Neuroscience Laboratory Design:
Understanding the Cognitive Processes of Neuroscientists at Work

Program Overview

The Academy of Neuroscience for Architecture (ANFA) and our partner the Dana Alliance for Brain Initiatives are inviting neuroscientists to critically examine environments most familiar to them – their own laboratories and offices. By identifying key characteristics common to this end-user typology, and proposing hypotheses about the cognitive processes affected by these characteristics, we hope to explore the interface between the neuronal and architectural aspects of laboratories and offices used by neuroscientists.

It is ANFA's vision that the results of such studies will eventually have relevant applications to the design of neuroscience laboratories. Thus, the knowledge that will be generated by this workshop will become a valuable database for both neuroscientists and architects.

Pre-Workshop Program

This Pre-Workshop Program contains the following information:

- Workshop Agenda
- Workshop Participants
- Description of the Working Groups
- Transportation and Lodging
- Local Attractions
- Metro Map

What to Bring

We invite participants to bring tools and illustrative material to the workshop to use in the working groups. A more detailed explanation of how this material can supplement your groups is provided in the section on "Description of Working Groups".

Should you have any questions about the workshop or the DC area, please contact Meredith Banasiak at: 202.478.2443, or meredith@anfarch.org. We look forward to seeing you in May!

We are grateful to Steelcase, Inc. for funding this workshop,
and for the additional support provided by the Dana Foundation.

ANFA ACADEMY OF NEUROSCIENCE FOR ARCHITECTURE

Neuroscience Laboratory Design: Understanding the Cognitive Processes of Neuroscientists at Work

May 8 – 10, 2006

Dana Center

900 15th Street, NW

Washington, DC

Agenda

Monday, May 8, 2006

2:00 PM General Meeting
The David Mahoney Forum
- Welcome: William Safire
  Chairman, the Dana Alliance (invited)
- Welcome: Gordon Chong, FAIA
  President of ANFA
- Welcome: Joyce Bromberg,
  Director of Research Planning, Steelcase

2:30 PM Background and purpose of workshop
- John Eberhard, FAIA
  ANFA Founding President
- Roger Goldstein, FAIA
  Goody Clancy Architects, Boston
- John Zeisel, Ph.D.
  ANFA Board member

3:00 PM Presentation: Architectural Challenges to the Design of Laboratories
- P. Richard Rittelman, FAIA
  Burt Hill Kosar Rittelman Assoc.

3:30 PM Presentation: Environments for Discovery
- Margaret Alrutz,
  Steelcase User-Centered Researcher

4:00 PM Presentation: Neuroscience Laboratory Activities
- Dr. Eduardo Macagno,
  University of California, San Diego

4:30 PM Participant Self introductions

5:30 – 7:00 PM Reception
(Spouses welcome to attend)
Library and Conference Room, Dana Center

- Dinner on your own -

Tuesday, May 9, 2006

9:00 AM Opening Session
Assignments for interdisciplinary working groups based on "Behavior Performance Outcomes" :
- Group 1: Creativity/Discovery
- Group 2: Productivity
- Group 3: Stress
- Group 4: Memory and Learning

Groups will move into separate working rooms for their discussions. Mid-morning refreshments will be provided.

Noon Reassemble for a buffet lunch and discussion

1:30 PM Return to group discussions

Mid-afternoon refreshments will be provided.

5:00 PM Adjourn

- Dinner on your own. Working groups may wish to have dinner together and prepare their presentation -

Wednesday, May 10, 2006

9:00 AM Opening Session
Each group will have thirty minutes to report on their discussions and results of their collaboration.

10:30 AM Discussion based on group reports.

Noon Adjourn.

ANFA ACADEMY OF NEUROSCIENCE FOR ARCHITECTURE

Participants

Margaret Alrutz
User-Centered Researcher
Steelcase Inc. | Grand Rapids, Michigan

Meredith Banasiak, Assoc. AIA
Research Associate
Academy of Neuroscience for Architecture | Washington, D.C.

