ten-year timeline of the elements outlined in the UIC Evening Campus Plan. This is an awkward timeframe in that it completely encompasses the tenure of two to five “generations” of students matriculating to the UIC campus. The Master Plan calls for the future demolition of Lecture Centers B and E. While it is necessary to make changes for the benefit of students for the next ten years, we suggest these changes with a knowledge that they may not be permanent elements of a future campus."
<table>
<thead>
<tr>
<th>Plan Element</th>
<th>Distance</th>
<th>Convenience</th>
<th>Legibility</th>
<th>Access</th>
<th>Repurposed Space</th>
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</thead>
<tbody>
<tr>
<td>Wayfinding</td>
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<td>Crosswalks</td>
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<tr>
<td>SCE-Quad Connection</td>
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<td>SCE- Child Care</td>
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<td>SCE-Added Amenities</td>
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<td>SCE-Dining</td>
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<td>SCE-Meeting Space</td>
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<td>Library Arcade</td>
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<td>Pedestrian Polk</td>
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<td>Library- First Floor Activity</td>
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<td>Library - Entrance Branding</td>
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<td>Library- Interior Signage</td>
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<td>Quad-Restrooms</td>
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<td>Quad - LCB</td>
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<td>Quad- LCE</td>
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<tr>
<td>Cluster Building- Lounges</td>
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<tr>
<td>Cluster Buildings- Kiosks</td>
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</tbody>
</table>
Sources


v Course Scheduling Office, UIC. East Campus figures for Fall, 2009. Does not include space allocated by individual departments.

iv Sodexo Campus Dining at UIC, October 2009.

vii Source: Number of students in class at peak (6pm) on an average weeknight (Tuesday).
