Welcome to the University of Oregon Planning Office's Long Range Campus Development Plan table of contents.

For information about the plan update process, click here.

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Appendices	A	Patterns
	B	Outdoor Furniture
	C	Plan Revision & Update
	D	Planning Policies
	E	Eugene City Council Resolution No. 4263

University Planning Office Home

University Planning Office Home (text only)

CAMPUS PLAN UPDATE

University of Oregon Planning Office

Project Planners: Chris Ramey, (541) 346-5562, and Christine Thompson, (541) 346-5572

We Welcome Your Comments

Thank you to everyone who stopped by our Open House to review the updated Campus Plan on March 1 in the EMU. If you did not have a chance to drop by, you can view the display boards on-line by clicking here. In addition, read below, and/or contact the University Planning Office at 346-5562 For for more information.

Please submit your comments about the draft Campus Plan no later than March 14, 2005 by e-mail (cthomps@uoregon.edu) or by mail to the: University Planning Office, 1276 University of Oregon, Eugene OR 97403.

There will be an additional opportunity for public input at the public hearing before the Campus Planning Committee from 2:00 to 3:30 p.m. on April 12 in the EMU Rogue Room.

Click Here to see a draft copy of the updated Campus Plan

Project Introduction

Click here for a pdf version of the Project Introduction

What is Campus Planning?

Campus Planning is the process that guides the design of the campus so that it is functional, flexible, and beautiful.

Why do we do Campus Planning?

- A vital university needs facilities that effectively support its three-part mission of teaching, research, and public service.

- The campus itself is a strong recruitment tool for faculty and staff.

- Among other considerations, students make their decisions about which college to attend based on the Òlook and feel of the campus."

- We must avoid the mistakes of our past if we are to retain the best qualities of our campus. ¥ Without careful stewardship, university campuses can lose their open spaces Ñ their distinguishing features Ñ to new construction.

How do we do Campus Planning?

The fundamental premise of our plan, established by the 1975 book The Oregon Experiment, is that we make planning decisions by following a process rather than an established image of the campus. A well-articulated set of policies, within which decisions are made, is essential to the success of the Campus Plan. This approach allows us the flexibility to develop the campus in a number of different ways without destroying the essential features that make it a campus Ñ namely its open spaces.

What is the Campus Plan (currently called the Long Range Campus Development Plan)?

The Campus Plan is a framework of patterns and policies defining the qualities inherent in a functional, beautiful campus and setting forth how those qualities will be preserved and expanded with new construction. It is an internal document describing development consistent with the city of Eugene land-use zones in which the campus resides. Development consistent with the Campus Plan does not require review by the city for land-use zone consistency.

It includes provisions that go well beyond what is typical for meaningful input from students, faculty, staff, and other affected individuals. It ensures the preservation of the

instructional core and the preservation and expansion of the network of interconnected open spaces that originated with Ellis LawrenceÕs early 20th-century planning efforts. In addition, long-standing, innovative transportation policies have created a pedestrian- and bike-friendly campus.

Why update?

The current Long Range Campus Development Plan (LRCDP) was written nearly fifteen years ago. It has effectively guided the university through an active period of development and improvements resulting in a noticeably enhanced campus environment. Change happens incrementally, making an overall guiding plan essential. The basic concepts noted previously remain very effective. Nonetheless, it is important to revisit portions of the LRCDP to evaluate potential improvements and to revise outdated information.

Plan Update Goal

To update the 1991 LRCDP while maintaining its fundamental precepts, so that it will effectively serve as a guide for the next ten years of campus development.

The Campus Plan Update Process

The principle of participation is a cornerstone of the University of OregonÕs planning process as described in the 1991 LRCDP. This core value has been in place throughout the update process and remains a key part of the updated Campus Plan.

Opportunities for input began in the summer of 2004 with meetings among key campus and community members to define the scope of the update and the process for participation. This fall, a core Advisory Group representing faculty, staff, and students, the Campus Planning Committee, Facilities Services, and others was established to serve as a review body throughout the development of a draft document. Additional groups reviewed subject-specific portions of the Plan addressing key issues identified during the drafting of the Plan. Interactions to date have also included meetings and presentations to adjacent

neighborhood associations, on-campus groups, and the city of Eugene.

Additional opportunities for public input on the document include an on-campus open house from 11:30 A.M. to 1:30 P.M. on March 1 in the EMU concourse and a Campus Planning Committee public hearing from 2:00 to 3:30 P.M. on April 12 in the EMU Rogue Room.

Following the hearing, the committee will review the updated Campus Plan and prepare a recommendation to the university president, who will have final approval authority. The last step is submission of the updated Plan to the city of Eugene to confirm its continued consistency with local planning policies.

The University Planning Office will staff the project.

Scope of the Campus Plan Update

Click here for a pdf summary of proposed changes

The project scope has three main objectives:

1. To make the document easier to use and understand.

2. To strengthen the most critical plan components:

- preservation and expansion of the open-space framework, and

- a clear description of an effective planning and review process.

3. To increase development capacity to meet known needs.

Status:

The scope of the update project has been defined and an Advisory Group reviewed an initial draft plan. A complete draft is currently available for public review. It will be

reviewed by the Campus Planning Committee Review in spring 2005. *[updated 2/05]*

For More Information:

We welcome comments from the campus community and our neighbors about the project. For more information, please contact Christine Thompson or Chris Ramey at (541) 346-5562, or e-mail us at cthomps@uoregon.edu.

Planning Home

CAMPUS PLAN UPDATE

Open House Display Boards

Thank you to everyone who stopped by our Open House to review the updated Campus Plan on March 1 in the EMU. If you did not have a chance to drop by, you can view the following display boards:

Introduction (with campus map)

Why Update the Campus Plan?

The Draft Campus Plan Vision

Summary of Draft Policies

A Flow Chart of the Draft Planning and Review Process for Construction Projects

Proposed Changes to Designated Open Spaces (protected from development)

Proposed Maximum Allowed Development Densities

Defining the Academic Core

Planning Home

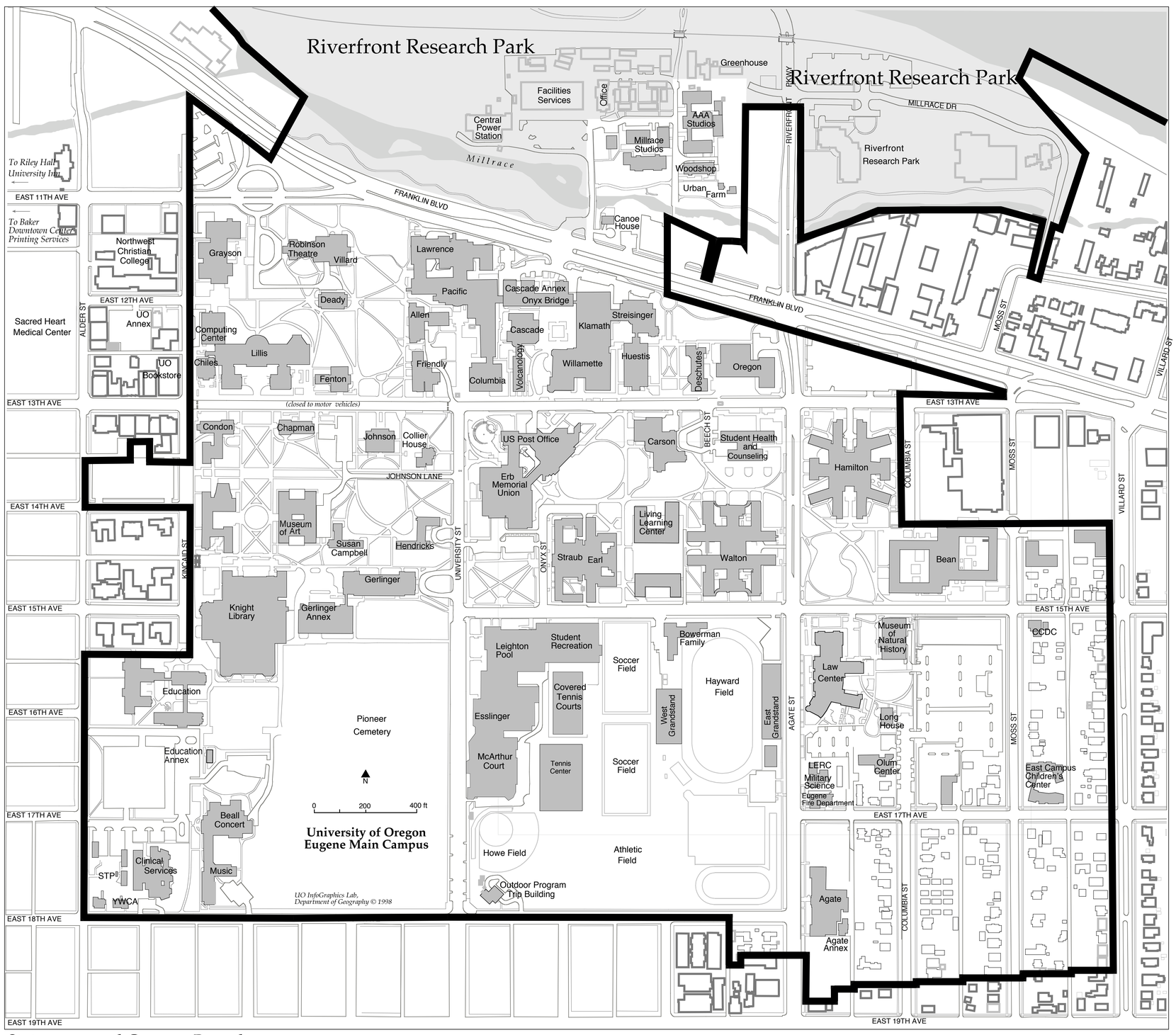
Campus Plan Update Open House

Welcome!

The University of Oregon is updating its Campus Plan (1991 Long Range Campus Development Plan) and would like to hear from you.

The project goal is

to update the campus plan, while maintaining its fundamental concepts, so that it will effectively serve as a guide for the next ten years of campus development.



State-approved Campus Boundary

What is the Campus Plan?

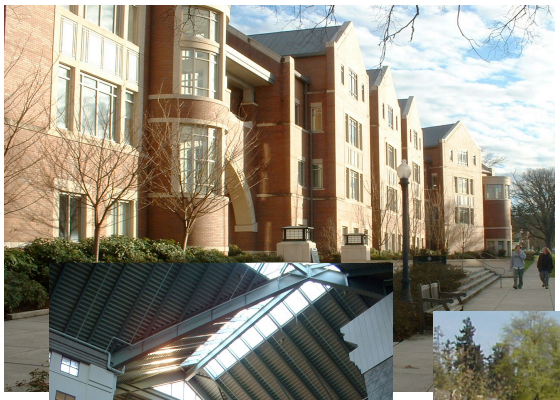
The Campus Plan:

- Provides a guide that ensures the campus is a functional, flexible and a beautiful place.
- Helps to avoid mistakes of the past while retaining the best qualities of the campus.
- Prevents losing open spaces and distinguishing features to new construction.
- Includes long-standing, innovative transportation policies that foster a pedestrian- and bike-friendly campus.
- Places a high priority on input from students, faculty, staff, and others.

Why Update the Campus Plan?

The Campus Plan has effectively guided the university through an active period of development and improvements, resulting in a noticeably enhanced campus environment.

Law Center



Lillis Business Center

Willamette Atrium

EMU Amphitheater

However, the plan was written nearly fifteen years ago.

Proposed Changes

It is time to revisit, improve and update the plan to:

1. Make the document easier to use and understand.
2. Strengthen the most critical plan components:
    - preservation and expansion of the open-space framework, and
    - a clear description of an effective planning and review process.
3. Increase development capacity to meet known needs.

Review the "Summary of Proposed Revisions" for a more detailed description.

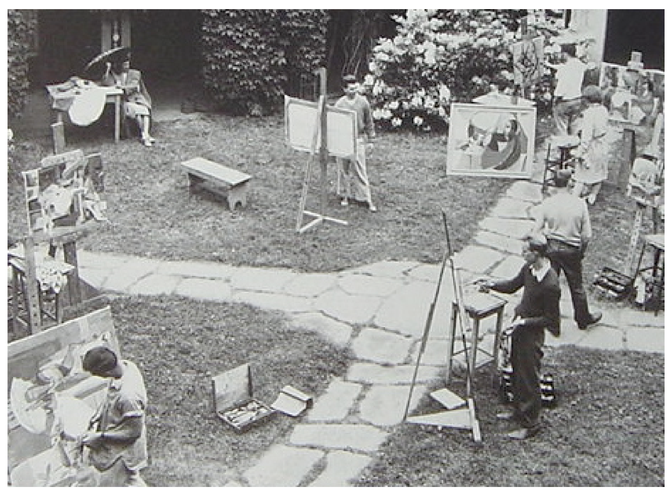
Draft Plan: Vision

The University of Oregon's campus will be responsive to the needs of its occupants, adaptable to emerging opportunities, and beautiful to behold.

Responsive to the Needs of the Institution and its Occupants

Campus facilities exist solely to aid in achieving the institution's missions in teaching, research, and service to the state.

Improve opportunities for broadly based participation in facilities planning.



Lawrence Courtyard, c 1940.

Ready to Adapt to Changing Opportunities

The Plan's premise is that the plan for the campus is a process rather than a fixed-image map.

The university's planning decisions are guided by a process that engages users and is informed by a policy framework that preserves and enhances the essence of the campus.

University Health and Counseling Center User Group, 2004

Beautiful to Behold

The fundamental concepts - large open spaces, a mature landscape, and accompanying buildings conceived and executed by Ellis F. Lawrence- are the basis for further campus development.

Willamette Hall, 2005

Draft Plan: Policies

The document has been reorganized to ensure that keys issues are addressed and given primary attention.

Policy 1: Process and Participation

Policy 2: Open-space Framework

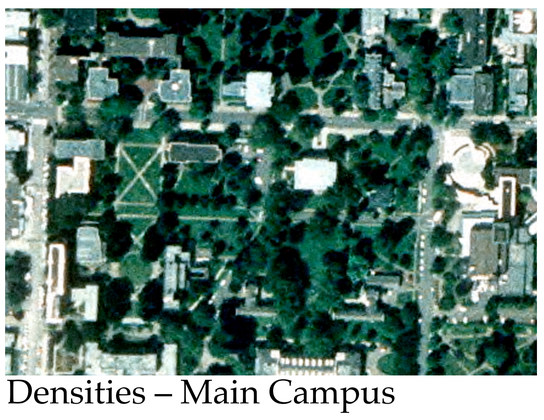
Policy 3: Densities

Open-space Framework – Memorial Quad

Policy 4: Space Use and Organization

Policy 5: Replacement of Displaced Uses

Policy 6: Maintenance and Building Service



Densities – Main Campus

Policy 7: Architectural Style and Historic Preservation

Policy 8: Universal Access

Policy 9: Transportation

Policy 10: Patterns

Design Areas – Preserve each area's special qualities (Education Courtyard)

Policy 11: Design Area Special Conditions

Policy 12: Sustainable Design

Sustainable Design – Children's Center swale

Draft Plan: Planning Process

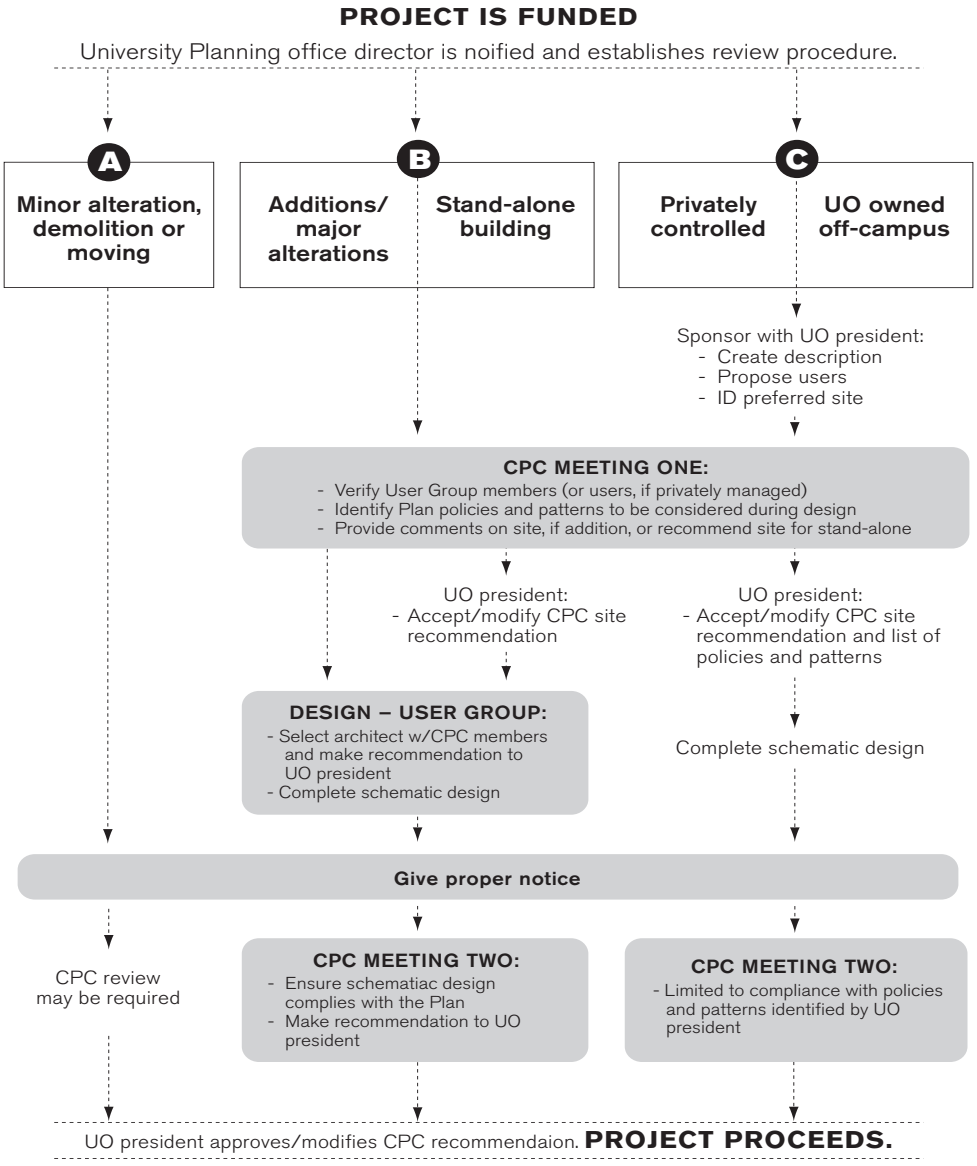
What does the Campus Plan do for you?

It makes sure you have a chance to participate and provide your ideas.
It also makes sure new construction fits in with the campus design.

- The current project review procedures have been more thoroughly described for all types of development projects.

- Site selection procedures have been added. Particular attention has been given to describing the review process for privately financed projects and for projects on university-owned lands outside campus boundaries.

Construction Projects
Summary Planning Process Flow Chart

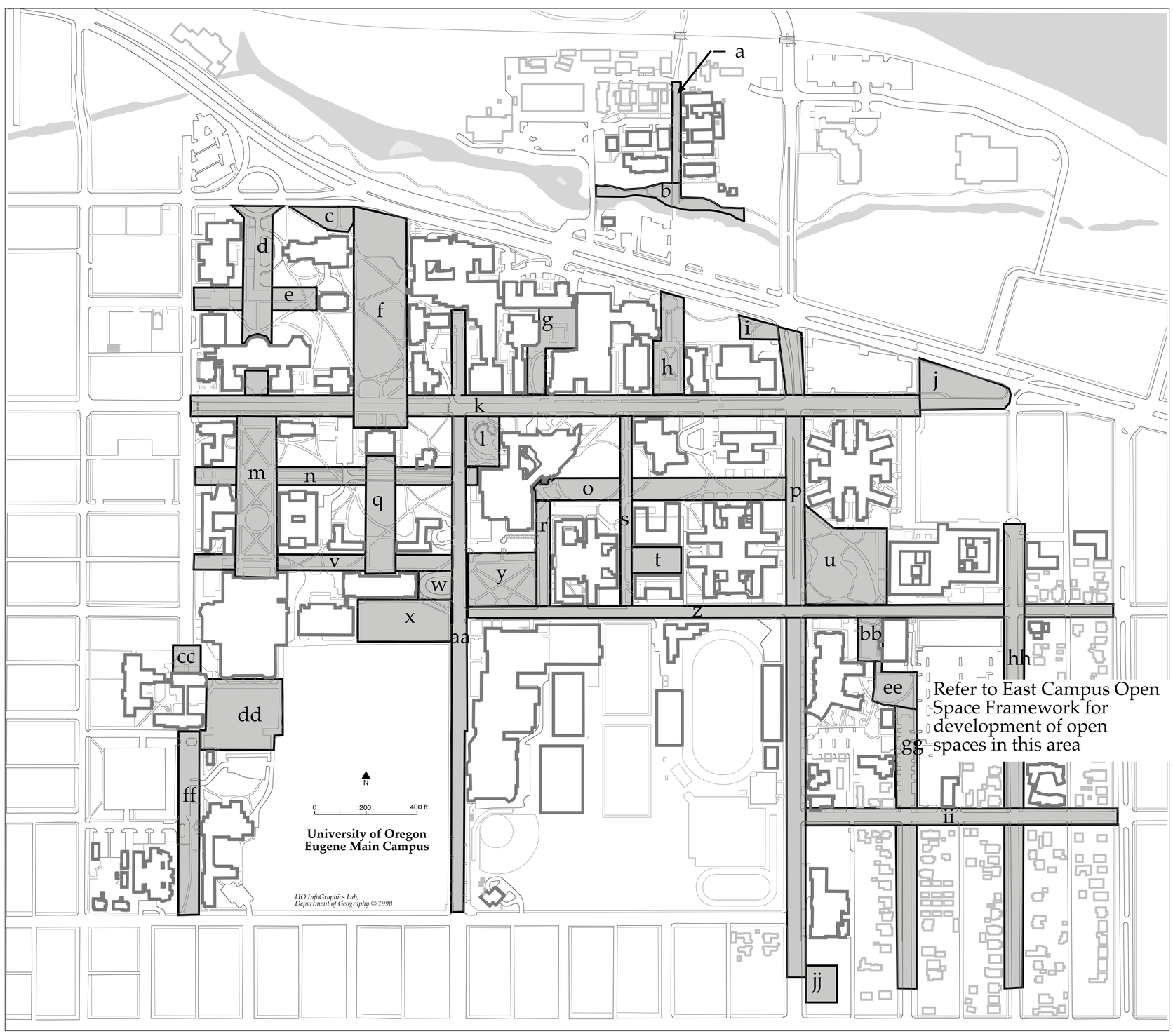


Draft Plan: Open Spaces

What does the Campus Plan do for you?

It makes sure development doesn't cover up all of the open spaces on campus.

- New pathways and expanded or new "designated open spaces" (protected from development) have been identified.
- A more detailed description of the existing and desired character of designated open spaces has been added.
- New requirements have been added requiring all projects to contribute a portion of their budgets towards designated open-space improvements.