Barbara D. Best
Director of Member Relations
Dana Alliance for Brain Initiatives | New York, New York

Charles Blumberg, FIIDA
Architect and Interior Designer
National Institutes of Health | Bethesda, Maryland

Joyce Bromberg
Director, WorkSpace Futures | Research
Steelcase Inc. | Grand Rapids, Michigan

A. Lee Burch, Ph.D., AIA
Vice President
3DI | Houston, Texas

Gordon Chong, FAIA
Principal
Gordon H. Chong and Partners | San Diego, California

Robert Desimone, Ph.D.
Professor of Neuroscience; Director, McGovern Institute
Massachusetts Institute of Technology | Cambridge, Massachusetts

Bernard Dooley, AIA, LEED
Senior Associate / Director of Laboratory Design
Goody Clancy | Boston, Massachusetts

John P. Eberhard, FAIA
Founding President
Academy of Neuroscience for Architecture | Washington, D.C.

Eve Edelstein, Ph.D., F-AAA, Assoc. AIA
Visiting Scholar, University of California San Diego
Adjunct Professor, NewSchool of Architecture & Design
Research Associate, Academy of Neuroscience for Architecture

Roger N. Goldstein, FAIA, LEED
Principal
Goody Clancy | Boston, Massachusetts

Michael Haggans, AIA
Principal
Flad & Associates | Madison, Wisconsin

Steven J. Henriksen, Ph.D.
Vice President for Research and Biotechnology / Interim Dean, Graduate College of Biomedical Sciences
Western University of Health Sciences | Pomona, California

David Johnson, AIA, LEED AP
Associate
SmithGroup | Washington, D.C.

Norman Koonce, FAIA
National Co-Chairman of the Campaign for the American Center of Architecture
The American Institute of Architects | Washington, D.C.

William B. Kristan, Jr., Ph. D.
Professor and Chair, Section of Neurobiology, Division of Biological Sciences
University of California San Diego | La Jolla, California

Eduardo R. Macagno, Ph.D.
Dean, Division of Biological Sciences / Richard C. Atkinson Professor of Biology
University of California San Diego | La Jolla, California

Frederick Marks, AIA
Director of Science and Technology
AC Martin Partners, Inc. | Los Angeles, California

Paul A. Mathew, Ph.D.
Staff Scientist, Environmental Energy Technologies Division
Lawrence Berkeley National Laboratory | Washington, D.C.

Pamela Milner, RID
Vice President
SmithGroup | Washington, D.C.

Michael J. Mobley, Ph.D.
Associate Director
The Biodesign Institute at Arizona State University | Tempe, Arizona

P. Richard Rittelmann, FAIA
Director Emeritus
Burt Hill Kosar Rittelmann Associates | Butler, Pennsylvania

Garth Rockcastle, FAIA
Professor and Dean of the School of Architecture, Planning and Preservation
University of Maryland | College Park, Maryland

Peter Smeallie
Executive Director
Academy of Neuroscience for Architecture | Washington, D.C.

Joseph G. Sprague, FAIA, FACHA, FHFI
Principal and Senior Vice President
HKS Architects | Dallas, Texas

Phil Wirdzek
Founder and President
The International Institute for Sustainable Laboratories | Annandale, Virginia

John Zeisel, Ph.D.
President
Hearthstone Alzheimer's Family Foundation & Hearthstone Alzheimer Care | Woburn, Massachusetts

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* AIA members can self-report their attendance for CEU credit via the self-report form by logging in with their member number on the following website: http://www.aia.org/ces_m_default

Working Groups

Interdisciplinary small groups will assemble during the workshop to engage in directed discussion on one of the following four topics. Each topic group topic focuses on a specific performance characteristic of laboratory related activity. We invite participants to examine a) the brain processes involved in each performance characteristic, and b) the potential contributions the designed environment makes to each, and to employ the interdisciplinary knowledge and background of group participants to flesh out potential connections and convergence points in order to arrive at relevant relationships and hypotheses.