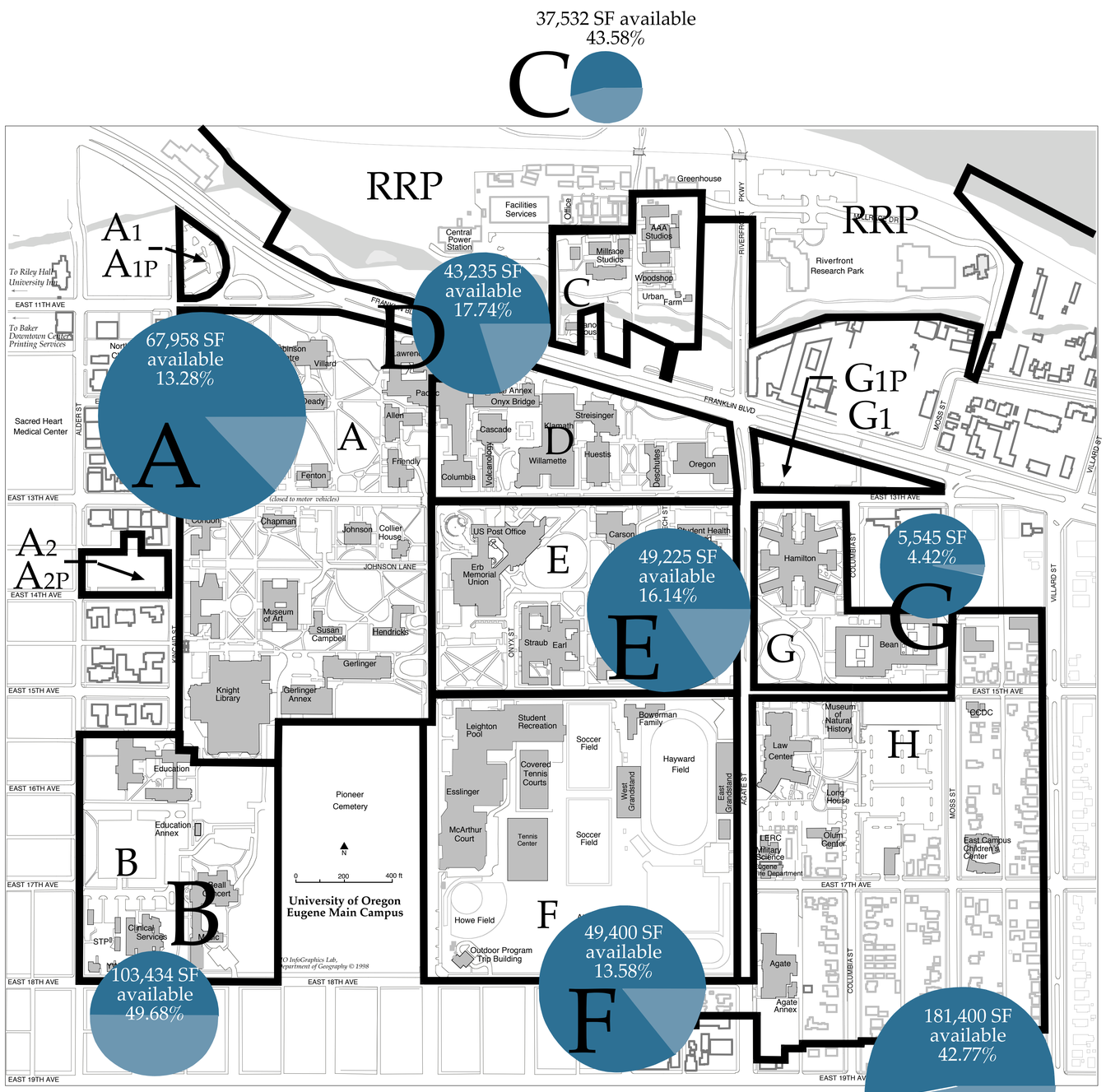
a. Gallery Walk Axis	j. Bakery Park Green	s. Emerald Axis	bb. Glenn Starlin Green
b. Millrace Green	k. 13th Avenue Axis	t. Living Learning Center Green	cc. Kincaid Green
c. Villard Hall Green	l. Ampitheater Green	u. Humpy Lumpy Green	dd. Southwest Campus Green
d. Dads' Gates Axis	m. Memorial Quad.	v. Knight Library Axis	ee. East Campus Green
e. Deady Hall Walk Axis	n. Johnson Lane Axis	w. Gerlinger Entrance Green	ff. Southwest Campus Axis
f. Old Campus Quadrangle	o. EMU Promenade	x Gerlinger Field Green	gg. Columbia Axis
g. Onyx Green	p. Agate Street Axis	y. Straub Hall Green	hh. Moss Axis
h. Science Green	q. Pioneer Axis	z. 15th Avenue Axis	ii. 17th Avenue Axis
i. Agate Entrance Green	r. Onyx Axis	aa. University Street Axis	jj. Agate Hall Green

Draft Plan: Densities

What does the Campus Plan do for you?

It makes sure your department or office has space to expand.

- Density levels have been increased in portions of campus to accommodate technical corrections, known development needs, and the unique character of parking structures while protecting existing core design values (e.g., four-story limit and open-space framework).



Draft Campus Plan
To scale comparison of allowable sqaure feet (SF) of coverage showing available SF for each area.

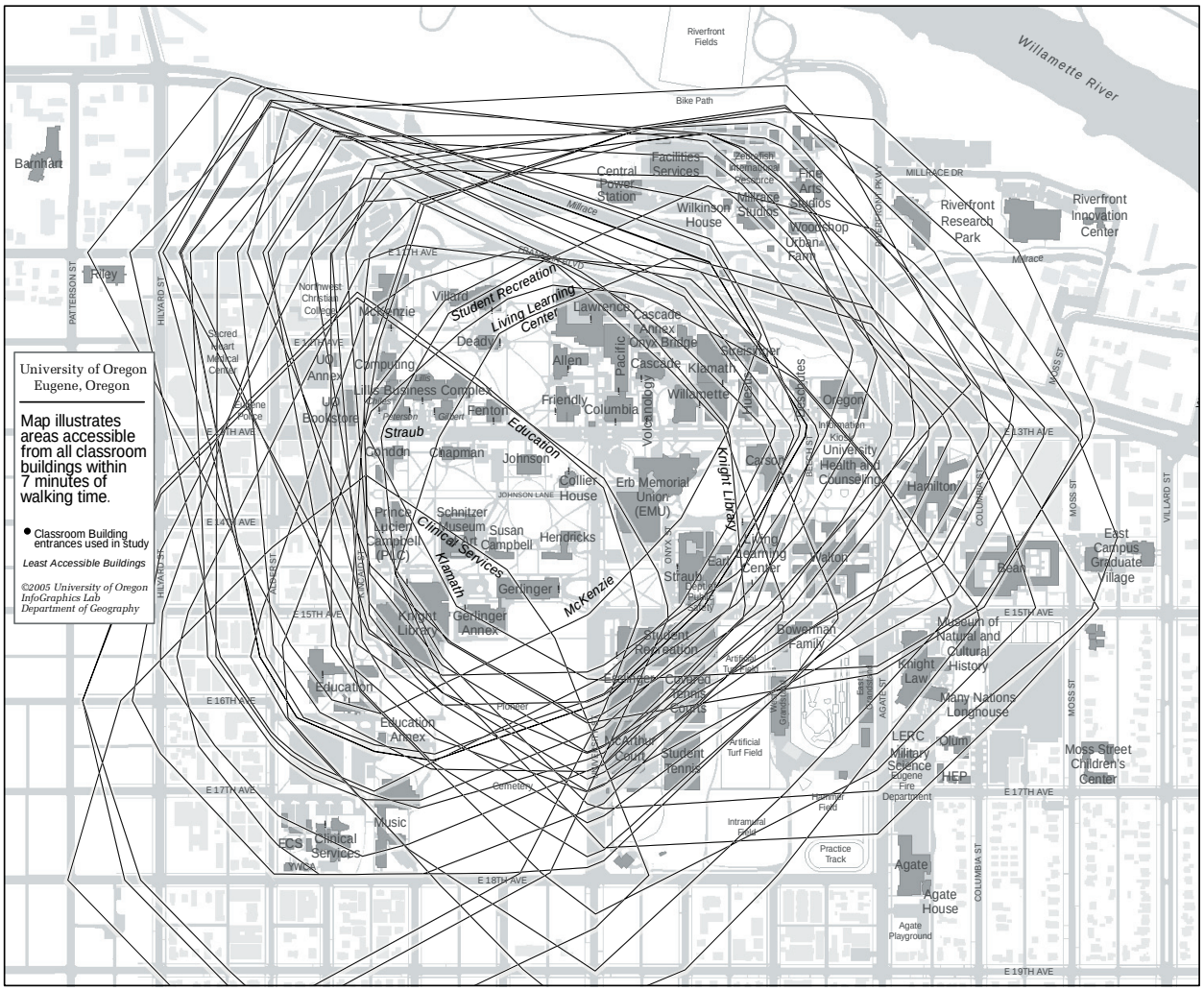
Draft Plan: Academic Core

What does the Campus Plan do for you?

It makes sure you are able to get to your next class on time.

- Walking circles, which are used to define the academic core, have been carefully reviewed to confirm their use and accuracy.

- Active open spaces that serve as classrooms have been more clearly identified and protected.



Walking Circles - These walking circles are a general representation of the distance a student can travel within the ten-minute class break. It assumes 7-1/2 minutes of walking time at a walking speed of 3 miles per hour. This data is not exact; it is meant to be a reference tool to help assess the location of the instructional core.

CAMPUS PLAN UPDATE

University of Oregon Planning Office

Project Planners: Chris Ramey, (541) 346-5562 and Christine Thompson, (541) 346-5572

Scope of the Campus Plan Update

Click here for a pdf summary of proposed changes

Click here to view the display boards that highlight some of the changes from the March 1 Open House

Draft Copy of the Updated Campus Plan

Click here for a readable version of the entire document or click on the desired chapter for a print quality pdf.

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Planning Home

Campus Plan Update
Summary of Proposed Revisions

University Planning Office, February 2005

The University of Oregon began updating its Campus Plan (1991 Long Range Campus Development Plan) in the summer of 2004. The proposed plan revisions are based upon the following established project goal and scope.

The project goal is

to update the campus plan while maintaining its fundamental concepts, so that it will effectively serve as a guide for the next ten years of campus development.

The project scope has three main objectives:

1. To make the document easier to use and understand.
2. To strengthen the most critical plan components:
   - preservation and expansion of the open-space framework, and
   - a clear description of an effective planning and review process.
3. To increase development capacity to meet known needs.

Below is a summary of the proposed plan revisions [brackets indicate where to find the changes in the draft update]:

1. <u>Overall Intent and Readability</u>

- The existing plan's fundamental concepts have been more clearly stated. [Introduction (Vision), pp. 1-3]
- The document has been reorganized to ensure that keys issues are addressed and given primary attention. [Policies, pp. 7-9]
- A clear statement has been added to describe which areas and projects are covered by the plan. [How to Use the Plan, pp. 5-6]
- Overly detailed standards related to landscape, building service, maintenance, and utilities that are beyond the scope of the Campus Plan have been removed from the document. [Policy 2: Open-space Framework (Landscape), pp. 29-30 and Policy 6: Maintenance and Building Service, pp. 41-42] *Note: A future work item states the need to develop a series of standards to be contained in separate documents and to define in greater detail how new construction and renovations shall occur.*

2. <u>Review Processes/Site Selection</u>

- The current review procedures have been more thoroughly described for all types of development projects. [Policy 1: Process and Participation, pp. 11-18]
- Site selection procedures, including an additional Campus Planning Committee review, have been added for proposed stand-alone building projects. [Policy 1: Process and Participation (B.), pp. 15-16]
- Particular attention has been given to describing the review process for privately financed projects and for projects on university-owned lands outside campus boundaries. [Policy 1: Process and Participation (C.), pp. 16-17]
- Neighborhood notification requirements have been changed so that they are consistent for all types of city land-use applications. [Policy 1: Process and Participation (Land Use Applications and Subject Plans), pp. 17-18]
- An appeal process for plan amendments has been added. [Policy 1: Process and Participation (Amendments to the Plan), page 18-19]
- The responsibilities for replacing dislocated uses have been more clearly explained. [Policy 5: Replacement of Displaced Uses, pp. 39]

3. **Designated Open Spaces**
   - Pathways and expanded or new "designated open spaces" (protected from development) have been identified. [Policy 2: Open-space Framework, pp. 23-24 and 27-28]
   - A more detailed description of the existing and desired character of designated open spaces has been added. [Policy 2: Open-space Framework, pp. 23-26 and Policy 11: Design Area Special Conditions, pp. 59-96] *Note: A future work item states the need to engage in a more detailed analysis of the existing and desired character of open spaces.*
   - A new requirement has been added requiring all projects to contribute a portion of their budgets towards designated open-space improvements. [Policy 2: Open-space Framework, pp. 29]

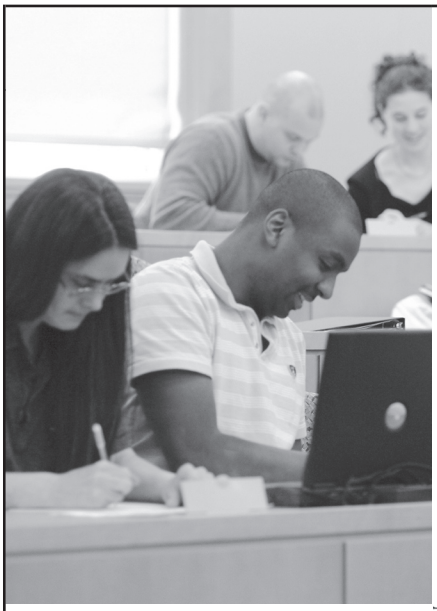
4. **Design Area Boundaries and Densities**
   - Design Areas (previously known as Analytical Areas) have been consolidated to center on designated open spaces and to establish appropriate density levels. [Policy 3: Densities, pp. 32]
   - Density levels have been increased in portions of campus to accommodate technical corrections, known development needs, and the unique character of parking structures while protecting existing core design values (e.g., four-story limit and open-space framework). [Policy 3: Densities, pp. 31-34]

5. **Space Use, Walking Circles, and Active-use Open Spaces**
   - The existing roles of the Space Committee and Classroom Committee have been added to the document. [Policy 4: Space Use and Organization, pp. 35]
   - Walking circles, which are used to define the academic core, have been carefully reviewed to confirm their use and accuracy. [Policy 4: Space Use and Organization, pp. 36 and Appendix G: Walking Circles, pp. 99-101]
   - Active open spaces that serve as classrooms have been more clearly identified and protected. [Policy 4: Space Use and Organization, pp. 36-38]

6. **Transportation**
   - The core transportation policies have been clearly stated. [Policy 9: Transportation, pp. 47-48] *Note: A future work item states the need to revise and update the UO Long Range Campus Transportation Plan.*

7. **Patterns**
   - The application of patterns in the design process has been clearly defined. [Policy 10: Patterns, pp. 49-50]
   - Patterns have been reorganized to ensure they are easy to use and find. [Policy 10: Patterns, pp. 49-51]
   - Patterns of primary importance have been identified. If any of these are not implemented, reasons for omission, must be reported to the Campus Planning Committee. [Policy 10: Patterns, pp. 49-51]
   - A number of patterns will be rewritten to better support the existing core design/development values. *In progress.*
   - Some patterns will be removed because they do not reflect the established campus design values or are redundant. *In progress.*
   - Some new patterns will be added to better describe the established campus design values. Most have been used repetitively for individual project descriptions. *In progress.*

8. **Design Area Special Conditions (previously known as Analytical Areas)**
   - The special conditions for Design Areas have been reorganized to focus on the existing and desired character of designated open spaces. [Policy 11: Design Area Special Conditions, pp. 59-96] *Note: A future work item states the need to engage in a more detailed analysis of the existing and desired character of open spaces.*
   - Some special conditions have been modified in response to new opportunities or limitations. [Policy 11: Design Area Special Conditions, pp. 59-96]

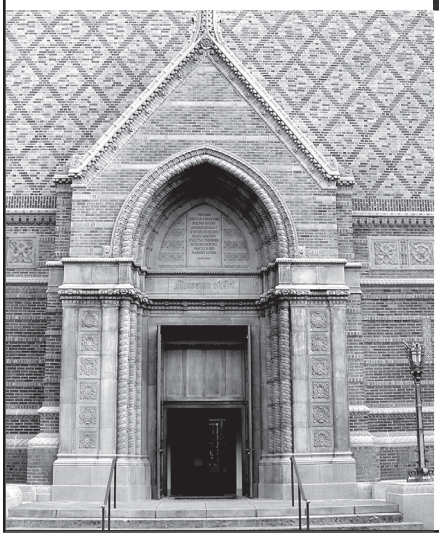


UNIVERSITY OF OREGON

University of Oregon

Draft CAMPUS PLAN

January 25, 2005



Universities are
extraordinary
places.

Table of Contents

Introduction to the plan

The Pioneer statue in front of Friendly Hall, 2005.

INTRODUCTION TO THE PLAN

Universities are extraordinary places. Nowhere else is there such a rich array of activities, all focused on creating a stimulating learning environment. An integral component of such an environment is the physical design of a university's campus – its buildings and open spaces.

The University of Oregon has a long and proud heritage of shared governance by faculty, staff, and students, all of whom have a role in creating the university's unique learning environment. A shared vision ensures that every change, big or small, will lead the university towards a unified and successful campus design. The *Campus Plan* (the "Plan") guides this shared vision by providing the policies and patterns that define the type and extent of future campus development.

"The outward aspect of the physical plant of a university should exemplify the teaching of that university – in good taste, beauty and efficiency."

- Ellis F. Lawrence, Campus Planner and Founder of the School of Architecture and Allied Arts and Dean, 1914-1946.

The university recognizes the need to respond quickly to emerging opportunities for facilities improvements, but also emphasizes long-range planning and the importance of maintaining continuity in development decisions over time. The Plan is based on a ten-year outlook, but its vision, patterns, and policies are useful for longer-term projections.

"New construction and beautification brings a tangible and exciting sense of renewal to a campus that is already both functional and visually stunning."

- David Frohnmayer, University of Oregon President, 1994-present.

Vision

The University of Oregon's campus will be responsive to the needs of its occupants, adaptable to emerging opportunities, and beautiful to behold.

Lawrence Courtyard, c 1940.

Responsive to the Needs of the Institution and its Occupants

University of Oregon facilities will support the institution's missions in teaching, research, and service to the state. Campus facilities exist solely to aid in achieving this mission.

The university will continue to improve opportunities for broadly based participation in facilities planning. Planning decisions, however, will be based primarily on overall institutional objectives and secondarily on departmental and/or non-institutional concerns.

University Health and Counseling Center User Group, 2004.

Ready to Adapt to Changing Opportunities: The Plan is a Process, Not a Fixed-image Map

The Plan's premise is that the plan for the campus is a process rather than a fixed-image map. This unique concept evolved out of a 1974 project that became known as "The Oregon Experiment" (and which is the subject of a book with the same title).

Restrictions inherent in a fixed-image campus plan make it difficult to respond to unpredictable changes. Instead, the university's planning decisions are guided by a process that engages users and is informed by a policy framework that preserves and enhances the essence of the campus as it is described below.

The university reaffirms the six basic principles articulated in *The Oregon Experiment* as the underlying premises of this Plan (listed in the side bar).

The Oregon Experiment's Six Basic Principles:

1. organic order
2. piecemeal growth
3. patterns
4. diagnosis
5. participation
6. coordination

Willamette Hall, 2003.

Beautiful to Behold

The fundamental essence of the University of Oregon's campus is represented by the series of large open spaces, a mature landscape, and accompanying buildings conceived and executed by Ellis F. Lawrence in the early part of the last century. The concepts Lawrence employed include high-quality, humanely scaled, carefully detailed buildings arranged around a system of open spaces interconnected by pathways. These concepts are the basis for further campus development.

History of the Campus Plan

This document contains a policy framework intended to provide guidance for developing the University of Oregon-owned properties both within and outside of the approved campus boundaries. It is the most recent in a series of documents that began with Ellis Lawrence's preparation of a "Block Plan" of the campus in 1914. Lawrence revised his initial effort in 1923 and prepared a major modification in 1932.[1]

The concepts of spatial organization contained in these early plans were reflective of Lawrence's Beaux-Arts training and are still evident on this campus seventy-five years later. The policies expressed in this current document preserve and expand the network of interconnected quadrangles, squares, malls, and promenades, which were characteristic of lawrence's early development pattern.

Memorial quadrangle, c 1950.

In 1962 the university selected urban designer lawrence lackey to prepare a new campus plan. That plan was a fixed-image map showing the future location of new buildings.[2] It provided some guidance for campus development, including the placement of bean hall, oregon hall, some science facilities, and an addition to the knight library. Two major campus structures built in the late 1960s, the student health center and the law center, were not contemplated by the plan, and one of its main features – the development of academic buildings on the pioneer memorial cemetery site – was never implemented.

By 1973 the need for a new plan was acknowledged, and the Center for Environmental Structure, headed by Christopher Alexander, was retained for that purpose. The result of this

[1] Michael Shellenbarger, "Ellis F. Lawrence: Nonresidential Designs," *Harmony in Diversity: The Architecture and Teaching of Ellis F. Lawrence,* ed. Michael Shellenbarger (Eugene: University of Oregon, 1989), pp. 48-50.

[2] Lawrence Lackey, *University of Oregon Campus Planning Studies Progress Report 3* (July 1962).

collaboration between the Center for Environmental Structure and the university was *The Oregon Experiment*.[3] Its principal characteristic is the establishment of a process for making development decisions on an ongoing basis as a replacement for the static fixed-image master plan. This concept acknowledges the fact that the exact nature and magnitude of future changes cannot be predicted with any degree of certainty, and that object-oriented plans based on explicit assumptions about the future become outdated as the "future" becomes known.

The *1991 Long Range Campus Development Plan* represented a continuation of these planning traditions. A large body of norms, traditions, and development policies had developed over the course of the institution's history, but had remained unwritten or at best recorded only in repetitive actions of individuals and groups engaged in campus development activities.

The intent of the 1991 Plan was to unify in a systematic way those norms, traditions, and policies with the essential elements of the Lawrence ideal and the fundamental principles of *The Oregon Experiment*. (the Science Green, shown above, was created in 1990 and is an example of the continued preservation and extension of the campus's open- space framework).

While this most recent update of the Plan will modify and refine portions of the document, the essence of the original 1991 plan, which has served the campus well over the past thirteen years, is preserved.

NOT COMPLETE:
This Plan has been judged by the City of Eugene to be in compliance with the Metropolitan Area General Plan (refer to Appendix L). In addition, the Plan must comply with the requirements of the State Board of Higher Education's Administrative Rules and Internal Management Directives (refer to Appendix F).