Illustrative material

To facilitate discussion, we invite each participant to bring material to the workshop to illustrate his or her experience and point of view. Neuroscientists might bring images, photos, plans, or memos that illustrate specific laboratory related experiences or concepts. A “camera study” documenting a “day in the life” of some of our laboratory neuroscientist participants will be presented as background to the group as a whole. We invite participating designers to bring photos or plans of examples showing how physical space has responded to performance outcomes in Lab Design.

The following environment/brain/outcomes matrix and hypotheses framework developed in previous workshops will serve as a tool to identify convergence points between the disciplines, and a framework for developing comparative hypotheses. These tools will be expanded and presented more fully to the whole group at the start of the small group discussion period.

Variables

There are at least three sets of variables implicit in each set of questions asked of the working groups: environmental design, brain processes, and performance outcomes.

Environmental design. This variable comprises characteristics of the physical environment—in this case of laboratories. Subsets of variables include such characteristics as:

- Objects, spaces, relationships, and circulation
- Scale, size, volume, …
- Materials, colors, textures, …
- Ambient conditions of heat, sound, humidity, air changes, …
- Views within and views out
- And so on

(This list is meant to indicate the range of considerations in this variable. It is not meant to be exhaustive.)

Brain processes (neural activity). This variable deals with brain (neural) activity that mediates environmental design influences on behavior, feelings, mood, and so on—essentially the neuroscience of the equation. These include all levels of neuroscience.

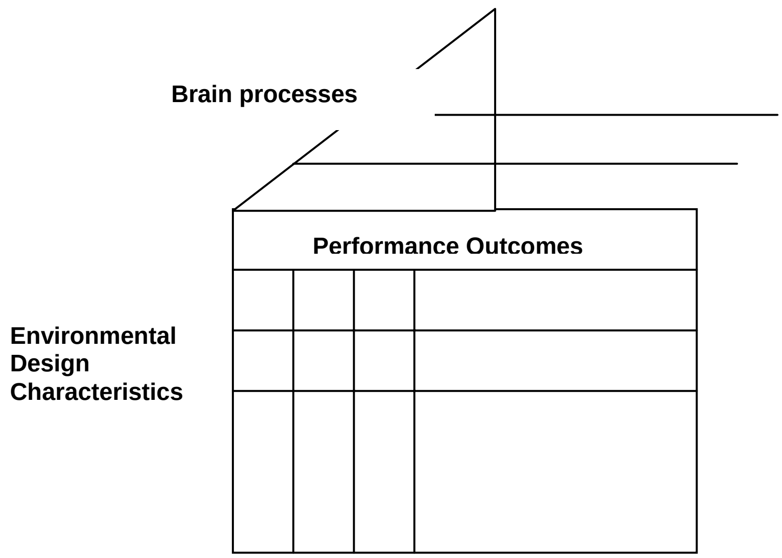
- Levels of consciousness
- Gene activation
- Associative brain systems
- Neurotransmitter release and uptake
- Evoked potentials
- And so on

(This list is meant to indicate the range of considerations in this variable. It is not meant to be exhaustive.)

- Individual and group performance
- Appropriate levels of stress
- And so on

(This list is meant to indicate the range of considerations in this variable. It is not meant to be exhaustive.)

The following 3 dimensional matrix indicates how these three major sets of variables interact and can be addresses in hypotheses:



Developing Neuroscience/Architectural Hypotheses[1]

In previous ANFA workshops the following model was developed for robust neuroscience hypotheses connected to environmental characteristics. The model indicates the discrete elements that constitute an E/B/N hypothesis: physical environmental characteristics, neuroscience dimensions, physiological factors, behavioral outcomes, and performance outcomes—with measurement techniques suited to each subject matter.