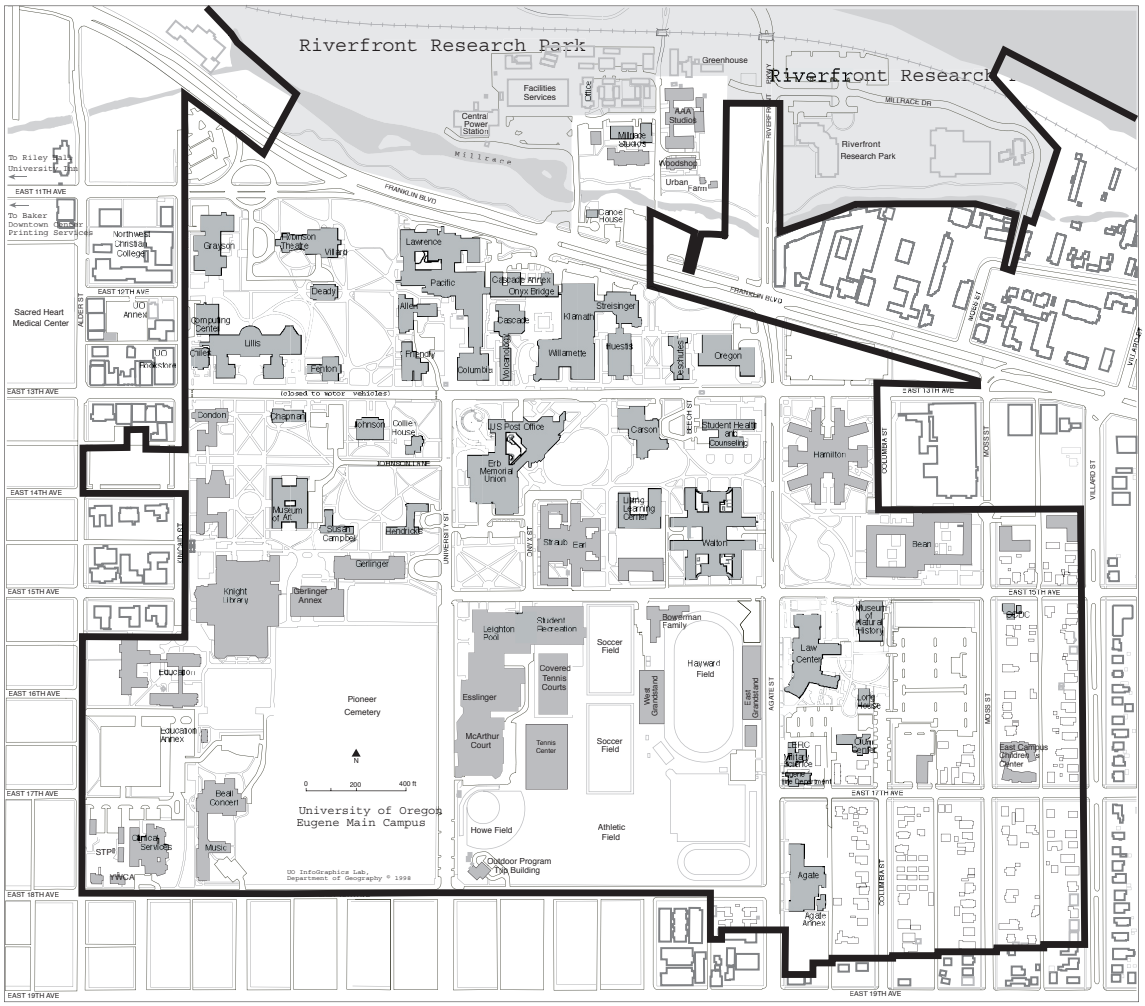
Science Green, c. 2003. NEED NEW SCIENCE GREEN PIC

[3] Chistopher Alexander et al., *The Oregon Experiment* (New York: Oxford UP, 1975).

How to use the campus plan

Large beech tree next to Gerlinger Hall, 2005.

How to use the campus plan



Map 1: Approved University of Oregon Campus Boundary.

Plan Application

This is a University of Oregon document. It replaces the 1991 *Long Range Campus Development Plan.*

This Plan applies to:

1. **University-owned Properties Within the Contiguous Approved Campus Boundaries**

   This Plan applies to university-owned properties within the contiguous Approved Campus Boundaries as shown on Map 1, with the exception of the Riverfront Research Park. The Riverfront Research Park shall follow the design policies established for the area as described in the *Riverfront Research Park Master Plan and Design Guidelines* (December 1988).

2. **University-owned Properties Outside of the Approved Campus Boundaries**

   This Plan also applies to university-owned properties outside of the Approved Campus Boundaries. However, university review and approval of changes to these properties shall be as defined by the university president following recommendations by the Campus Planning Committee and may include some or all of the policies within this document. Refer to the "Process and Participation" section for how this determination will be made. See Appendix D for a list of university-owned properties outside of the Approved Campus Boundaries.

This Plan does not apply to: Properties leased to others on a long-term basis, endowment properties, or foundation-owned properties.

Policy and Pattern Framework

The Plan is organized as follows:

POLICIES

Policies are adopted methods that describe how to apply the Plan's vision. They are expressions of the university's requirements with respect to the physical development of university properties. Examples of policies are "Replacement of Displaced Uses" and "Universal Access." Policies apply to all development projects, as described in the "Process and Participation" section, page ___.

POLICY REFINEMENTS

Policy refinements provide greater definition to each policy. They apply to all development projects, as described in the "Process and Participation" section, page __. For example the policy refinements for the "Universal Access" policy describe specific design modifications to achieve maximum accessibility in new and remodeled facilities.

PATTERNS

Patterns are design statements that describe and analyze design issues and suggest ways in which those issues might be resolved. In addition to the patterns that are included in the Plan, new patterns addressing specific issues will be developed during the planning phase of individual projects.

DESIGN AREA SPECIAL CONDITIONS

For the purposes of the Plan, the campus is divided into Design Areas, each of which has a distinct feel and history. Examples are "Historic and Academic Core" and "Sciences and Oregon Hall." Design Area Special Conditions define the special conditions to be considered as development occurs within a Design Area.

The following separate documents supplement the Plan:

SUBJECT PLANS
Subject Plans are created to address specific subjects or areas in greater detail. They are considered Policy Refinements. When adopted, they become part of the Plan, but they are contained in separate documents. *The Sustainable Development Plan*, the *Campus Tree Plan*, and the *2003 Development Policy for the East Campus Area* are examples. (Refer to Appendix B for a complete list.

PROJECT SCHEMATIC DESIGNS AND SITING PLANS
Project schematic designs and siting plans are developed for construction projects. All are considered refinements of Plan policies. When adopted, they become part of the Plan, but they are contained in separate documents.

STANDARDS
Standards describe in greater detail than policy refinements how to apply Plan patterns and policies, in particular as related to the design of utilities, building systems, landscape materials and furnishings, exterior lighting, building finishes, maintenance, and service needs. They are not considered part of the Plan and are contained in separate documents.

POLICIES

Jordan Schnitzer Museum of Art, 2005.

POLICIES

Policies are adopted methods that describe how to apply the Plan to development projects. They are expressions of the university's requirements with respect to the physical development of university properties. Policies apply to all development within the Plan's jurisdiction.

With the exception of Sustainable Design, which is the subject of a separately published Subject Plan, each policy below is further elaborated in a later section of the Plan.

1. Process and Participation
2. Open-space Framework
3. Densities
4. Space Use and Organization
5. Replacement of Displaced Uses
6. Maintenance and Building Service
7. Architectural Style and Historic Preservation
8. Universal Access
9. Transportation
10. Design Area Special Conditions
11. Patterns
12. Sustainable Design

POLICY 1: PROCESS AND PARTICIPATION

The structured and effective manner in which the university's planning process functions stems from the principles described in *The Oregon Experiment.* The cornerstone of the process is the principle of participation, which is an extension of an established tradition in the State of Oregon generally and at the University of Oregon in particular.

Three other principles – organic order, coordination, and diagnosis – also are relevant to Policy 1 and ensure responsiveness to the institution's needs (refer to page ___).

To implement these principles from *The Oregon Experiment*, all development projects, proposed Plan amendments and other campus planning activities must follow the planning process policy refinements as described in the Policy 1: Process and Participation section (page __).

POLICY 2: OPEN-SPACE FRAMEWORK

The University of Oregon campus is organized as a system of quadrangles, malls, pathways, and other open spaces and their landscapes. This organizational frame work not only functions well, but also serves as a physical representation of the university's heritage.

As opportunities arise, the fundamental and historic concepts of spatial organization of the university's open-space framework and its landscape shall be preserved, completed, and extended by following the policy refinements established in the Policy 2: Open-space Framework section (page -----___).

POLICY 3: DENSITIES

Development densities are established to preserve the historic character of the university campus as a setting conducive to thoughtful and reflective endeavor, while at the same time allowing for accommodation of new facilities.

To control the look and feel of the campus, no development shall result in a density in excess of the maximum densities established in the Policy 3: Densities section (page -----___).

Policy 4: Space Use and Organization

When a university is too spread out, people cannot make use of all it offers. On the other hand, a campus diameter based strictly on the ten-minute class break is needlessly restrictive. The location of program spaces greatly affects how the campus functions and influences the degree of positive interaction.

In order to distribute the campus's available space in ways that are functional, flexible, and compatible, all proposed development must meet the policy refinements as described in the Policy 4: Space Use and Organization section (page -----___).

Policy 5: Replacement of Displaced Uses

All university uses are important to the university. A new use must not benefit at the expense of an existing use.

All plans for new development (buildings or remodeling projects) shall keep existing uses intact by developing plans for their replacement as described in the Policy 5: Replacement of Displaced Uses section (page -----___).

Policy 6: Maintenance and Building Service

The university was established over 125 years ago and is likely to continue far into the future. Its continued viability depends on the creation of a campus that is long lasting, easily maintained, and easily serviced.

The university's campus and facilities will be designed to meet long-term university needs and to be efficiently maintained and operated in accordance with the policy refinements in the Policy 6: Maintenance and Building Service section (page -----___).

Policy 7: Architectural Style and Historic Preservation

The continuity and quality of the university's campus environment are materially affected by the character and architectural style of the buildings. Furthermore, the university's historic buildings and landscapes, which are important defining features of the campus, are artifacts of the cultural heritage of the community, the state, and the nation.

To preserve the overall visual continuity and quality of the campus and as a commitment to the preservation and rehabilitation of identified historic resources, all development will follow the policy refinements in the Policy 7: Architectural Style and Historic Preservation section (page -----___).

POLICY 8: UNIVERSAL ACCESS

The university is committed to making all new facilities welcoming and accessible for all users without discriminating on the basis of ability (exceeding federal and state accessibility requirements). This inclusive environment enables all users to equally participate in the university's teaching, learning, and creative activities.

To provide access for all of members of its community, all development will follow the policy refinements set forth in this Policy 8: Universal Access section.

POLICY 9: TRANSPORTATION

Carefully addressing transportation needs is vital to creating a cohesive, functional campus. A complete transportation policy includes coordinating transportation efforts with the larger community.

To ensure the safe, efficient, and affordable transportation needs of the campus community, all campus development will follow the policy refinements in the Policy 9: Transportation section (page -----___).

POLICY 10: PATTERNS

The Oregon Experiment principle of patterns establishes a means of articulating commonly held values as they pertain to the campus environment and design. Patterns ideally function together as words in a sentence, creating a cohesive whole built on a common design language, the "pattern language."

To achieve effective and meaningful dialog about important campus design issues, all development shall consider the patterns contained in the Policy 11: Patterns section (page -----___).

POLICY 11: DESIGN AREA SPECIAL CONDITIONS

The campus is composed of approximately 295 acres. Within this vast area smaller areas of campus exist, each with its own distinct feel and history. High-quality development requires attention to the unique details that give each of these individual Design Areas its own character.

To ensure that the unique characteristics of specific areas are not overlooked, proposed development must consider the special conditions in the Policy 11: Design Area Special Conditions section (page -----___).

POLICY 12: SUSTAINABLE DESIGN

The development, repair, maintenance, and operations of the University of Oregon today have an impact on the local environment and the ability of future generations to thrive.

All development, redevelopment, and remodeling on the University of Oregon campus shall incorporate sustainable design principles including existing and future land use, landscaping, building, and transportation plans as described in the *Sustainable Development Plan.*

POLICY 1:

PROCESS AND PARTICIPATION

POLICY 1: PROCESS AND PARTICIPATION

Policy

The structured and effective manner in which the university's planning process functions stems from the principles described in *The Oregon Experiment*. The cornerstone of the process is the principle of participation, which is an extension of an established tradition in the state of Oregon generally and at the University of Oregon in particular.

Three of the other principles also are especially relevant to "Process and Participation" and ensure responsiveness to the needs of the institution:

ORGANIC ORDER – The principle of organic order is that the whole emerges gradually from separate actions and that the welding of these actions into a cohesive whole comes not from a predetermined map, but from the application of a process.

COORDINATION – The principle of coordination recognizes that the institution has interests that must be accounted for, and coordination of separate development activities is essential if they are to result in the emergence of a cohesive campus.

DIAGNOSIS – In order to provide a general context to direct continuous repair and improvement, periodic analysis or diagnosis of the present state of the campus is required.

To implement these principles from *The Oregon Experiment*, all development projects and proposed Plan amendments must follow the planning process policy refinements as described in this Policy 1: Process and Participation section.

Policy Refinements

(a) All development projects and campus planning activities shall follow the processes described in this section:
- Construction Projects – page ___
- Land-use Applications and Subject Plans – page
- Amendments to the Plan - page ___
- Academic Planning Coordination - page __
- Coordination with the Surrounding Community – page __
- Campus Regional and Site Diagnosis Studies – page ___
- Periodic Plan Review – page ____

The university's physical environment – its buildings and open spaces – are intended to support the university's mission. All processes that are part of this Plan, including adoption, amendment, refinement, and amplification of patterns and policies, acknowledge this relationship.

The university's planning process is the heart of this Plan. It is designed to ensure that
- meaningful opportunities exist for participation in the planning and design process,
- decisions are based upon a policy framework that preserves and enhances the essence of the campus as described in this Plan, and
- planning decisions are coordinated and based upon overall institutional objectives.

Additional detail about the planning process, beyond what is provided in the sub-sections below, is in the *University Planning Office Procedure Guide* (2000).

Construction Projects

The following steps shall apply to all capital construction, capital improvement, and capital repair projects that are covered by the Plan.

This section covers five distinct forms of construction projects that may occur.

- For projects that include (1) works of a minor nature (as determined by the University Planning Office director) or proposals to demolish or move a structure, follow the steps outlined in Section A.
- For projects that include (2) additions/major alterations, or (3) stand-alone buildings, follow the steps outlined in Section B.
- For projects that are (4) managed by private corporations or other non-UO entities or projects that are (5) owned by the university but not located on campus, follow the steps outlined in Section C.

The primary process for each of these construction types is summarized in the flow chart on page ___.

University Planning Office: Once a project is funded, the University Planning Office director will determine applicability to the Plan and will make process determinations based on the size, location (for example, on or off campus), and funding source of the proposed project.

Campus Planning Committee (CPC): The Campus Planning Committee is responsible for implementing the principle of coordination first identified in The Oregon Experiment. It is responsible for establishing procedures for the review of construction projects, plan amendments, and other planning actions covered in this section.

This large group of faculty, staff, and students represents a broad spectrum of the campus community and is responsible for ensuring that all projects are consistent with the larger campus setting as defined in this Plan. Designs for construction projects and Subject Plans are considered refinements of policies and must be consistent with them. As a general rule the Campus Planning Committee is responsible for reviewing proposed changes to campus landscape, designs for the exterior of buildings, and the interior of major public spaces. It is not responsible for reviewing other interior designs, decorations, or furnishings.

In accordance with the implementing legislation of the Campus Planning Committee, the committee is charged with advising the president on issues related to the development of the campus. Accordingly all actions by the committee will be in the form of recommendations to the president. When proposals and plans are approved by the president, they become part of the Plan, even though they are contained in separate documents.

With the exception of minor projects and demolition or removal of a structure, the committee usually will meet with the project's sponsor at least two times in the process – once to review the process and the site for the project prior to the selection of architectural consultants and once to review the project's design. Additional meetings may be necessary. The project sponsor will work with the University Planning director to determine the appropriate time for Campus Planning Committee review(s).

Meeting notification procedures described in the following sub-sections are intended to allow interested parties an opportunity to review and comment on proposed projects. These provisions are not intended to restrict the delivery of notice to other individuals by other means. Additional notice and opportunity for public comment often are employed. For larger projects, this usually includes campus-wide public comment sessions prior to Campus Planning Committee review.

The record of the Campus Planning Committee meeting at which a recommendation is formulated shall include findings in support of the committee's recommendation. A Campus Planning Committee recommendation to the president may be appealed in the same manner described for appealing the adoption or amendment of a policy. (See "Amendments to the Plan" later in this section.)

A Campus Planning Committee recommendation to the president may be appealed by a member of the committee, by the University/Community Liaison Committee in a manner as provided by the U/CLC by-laws, by a member

organization of the U/CLC, or by a recognized neighborhood organization affected by the recommendation.

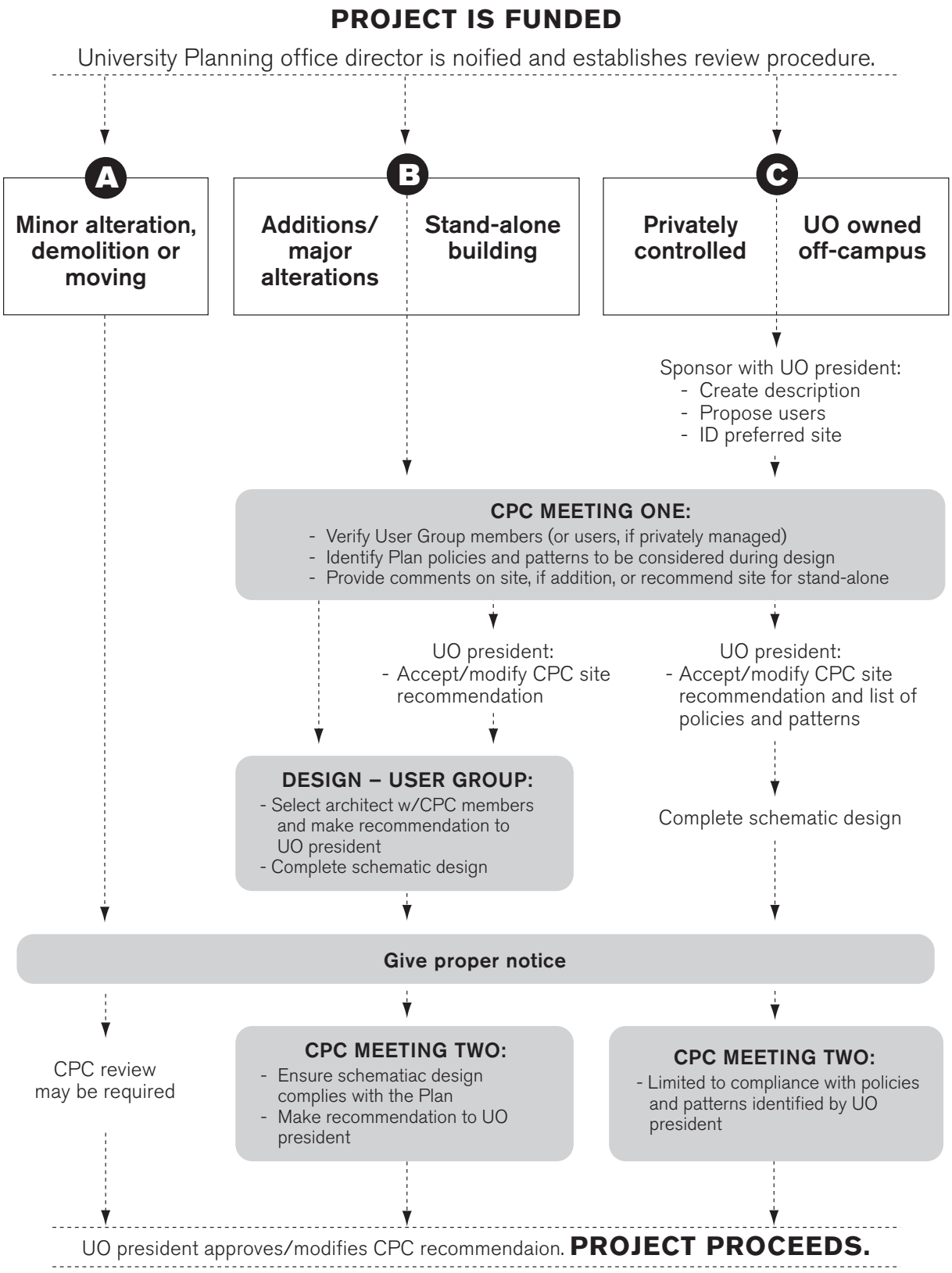
The appeal must be filed with the vice president for administration within twelve days of the mailing of the recommendation and state specifically how the Campus Planning Committee failed to properly evaluate the proposed project or make a decision consistent with the Plan. The vice president for administration shall establish a date and time for a hearing on the issue, conduct the hearing, and develop findings as a basis for ruling on the appeal. The vice president may delegate these responsibilities.

User Groups: The user group serves as the client representative throughout the design process. It is made up of faculty, staff, and students who use (or will use) the facility, as well as representatives from neighboring buildings, one of the professional design schools (landscape architecture, architecture, or interior architecture), and the Campus Planning Committee. A user group also may include community members and neighborhood representatives. This broad base of representation ensures that the resulting design meets the specific program needs and fits into the larger campus setting as described in this Plan.

The user group is responsible for developing a project description. It then works with the University Planning Office to select an architect, landscape architect, or other suitable professional designer and to forward its recommendation to the president. Members of the Campus Planning Committee are invited to join the process of identification, evaluation, and selection of these professionals. The user group works directly with the consultant(s) to prepare a schematic design for Campus Planning Committee review.

Construction Projects

Summary Planning Process Flow Chart



A. Minor Alterations and Proposals to Demolish or Move a Structure

The following steps shall apply to funded minor alterations (for example, minor landscape improvements, building awnings, signage, and minor additions such as porches) and proposals to demolish or move a structure (including East Campus houses and outbuildings) within the Approved Campus Boundaries. Determination of which projects are considered minor is the responsibility of the University Planning director, who may consult with the Campus Planning Committee chair.

Step 1 University Planning Director
All proposals shall be referred to the University Planning director for analyses of the proposals' consistency with the provisions of the Plan and determination of the process to be followed.

Step 2 Campus Planning Committee Meeting One
Process and Site Verification
Not applicable.

Step 3 Design
The design process shall be determined by the University Planning Office director in consultation with the project sponsor and others as appropriate. User groups typically are not assembled for minor projects. This step is not applicable to proposals to demolish or move a structure.

Step 4 Campus Planning Committee Meeting Two
Review, Notification, and Recommendation
In general, all minor projects that involve noticeable modifications to building exteriors, outdoor spaces, or interior spaces with significant public exposure shall be reviewed by the Campus Planning Committee for conformance with the Plan. This includes proposals to demolish or move a structure, with one exception noted below. (See sub-section above, page ___, for a complete description of the Campus Planning Committee.)

This requirement does not include standard repair and maintenance projects or changes that are so minor that they are not visible to the general public.[4] Determination of which projects are subject to Campus Planning Committee (or subcommittee) review is the responsibility of the University Planning director, who may consult with the Campus Planning Committee chair.

Exception: Proposals to move or demolish East Campus houses within the PL Public Land zoned area (with or without the EC East Campus zoning overlay) are not subject to Campus Planning Committee review. Committee review ***is*** required for proposals to demolish or move houses along Villard Street between 15th and 19th Avenues (within the R-1 Low Density residential zoned area).

MEETING NOTIFICATION: All minor projects subject to Campus Planning Committee Review shall follow the same notification procedures required for additions/major alterations. (Refer to sub-section B, Step 4 below, page ___.)

B. Additions/Major Alterations and New Stand-alone Buildings

The following steps shall apply to funded additions/major alterations and proposals to construct stand-alone buildings within the Approved Campus Boundaries.

Step 1 University Planning Director
All proposals shall be referred to the University Planning director for analyses of the proposals' consistency with the provisions of the Plan and a determination of the planning process to be followed.

Step 2 Campus Planning Committee Meeting One
Process and Site Verification

User Group
Projects that involve major additions, new construction, or significant modifications to outdoor spaces or interior spaces with significant public exposure are guided by a

[4] Repair, maintenance, and interior projects must be coordinated through Facilities Services whether or not they are subject to Campus Planning Committee review.

user group. (See sub-section above for a complete description of user groups, page ___.)

Key Policies and Patterns
During this first meeting, the Campus Planning Committee, with the guidance of the University Planning Office staff, will identify key policies, patterns, and other appropriate campus design issues from the Plan for user group consideration during project design.

The committee also may identify other appropriate issues to be considered:

Site Selection and Site Specific Policies and Patterns
(a) Additions to Existing Buildings
Key patterns and policies that apply to the site will be identified.

(b) Stand-alone Buildings
The committee will make a site recommendation for a stand-alone building and will identify the key patterns, policies, and other site-related campus design issues that should be addressed as the project proceeds. The Campus Planning Committee may appoint a separate group to work with University Planning Office staff and other professional consultants as needed to review possible sites and recommend a preferred site to the Campus Planning Committee.

Step 3 Design

User Group
The user group serves as the client representative throughout the design process. The user group works directly with the consultant(s) to prepare a schematic design for Campus Planning Committee review. (See sub-section above for a complete description of user groups, page ___.)

A site diagnosis shall occur prior to completing a schematic design. (Refer to the "Diagnosis" sub-section on page ___ for more information.)

Step 4 Campus Planning Committee Meeting Two
Review, Notification, and Recommendation
The Campus Planning Committee will review all construction projects that involve additions, new construction, modification of outdoor spaces, or modifications of interior spaces with significant public exposure on campus for conformance with the Plan.

Subsequent changes to the design are subject to committee review.

MEETING NOTIFICATION: Notice of all Campus Planning Committee review sessions will be given to members of the campus community who are most directly affected by the proposed development.[5] Notice will be provided in the same way and at the same time to the Eugene planning director and to the designated representative of each affected neighborhood organization with property abutting the campus.

Additional notification requirements have been established for
(a) development proposals in the East Campus area as described in the *2003 Development Policy for the East Campus Area*, and
(a) development proposals that require land-use applications (for example, site review, conditional use, zone change, or traffic impact analysis) as described in the Land-use Applications sub-section (page ___).

C. Privately Financed On-campus Construction Projects and Off-campus Projects on UO-owned Land
The following steps shall apply to on-campus privately financed projects that are administered by the University of Oregon Foundation or

[5] Members of the campus community most directly affected by the proposed project typically include the project sponsor and/or department head, the project user group chair, building managers of the project building and neighboring buildings, a Facilities Services Campus and Grounds representative, the Department of Public Safety transportation coordinator, an ASUO representative, project planner, and any other individual who requests information. Each of these representatives is responsible for notifying additional faculty, staff, and students as he or she sees fit.

another non-university entity, as well as to off-campus projects on university-owned land.

Step 1 University Planning Director
All capital construction proposals shall be referred to the University Planning director for a determination of the process to be followed.

The project sponsor will submit the following to the president:
(a) a written description of the project,
(b) a list of users to work with the selected design consultant, and
(c) a preferred site for the project.

The president will forward this information to the University Planning director.

Step 2 Campus Planning Committee Meeting One
Process and Site Verification
The University Planning director will determine whether the project is subject to Campus Planning Committee review and recommendation. This step is not applicable to minor projects off campus. When CPC review is required, the Committee will meet with the project sponsor within a timeframe established by the president and take the following actions:
(a) review and comment on the list of proposed users and architect selection process,
(b) recommend policies, patterns, and other appropriate campus design issues from the Plan to be considered during the project's design; the committee also may recommend other issues that are appropriate to be considered during the design of the project, and
(c) make a recommendation on the site for the project, or establish a sub-group of committee members and others identified by the sponsor for the purpose of returning a site recommendation to the committee for its review.

After receiving the committee's comments and recommendations, the president will establish the policies, patterns, and other appropriate campus design issues from the Plan, as well as other issues determined to be appropriate for consideration during the project's design. The president also will make a final determination on the site for the project.

Step 3 Design
The project's sponsor will oversee both the selection of the designers and the design of the project.

Step 4 Campus Planning Committee Meeting Two
Review, Notification, and Recommendation
When Campus Planning Committee review is required, the committee will review the design of the project (most likely at the completion of the schematic design phase) within a timeframe established by the president for compliance with the policies, patterns, and other appropriate campus design issues, as well as additional issues identified by the president in step 2 above. Following its review, the committee will make a recommendation to the president on the design.

MEETING NOTIFICATION: Notice of all Campus Planning Committee review sessions will be given as required for additions/major alterations. (Refer to sub-section B, Step 4 above, page ___.)

Land-use Applications and Subject Plans

All land-use applications (such as site reviews,[6] conditional uses, traffic impact analyses, and zone changes submitted to the City of Eugene) and all Subject Plans (such as campus lighting or the designation of historic buildings, or regions of campus such as the 2003 Development Policy for the East Campus Area) shall be reviewed in the manner described below.

Step 1 University Planning Director
All land-use applications and Subject Plans shall be referred to the University Planning

[6] Site review is required for specified parcels. In addition, when a proposed institutional use is located within 300 feet of property zoned residential and such use will generate the need for a traffic impact analysis according to city code, the review process for development will involve site-review procedures as required by the city.

director for analysis of consistency with the provisions of the Plan and for a determination of the process to be followed.

Step 2 Campus Planning Committee Meeting One
Process
Although a user group is not applicable, an advisory group, focus groups, or Campus Planning Committee subcommittee may be established as determined necessary by the University Planning director and Campus Planning Committee.

Step 3 Design
Not applicable.

Step 4 Campus Planning Committee Meeting Two
Review, Notification, and Recommendation
Land-use applications and Subject Plans shall be reviewed by the Campus Planning Committee in a public session.

Notification
All notification requirements for additions/ major alterations (sub-section B, Step 4, page ___) shall apply to land-use applications and Subject Plans.

In addition, notice of the intent to apply to the city for a site review, conditional use permit, zone change, or a traffic impact analysis shall be given to the adjacent designated neighborhood representatives at least thirty days prior to the date that the application is filed with the city.

To the maximum extent possible, neighborhood concerns shall be addressed in the university's application to the city. Discussions with the neighborhood shall continue through the period during which the application is being processed by the city to the extent that they appear necessary to resolve outstanding issues.

The intent of this procedure is to allow for maximum participation of the neighborhood in the review of such proposals and to attempt to reach agreement with the neighborhood prior to city review. The University Planning Office shall make every reasonable effort to arrange for a meeting or series of meetings between appropriate university officials and officially designated neighborhood representatives to discuss the proposal and resolve any concerns that may be expressed.

Amendments to the Plan

The review of amendments to or adoption of the Plan shall occur as described below. Amendments may result from a specific adjustment or as part of periodic plan review. (See :Periodic Plan Review" sub-section on page ____.)

Step 1 University Planning Director
The University Planning director shall coordinate all proposed amendments.

Step 2 Campus Planning Committee Meeting One
Process and Site Verification
Although a user group is not applicable, an advisory group, focus groups, or Campus Planning Committee subcommittee may be established (for example, to provide input during a periodic review process), as determined necessary by the Planning director and Campus Planning Committee.

Step 3 Design
Not Applicable.

Step 4 Campus Planning Committee Meeting Two
Review, Notification and Recommendation
Plan amendments shall be by action of the university president upon recommendation of the Campus Planning Committee. Before formulating a recommendation to the president, the committee shall hold a public hearing.

Notification
Notice of the Campus Planning Committee public hearing shall be given to members of the campus community who are most directly affected by the proposed amendment.

In addition, at least thirty days prior to the date of the hearing, notice will be provided

in writing and by regular mail to the director of the Eugene Planning Department and to a designated representative of each recognized neighborhood organization that abuts the campus. Notice of the hearing also shall be given by publication in the Oregon Daily Emerald at least ten days prior to the date of the hearing. Other means of providing notice of these hearings shall be employed to the maximum extent feasible.

The university will endeavor to provide opportunities for an exchange of information about proposals, separate from the required public hearings, as resources allow. These informational sessions will be held and publicized at times and places in a manner that will encourage maximum participation by the campus community and university neighbors.

Academic Planning Coordination

The principle of diagnosis is embodied in the academic planning coordination, diagnosis, and periodic plan review requirements as described below.

At the conclusion of an academic program planning cycle, the Office of the Provost and affected program units, shall notify the Campus Planning Committee of possible Plan modifications that appear to be necessary or warranted in order to more appropriately support the academic program. The committee may, upon its own motion or upon request of the provost, institute the process of amending the Plan.

In addition, the following studies will be prepared to enhance coordination between academic and physical campus planning endeavors:

A. Capital Construction Budget Proposal
Each biennium, as part of the preparation of the university's capital construction budget proposal, project proposals received from academic units and prioritized by the administration will be referred by the president to the Campus Planning Committee for review and comment about the relevant plan policies and patterns to determine if

(a) sufficient land exists, in aggregate, to accommodate the prioritized first-biennium capital construction projects,
(b) each capital building project proposed for funding in the first biennium has siting opportunities that are consistent with the Plan, and
(c) any of the prioritized capital construction projects would require plan amendments, and if so, to provide comments.

B. Biennial Capacity Plan (BCP)
As a means for examining the capacity of the campus and the ongoing effectiveness of the Plan, the University Planning Office shall prepare a *Biennial Capacity Plan* for review by the Campus Planning Committee. The *Biennial Capacity Plan* will contain the following information:

(a) a program-specific site or alternative sites for each project proposed for first-biennium funding (identification of these siting opportunities does not preclude development of the project on another site that is consistent with the Plan should more detailed design studies indicate the desirability of a different location);
(b) identification of sufficient siting opportunities to accommodate proposed developments for projects either proposed for funding in subsequent biennia or identified as needed by a sponsoring unit; and
(c) a calculation of the speculative maximum build-out of the campus including all identified projects from (a) and (b) above and also including buildings representing the maximum density as listed in the plan for the campus. (See "Policy 3. Densities" section, page ___.)

Upon reviewing the *Biennial Capacity Plan*, the Campus Planning Committee shall determine that

(a) sites meeting the requirements of the Plan are identified for the first-biennium projects, or, revisions are identified if they are needed, and
(b) in the aggregate, sufficient siting opportunities exist for the remaining identified capital projects.

If capacity is needed or appropriately located sites are not available, the Campus Planning Committee shall consider amendments to the Plan.

Coordination with the Surrounding Community

The Plan recognizes that some university development policies and activities affect adjacent neighborhoods and the community as a whole. It also recognizes that institutional requirements should be coordinated with established policies and plans adopted by the larger community. The university adopts by reference applicable community planning documents (listed in Appendix I) as they pertain to the University of Oregon and adjacent lands as they now exist or may be amended hereafter.

The University/Community Liaison Committee is comprised of representatives from the university, the city, and various local organizations and institutions representing people who live and work in the university area.[7] Its primary function is to provide a forum for participants to share information about development priorities and activities. The Plan calls for continued university representation on the committee.

Regular contact among the leadership of state and local governments and campus area neighborhood organizations provides an additional opportunity for monitoring development activities.

Specific notification requirements for construction projects, land-use applications, and plan amendments are described earlier in this section.

Campus Regional and Site Diagnosis Studies

Periodically, regions of the campus shall be studied for their health. These diagnosis studies shall enumerate shortcomings and assets contained within the study region. These studies allow for the identification of areas needing repair. This in turn opens possibilities for site repair as part of future construction projects in the area. In this way individual projects contribute to the improvement of the campus as a whole. Regional diagnosis studies are available at the University Planning Office for use when initiating a development project.

A site diagnosis, in appropriate scope and detail, shall precede the development of schematic designs for any project.

Periodic Plan Review

The Plan provides for regular and routine adjustments to reflect shifts in program requirements, enrollment levels and characteristics, and similar particulars. These continuous adjustments should occur as a result of the Plan's provisions for

(a) regularizing the connection between the university's academic program and physical planning processes;
(b) preparation of a Biennial Capacity Plan based on the capital construction budgeting process;
(c) recognition of site and schematic plans for individual projects as refinements of this Plan; and
(d) reliance on the preparation and adoption of Subject Plans to articulate the Plan's more general policies.

Regardless of the flexibility built into this document, it is entirely possible that circumstances will change in ways and to an extent that would invalidate the basic assumptions and development objectives upon which the Plan is based (refer to Appendix C). It will be important to regularly undertake periodic review of these fundamentals and to modify the planning policies as warranted.

Changes of this sort are more likely to result from shifts in attitudes, perceptions, programs, and directives from outside the institution than from changing directions within the university. In order to be in a better position to predict and understand the consequences of these external

[7] The University/Community Liaison Committee membership consists of representatives from the adjacent neighborhood associations, University of Oregon, Northwest Christian College, Sacred Heart Medical Center, the University Area Small Business Association, and the Eugene Planning Commission.

pressures, the Plan provides for sustained involvement of the larger community in the campus planning process. This involvement also should be viewed as a vehicle within which the university can serve as a responsible, proactive agent.

POLICY 2:

OPEN-SPACE FRAMEWORK

Policy 2: Open-space Framework

Policy

The University of Oregon campus is organized as a system of quadrangles, malls, pathways, and other open spaces and their landscapes. This organizational framework not only functions well, but also serves as a physical representation of the university's heritage.

As opportunities arise, the fundamental and historic concepts of spatial organization of the university's open-space framework and its landscape shall be preserved, completed, and extended by following the policy refinements established in this Policy 2: Open-space Framework section.

Pattern List

(see section on patterns)

- Accessible Green
- Activity Nodes
- Building Complex
- Connected Buildings
- Family of Entrances
- Main Entrance
- Main Gateways
- Positive Outdoor Space
- Promenade
- Quiet Backs
- Site Repair
- South Facing Outdoors
- University Streets
- Small Public Squares
- University Shape and Diameter
- Access to Water
- Local Sports
- Open University
- Path Shape
- Public Outdoor Room
- Access to Water
- Local Sports
- Designated Open Spaces
- The Outdoor Classroom
- Quadrangles, Malls, and Axes
- Campus Quadrangle and Axis
- Pedestrian Streets
- Good Neighbor
- Bike Paths and Racks
- Local Transport Area
- Looped Local Roads
- Path Network
- Paths and Goals
- Road Crossings
- Pedestrian Pathways
- Hierarchy of Streets
- Landscape Buffering
- Landscape Maintenance
- Large Canopy trees
- Campus Trees
- Tree Places
- Seat Spots
- Sitting Wall

Policy Refinements

The Plan provides a series of steps to identify, preserve, and expand the open-space framework consisting of Designated Open Spaces and Pathways. The key components of the open-space framework – Quadrangles, Axes, Promenades, and Greens – are covered as well.

The Plan also identifies key considerations for landscape design.

Designated Open Spaces

(a) Identification: Map 2 (page __) identifies the significant open spaces on campus, which are the fundamental and historic open spaces within the university's open-space framework. Brief descriptions of these spaces, known as Designated Open Spaces, can be found within the "Design Areas Special Conditions" section (page ___).

(b) Preservation: No development shall occur in these Designated Open Spaces unless an exception is noted in the "Design Area Special Conditions" section.

(c) Expansion: In the absence of a source of funding for the creation, improvement, and expansion of Designated Open Spaces, individual construction projects are responsible for contributing to their development and improvement. All development projects must enhance or establish open spaces within their Design Area as part of the project scope as described in the "Open Space Enhancement Requirements" sub-section below.

(d) Form: Proper design of open spaces is essential to their success as individual spaces and, more importantly, as a cohesive open-space framework. Designated Open Spaces should not be dead-end spaces and should be inviting to all campus users. All projects shall consider the design parameters described in the "Design Area Special Conditions" section and "The Forms of Designated Open Spaces" sub-section below.

(e) In addition to Designated Open Spaces that are intended for use by all campus users, smaller open spaces frequently are integrated into the design of new construction. These include the courtyards at the College of Education, Lawrence Hall, and the Law School. Because such spaces are primarily for use by building occupants, they may not qualify as Designated Open Spaces. However, their creation is encouraged, and a project's responsibility in contributing to the development, improvement, or expansion of Designated Open Spaces should not be seen as a substitute for the development of smaller project-associated open spaces.

Pathways

(a) Identification: Pathways that provide connections between open spaces are designated on Map 3 (page ___).

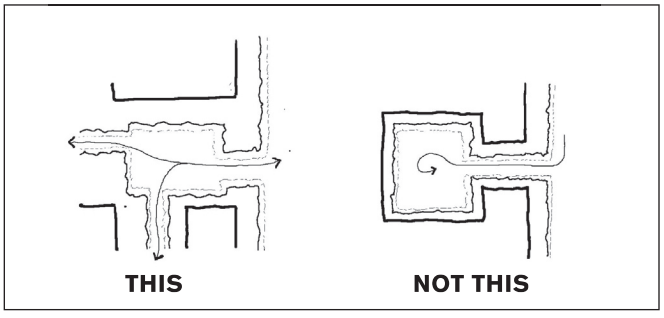
(b) Preservation: Connections essentially similar to those shown on Map 3 are to be preserved. While the path location or shape may change, the connection is to remain.

(c) Expansion: All development projects must consider the pathway needs of the area in which they are located. Extension of existing pathways or creation of new ones is to be considered during project design.

The Forms of Designated Open Spaces

The campus is developed around a series of open spaces connected by pathways. This system is the framework that dictates the arrangement of buildings. Public open spaces are intended for use by the entire campus community. The Plan refers to these spaces as "Designated Open Spaces" and "Pathways." The Memorial Quadrangle, the Old Campus Quadrangle, and 13th Avenue are three examples of Designated Open Spaces.

The most important aspect of these spaces is that they feel as though they are public and that they are welcoming to anyone who would pass through or spend time in them. They should not give the impression that they belong to the occupants of nearby buildings, although those kinds of spaces also exist and are to be encouraged as well. An important characteristic of public spaces is that of allowing people to pass through them. They should not be dead-end spaces and should always include a connection to other spaces along one edge or through one end.



The campus is home to several types of Designated Open Space. The primary types are quadrangles, axes, promenades, and greens.

Quadrangle (formal): Memorial Quad

Quadrangle (informal): Old Campus Quad

QUADRANGLES (Memorial Quad, Old Campus Quad)

Quadrangles are rectangular open spaces that are formed by the fronts of three-story or four-story buildings on the long sides and by monumental buildings at one or both ends. Typically, axes (see right) cross a quadrangle, connecting it to other axes, quadrangles, or open spaces. The width (shorter distance) of quadrangles should be perceived as being flat. Quadrangles can contain formal (symmetrical or geometric) or informal (irregular or natural) sidewalk arrangements and plantings. The buildings along a quadrangle's edge should have their main entrances facing the quad, thereby reinforcing its importance and bringing activity into it. Building sites on established quadrangles should be reserved for significant academic buildings.

AXES (13th, 15th, 17th, Agate, Columbia, Dads' Gates, Deady Walk, Emerald, Gallery Walk, Johnson Lane, Knight Library, Moss, Pioneer, University Street, Southwest Campus)

Axes are longer and narrower than quadrangles. They serve primarily to interconnect other open spaces on the campus. They are typically rectangular in form and contain informal or formal sidewalks and plantings. They often contain a long view of the campus. Many campus axes either currently are or at one time were streets. Buildings may have front entrances facing an axis, but buildings that front both an axis and a quadrangle should always have their main entrances facing the quadrangle.

Axis: 13th Avenue Axis

Promenade: EMU Promenade

GREENS (Agate Entrance, Agate Hall, Amphitheater, Bakery Park, East Campus, Gerlinger Field, Gerlinger Entrance, Glen Starlin, Humpy Lumpy, Kincaid, Living Learning Center, Millrace, Onyx, Science, Straub Hall, Southwest Campus Lawn, Villard Hall)

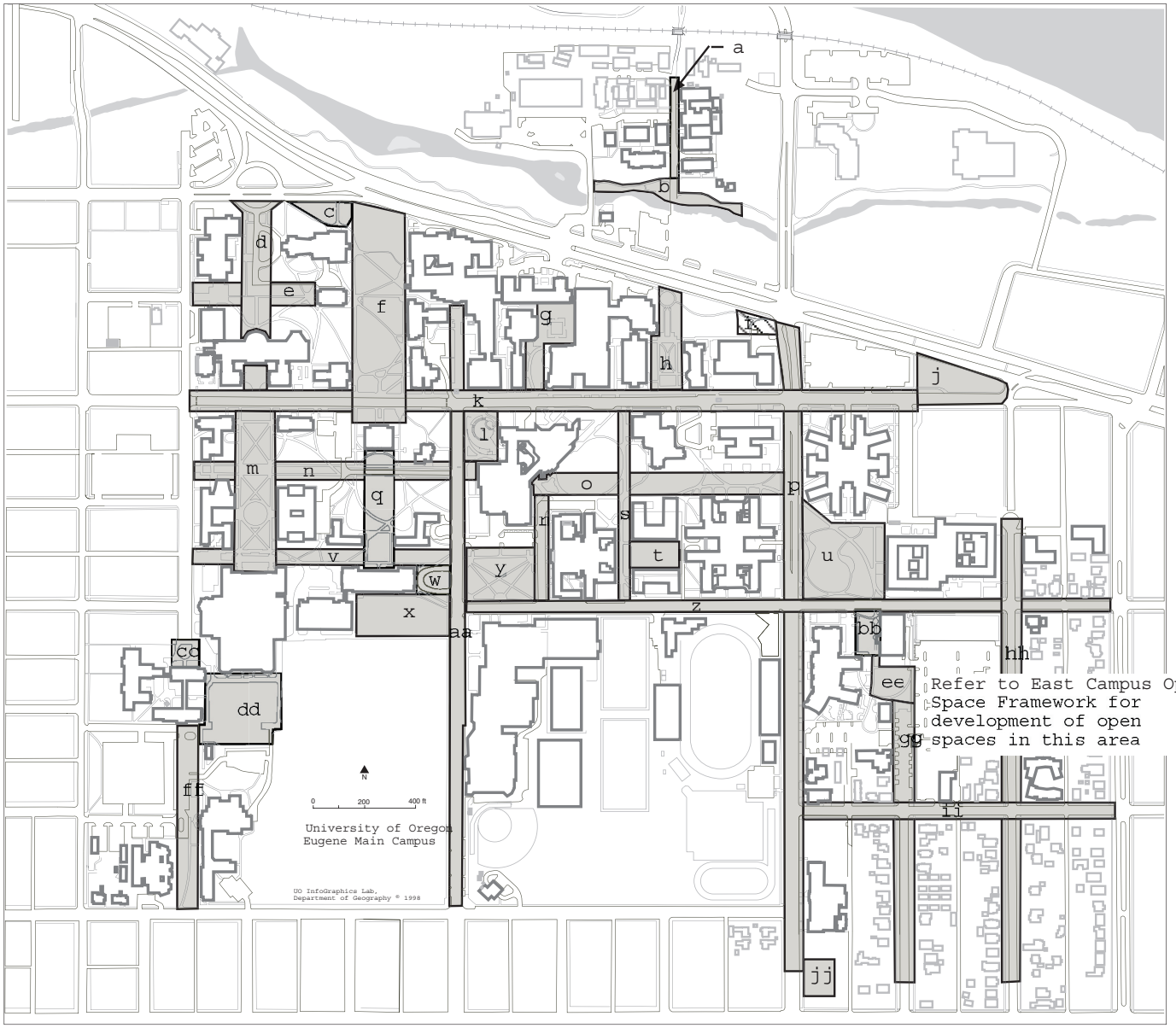
Greens are significant public open spaces that are larger than a private courtyard yet smaller than a quadrangle. Greens may share many of the aspects of quadrangles while others function more like plazas. In some cases the buildings surrounding them lack the scale that would give them the formal presence of a quadrangle. In most cases they are informally planted and may have an irregular form.

PROMENADES (EMU)

Promenades are less formal axes that connect open spaces. They are typically large-scale pathways. Their plantings are largely informal, as are the sidewalks within them.