Model for E/B/Neuroscience Design Research Hypotheses				
Domains of Study				
Design	***Neurosciences***		***Behavior-performance***	
Variables in each domain				
Physical environmental elements	***Neuroscience dimensions***	***Physiological factors***	***Behavioral outcomes***	***Performance Outcomes***
Measurement techniques targeted to specific disciplines				
Measures describing the characteristics of environment such as plans and dimensions	***Neuroscientific methods to measure this dimension such as PET scans, MRI, and ERP evoked potentials***	***Indicators of physiological reactions such as cortisol saliva tests and blood pressure readings***	***Behavioral observation and other measurements such as systematic observation, photography, & self-report***	***Paper and pencil test, performances, portfolios, expert judgment***

Were we to turn the discussion above of the relationship between environments in Neonatal intensive Care Units (one of the topics in a previous workshop) into a set of hypotheses for future research, the hypotheses generated employing this model might look like this:

E/B/N Design Research Hypotheses				
That the light and noise characteristics of neonatal intensive care units, if not controlled to respond to the developmental needs of premature infants, will have both immediate and long term negative health impacts on the person's auditory and visual systems and associated behavioral and performance outcomes.				
Domains of Study				
Design	***Neurosciences***		***Behavior-performance***	
Variables in each domain				
** Lighting intensity, duration, and frequency * Sound levels*	**Neuronal development in auditory and visual systems*	**Characteristics of the eye and ear*	** Ability to discriminate frequencies * Myopic vision*	**Hearing problems, lack of musical skills, and learning and work problems*
Measurement techniques targeted to specific disciplines				
Lux and decibel measures	*PET scans, MRI, ERP evoked potentials*	*Physiological interventions—CAT scans*	*Auditory testing, vision tests*	*Test scores, school performance, job performance,*

The four working group topics:

- Creativity/Discovery
- Learning & memory
- Stress
- Productivity

Creativity/ Discovery

Major question

How do environmental conditions facilitate or hinder neural aspects of creativity and discovery in scientific investigations? In identifying key research topics related to constructing answers to this question, the group may also wish to consider: What it means to be creative in neuroscientific terms? What it means to be a creative neuroscientist? What creative processes are specific to scientific inquiry? What are potential influences or obstacles to creative output in the lab?

Background

"Creativity is the epitome of cognitive flexibility. According to Scheibel (1999), 'we must assume that the more nimble the prefrontal cortex, the more capable it is of playing with new combinations of stored items' (p. 3). The ability to break conventional or obvious patterns of thinking, adopt new and/or higher order rules, and think conceptually and abstractly is at the heart of most theories of creativity. Moreover, the fact that stored knowledge and novel combinations of that knowledge are implemented in two distinct neural structures is critical to understanding the relationship between knowledge and creativity, as well as the difference between creative and noncreative thinking.

Problem solving is marked by impasses, particularly when the solution requires 'outside the box' thinking. One common method to overcome impasses is known as incubation, which 'refers to the process of removing a problem from conscious awareness temporarily as a means of gaining new perspectives on how to solve it' (Finke, 1996, p. 389)."[2]

As a group, please generate a set of hypotheses, a paradigm of research, and methods to investigate several independent inquiries into this topic. By prioritizing issues related to creativity and discovery in the lab, and employing the assembled group as resources for executing a potential study, the group is asked to strategize ways which to structure the group's ideas into a research proposal.

Learning & Memory

Major question
How can environmental conditions facilitate neural aspects of learning and memory in scientific investigations? In identifying key research topics related to constructing answers to this question, the group may also wish to consider: What learning processes are unique to scientific inquiry? What are potential influences or obstacles to learning, teaching, and memory recall in the lab?

Background
"To remember something a person must do three things successfully: acquire a piece of information, retain it, and retrieve it (p. 277). Learning refers to the acquisition process and memory to the storage and retrieval process (p. 300). Learning can be defined as a permanent change in behavior as a result of experience (p. 300)." [3]

As a group, please generate a set of hypotheses, a paradigm of research, and methods to investigate several independent inquiries into this topic. By prioritizing issues related to learning and memory in the lab, and employing the assembled group as resources for executing a potential study, the group is asked to strategize ways which to structure the group's ideas into a research proposal.