Green: East Campus Green

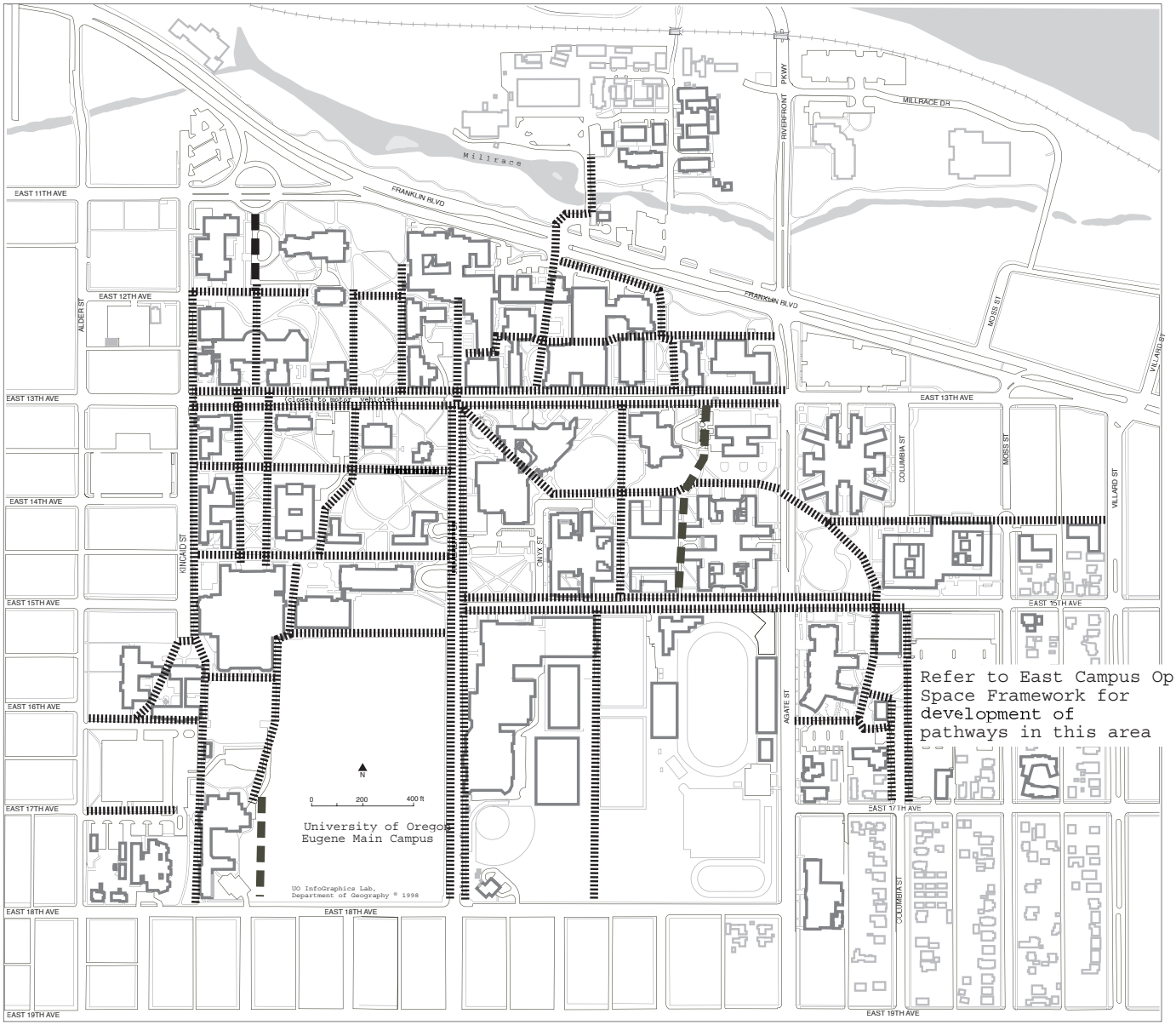
Green: Amphitheater Green



a. Gallery Walk Axis
b. Millrace Green
c. Villard Hall Green
d. Dads' Gates Axis
e. Deady Hall Walk Axis
f. Old Campus Quadrangle
g. Onyx Green
h. Science Green
i. Agate Entrance Green
j. Bakery Park Green
k. 13th Avenue Axis
l. Ampitheater Green
m. Memorial Quad.
n. Johnson Lane Axis
o. EMU Promenade
p. Agate Street Axis
q. Pioneer Axis
r. Onyx Axis
s. Emerald Axis
t. Living Learning Center Green
u. Humpy Lumpy Green
v. Knight Library Axis
w. Gerlinger Entrance Green
x Gerlinger Field Green
y. Straub Hall Green
z. 15th Avenue Axis
aa. University Street Axis
bb. Glenn Starlin Green
cc. Kincaid Green
dd. Southwest Campus Green
ee. East Campus Green
ff. Southwest Campus Axis
gg. Columbia Axis
hh. Moss Axis
ii. 17th Avenue Axis
jj. Agate Hall Green

Map 2: Designated Open Spaces

Note: The open-space framework in the East Campus area is largely undeveloped. Refer to the *2003 Development Policy for the East Campus Area and the East Campus Open Space Framework* (2004) for additional information.



Map 3: Pathways

Open-space Expansion Requirements

All development projects must enhance or establish Designated Open Spaces within their Design Area as part of the project scope. This requirement is in addition to enhancing or establishing landscaping within the immediate building site (entrances, foundation plantings, small courtyards, etc.).

When the project's schematic design is reviewed by the Campus Planning Committee, the committee will determine that the following minimum standards for expansion of the Designated Open Spaces are being met. The committee may take the additional step of recommending to the president that sufficient funding be established within the project budget to accomplish these improvements and that this funding be protected should the project face budget reductions during subsequent design or construction phases.

Requirements for open-space enhancement and development in the East Campus Area are elaborated in the *2003 Development Policy for the East Campus Area.*

(a) As a general rule (subject to Campus Planning Committee interpretation), each project (or complex of buildings) must include the enhancement or construction of adjacent Designated Open Space in the project scope of the size listed below (this may be part of a larger open space):

Minimum required Designated Open Space:

Building Size -GSF	Minimum Required Designated Open Space in SF
0 - 24,999	10% of GSF
25,000 - 49,999	12% of GSF
50,000 - 99,999	14% of GSF
100,000 and up	16% of GSF

(b) This standard is intended to provide guidance for the minimum Designated Open Space to be enhanced or constructed. It is not intended to limit the amount of additional quality open spaces that will occur during the course of development. At the discretion of the Campus Planning Committee, required construction or enhancements may occur in adjacent Design Areas.

(c) Additionally, in Design Areas where 25 percent of the available uncovered land is already established as a Designated Open Space and improvements are not required, the Campus Planning Committee shall recommend where additional open space should be built or enhanced in an adjacent Design Area.

Landscape

All building projects must include an appropriate budget to install a landscape plan that meets the Plan patterns and policies.

Plant Materials

(a) Landscape materials are assets to the campus and are to be carefully selected and properly maintained. The univesity campus is in fact an arboretum. The plant materials on the campus have an aesthetic significance and constitute a valuable teaching resource.

(b) Plant and manage vegetation in a way that avoids excessive damage to buildings, reduces susceptibility to pest infestation, minimizes reliance upon the use of pesticides, and contributes to the aesthetic quality of enjoyment of the campus as whole.

(c) Materials likely to require excessive maintenance should be avoided or judiciously located.

(d) Consult appropriate Facilities Services personnel before planting any new plant materials on the campus.

(e) Whenever possible and appropriate, plant materials are to be used to screen such uses as parking lots and service areas and to soften the visual impact of fences and similar barricades.

(f) In approving a schematic design that

requires the removal of trees or significant plant materials, the Campus Planning Committee shall be satisfied that alternative designs not involving the removal have been prepared and carefully explored. Refer to the *Campus Tree Plan.*

(g) Trees that help form or reinforce the identity of Designated Open Spaces and Pathways are significant trees and are to be afforded extra care. Refer to the "Design Area Special Conditions" section (page ___) and the *Campus Tree Plan.*

Landscape Features *(benches and other site furniture, signs, etc.)*

(a) Properly placed and designed, benches and other outdoor accessories enhance the appearance and use of campus open space. Bench and accessory designs need to respond to the intensity of their expected use and the context in which they are located. Seating integrated into the landscape or building design (for example, seating walls) is encouraged. In the absence of an adopted standard design or plan for outdoor furnishings and accessories such as bollards and trash receptacles, the design and installation of such items are to be approved on a case-by-case basis in a manner authorized by the Campus Planning Committee. Refer to separate standards.

(b) The purpose of signage on campus is to ensure safety, provide direction, and provide information about campus departments and events. Every effort shall be made to limit signage on campus with the understanding that some signage is essential to support the university's mission. All proposals for exterior signage not covered by the campus standard designs shall be approved on a case-by-case basis in a manner authorized by the Campus Planning Committee. Refer to the *Campus Outdoor Sign Plan* (2001).

Campus Safety

(a) The university acknowledges the need for the campus to be as safe and comfortable as possible at all times of the day and evening. Campus buildings and landscapes should be designed with this in mind. Safety parameters, however, should not detract from the overall campus aesthetic.

(b) Plant and manage vegetation in a way that eliminates conditions that lead to personal safety concerns yet contributes to the aesthetic enjoyment of the campus as whole.

(c) The university recognizes the necessity of campus and exterior building lighting to address adequately the personal safety requirements of students, faculty, staff, and campus visitors without significantly damaging its nighttime aesthetic qualities, as well as to be consistent with its commitment to energy conservation. Refer to the separate *Campus Outdoor Lighting Plan* (2004).

(d) The system of emergency call boxes should be preserved and expanded.

(e) Consult appropriate Department of Public Safety and Facilities Services personnel before installing safety systems or altering vegetation.

POLICY 3:

DENSITIES

Policy 3: Densities

Policy

Development densities are established to preserve the historic character of the university campus as a setting conducive to thoughtful and reflective endeavor, while at the same time allowing for accommodation of new facilities.

To control the look and feel of the campus, no development shall result in a density in excess of the maximum densities established in this Policy 3: Densities section.

Pattern Summary

- Four Story Limit
- University Shape and Diameter
- Sustainable Development
- Use What We Have Wisely
- University Mission
- Future Expansion
- The Outdoor Classroom
- Designated Open Spaces

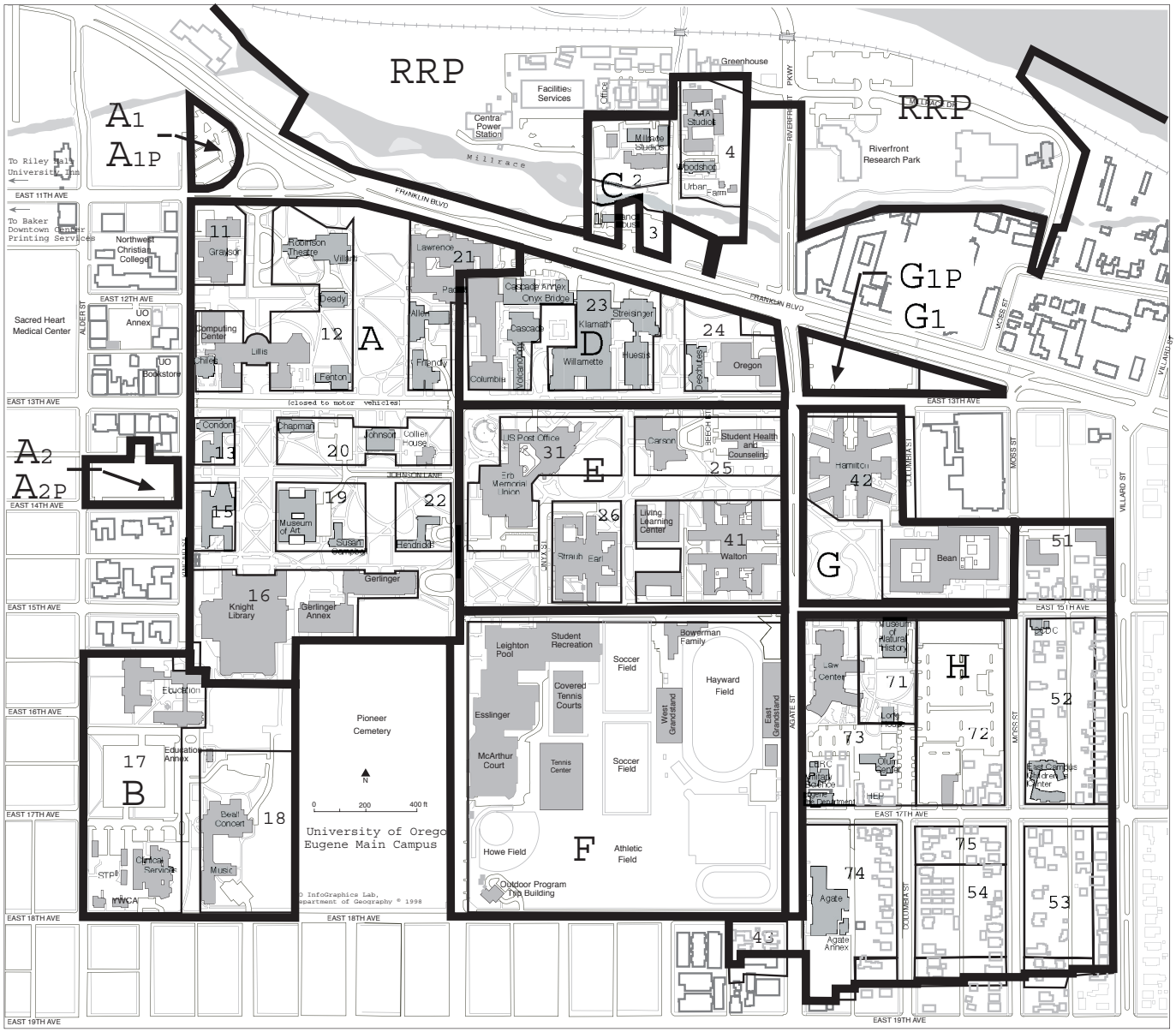
Policy Refinement

Allowed Density

(a) The campus is divided into Design Areas to address localized conditions and define appropriate development densities. No development shall result in a density exceeding the Maximum Coverage Ratios and Maximum Floor Area Ratios (refer to the glossary in Appendix A, page ___, for a definition of these terms) established for each Design Area (Map 4) and shown in Table 2.

(b) Table 2 also includes desired maximum densities for each sub-area within the Design Areas as of the time of this Plan. These desired maximums will change over time as new projects are built. Users of the Plan should refer to the most recent *Biennial Capacity Plan* for updated desired maximums.

Basements and all structures with roofs (including grandstands and parking structures) are included in density calculations. Basements are to be encouraged because they preserve open space and relieve above-ground structures. Accordingly, projects designed with basements may request from the Campus Planning Committee additional gross square footage allotments beyond the established maximums, although automatic acceptance by the committee is not implied.



A Historic and Academic Core
A1 Franklin Circle
A1P Franklin Circle Parking
A2 PLC Parking Lot
B Southwest Campus
C North Campus
D Sciences and Oregon Hall
E Student Services and Academics'
F Athletics and Recreation
G Student Residence Halls
G1 Franklin Triangle
G1P Franklin Triangle Parking
H East Campus
RRP Riverfront Reasearch Park

Map 3: Design Areas

Table 2

DESIGN AREA	SUB AREA	NAME	SIZE (total square feet (sf) in design area)	MAX COVERAGE RATIO (allowed gsf =ratio x size)	MAX FLOOR AREA RATIO (allowed gsf =ratio x size)	2005 AVAILABLE BUILDING FOOTPRINT (see note 3)	2005 AVAILABLE gsf (see note 3)	NOTES
A		**CORE**	**1.827,250**	**.280**	**.975**	**67,958**	**316,869**	See note 1.
						Desired	**Desired**	about desired
	11					7,500	30,000	maximums.
	12					15,000	30,000	
	13					5,000	15,000	
	15					1,000	5,000	
	16					0	60,000	
	19					10,000	40,000	
	20					10,000	50,000	
	21					7,000	30,000	
	22					12,000	45,000	
A1P		**FRANKLIN CIRCLE**	**43,345**	**.750**	**4.00**	**34,009**	**180,000**	See note 2.
A1		**FRANKLIN CIRCLE**	**43,345**	**.500**	**2.00**	**22,673**	**90,690**	
A2P		**PLC PARKING LOT**	**59,292**	**.750**	**4.00**	**44,469**	**237,168**	See note 2.
A2		**PLC PARKING LOT**	**59,292**	**.500**	**2.00**	**29,646**	**118,584**	
B		**SOUTHWEST CAMPUS**	**694,055**	.300	.800	**103,434**	**368,980**	See note 1.
						Desired	**Desired**	
	17					38,000	.240,000	
	18					61,000	120,000	

NOTES:

1. Desired maximum available coverage and gross square feet are calculated as of the date of the Plan. Available coverage and gross square feet will need to be calculated as each project is planned. Desired maximums are included here to serve as a record of the intent of the Campus Planning Committee when the Plan was made. Subsequent Campus Planning Committees, through the Biennial Capacity Plan, may come to different conclusions.

2. Areas expecting to contain structured parking are assigned higher allowable densities for parking structures only for two reasons. First, floor to floor heights of parking structures are lower than regular buildings, resulting in a six-level parking structure being a similar height of a four-story building. Second, while cost is not a factor in most instances, the cost of structured parking is very high, and maximizing the size of each parking structure creates efficiencies in their design.

3. Available footprint equals size times ratio minus existing building footprints. Available gross square feet equals size times ratio minus existing gross square feet.

Table 2 continued

DESIGN AREA	SUB AREA	NAME	SIZE (total square feet (sf) in design area)	MAX COVERAGE RATIO (allowed gsf =ratio x size)	MAX FLOOR AREA RATIO (allowed gsf =ratio x size)	2005 AVAILABLE BUILDING FOOTPRINT (see note 3)	2005 AVAILABLE gsf (see note 3)	NOTES
C		**NORTH CAMPUS**	**287,068**	**.300**	**.600**	**37,532**	**109,869**	See note 1.
						Desired	**Desired**	about desired
	1				4,000	14,000		maximums.
	2				7,000	14,000		
	3				10,000	40,000		
	4				12,500	40,000		
D		**SCIENCE COMPLEX**	**580,363**	**.400**	**1.75**	**31,628**	**199,981**	
E		**STUDENT UNION/HOUSING**	**1,013,047**	**.300**	**.860**	**53,560**	**76,493**	See note 1.
						Desired	**Desired**	
	24				0	10,000		
	25				9,000	14,000		
	31				20,000	52,000		
	41				0	0		
F		**RECREATION/ATHLETICS**	**1,517,694**	**.240**	**.380**	**49,964**	**125,318**	
G		**HOUSING**	**453,153**	**.305**	**.865**	**18,276**	**43,392**	
G1P		**OREGON HALL TRIANGLE**	**100,006**	**.550**	**2.50**	**55,036**	**250,165**	
G1								
H		**EAST CAMPUS**	**1,268,519**	*	*	**181,400**	**508,428**	Standards for East Campus are maximum for each sub area. Refer to the East Campus Development Policy.
	51		116,243	.300	.600	––	––	
	71		106,146	.350	.500	––	––	
	72		261,005	.300	.900			
	73		198,581	.350	1.25			
	74		186,980	.400	,750			
	75		48,000	.500	.700			
	52		164,096	.300	.500			
	53		94,094	.300	.500			
	54		93,374	.300	.500			

POLICY 4:

SPACE USE AND ORGANIZATION

Policy 4: Space Use and Organization

Policy

When a university is too spread out, people cannot make use of all it offers. On the other hand, a campus diameter based strictly on the ten-minute class break is needlessly restrictive. The location of program spaces greatly affects how the campus functions and influences the degree of positive interaction.

In order to distribute the campus's available space in ways that are functional, flexible, and compatible, all proposed development must meet the policy refinements as described in this Policy 4: Space Use and Organization section.

Pattern Summary

- Student Housing Distribution
- University Shape and Diameter
- Living-Learning Circle
- Fabric of Departments
- Department Space
- Classroom Distribution
- Department Hearth
- Degrees of Publicness
- Office Connections
- Faculty-Student Mix
- Local Administration

Policy Refinements

The following policy refinements apply campus wide when considering interior renovations and assignment or reassignment of space within new and existing buildings:

Space Allocation

Consistent with the university's model of faculty governance, it is the university's practice to make decisions about the assignment of existing space at the lowest administrative level possible. Traditionally the assignment of space occurs within each department. Departments in need of space appeal to their deans or vice presidents, who may assign spaces within the units reporting to them. For unmet needs, a dean may make a request to the university's Space Committee. This committee is chaired by the provost or provost's designee and includes membership representing the president, each of the vice presidents, the dean of the College of Arts and Sciences, another dean, the registrar, the classroom coordinator, and the directors of University Planning and Campus Operations.

(a) In general terms, the Space Committee is charged with assigning new space that becomes available in existing facilities, receiving space requests from deans and vice presidents, adjudicating disputes over space, and recommending to the appropriate university body policies related to the governing of space.

(b) The university's Classroom Committee has primary responsibility for the oversight of classrooms on the campus, including their design, assignment, and renovations.

(c) Spaces do not work properly if they are either overcrowded or under used. The Oregon University System's planning and design standards for space utilization do not address all space needs of the university, and space proposed for allocation to various functions must always be justified on the basis of demonstrated need.

(d) In the absence of exceptional circumstances, space-equity issues shall not to be resolved by reducing all affected units to the lowest common denominator.

Walking Circles

Appendix G identifies the general dimensions of the instructional core through the use of walking circles, the areas that can be traversed within the ten minutes allowed between class changes (a seven-minute walk). Some fixed features, such as Franklin Boulevard, that provide barriers to pedestrian travel need to be accounted for when interpreting walking circles.

(a) To the maximum extent possible, locate instructional facilities scheduled in accordance with the university's fifty-minute daily time schedule within an instructional core that can be traversed within the ten minutes allowed between class changes (a six-minute to seven-minute walk).

(b) Except in unusual circumstances the priority for space in facilities situated within the instructional core should be given to programs and activities that either are directly affected by the university's fifty-minute daily time schedule or can function satisfactorily only in proximity to major instructional spaces.

(c) To maximize future opportunities for concentrating instructional activities within this finite area, to the greatest extent possible, locate new (and/or relocate existing) programs, activities, and offices that can function satisfactorily without proximity to major instructional spaces on the periphery of the instructional core.

Flexible and Compatible Use

(a) Site buildings and program spaces so that they provide opportunities for facility expansion and adaptation that will allow for future program growth.

(b) To the extent possible, locate program components in adjacent or reasonably proximate facilities. The intent of this policy is to facilitate the administration and management of resources available to program units; to provide more effectively for informal interaction among faculty, staff, and students; and to assist in the development of cohesive communities of intellectual interest.

(c) The development and dissemination of knowledge in a complex society often involve the interaction of a number of disciplinary interests. Evaluate opportunities for establishing or enhancing interactions among related disciplines and activities in the process of siting new or expanded facilities.

(d) Some activities that are essential ingredients of established programs have characteristics that render them incompatible with other activities even within the same community of interest. Kilns, foundries, machine shops, and heavy nighttime occupancies are examples. Locate activities of this sort in such a way as to minimize the resulting conflicts.

(e) It is the university's policy to encourage interaction that enhances a free and open exchange of ideas that is characteristic of a university. To this end the university recognizes the importance of providing some place that can establish an identity for each department and contribute to the coalescence of communities of interest.