Stress

Major question
How can environmental conditions in the laboratory temper biological aspects of stress? In identifying key research topics related to answers to this question, the group may also wish to consider: What psychological, social, physical, and emotional stressors are unique to scientific inquiry? What are examples of positive versus negative aspects of stress in the lab? How can laboratory environments be constructed so that the optimum stress for creativity and discovery is achieved?

Background
"To understand the difference between good stress and bad stress, said neuroscientist Robert Sapolsky, consider the fact that a roller coaster ride lasts for three minutes, not three days. 'There's a reason that we'll pay money to go on a roller coaster and be terrified' for a brief period, said the Stanford University professor. This kind of stressful episode can be invigorating and empowering, he said. Blood circulates better, senses are heightened, memory sharpens, energy peaks and chemicals producing pleasure increase in the brain. But if that same stress continues for an extended period, Sapolsky said, the body continues straight downhill.

To explain how different people respond to chronic stress, Sapolsky used the analogy of living in New York: For someone with good mental health and a strong social support system, he said, the city offers an exciting life and an intense, beneficial sensory experience -- good stress. But if you are someone who has developed a lot of scar tissue putting up with what the city can throw at you, or you live in a place with no running water and drug dealers on the corner, the city and its stressors can be 'one more nail in your coffin'."[4]

As a group, please generate a set of hypotheses, a paradigm of research, and methods to investigate several independent inquiries into this topic. By prioritizing issues related to stress and stressful conditions in the lab, and employing the assembled group as resources for executing a potential study, the group is asked to strategize ways which to structure the group's ideas into a research proposal.

Productivity

Major question
How can environmental conditions positively impact neural aspects associated with productivity in laboratory research? In identifying key research topics related to answers to this question, the group may also wish to consider: What are appropriate measures of productivity unique to scientific inquiry? What are potential influences or obstacles to productivity in the lab? In laboratory productivity what role is played by competition, communication, and focus of attention and how can environment influence these? What traditional design solutions implemented in the work environment to enhance productivity might be particularly appropriate for laboratory work?

Background
"Productivity is the amount of work done in a given amount of time: P = W/t. Traditionally, time management has consisted of increasing productivity (P) by increasing the work (W)—squeezing more out in the same lump of time. By this math, time (t) never decreases. That's not time management, that's work management. There is a better way: What if we could increase productivity by leaving W alone and making t smaller? What if we could slow down time, make each moment seem to last longer so more work could be extracted from it? ... Neurobiologists are slowly coming to realize that "real time" is just a convention foisted upon us by our brains. In any given millisecond, all kinds of information—sight, sound, touch—pours into our brains at different speeds and is reprocessed as hearing, speech, and action. Our perception of time can be manipulated in ways that researchers have already begun to exploit."[5]

As a group, please generate a set of hypotheses, a paradigm of research, and methods to investigate several independent inquiries into this topic. By prioritizing issues related to productivity conditions in the lab, and employing the assembled group as resources for executing a potential study, the group is asked to strategize ways which to structure the group's ideas into a research proposal.

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[1] From Zeisel, J. Inquiry by Design: Environment/Behavior/Neuroscience for architecture, interiors, landscape, and planning, Second edition, W.W. Norton, New York, 2006 (Chapter 14)

[2] From: Dietrich, A. (2004). The cognitive neuroscience of creativity. *Psychonomic Bulletin & Review, 11,* 6, 1011-102. Other references from this article that were cited in this passage include: Scheibel, A. B. (1999). Creativity and the brain. www.pbs.org/teachersource/scienceline/archives/sept99/sept99.shtm. Finke, R. A. (1996). Imagery, creativity, and emergent structure. *Consciousness & Cognition, **5***, 381-393.

[3] From: Bloom, F., Nelson, C. A., Lazerson, A. (2001). *Brain, Mind, and Behavior,* Third Edition. Worth Publishers.