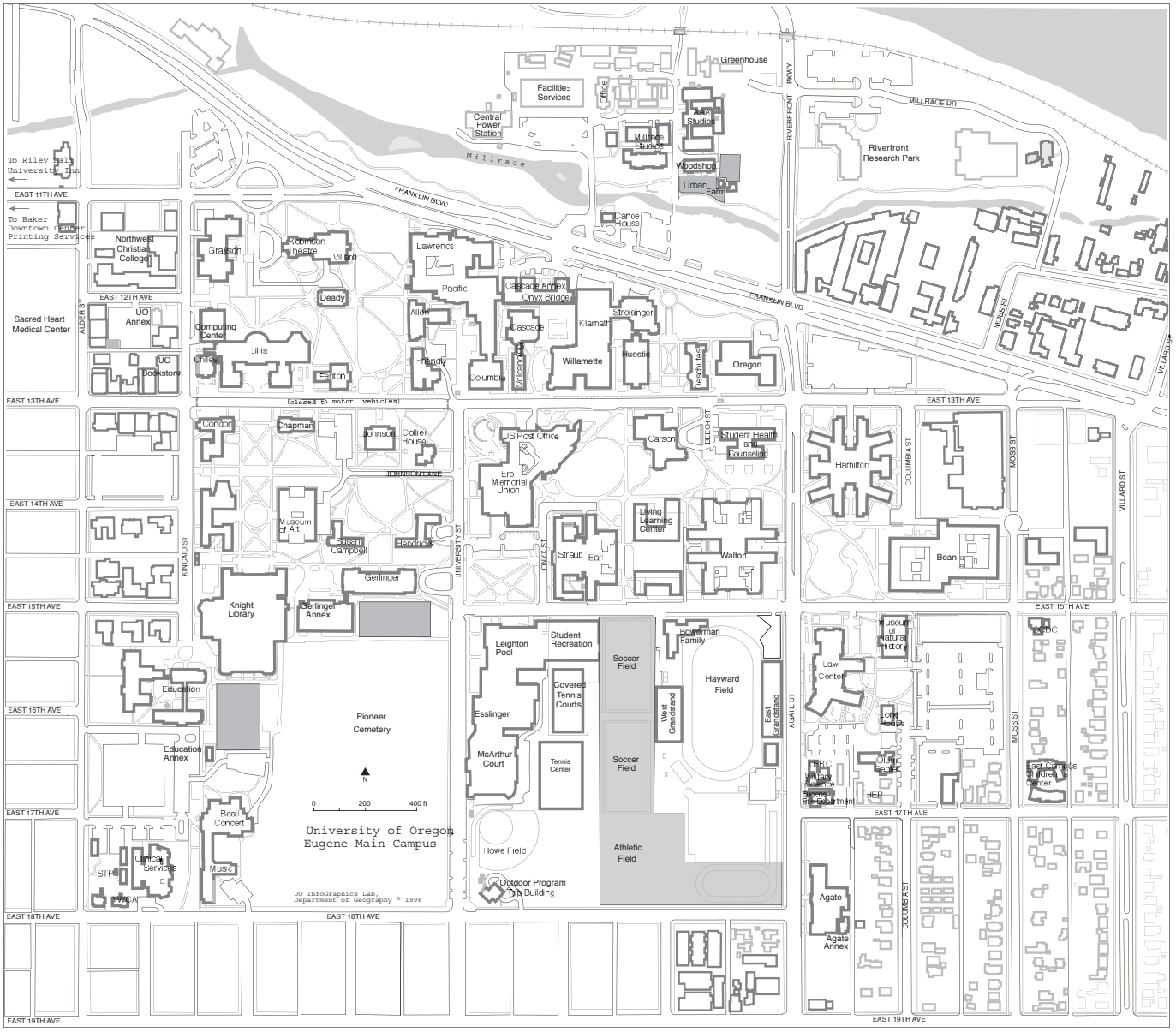
(f) Within buildings situate major pedestrian destinations, such as classrooms and departmental offices, so that adjacent activities are not unnecessarily disrupted by pedestrian traffic. For example, locate large lecture halls on the ground floor of multi-storied buildings; if necessary, locate smaller classrooms, seminar rooms, and departmental offices adjacent to stair towers or elevators on upper levels.

Outdoor Classrooms

Many campus open spaces serve as vital classrooms. These functions require open, sunny spaces (for example, sports fields, marching-band practice areas, the Urban Farm, and informal, outdoor meeting spaces).

(a) Consider the use of the open space when siting buildings and trees, taking care to provide sunny, outdoor spaces for formal class meetings and informal group meetings.

(b) Outdoor classrooms used as a part of curricular offerings are identified on the following map. These open spaces should not be thought of as potential building sites without adequate provisions being included for the replacement of these activities in equivalent spaces.



Map 5: Outdoor Classrooms

POLICY 5:

REPLACEMENT OF DISPLACED USES

Policy 5: Replacement of Displaced Uses

Policy

All university uses are important to the university. A new use must not benefit at the expense of an existing use.

All plans for new development (buildings or remodeling projects) shall keep existing uses intact by developing plans for their replacement as described in this Policy 5: Replacement of Displaced Uses section.

Pattern Summary

- University Mission
- Existing Uses/Replacement

Policy Refinements

(a) Sufficient funds for accommodating the required replacement shall be included in the budget for the proposed project unless the president specifically agrees in advance to the contrary or unless provisions for these replacement uses are included in a separately authorized project.

(b) In the case of replacing vehicle parking, consideration shall be given to the location of replacement facilities. The replacement spaces should be sited to serve the same general area as the spaces being replaced.

(c) When considering the location for displaced uses, the lowest cost solution will not necessarily be the one selected. All reasonable efforts will be made to find solutions that result in the best possible outcome for the campus as a whole. Funding from other university sources may be sought to put in place the optimum solution. This is especially true for best-case solutions in which one displaced use in turn displaces another existing use. The cost of these secondary replacements may not be assigned to the project causing the initial displacement if other funding can be found. Resolution of funding for projects that create multiple replacement issues is primarily the responsibility of the vice president(s) to which the units report.

POLICY 6:

MAINTENANCE AND BUILDING SERVICE

Policy 6: Maintenance and Building Service

Policy

The university was established over 125 years ago and is likely to continue far into the future. Its continued viability depends on the creation of a campus that is long lasting, easily maintained, and easily serviced.

The university's campus and facilities will be designed to meet long-term university needs and to be efficiently maintained and operated in accordance with the policy refinements in this Policy 6: Maintenance and Building Service section.

Pattern Summary

- Sustainable Development
- Storage
- Landscape Maintenance
- Hierarchy of Streets

Policy Refinements

Maintenance

(a) Construct new buildings and remodel existing space with high-quality, durable materials and finishes that require a low level of maintenance, and employ construction methods that minimize the need for frequent maintenance by specialized personnel.

(b) When use of materials or methods requiring a greater level of maintenance is proposed, their selection must be justified in terms of (1) the nature and intensity of the intended use; (2) the context of the building or space with regard to the site or its location within the building; and (3) the relative cost of the higher maintenance requirement over the expected useful lifetime of the building. Consult Facilities Services in the process of this evaluation.

(c) To the maximum extent possible, select fixtures, hardware, and other consumable materials for installation in university buildings that avoid the need to maintain an extensive inventory of a variety of similar parts. To the extent practicable, use materials that are compatible with existing materials.

Building Service

For each campus building or building complex, establish a designated building service area. Each service area should provide facilities for loading and package delivery, garbage and trash collection, and parking for maintenance and service vehicles.

Campus Utilities and Infrastructure

The University of Oregon is served by a variety of utilities that are essential to campus operations. The university's central plant produces steam for heat, chilled water for cooling, and standby power for emergency operations, and generates some power as a bi-product of steam production. The university also maintains its own communications systems (including telephone, data, and wireless data), life-safety systems (consisting of a series of emergency call boxes across the campus), and security/access systems for monitoring and managing the use of the buildings and some exterior campus spaces.

A system of tunnels connects on-campus buildings to the central plant north of the Millrace. This tunnel system represents a significant capital expenditure and ensures ease of distribution and maintenance of the services it contains. Major projects should include the cost of extending the tunnel system in the calculation of their infrastructure and utility needs.

The following utilities are distributed through the tunnel system:

- Steam
- Electricity

- Chilled Water
- Communications (includes telephone and data)
- Life safety and security/access

The following utilities are buried on the campus:

- Water
- Sanitary Sewer
- Storm Sewer

(a) All plans adopted for individual building projects shall include an assessment of utility systems and other infrastructure improvements required to support the project. Unless the president specifically agrees to the contrary in advance, or unless provisions for these improvements are included in a separately authorized project, sufficient funds for effecting the required infrastructure improvements shall be included in the budget for the proposed project.

(b) New utility distribution lines for utilities currently within tunnels (see list above) shall be located within tunnels. Other utilities not currently in tunnels can be buried.

(c) Generally, accessory equipment such as transformer vaults are to be buried or located inside buildings. The Campus Planning Committee may recommend exceptions to this general rule when no safe or practical means of meeting this requirement exists. A plan that contemplates locating accessory equipment partially or wholly above ground is to be reviewed by the Campus Planning Committee. Facilities and equipment so located are to be secured and screened in a manner that minimizes both hazards to personal safety and adverse visual impact.

(d) To the extent practicable and consistent with other policies, utility systems and system components are to be compatible with university systems and system components.

(e) All utilities systems must be designed for flexibility and change and installed for ease of access for maintenance and repair.

POLICY 7:

ARCHITECTURAL STYLE AND HISTORIC PRESERVATION

Policy 7: Architectural Style and Historic Preservation

Policy

The continuity and quality of the university's campus environment are materially affected by the character and architectural style of the buildings. Furthermore, the university's historic buildings and landscapes, which are important defining features of the campus, are artifacts of the cultural heritage of the community, the state, and the nation.

To preserve the overall visual continuity and quality of the campus and as a commitment to the preservation and rehabilitation of identified historic resources, all development will follow the policy refinements in this Policy 7: Architectural Style and Historic Preservation section.

Pattern Summary

- Site Repair
- Architectural Style
- Building Character and Campus Context
- Landscape Buffering

Policy Refinements

Architectural Style

(a) Make the design of new buildings compatible and harmonious with the design, orientation, and scale of adjacent buildings, though they need not (and in some cases should not) mimic them.

(b) In order to create a cohesive campus, new buildings and additions should reflect the materials and composition of the Lawrence-era buildings. Emphasize materials (in other words, brick) and compositions (for example, clear main entrances and the scale and rhythm of openings) to create buildings that are human scaled yet responsive to their size and location on the campus. Designs must relate to the overall campus character and, as a general (but not absolute) rule, should avoid large, blank facades, large areas of glazing, or unbroken, horizontally oriented windows (ribbon windows).

Historic Preservation

When altering buildings and landscapes listed on the National Register of Historic Places, projects must follow the *Secretary of the Interior's Standards for Rehabilitation and Guidelines for Rehabilitating Historic Buildings* regardless of whether or not the proposed work is supported by federal funds. When altering interior or exterior resources that are listed or eligible to be listed in the National Register of Historic Places, the university, through the University Planning Office, will consult with the State Historic Preservation Office as appropriate. When federal funds are used, projects must comply with the federal review process (Code of Federal Regulations, Section 106).

POLICY 8:

UNIVERSAL ACCESS

Policy 8: Universal Access

Policy

The university is committed to making all new facilities welcoming and accessible for all users without discriminating on the basis of ability (exceeding federal and state accessibility requirements). This inclusive environment enables all users to equally participate in the university's teaching, learning, and creative activities.

To provide access for all of members of its community, all development will follow the policy refinements set forth in this Policy 8: Universal Access section.

Pattern Summary

- Universal Design

Policy Refinements

(a) The built environment, including buildings, outdoor areas, signs, furniture, amplification systems, alarms, and other features and facilities, shall be designed and constructed to be welcoming to and conveniently usable by the fullest range of human need. Main entrances, offices, classrooms, laboratories, all other assignable spaces, restrooms, and general circulation spaces shall be inclusively accessible and usable for the entire population. Exceptions to this policy shall be made only in consultation and concurrence with [to be determined].

(b) Design of modifications to existing facilities must be guided by the Universal Design pattern and result in fully accessible space to the greatest extent feasible. Consideration also should be given to the possibility of extending a project to include other parts of the facility in order to improve the accessibility of the affected program or building. Projects that substantially renovate entire buildings or floors of buildings are expected to result in a continuous barrier-free environment and not leave patches or islands of barriers.

(c) When a program is created or relocated, ensure that the existing degree of accessibility is not diminished and, to the greatest extent possible, improved. Plans for relocation and attendant modification shall be reviewed by the university's [to be determined].

POLICY 9:

TRANSPORTATION

Policy 9: Transportation

Policy

Carefully addressing transportation needs is vital to creating a cohesive, functional campus. A complete transportation policy includes coordinating transportation efforts with the larger community.

To ensure the safe, efficient, and affordable transportation needs of the campus community, all campus development will follow the policy refinements in this Policy 9:

Pattern Summary

- Main Gateways
- Promenade
- University Streets
- University Shape and Diameter
- Bike Paths and Racks
- Local Transport Area
- Looped Local Roads
- Parking Spaces
- Path Network
- Paths and Goals
- Road Crossings
- Shielded Parking
- Small Parking Lots
- Pedestrian Streets
- Universal Design (multiple)
- Pedestrian Pathways
- Balanced Parking
- Displaced Parking
- Landscape Buffering

Policy Refinements

Land Use and Transportation

(a) The central area of campus (between Alder and Kincaid Streets on the west side, 18th Avenue on the south, Agate Street on the east, and Franklin Boulevard on the north) is primarily regarded as a pedestrian and bicycle zone. Unnecessary automobile traffic in that area should be discouraged, and internal campus streets should not serve as throughways.

(b) The following priorities are established for making transportation-related decisions. The highest priority is given to emergency vehicles, followed by pedestrians and people with disabilities, bicyclists, public transportation, service vehicles, car pools, and, lastly, personal cars, motorcycles, and scooters.

(c) The university acknowledges its responsibility to provide adequate, affordable parking for students, faculty, staff, and visitors while preserving the quality of the campus and adjacent neighborhood environments and encouraging the use of alternative modes of transportation. Thus, the university will continue to pursue programs and projects that both meet the need for affordable automobile parking and encourage alternative forms of transportation, thereby reducing the demand for automobile parking.

(d) Building projects will comply with the *Bicycle Management Program* and the 1991 *University of Oregon Bicycle Plan.*

(e) Site activities with a high degree of public interaction will be located in peripheral locations where facilities to accommodate greater concentrations of vehicular traffic can be developed, if they are not already in place.

(f) Activities that depend on frequent delivery service, especially by large trucks, will be located adjacent to major thoroughfares or sited in a way that does not require or encourage truck travel through the central campus.

Community Transportation Coordination

(a) The university adopts by reference the City of Eugene transportation plans as they pertain to the University of Oregon and adjacent lands. Refer to Appendix I.

(b) The university adopts and reaffirms the concepts adopted as part of the *University of Oregon Long Range Campus Transportation Plan* initially adopted by the Campus Planning Committee in April 1973 and approved by the president in April 1975.

(c) In accordance with the City of Eugene code provision allowing a fifty-percent reduction in the minimum required off-street parking spaces for university uses, the university must have a Transportation Demand Management (TDM) plan approved by the city demonstrating that the use of alternative modes of transportation will reduce expected vehicle use and parking space demand. The TDM plan will establish benchmarks by which the plan's effectiveness will be monitored annually.

POLICY 10:

PATTERNS

POLICY 10: PATTERNS

Policy

The Oregon Experiment principle of patterns establishes a means of articulating commonly held values as they pertain to the campus environment and design. Patterns ideally function together as words in a sentence, creating a cohesive whole built on a common design language, the "pattern language."

To achieve effective and meaningful dialog about important campus design issues, all development shall consider the patterns contained in this Policy 11: Patterns section.

Patterns

Each pattern shall be considered as a project is designed. The process for doing so is described in this section.

Patterns are design statements that describe and analyze design issues and suggest ways in which those issues might be resolved. Christopher Alexander defines a pattern as "any general planning principle, which states a clear problem that may occur repeatedly in the environment, states the range of contexts in which this problem will occur, and gives the general features required by all buildings or plans which will solve this problem" (*The Oregon Experiment*, p. 101). These patterns ideally function together as words in a sentence, creating a cohesive whole built on a common design language, the "pattern language."

The term "pattern language" is best known from the book *A Pattern Language*.[1] Its principal author, Christopher Alexander, helped the University of Oregon develop its planning process in the early 1970s. The process and its constituent components are described more fully in the book *The Oregon Experiment*. The purpose of developing a pattern language was to provide a non-technical vocabulary of design principles that would allow building users to communicate effectively with the planners and designers of those buildings.

The university must maintain a balanced perspective on campus development. It must be able to respond quickly to opportunities for facilities improvement as they emerge; it also must exercise long-range planning and emphasize the importance of long-term continuity in development decisions. The use of patterns, as opposed to a "fixed image" master plan, helps to achieve this goal. Patterns articulate long lasting shared traditions and understandings yet adapt well to changing development needs.

Application of Patterns in the Design Process – Project Pattern Lists

(a) All user groups will review this list and select patterns with issues relevant to their projects. At the beginning of a project's design process the University Planning Office will work with the project sponsor to create a Project Pattern List selected from the list of patterns below. The Campus Planning Committee, during its review of the project's process (see "Process and Participation" section, page __), will verify the appropriateness and completeness of the list of patterns selected. Every project pattern list must include those patterns highlighted in bold type in the list below.

(b) Each pattern on this list shall be considered as the project is designed. Those patterns in bold typeface are to be considered on every project and, if not implemented, the reasons for their omission are to be reported to the Campus Planning Committee during its schematic design review (see "Process and Participation" section, page __).

[1] Christopher Alexander et al., *A Pattern Language* (New York: Oxford UP, 1977).

(c) As the user group defines the project, the list may grow to include new patterns written to address certain specific issues the user group wishes the project architect to consider or to include other patterns not previously identified. The list may continue to grow during project design as the result of new or newly added patterns.

(d) In most cases literal interpretation of a pattern should be avoided. The pattern is intended to help identify the essence of an issue that needs to be considered and to suggest ways in which the issue might be resolved. In some cases it is possible that although the problem is properly identified, the solution suggested by the pattern may not be appropriate. In these cases an alternate means of resolving the issue is called for.

Campus-wide Pattern List

The patterns cited in the body of the Plan are summarized below. The full text of any pattern used should be consulted. The following list is arranged roughly from global issues to specific issues.

As noted above, **patterns in bold typeface** are to be considered on every project.

University Shape and Diameter
Open University
Universal Design (multiple)
University Streets
Main Gateways
Promenade

Local Transport Area

Designated Open Spaces
The Outdoor Classroom
Quadrangles, Malls, and Axes
Campus Quadrangle and Axis
Landscape Maintenance
Campus Trees
Tree Places

Pedestrian Streets
Hierarchy of Streets
Looped Local Roads
Bike Paths and Racks
Path Network
Arcades
Path Shape
Paths and Goals
Road Crossings

Pedestrian Pathways
Traffic Management
Balanced Parking
Displaced Parking
Parking Spaces
Shielded Parking
Small Parking Lots

Quiet Backs
Site Repair
Positive Outdoor Space
South Facing Outdoors
Good Neighbor

Accessible Green
Local Sports

Access to Water
Research Ties/Connected Buildings
Public Outdoor Room
Student Community
Student Housing Distribution
Small Public Squares

Main Entrance
Activity Nodes
Building Complex
Connected Buildings
Family of Entrances
Four Storey Limit

Architectural Style
Building Character and Campus Context
Operable Windows

Sustainable Development
Build for the Long Term
Flexibility and Longevity
Accommodate Change

Classroom Distribution
Degrees of Publicness
Department Hearth
Department Space

Fabric of Departments
Faculty-Student Mix
Living-Learning Circle
Local Administration
Office Connections
Student Housing Distribution
Existing Uses/Replacement
Use What We Have Wisely
Future Expansion

Wholeness of Project
Storage
Pools of Light
Quality of Light
Organizational Clarity
Clear Circulation
Clear Entry Sequence and Interior Plaza
No Signs
Place to Wait (& related one for offices)
Intimacy Gradient

Seat Spots
Sitting Wall
Landscape Buffering
Patterns Cited in Campus Plan
University of Oregon

Patterns Cited in Campus Plan[2] University of Oregon

Note: This section is not complete. Many of the patterns will be rewritten.

Access to Water [PL 25]
People have a fundamental yearning for great bodies of water. But the very movement of the people toward the water can also destroy the water.

Therefore: When natural bodies of water occur near human settlements, treat them with great respect. Always preserve a belt of common land, immediately beside the water. And allow dense settlements to come right down to the water only at infrequent intervals along the water's edge.

Accessible Green [OE 11, PL 60]
When people work extremely close to large open green areas, they visit them and use them often; but even a fairly short distance will discourage them.

Therefore: Provide a green outdoor park, at least 60,000 square feet in area, at least 150 feet across in the narrowest direction, within 600 feet of every building in the University.

Activity Nodes [OE 10, PL 30]
When buildings are spread evenly across a campus, they do not generate small centers of public life around them. They do nothing to help the various 'neighborhoods' on the campus to coalesce.

Therefore: When locating buildings, place them in conjunction with other buildings to form small nodes of public life. Create a series of these nodes throughout the university, in contrast to the quiet, private outdoor spaces between them, and knit these nodes together with a network of pedestrian paths.

Arcades [OE 32, PL 119]
Arcades – covered walkways at the edge of buildings, which are partly inside the building, partly outside–play a vital role in the way that group territory and the society-at-large interact.

Therefore: Whenever paths pass beside buildings, create deep arcades over the paths, and open the group territory inside the building to these arcades. Gradually knit these arcades together until thy form a covered system of paths throughout the community.

Bike Paths and Racks [OE 25, PL 56]
Bikes are cheap, healthy, and good for the environment; but they are threatened by cars on major roads; and they threaten pedestrians on pedestrian paths.

Therefore: Build a system of paths designated as 'bike paths,' with the following properties: The bike paths are marked clearly with a special, easily recognizable surface (for example, a red asphalt surface). Bike paths always coincide either with local roads, or major pedestrian paths. Where the system coincides with a local road, its surface may simply be a part of the road and level with it. Where the system

TO BE COMPLETED

[2] The pattern summaries are taken *verbatim* from *The Oregon Experiment* and *A Pattern Language* and have a number in brackets following the pattern title. This refers to the pattern number assigned to that pattern in the appropriate reference volume. For example, "[OE 18]" refers to pattern no. 18 in *The Oregon Experiment* and "[PL 72]" refers to pattern no. 72 in *A Pattern Language*. Certain patterns are referenced in both volumes, though perhaps under different titles. In such instances, the title and summary language used in *The Oregon Experiment* are quoted here. The reference "UPO" indicates a pattern developed in the University Planning Office, the full text of which is in the Planning Office files.

coincides with a pedestrian path, the bike path is separate from that path and a few inches below it. The system of bike paths comes within 100 feet of every building, and every building has a bike rack near its main entrance.

Building Complex [OE 18, PL 95]
When human organizations are housed in enormous buildings, the human scale vanishes, and people stop identifying with the staff who work there as personalities, and think only of the entire institution as an impersonal monolith, staffed with 'personnel.'

Therefore: To maintain human scale in public buildings, make them small, not more than 3 to 4 storeys high; not more than 9,000 square feet in total indoor area; not more than 3000 square feet to a story. If more than one small building is being made, to house related functions, the buildings should be conceived as a collection, connected by arcades, paths, bridges.

TO BE COMPLETED

Classroom Distribution [OE 27, UPO]
Have you ever tried to hold an intimate seminar for lo students in a huge classroom which has 70 or 80 seats?

Therefore: Construct classrooms in such a way that the total number of classrooms in any given sector of the university is proportional to the number of faculty offices in that sector, and so that the distribution of classrooms classified by number of seats, both in each sector and in the university as a whole, follows these percentages:

Classroom type by numbers of seats	Percentage of classrooms of this type
0 - 15	27%
16 - 30	35%
31 - 60	27%
61 - 90	4%
91 - 150	3%
151 - 300	3%
300 and up	1%

Connected Buildings [PL 108]
Isolated buildings are symptoms of a disconnected sick society.

Therefore: Connect your building up, wherever possible, to the existing buildings round about. Do not keep set backs between buildings; instead, try to form new buildings as continuations of the older buildings.

Degrees of Publicness [PL 36]
People are different, and the way they want to place their houses in a neighborhood is one of the most basic kinds of difference.

Therefore: Make a clear distinction between three kinds of homes – those on quiet backwaters, those on busy streets, and those that are more or less in between. Make sure that those on quiet backwaters are on twisting paths, and that these houses are themselves physically secluded; make sure that the more public houses are on busy streets with many people passing by all day long and that the houses themselves are relatively exposed to the passers-by. The inbetween houses may then be located on the paths half-way between the other two. Give every neighborhood about equal numbers of these three kinds of homes.

Department Hearth [OE 28, PL 129]
When an academic department is just a collection of offices, without a focus, there is little chance for a sense of community to develop; and the possibility of an open exchange of ideas is diminished.

Therefore: For every department, create a social hearth. Place the hearth at the center of gravity of the department offices; and beside a path that everyone uses. Within the hearth, provide a lounge, department mail, coffee, supplies, small library, student information, etc. Make certain all department offices are within 500 feet of the hearth.

Department Space [OE 14]
Spaces are not working properly if they are overcrowded or if they are under-used. Empty desolate spaces are as bad to work in as overcrowded ones.