[4] From: Simon, C. (2005). To Survive Stress, Keep It Brief: Short Episodes of Stress Can Invigorate. It's the Long-Lasting Ones That Kill. *The Washington Post*, December 13, 2005, Page HE04.

[5] From: Burdick, A. (2006). The Mind In Overdrive: Can we increase productivity by revving up the neural pacemakers in the brain? *Discover, 27*, 4, 21-22.

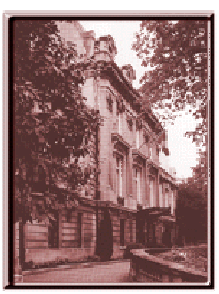
Travel & Lodging

Workshop Location

The Dana Center is housed in a 1912 building designated an historic landmark. The Dana Center hosts its own and outside events focused on contemporary issues, including brain research, education, and the arts. The Dana Foundation supports events at the Center either alone or in collaboration with other organizations. On-site parking not available.

Dana Center (15th Street and I Street, NW)
900 15th Street, N.W.
Washington, D.C. 20005
phone 202.408.8800
fax 202.408.8080
www.dana.org

Lodging



The Cosmos Club is a private social club for men and women, established in Washington, D.C, in 1878. The Club elects as members individuals of scholarship, creativity, and intellectual distinction, in virtually every profession. Parking is available for $15.00 / day. Breakfast served daily is included with your stay.

* Please note: Gentlemen are required to wear a jacket and tie, and ladies are required to dress with commensurate formality in all public areas of the Cosmos Club.

Cosmos Club (Massachusetts Ave and Q Street)
2121 Massachusetts Avenue, N.W.
Washington, D.C. 20008
www.cosmos-club.org

Airports

Ronald Reagan Washington National
www.mwaa.com/national
Approximate distance to Dana Center: 4 miles
Ground transportation options:

- **Metrorail Subway** (A Metro map is included in this information packet)
  (202) 637-7000

into and out of Terminals B and C. Upon exiting Metrorail's National Airport stop, passengers will see the pedestrian walkway that takes them into the airport terminal's concourse, or middle level, where the jet gates are located. Shuttle buses run between Metrorail and Terminal A, where Alaska Airlines, ATA, Midway Air Lines and Northwest Airlines continue to operate. From the Metrorail stop, follow signs to "Shuttle to Terminal A" bus stops on Level G (Ground) of Garages B and C. From the Airport to Dana Center: Take the Blue Line (in the direction of Largo) to McPherson Square Station. Exit the station via Vermont Avenue exit. Dana Center is directly across the street. From the Airport to the Cosmos Club: Take the Blue Line (in the direction of Largo) to Metro Center station. At Metro Center station, you will need to switch to the red line on the upper level (in the direction of Shady Grove) to Dupont Circle station. Exit the station via Q Street exit. Walk one block west on Q Street to the intersection of Q Street and Massachusetts Avenue.

- **Taxicabs**
  Washington, DC, taxicabs are available at the exits of each terminal. Dispatchers are available at the exits to assist passengers. Approximate fare from the airport is $12.00 - $16.00.

- **SuperShuttle**
  1-800-BLUEVAN
  www.supershuttle.com.
  Door-to-door service is available at the Airport. Shuttles operate on a shared ride-on demand basis.

Washington Dulles International
www.metwashairports.com/dulles
Approximate distance to Dana Center: 27 miles

Baltimore Washington International
www.bwiairport.com
Approximate distance to Dana Center: 32 miles

City Transportation

Taxicab:
Cabs are readily available throughout the city. Approximate fare between Cosmos Club and Dana Center is $8.00.

Metro:
From Cosmos Club to Dana Center
Walk 1 block east along Q Street to the Dupont Circle metro station. Take the red line (in the direction of Glenmont) to Metro Center. At metro center, switch to the lower level to board the blue line train (in the direction of Franconia-Springfield) OR the orange line train (in the direction of Vienna) to McPherson Square station. Exit the station via Vermont Avenue exit. The Dana Center is directly across the street.