Therefore: Give each department approximately (160A + 80B + 55C) square feet of net usable space, where A is the number of faculty, B is the number of staff, and C is the number of graduate students and students who live more than one mile from the university. Laboratories and classrooms must be figured separately.

Fabric of Departments [OE 12]
Over-emphasis on the individuality of departments helps to fragment knowledge by keeping it in watertight compartments. Yet each department does require its own identity.

Therefore: Give each department a clearly identified home base, but spread the parts of the department within a radius of 500 feet, so that they interlock with the parts of other departments. No one of these parts should contain less than five faculty offices.

Faculty-Student Mix [OE 29, PL 83]
Students and faculty can benefit most from each other if they are able to develop mutual respect and common interests in a primary group. Learning and research cannot flourish without the sustained informal contacts which occur within such groups.

Therefore: Cluster student workplaces around faculty offices in groups of 5 to 10. Give each cluster a common entrance and a common area which contains seats, books, journals, hot plate, seminar table, and the like.

Family of Entrances [PL 102]
When a person arrives in a complex of offices or services or workshops, or in a group of related houses, there is a good chance he will experience confusion unless the whole collection is laid out before him, so that he can see the entrance of the place where he is going.

Therefore: Lay out the entrances to form a family. This means:

1. They form a group, are visible together, and each is visible from all the others.
2. They are all broadly similar, for instance all porches, or all gates in a wall, or all marked by a similar kind of doorway.

Four Storey Limit [PL 21]
There is abundant evidence to show that high buildings make people crazy.

Therefore: In any urban area, no matter how dense, keep the majority of buildings four stories high or less. It is possible that certain buildings should exceed this limit, but they should never be buildings for human habitation.

Identifiable Neighborhood [PL 14]
People need an identifiable spatial unit to belong to.

Therefore: Help people to define the neighborhoods they live in, not more than 300 yards across, with no more than 400 or 500 inhabitants. In existing cities, encourage local groups to organize themselves to form such neighborhoods. Give the neighborhoods some degree of autonomy as far as taxes and land controls are concerned. Keep major roads outside these neighborhoods.

Living-Learning Circle [OE 9, PL 29]
Students who want to live closely related to the university want their housing integrated with the university yet most on-campus housing provided today is zoned off from academic departments.

Therefore: Provide housing for 25 per cent of the student population within the 3000 foot inner university diameter. Do not zone this housing off from academic departments – instead alternate the two so that there are never more than two or three student communities, nor more than 300 feet of academic functions, before each is interrupted by the other.

Local Administration [OE 15]
University administrative services are often over-centralized: all the branches are located together in one imposing complex, when, in fact, various parts of administration could operate more effectively if they were located according to the functional connections each requires in the community.

Therefore: Locate different administrative services independently, each one as near as possible to the center of gravity of its particular community (e.g., Dean of Students in the Student Union; counseling near student housing). Never create one vast administrative territory for all the services.

Local Sports [OE 26, PL 72]
You cannot get a good education in a place which runs like a factory, with a hectic work pace, and never the chance for a relaxing physical diversion.

TO BE COMPLETED

Therefore: Arrange sports facilities on campus, so that every point is within 400 to 500 feet of a place which is designed for sports and leisure a swimming pool, gym, sauna, tennis courts, etc.

Local Transport Area [OE 5, PL 11]
The impact of the car on social life is devastating: it keeps us off the streets and far away from each other. The first step in bringing the car under control is to stop using it for local trips.

Therefore: Embed the university in a local transport area, 1 to 2 miles in diameter. Within this area, except for very special cases, encourage local trips to be made on foot, bikes, scooters, carts, perhaps even on horseback. Adapt paths and roads to these modes of travel, and keep the streets for cars slow and circuitous. At the edge of the local transport area build high speed ring roads.

Looped Local Roads [OE 7, PL 49]
Through traffic destroys the tranquility and the safety of pedestrian areas. This is especially true in university districts, where the creation of quiet precincts is crucial to the work.

Therefore: To bring the traffic and the pedestrian world into the right balance, make the local roads that serve the area form a system of loops or cul-de-sacs, so that through traffic is impossible.

Main Entrance [PL 110]
Placing the main entrance (or main entrances) is perhaps the single most important step you take during the evolution of a building plan.

Therefore: Place the main entrance of the building at a point where it can be seen immediately from the main avenues of approach and give it a bold, visible shape which stands out in front of the building.

Main Gateways [PL 53]
Any part of a town – large or small – which is to be identified by its inhabitants as a precinct of some kind, will be reinforced, helped in its distinctness, marked, and made more vivid, if the paths which enter it are marked by gateways where they cross the boundary.

Therefore: Mark every boundary in the city which has important human meaning – the boundary of a building cluster, a neighborhood, a precinct – by great gateways where the major entering paths cross the boundary.

Office Connections [PL 82]
If two parts of an office are too far apart, people will not move between them as often as they need to; and if they are more than one floor apart, there will be almost no communication between the two.

Therefore: To establish distances between departments, calculate the number of trips per day made between each two departments; get the "nuisance distance" from the graph above; then make sure that the physical distance between the two departments is less than the nuisance distance. Reckon one flight of stairs as about 100 feet, and two flights of stairs as about 300 feet.

Open University [OE 2]
When a university is built up as a campus, separated by a hard boundary from the town, it tends to isolate its students from the townspeople, and in a subtle way takes on the character of a glorified high school.

Therefore: Encourage the dissolution of the boundary between university and town. Encourage parts of the town to grow up within the university, and parts of the university to grow up within the town.

Operable Windows [UPO]
Human beings who work in confined spaces such as offices over an eight hour or more span do not flourish in a mechanically-supported work environment. Mechanically sustained environments are sterile at best and stifling at worst.

Therefore: In the absence of compelling reasons to the contrary, all exterior windows of University buildings must be able to be opened wholly or in part.

Parking Spaces [OE 23]
As the university grows, there is a great danger that parking will overwhelm the university environment. But if the parking is too far away, it can easily degrade teaching and learning.

Therefore: For every building with N staff offices and M workstations, provide 0.25M

TO BE COMPLETED

metered short term spaces, 300 feet from the building, in the direction away from the university center; and N (0.67 – 0.57P) commuter spaces 500 feet away from the building, also in the direction away from the university center, where P is the percentage of staff who live within 15 minutes walk.

Path Network [PL 52]
Cars are dangerous to pedestrians; yet activities occur just where cars and pedestrians meet.

Therefore: Except where traffic densities are very high or very low, lay out pedestrian paths at right angles to roads, not along them, so that the paths gradually begin to form a second network, distinct from the road system, and orthogonal to it. This can be done quite gradually – even if you put in one path at a time, but always put them in the middle of the "block," so that they run across the roads.

TO BE COMPLETED

Path Shape [PL 121]
Streets should be for staying in, and not just for moving through, the way they are today.

Therefore: Make a bulge in the middle of a public path, and make the ends narrower, so that the path forms an enclosure which is a place to stay, not just a place to pass through.

Paths and Goals [PL 120]
The layout of paths will seem right and comfortable only when it is compatible with the process of walking. And the process of walking is far more subtle than one might imagine.

Therefore: To lay out paths, first place goals at natural points of interest. Then connect the goals to one another to form the paths. The paths may be straight, or gently curving between goals; their paving should swell around the goal. The goals should never be more than a few hundred feet apart.

Positive Outdoor Space [OE 21, PL 106]
Outdoor spaces which are merely "left over" between buildings will, in general, not be used.

Therefore: Always place buildings, arcades, trees, and walls, so that the outdoor spaces they form are convex in plan. But never enclose an outdoor space on all sides – instead connect outdoor spaces to one another so that it is possible to see and walk from one to the next in more than one way.

Promenade [PL 31]
Each subculture needs a center for its public life: a place where you can go to see people, and to be seen.

Therefore: Encourage the gradual formation of a promenade at the heart of every community, linking the main activity nodes, and placed centrally, so that each point in the community is within 10 minutes' walk of it. Put main points of attraction at the two ends, to keep a constant movement up and down.

Public Outdoor Room [PL 69]
There are very few spots along the streets of modern towns and neighborhoods where people can hang out, comfortably, for hours at a time.

Therefore: In every neighborhood and work community, make a piece of the common land into an outdoor room—a partly enclosed place, with some roof, columns, without walls, perhaps with a trellis; place it beside an important path and within view of many homes and workshops.

Quiet Backs [PL 59]
Any one who has to work in noise, in offices with people all around, needs to be able to pause and refresh himself with quiet in a more natural situation.

Therefore: Give the buildings in the busy parts of town a quiet "back" behind them and away from the noise. Build a walk along this quiet back, far enough from the building so that it gets full sunlight, but protected from noise by walls and distance and buildings. Make certain that the path is not a natural shortcut for busy foot traffic, and connect it up with other walks, to form a long ribbon of quiet alleyways which converge on the local pools and streams and the local greens.

Road Crossings [PL 54]
Where paths cross roads, the cars have power to frighten and subdue the people walking, even when the people walking have the legal right-of-way.

Therefore: At any point where a pedestrian path crosses a road that has enough traffic to create more than a two second delay to people crossing, make a "knuckle" at the crossing: narrow the road to the width of the through lanes only; continue the pedestrian path through the

crossing about a foot above the roadway; put in islands between lanes; slope the road up toward the crossing (I in 6 maximum); mark the path with a canopy or shelter to make it visible.

Shielded Parking [PL 97]
Large parking structures full of cars are inhuman and dead buildings – no one wants to see them or walk by them. At the same time, if you are driving, the entrance to a parking structure is essentially the main entrance to the building – and it needs to be visible.

Therefore: Put all large parking lots, or parking garages, behind some kind of natural wall, so that the cars and parking structures cannot be seen from outside. The wall which surrounds the cars may be a building, connected houses, or housing hills, earth berms, or shops. Make the entrance to the parking lot a natural gateway to the buildings which it serves, and place it so that you can easily see the main entrance to the building from the entrance to the parking.

TO BE COMPLETED

Site Repair [PL 104]
Buildings must always be built on those parts of the land which are in the worst condition, not the best.

Therefore: On no account place buildings in the places which are most beautiful. In fact, do the opposite. Consider the site and its buildings as a single living eco-system. Leave those areas that are the most precious, beautiful, comfortable, and healthy as they are, and build new structures in those parts of the site which are least pleasant now.

Small Parking Lots [OE 24, PL 103]
Vast parking lots wreck the land for people.

Therefore: Make parking lots small, for 8 to 12 cars; when a lot requires more parking, build it up as a collection of these 8 to 12 car lots, along a spine, each lot bounded and enclosed with wall, hedge, trees; not visible from the outside.

Small Student Unions [OE 17]
When a single building on campus is designated as student territory, it raises the feeling that the rest of campus is not student territory.

Therefore: Create many small student unions across campus – one for every 500 to 1000 students, and so placed that there are no classrooms or offices farther than two minutes from the nearest one. Give each small center at least a coffee bar and lounge/reading room, and an area of roughly 2.5 N square feet, where N is the number of people it serves.

Small Public Squares [PL 61]
A town needs public squares; they are the largest, most public rooms, that the town has. But when they are too large, they look and feel deserted.

Therefore: Make a public square much smaller than you would at first imagine; usually no more than 45 to 60 feet across, never more than 70 feet across. This applies only to its width in the short direction. In the long direction it can certainly be longer.

South Facing Outdoors [OE 20, PL 105]
People use open space if it is sunny, and don't use it if it isn't, in all but desert climates.

Therefore: Place buildings so that the open space intended for use is on the south side of the buildings; avoid putting open space in the shadow of buildings; and never let a deep strip of shade separate a sunny area from the building which it serves.

Student Community [OE 16]
If dormitories are too small and too communal, they become constraining. If they are too big or too private, then the idea of group living is lost.

Therefore: Encourage the formation of autonomously managed cooperative housing clusters that bring 30 to 40 units together, around communal eating, sports, etc. Unlike dorms, however, make the individual units rather autonomous, with sink, toilet and hot plates, and with private entrances.

Student Housing Distribution [OE 3]
When students live too far from campus, they cannot be part of university life.

Therefore: Locate all student housing within a one mile radius of the center of the university in the following proportions: 25 per cent integrated with academic activities within a 1500 foot radius of the center (See Living learning circle); 25 per cent in a ring between 1500 and 2500 feet of the center; 50 per cent in a ring between 2500 and 5000 feet of the center.

Sustainable Development [added as an amendment 2/2001]
The development, repair, maintenance and operations of the University of Oregon today have an impact on the local environment and the ability of future generations to thrive. The physical environment of the University – landscape and buildings – must also support and enhance the excellence of our academic programs.

Therefore: The University will strive to become a national leader in sustainable development. All development, redevelopment, and remodeling on the University of Oregon campus shall incorporate sustainable design principles including existing and future land use, landscaping, building, and transportation plans. Sustainable endeavors will support the University's missions of teaching, research, and public service. [Refer to the Level 3 Sustainable Development Plan]

TO BE COMPLETED

University Shape and Diameter [OE 4]
When a university is too spread out, people cannot make use of all it offers; on the other hand, a diameter for the university based strictly on the 10 minute class break is needlessly restrictive.

Therefore: Plan all classes, evenly distributed, within a circular zone not more than 3000 feet in diameter. Place non-class activities such as athletic fields, research offices, administration within a wider circle, not more than 5000 feet in diameter.

University Streets [OE 8, PL 100]
Large agglomerations of departments and heavily centralized academic facilities kill variety, academic freedom, and student opportunities for learning.

Therefore: Concentrate the major functions of the university – the offices, labs, lecture halls, sports, student quarters – along university streets; streets that are public and essentially pedestrian, 20 to 30 feet wide, with all the university activity opening off them; always locate new buildings to amplify and extend the university streets.

POLICY 11:

DESIGN AREA SPECIAL CONDITIONS

Policy 11: Design Area Special Conditions

Policy

The campus is composed of approximately 295 acres. Within this vast area smaller areas of campus exist, each with its own distinct feel and history. High-quality development requires attention to the unique details that give each of these Design Areas its own character.

To ensure that the unique characteristics of specific areas are not overlooked, proposed development must consider the special conditions in this Policy 11: Design Area Special Conditions section.

Pattern Summary

This section addresses the development of all areas of the campus; therefore, all patterns listed in "Policy 10: Patterns" are applicable.

Design Area Special Conditions

Design Area Special Conditions shall be considered whenever development is proposed for a particular Design Area.

Design Area Special Conditions provide specific guidance for development and building use in the part of campus to which they apply. (See Design Areas Map 4 below.) These areas are organized by Designated Open Spaces because the university's open-space framework is the primary design element that defines the campus character. Designated Open Spaces are shown on Map 2 (page ___).

DESIGN AREA SPECIAL CONDITIONS KEY

Refer to map on page 32

Historic & Academic Core	**Design area A**
Franklin Circle	**Design area A1**
PLC Parking Lot	**Design area A2**
Southwest Campus	**Design area B**
North Campus	**Design area C**
Sciences & Oregon Hall	**Design area D**
Student Services & Academics	**Design area E**
Athletics & Recreation	**Design area F**
Student Housing	**Design area G**
Franklin Triangle	**Design area G1**
East Campus	**Design area H**

Design Area A HISTORIC AND ACADEMIC CORE

Campus on a Hill: Deady and Villard Halls looking east from Kincaid Street.

This design area includes the original university campus, and it continues to be the major academic core. Although not particularly densely developed, the requirements for passive open space and preservation of historic resources preclude additional development in significant amounts.

Development along Franklin Boulevard is highly visible to the public. Every opportunity should be taken to improve the visual qualities of this area.

To the extent possible, surface parking within this region shall be minimized and developed as parking courts or plazas with the emphasis on pedestrian movement. An example of this is located to the east of the Jordan Schnitzer Museum of Art. Another candidate for this treatment is the area between Deady and Villard Halls.

In consideration of the existing and traditional use of buildings in this area for central administrative purposes, the general policy (see "Policy 4: Space Use and Organization," page ___) favoring use of central campus buildings for instructional or instructionally related purposes is modified. It would be appropriate to locate in this area an administrative office that requires frequent face-to-face contact with the faculty or with the president in order to perform satisfactorily the duties assigned to it.

VILLARD HALL GREEN

Use
This area is used by pedestrians. Within the Villard Hall National Landmark boundary, it is prominently situated adjacent to 11th Avenue and Franklin Boulevard and provides views of Villard Hall.

Pathways/Gateways
The pedestrian use of this area is expected to increase with the completion of the bus rapid transit station at Dads' Gates.

Form
This area has a traditional, informal arrangement of mature conifers interspersed in a lawn setting.

Trees/Landscape
Two mature ponderosa pines flank the walkway leading from Dads' Gates to Villard Hall.

Opportunities and Constraints
The existing character of this area should be preserved and enhanced. There is no potential for development in this area

DADS' GATES AXIS

Use
The primary use of the axis is by pedestrians, with some use by service vehicles and autos using the few spaces accessible from it. This axis was originally conceived by Ellis Lawrence as the formal entrance to the campus. The southern end facing the Memorial Quadrangle is heavily used as an informal gathering place.

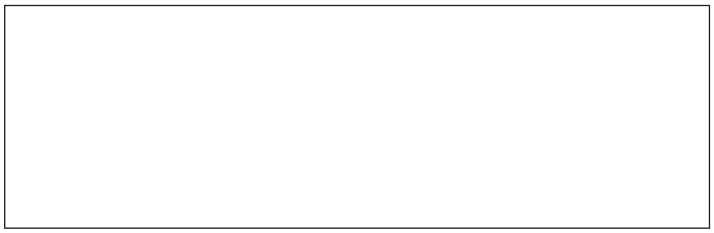
Form
The axis begins at Dads' Gates (on 11th Avenue), continues to 13th Avenue, and is bisected by the Lillis Hall atrium space. The portion north of the Lillis Business Complex is poorly defined with the exception of two big-leaf lindens and two European beeches flanking Dads' Gates. It consists partly of a service drive and partly of grassy, open space interspersed with informal plantings of conifers. The portion of the axis south of Gilbert Hall is defined primarily by Gilbert and Peterson Halls and a mature yellow buckeye. It should remain open as an intentionally sunny, south-facing spot.

Pathways/Gateways
This axis serves as a pedestrian gateway to campus. The pedestrian use has substantially increased with the completion of the McKenzie Hall and Lillis Business Complex projects. Use is expected to increase with the completion of the bus rapid transit station at Dads' Gates. The axis will become an important link between 11th Avenue and 13th Avenue.

Trees/Landscape
The giant sequoia class tree (class of 1880) in the area north of the Deady Hall Walk is of special significance. A second class tree (class of 1898), a California laurel located in front of Robinson Theatre, died this past decade and was replaced.

Opportunities and Constraints
Proposals for development (for example the proposed theater expansion project or an addition to and vertical expansion of McKenzie Hall) and tree plantings in this area should preserve and strengthen the axis, in particular its northern portion. Particular attention is to be paid to resolving the steep grade that was created when Robinson Theatre was built. Proposals should acknowledge that Dads' Gates create a visible public gateway that is listed in the National Register of Historic Places. Pedestrian improvements are encouraged and parking should be phased out.

A replacement program to anticipate the decline of the numerous mature trees and maintain the desired canopy character along this axis is necessary. The remaining class tree deserves special care.



DEADY HALL WALK AXIS

Use
This walkway, which aligns with 12th Avenue, is exclusively used by pedestrians. In the early years of the university, it was the path by which townspeople came to the university from Eugene, which lay entirely to the west of the present day campus. Also, it is an important view corridor to Deady Hall, the most historically significant building on campus.

Form
Its form derives from the row of Douglas firs and the rise in elevation to the west door of Deady Hall.

Pathways/Gateways
At Kincaid Street this is one of a series of pedestrian entries to the university from the west and makes an important connection to the Old Campus Quadrangle.

Trees/Landscape
This axis leads from Deady Hall to Kincaid Street and is clearly delineated by two formal rows of Douglas firs bisected by the Dads' Gates axis.

Opportunities and Constraints
Proposals for development in this area (for example McKenzie Hall plaza improvements or a vertical addition to the Computing Center) need to preserve and strengthen this view corridor. A good opportunity for an entrance gate exists where the Walk intersects with Kincaid Street. Proposals also should acknowledge that Deady Hall is a National Landmark.

The Douglas firs are to be afforded extra care and should be replanted as they die or fall over.

OLD CAMPUS QUADRANGLE

Use
This area is heavily used by pedestrians and serves as a quiet refuge from the surrounding activity.

Form
Historically this quadrangle represents the first open space on campus and has evolved into a quiet, park-like setting. It is defined by the university's oldest and most historically significant buildings, Deady and Villard Halls. At its southern end is Johnson Hall; its northern end terminates at a wall several feet above Franklin Boulevard.

Pathways/Gateways
This space is crisscrossed with pedestrian pathways. The southern end of this quadrangle is crossed by the 13th Avenue Axis, an important east/west connection on the campus. The pathways along the east and west edges of the quadrangle connect the 13th Avenue Axis to buildings and to minor pathways leading to destinations on the east and west edges of the quadrangle. The northern end of the quadrangle is a visual gateway to the Millrace and the river and their associated mature landscapes.

Trees/Landscape
The quadrangle has an informal landscape arrangement primarily of conifers with under-story shrub plantings interspersed in a lawn setting.

The open space in which the remaining Condon oak is situated is to be preserved.[1] A number of other trees in this quadrangle are significant: the European linden located east of Villard Hall (1895 class tree), the big-leaf maple near the southeast corner of Deady Hall (the sole survivor of the original campus planting of 1884), and the threadleaf Japanese maple near 13th Avenue northeast of Johnson Hall (because of its size and unique character).

Opportunities and Constraints
In contrast to the Memorial Quadrangle, well-located seating within this quadrangle is encouraged. Proposals for development in this area must account for preserving and strengthening the Old Campus Quad. For all practical purposes the area is developed to capacity, and additional academic program space will need to be developed from modest vertical expansion (for example, on Lawrence Hall) or from reassignment of existing space.

Proposals shall account for buildings listed as National Landmarks (Villard and Deady Halls) or in the National Register of Historic Places (Johnson Hall) and the significant trees.

The view corridor from *The Pioneer Mother* through the Johnson Hall lobby to *The Pioneer* and the view north to the Millrace and the river should be preserved.

Some outdoor furniture and similar accessories intended to aid in the enjoyment of this special area would be appropriate.

[1] When Deady Hall was built in 1876, it was situated on a barren knoll in a treeless pasture, with the possible exception of the two Condon oaks that were prominently situated just north of the designated open space adjacent to Franklin Boulevard. These trees were later adopted by the classes of 1897 and 1900. In 2004, one of the Condon oaks was removed due to its poor condition related primarily to old age.

13TH AVENUE AXIS: KINCAID STREET TO UNIVERSITY STREET

(See descriptions in Design Area D for the University Street to Agate Street portion of this axis, page ___; and Design Area G for the Agate Street to Moss Street portion, page ___.)

Use
This primary axis has heavy pedestrian and bicycle use (only restricted service traffic is allowed) and connects the heart of campus to Kincaid Street and the Memorial and Old Campus Quadrangles.

Form
This axis has a traditional street design modified by projects such as the Lillis Business Complex and the Heart of Campus. Landscape elements within the paved street area have enhanced the street's pedestrian quality through the removal of curbs, new tree planting areas, and special paving. Buildings help define the axis and its relationship to intersecting open spaces. Although most buildings are entered from the adjoining quadrangles, the main entrances are clearly visible from the axis.

Pathways/Gateways
The western end of this axis is a major entry to the campus from the nearby west university business district and two major LTD bus transit stations. In some ways this is the premier pathway of the campus as it connects practically every aspect of the campus to each other, to the business district on the west, and to the residential areas to the east.

Trees/Landscape
The axis is lined on either side with a double row of primarily large-canopy trees including big-leaf maples, London plane trees, and catalpas.