From Dana Center to Cosmos Club
Walk across the street to the McPherson Square metro station. Take the Blue line (in the direction of Largo) OR the Orange line (in the direction of New Carrollton) to Metro Center. At Metro Center station, you will need to switch to the red line on the upper level (in the direction of Shady Grove) to Dupont Circle station. Exit the station via Q Street exit. Walk one block west on Q Street to the intersection of Q Street and Massachusetts Avenue.

Walking:
The Cosmos Club and Dana Center are approximately a 20 minute walk from one another. A suggested walking route is illustrated in the following map:

Local Attractions

Washington, DC's sightseeing options large in number, and nearly all of them offer free admission. Following is a sampling of area attractions taken from the Washington DC Convention Center website (www.washington.org):

National Building Museum
www.nbm.org

US Capitol
Seat of the legislative branch of the United States government; the Capitol Guide Service offers a free 45-minute guided tour. Tours are from 9 am until 4:30 pm Monday through Saturday. Free tickets can be obtained on a first-come, first-served basis at the Capitol Guide Service Kiosk located at First Street and Independence Avenue SW. Ticket distribution begins at 9 am.

Library of Congress
The world's largest library with 26 million books, films, documents and photographs.

National Gallery of Art
The West Wing features a collection of international masterpieces from the 13th to the 19th century, while the East Wing houses a modern collection of 20th century art.

Smithsonian Institution Museums
Since it is impossible to visit all of the 15 fascinating museums in a single visit, pick a few and save the rest for your next trip. Some of the museums include: National Air & Space Museum, National Museum of Natural History, National Museum of African Art and the National Postal Museum.

United States Holocaust Memorial Museum
Trace the story of Jewish persecution under the Nazi regime from its beginnings in 1933 to liberation in 1945. Timed passes are required to view the permanent exhibition. Free passes are given out daily on a first- come, first-served basis. Advance passes may be purchased by calling (800) 400-9373 or by visiting www.tickets.com. A service fee applies.

Jefferson Memorial
A 19-foot bronze statue of the third President of the United States.

National Mall
Visit the Korean Memorial, Vietnam Veterans Memorial, Lincoln Memorial, WWII Memorial and the Washington Monument. While you're in the neighborhood, be sure to stop and take a photo of the White House.

Arlington National Cemetery
a 500-acre site containing the graves of President John F. Kennedy, his wife Jacqueline Kennedy Onassis and his brother Robert, as well as the Arlington House and the Women in the Military Memorial.

Washington National Cathedral
The sixth largest cathedral in the world offering magnificent views of Washington, DC, Maryland and Virginia from its 57-acre site.

International Spy Museum
www.spymuseum.org
Explore the craft, practice, history and contemporary role of espionage in one of Washington's newest museums. Located at 800 F Street, NW, one block from the Gallery Place-Chinatown Metro station. Tickets are $14 for adults, $13 for seniors, $11 for children and children 4 and under are admitted free.

Alexandria, Virginia
Stroll the quaint cobblestone streets and visit shops, art galleries and historic sites including Washington's "town house" and Robert E. Lee's boyhood home.

Mount Vernon
Plantation home of the first President, George Washington.

M metro System Map

Legend

- Red Line • Glenmont to Shady Grove
- Orange Line • New Carrollton to Vienna/Fairfax-GMU
- Blue Line • Franconia-Springfield to Largo Town Center
- Green Line • Branch Avenue to Greenbelt
- Yellow Line • Huntington to Mt Vernon Sq/7th St-Convention Center

Station in Service
Planned Station
Transfer Station
Virginia Railway Express
MARC
Commuter Rail
Parking

REV 012/04

No Smoking | No Eating or Drinking | No Animals (except service animals) | No Audio or Video Devices (without earphones) | No Litter or Spitting | No Dangerous or Flammable Items