Opportunities and Constraints
Special attention should be given to the safety of pedestrians and bicyclists who share this axis with service, delivery, and emergency vehicles. The design of this axis emphasizes pedestrians and bicycles; however, a system of paving is needed to delineate more clearly the paths each type of user should take in order to ensure safe movement within the axis. Landscape features such as bicycle racks, trash cans, lights, and signage can be employed to serve as indicators of these paths.

Development of the edges of the axis should accommodate the large volumes of pedestrian traffic while also providing seating opportunities (like low walls) and discrete areas for seating. Good examples include the area south of Fenton Hall, the area east of Friendly Hall, and the area north of Condon Hall near the 13th Avenue/Kincaid Street gateway.

Development of the axis where it crosses the Memorial Quadrangle and the Old Campus Quadrangle must recognize these quadrangles by leaving the axis free of bicycle parking and other elements that might interrupt the space. A good example of this is the Memorial Quadrangle where it crosses the axis at Lillis Hall. In addition, the view corridor from *The Pioneer Mother* through the Johnson Hall lobby to *The Pioneer* should be preserved.

Efforts to shade the street surface, particularly to replace the missing large-canopy trees, are a priority. However, care should be taken not to interfere with adjacent sunny open spaces, such as the Memorial Quadrangle and the Lillis plaza. Placement of trees should not block the ground-level view from Lillis to the Knight Library.

The historic character of the Collier House (City Landmark) and Johnson Hall (National Register) site should be considered when selecting and placing trees; in particular, new plantings should recognize the unique nature of the plantings around the Collier House.

MEMORIAL QUADRANGLE

Use
This quadrangle is used exclusively by pedestrians. It also is the university's largest formal outdoor space. It is intentionally sunny and is a heavily used informal gathering place.

Form
This quadrangle is defined by an ensemble of Lawrence buildings. The quadrangle represents the university's most formal "outdoor room" and, as befitting a traditional quadrangle, all of the surrounding buildings have their front doors facing this open space.

Pathways/Gateways
Three east/west pathways (13th Avenue, Johnson Lane, and Knight Library Axes) cross this quadrangle at its ends and across its center. North/south pathways form the east and west edges of the quadrangle. An important pathway to the Southwest Campus connects to this space along Kincaid Street.

Trees/Landscape
The eight pyramidal English oaks at the southern end are significant trees, which help form the identity of the quadrangle.

Opportunities and Constraints
There are no additional possibilities for new buildings along the edges of the quadrangle, but there are options for additions to existing buildings. Any new construction, repair, or replacement abutting the Memorial Quadrangle (for example an addition to Chapman, Condon, or PLC Halls) shall acknowledge the special significance to the university of this ensemble of buildings and open spaces. The quadrangle itself, along with Knight Library and the Jordan Schnitzer Museum of Art, is listed in the National Register of Historic Places. Additions should not overpower or detract from the existing buildings and should be set back from the quadrangle edge. One exception to this could be an addition to Prince Lucien Campbell Hall, which might both establish a formal entrance to the building from the quadrangle and create a balance to the Jordan Schnitzer Museum of Art.

Seating, such as benches, is prohibited within the quadrangle's confines and is encouraged along its edges. Extra care is to be given to the quadrangle's repair and renovation and to the introduction of any new plantings. The treeless sunny northern end of the space is a significant gathering place for students in good weather and should remain treeless. The view between Knight Library and the Lillis Business Complex shall remain open.

JOHNSON LANE AXIS

Use
Pedestrians moving between University Street and the Memorial Quadrangle are the primary users of this axis. Johnson Lane is a designated bicycle route used also by cars parking in two small, nearby parking lots and by service vehicles accessing the Jordan Schnitzer Museum of Art and Chapman, Johnson, and Susan Campbell Halls.

Form
This axis is partially defined by Johnson Lane, a bike route and limited auto access route, and extends as a pedestrian access from the EMU across the Memorial Quadrangle to Kincaid Street. The north and south edges of the axis are not well defined by buildings.

Pathways/Gateways
This axis serves as a major connector in the east/west direction between University Street and Kincaid Street. The western terminus of the axis is the entry point to the Memorial Quadrangle from Kincaid Street and the large PLC parking lot to the west.

Trees/Landscape
The Johnson Lane portion is defined loosely by a mix of primarily deciduous trees planted on either side of the lane. The pedestrian portion between Chapman Hall and the Jordan Schnitzer Museum of Art consists of an open, grassy lane with an informal mix of conifers on the south side and a row of tulip trees on the north side. The axis is further defined at its intersection with the Memorial Quadrangle by three English oaks and a tulip tree. The western end of the axis has a mix of deciduous trees and terminates at the LTD bus transit station and a parking lot. (Refer to Design Area A2 below.)

Opportunities and Constraints
Proposed projects in this area should preserve and strengthen the axis and complete development of the Women's Memorial Quadrangle framed on the south by Hendricks and Susan Campbell Halls (all are listed in the National Register of Historic Places). Development of buildings on either side of the axis must accommodate bicycles and service vehicles. A new campus gate at the western terminus of this axis (at Kincaid) would allow for the resolution of pedestrian traffic along Kincaid, redirecting it to safer crossing points and could also provide an opportunity for the Schnitzer Museum of Art to highlight its current offerings. Further research is needed to determine how to better define this axis with more formal tree plantings, especially along Johnson Lane.

PIONEER AXIS

Use
This quiet pedestrian area is primarily a view corridor from *The Pioneer Mother* through the Johnson Hall lobby to *The Pioneer.*

Form
This grassy area has a traditional campus character with informal plantings of mature large-canopy shade trees. It is closed at the north end by Johnson Hall and the south end by Gerlinger Hall. The axis passes through the Women's Memorial Quadrangle.

Pathways/Gateways
The northern edge of this axis is crossed by the Johnson Lane Axis, an important east/west connector for the campus. The southern edge is crossed by the Knight Library Axis, which is also an important east/west connection.

Trees/Landscape
The axis contains several mature trees placed in an informal arrangement. As noted above, careful planning will need to precede further development of buildings surrounding this axis in order to preserve the forested nature of the area.

Opportunities and Constraints
Proposals in this area should preserve and strengthen the Pioneer Axis while completing the composition of buildings (Hendricks, Susan Campbell, Gerlinger, and Johnson Halls) begun by Ellis Lawrence and all listed in the National Register of Historic Places. The composition of buildings needs to enhance the Johnson Lane axis by having the buildings' long dimensions parallel to Johnson Lane. The main entrances to these buildings should be from University Street or Johnson Lane. The view corridor from *The Pioneer* to *The Pioneer Mother* (through the Johnson Hall lobby) is to be preserved. Some of the existing trees associated with this open space are not located within the Designated Open Space and may be subject to removal when future development takes place. An effort to plan for this outcome by planting trees within the designated axis (or in adjacent areas such as the Women's Memorial Quadrangle and the Johnson Lane Axis, which are less likely to be affected by future development) would minimize this potential loss.

Need photo or diagram?

KNIGHT LIBRARY AXIS

Use
The primary purpose of this axis is to connect pedestrians to Kincaid Street on the west to the Memorial Quadrangle, the Pioneer Axis [change on graphic], the University Street Axis, and finally to the Straub Hall Green [change on graphic] to the east.

Form
This is the third of three axes that cross and connect the major open spaces created by Ellis Lawrence. Its north edge is formed by PLC, Susan Campbell, and Hendricks Halls; its south edge is formed by the Knight Library 's terrace and fountain and by Gerlinger Hall.

Pathways/Gateways
Its western end is framed by the library gateway. It connects to two important pathways to the Southwest Campus area. This axis connects to a path along the edge of the Straub Hall Green which is centered on the entrance to Straub Hall and could become a significant pathway to the residence hall area (through Straub and Earl Halls) if the ground floor of Straub Hall is remodeled.
(See Design Area E.)

Trees/Landscapes
The axis has a traditional campus character with informal plantings of mature, large-canopy shade trees planted on either side of the walkway. The large European beech tree south of the Jordan Schnitzer Museum of Art contributes significantly to the character of axis.

Opportunities and Constraints
East of the Memorial Quadrangle the sidewalk arrangement is informal with one sidewalk transversing its southern edge. Opportunities may exist to create a more formal arrangement of sidewalks. There are no opportunities for new buildings along its edges, and replacement buildings should have their main entrances off of the surrounding quadrangle or axis.

UNIVERSITY STREET AXIS : LAWRENCE HALL TO 15TH AVENUE

(See description in Design Area F for the 15th Avenue to 18th Avenue portion of this axis, page ___.)

Use
The portion of the axis north from 13th Avenue provides exclusive pedestrian access to Lawrence, Allen, and Pacific Halls. The portion of the axis from 13th to Johnson Lane crosses through the Heart of Campus and is primarily a pedestrian-use area. This portion also is used by bicycles and service vehicles and parking, with one-way south auto traffic after 5 P.M. and on weekends. From Johnson Lane to 18th Avenue the axis is open to auto and bicycle traffic, with parking and sidewalks on the street edges in much the same manner as a typical city street.
The axis provides a view of Lawrence Hall.

Form
For most of its length the axis is largely defined by the street, street trees, and sidewalks. For the portion north of 13th the axis is defined on its edges by pavement and regularly spaced trees and is completed by Lawrence Hall at the northern end.

Pathways/Gateways
The sidewalks are heavily traveled pathways along this axis. Numerous east/west axes intersect this axis including 13th Avenue at the Heart of Campus and the pathway adjacent to the Amphitheater Green, both very heavily used pedestrian-activity areas. The Knight Library Axis crosses University Street to meet up with the Straub Green pathway leading to Straub Hall.

Trees/Landscapes
The pin oaks that dominate the portion north of 13th Avenue, known as the Lawrence Hall view corridor, are to be afforded extra care.

Opportunities and Constraints
The axis, including the Heart of Campus at the intersection of 13th Avenue and University Street, is to be protected and enhanced. An effort should be made to introduce pedestrian-friendly designs (and de-emphasize the automobile) as demonstrated by the Heart of Campus project. There is an opportunity to enhance the pedestrian crossing at the Knight Library Axis.

Outdoor furniture and similar accessories intended to aid in the enjoyment of this area would be appropriate. The UO's *University Street Study* (2001) provides additional information.

GERLINGER ENTRANCE GREEN

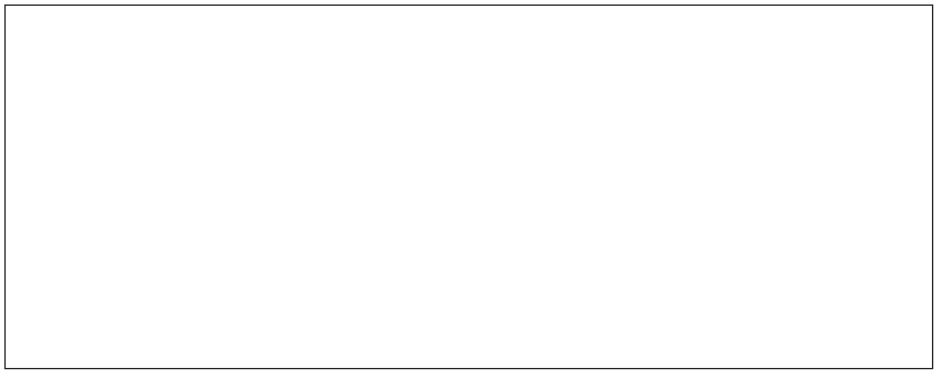
Use
The turnaround serves as a drop off for users of the building and contains some parking and service parking. This open space also preserves the view of the Gerlinger east entry façade, the entrance to Gerlinger Lounge.

Form
The turnaround is formed by the mature trees to the north and south, the trees along University Street, and Gerlinger Hall itself.

Pathways/Gateways
The University Street sidewalk along the east edge of the turnaround is a connection from the south campus area to the center of the campus.

Trees/Landscape
The area is home to several mature trees along its edges.

Opportunities and Constraints
The area in front of Gerlinger Hall should be kept free of large trees to preserve views of the building and its entrance from University Street. Improvements along the edge of University Street that emphasize pedestrian movements are to be encouraged. Proposals should acknowledge that Gerlinger Hall is listed in the National Register of Historic Places.



GERLINGER FIELD GREEN

Use
The field is used for instruction and passive recreation as an "Outdoor Classroom." It also preserves the view of the southern façade of Gerlinger Hall, one of the most well-know views on campus. The path along the south side of the field serves as an important pedestrian and bike connection to Southwest Campus.

Form
The playing field is formed by Gerlinger Hall, Gerlinger Annex, and the trees edging the cemetery and University Street.

Pathways/Gateways
The designated bicycle route and pedestrian route along the southern edge of the field (part of the 15th Avenue bike route) is an important part of east/west connection to Southwest Campus.

Trees/Landscape
Although not part of the open space, the conifers along the southern edge of the Pioneer Memorial Cemetery contribute to the area's character and are maintained by the university.

Opportunities and Constraints
This area shall be preserved as an "Outdoor Classroom." In addition, the view of the south façade of Gerlinger Hall shall be preserved. Opening this space to University Street would enhances views into it and to the south façade of Gerlinger Hall, which is listed in the National Register of Historic Places.

The pedestrian and bike access shall be preserved. Opportunities exist to work with the Eugene Pioneer Cemetery Association to make the area more appealing and safe.

Design Area **A1** FRANKLIN CIRCLE

Use
This area currently is used for parking.

Form
Separated from the main campus by 11th Avenue, the space gets its form from 11th, Franklin Boulevard, and Kincaid Street. The area is clearly visible to the general public.

Pathways/Gateways
Because this area is separated from the campus by 11th Avenue, new development should be limited to uses that do not encourage frequent crossings of that street (for example, avoid facilities designed for fifty-minute class sessions). Because it is very visible from Franklin Boulevard, a major route to the campus, it has the potential to give a first impression of the campus and could become a gateway.

Opportunities and Constraints
Every opportunity should be taken to improve the visual qualities of this area. It is a good site for a parking structure because of to its proximity to major automobile routes, its proximity to a great number of campus users, and the possibility to develop parking at this site cooperatively with Northwest Christian College. Structured parking on the site should include the possibility of adding non-parking uses to the ground level of the structure. Because of its very visible nature on an important route to the campus, a parking structure on this site will need to be designed in an attractive way using brick and other materials typical to the campus.

Design Area **A2** PLC PARKING LOT

Use
This area presently is devoted entirely to off-street parking. The South Kincaid LTD bus station is located on its eastern side.

Form
Formed by the streets surrounding it, the parking lot occupies a strategic position as the western terminus of the east/west Johnson Lane Axis, which is anchored at the eastern end by the Erb Memorial Union. (Refer to a description of the Johnson Lane Axis on page ___.)

Pathways/Gateways
As noted above, it is the western terminus of the Johnson Lane Axis. It is surrounded on three sides by city sidewalks.

Trees/Landscape
There are no notable or significant landscape features in the area.

Opportunities and Constraints
This area provides an opportunity for siting a major campus building due to its proximity to the instructional core. It should serve as an appropriate terminus of the Johnson Lane Axis and can potentially incorporate structured parking as a use. The bus transit station located on this site should be maintained and incorporated, a possibility to be explored in concert with Lane Transit District. This area is quite visible to the general public. Every opportunity should be taken to improve its visual qualities.

Design Area B SOUTHWEST CAMPUS

This Design Area, identified as the Southwest Campus, includes facilities used primarily by the College of Education and the School of Music. A major field space used by the Physical Activities and Recreation Services department is situated in the area.

The policies articulated in the *Southwest Campus Study Part 1: Policy Statements and Implementation* (May 1989), except those specifically related to the addition of a parking structure on the Alder Street site, are by this reference accepted as Design-Area policies for this area.

Area-wide Space-use Comments
Consideration should be given to developing lounge and study spaces, perhaps including a small coffee bar, in proximity to major classrooms and lecture halls whenever possible, as suggested by the patterns "Small Student Unions" and "Student Workplace."

KINCAID GREEN

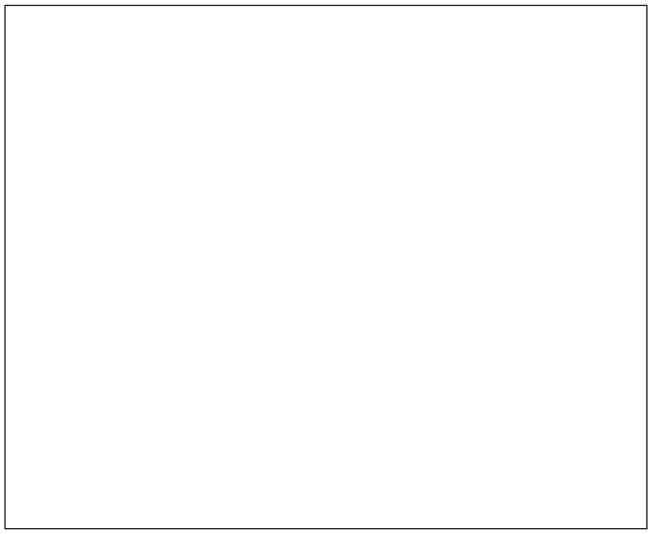
Use
This area at the terminus of Kincaid Street is a formal pedestrian entry to the College of Education. In addition it is the entrance to the Southwest Campus from the main campus. It also houses two service-vehicle parking spaces.

Form
The most noticeable feature of this open space is a row of mature Douglas fir marking the terminus of Kincaid Street and the historic façade of the College of Education.

Pathways/Gateways
The pathway is a heavily used pedestrian connection from the Southwest Campus to the academic core. This open space also contains part of the 15th Avenue designated bike path, which continues along the southern edge of the Knight Library and on to University Street.

Trees/Landscape
The row of mature Douglas fir trees is a significant element of this part of campus.

Opportunities and Constraints
Proposals in this area should preserve and strengthen the open space by replacing the Douglas firs as they die and by preserving views of the façade of the Education building. An opportunity may exist to better define this terminus when the Douglas firs die, but additional work is required to define appropriate tree-planting options. Other improvements should be made to preserve and enhance the connections between the Southwest Campus area and the main campus.
Southwest Campus Green



SOUTHWEST CAMPUS GREEN

Use
This space accommodates informal athletic activities and the occasional class. It is the largest open space in the area. It also preserves the view of the south-facing Knight Library façade. The adjacent pathways serve as significant pedestrian and bike connections to the main campus.

Form
The area is purposefully open and sunny. It is formed by the Knight Library to the north, the College of Education to the west, and the Pioneer Memorial Cemetery's mature landscape (particularly the large Douglas fir trees) to the east. Its southern edge is not particularly well formed.

Pathways/Gateways
The north, east, and west edges contain important pathways that connect to the main campus. The northern edge of the space also is part of the 15th Avenue designated bike route.

Trees/Landscape
Significant trees in this area include the large pine at the northeast corner of the area and the large Douglas firs at the southeast corner.

Opportunities and Constraints
As the only large open space in the area, it is to be preserved. Proposals in this area should form the southern edge of this space. An example is the proposed addition to the Music building, as contained in the *University of Oregon School of Music Expansion and Renovation Study* (2000). Physical Activities and Recreational Services uses the space for classes and activities; therefore, developments that encroach onto the space must accommodate those needs or relocate them in accordance with the policy on displaced uses. The pathways should be preserved.

SOUTHWEST CAMPUS AXIS

Use
The southern landscaped area of this axis is used by pedestrians, and the northern area is a collection of parking areas and driveways serving parking, drop-off, and delivery functions.

Form
The southern portion is a typical, informal, landscaped campus space, which opens to 18th Avenue on its south end. It is framed by the School of Music to the east and the Clinical Services building to the west. The remaining portion to the north, which terminates at the College of Education, is poorly defined on the east and west ??????????????????

Pathways/Gateways
The south end of this axis (18th Avenue) is an entry to the campus and the beginning of a pathway that leads along the length of the axis and eventually connects to the main campus. The area also has connections to Alder Street, which serve as informal entries to the campus from the community.

Trees/Landscape
Important educational trees grow in the southern portion of the area. (See the *Campus Tree Plan*.)

Opportunities and Constraints
Future development plans for this area (for example, additions to the School of Music and College of Education) should include improvements to this axis to better define it. Relocation of the parking elements within the axis is essential to its formation. While it is likely to be a pedestrian-dominated area, opportunities for drop offs and service access are to be maintained in ways that give preference to pedestrians. Pedestrian seating and lighting are to be included in future developments. Project proposals should preserve the view of the historic west entry to Beall Hall from Alder Street and enhance the view from 18th Avenue looking north. An opportunity for a gateway exists along 18th Avenue, as do opportunities for gateways along Alder Street. Connections to Alder from this space should be maintained and enhanced.

One small structure currently occupied by the College of Education is the original sales building for the Ellis Lawrence 1914 campus plan. It is largely intact, has been relocated twice, and should be preserved, although not necessarily in this location, as the area is developed.

The significant trees shall be preserved and should be afforded extra care.

Design Area C NORTH CAMPUS

This Design Area is used by activities associated with the School of Architecture and Allied Arts and is adjacent to the Riverfront Research Park. Development of this area is to be consistent with the conditional use permit issued in connection with the Architecture and Allied Arts North Site Additions and Alterations project. Willamette-Greenway review by the City of Eugene also is required. Every opportunity should be taken to improve the visual qualities of the public view from Franklin Boulevard.

Area-wide Space-use Comments
The academic program of the School of Architecture and Allied Arts includes certain uses that are somewhat industrial in nature and may not be compatible with more traditional campus activities. Space within this area should be reserved for expansion of these uses, although sites within this area along Franklin Boulevard are suitable for other uses linked to the main campus. With this exception, priority for building space use and development should be given to programs of the school.

Potential additional building sites are limited by the need to maintain adequate active open space for outdoor uses associated with the school's program, including the Urban Farm program. Although the Urban Farm is not identified as a Designated Open Space, it should be preserved as an "Outdoor Classroom." (See "Policy 4: Space Use and Organization," page ___.)

Franklin Boulevard separates this area from the main campus. In order to minimize dangers to pedestrians and bicyclists, programs located in North Site facilities should be limited to those that do not encourage frequent crossings of Franklin Boulevard (for example, two-hour to four-hour studio sessions are preferred over fifty-minute class sessions).

GALLERY WALK

Use
This axis is the primary connector, both visually and functionally, for the Fine Arts buildings in the area. It is used primarily by pedestrians traveling from building to building and to the main campus. It is heavily used by bicyclists traveling from the bike paths along the river and the Millrace and connecting to the main campus. The axis also accommodates service vehicles and drop-off parking, and provides access to small parking lots within the Riverfront Research park.

Form
This axis is defined by low-scale buildings located to the west and east. It has no clear beginning or ending in the north/south direction.

Pathways/Gateways
The north end of this axis is the northernmost entrance to the university and is not well marked. As noted above, it is a major pedestrian link for the Fine Arts buildings and is a major bicycle route. The pathway along Onyx Street, which connects this axis to the main campus, is an important link between the Architecture and Allied Arts' facilities south of Franklin Boulevard and those north of Franklin Boulevard.

Trees/Landscape
There are no trees of distinction within the axis.

Opportunities and Constraints
Gallery Walk is a major pedestrian and bicycle route through the area and is to be protected from encroachment by buildings. Further work is required to define the desired character of this axis and to determine how to enhance it with development and trees. Deciduous canopy trees may be more appropriate than conifers. An opportunity to mark the entrance to the campus exists at its northern end. Coordination with the Riverfront Research Park Master Plan will be required as this area is redeveloped.

MILLRACE GREEN

Use
The Millrace is a unique water feature on the north side of campus. The important pathway along its bank is used by pedestrians and bicyclists who are traveling from the campus to the North Site area, the Riverfront Research Park, and other city-wide destinations.

Form
This open space is defined by the banks of the Millrace to the south and the edge of the pathway to the north.

Pathways/Gateways
A significant east/west bicycle and pedestrian pathway spans the length of this area. Its west end connects to Onyx Street and the significant pathway to the main campus along Onyx Street, and on the east end it connects to the Riverfront Research Park.

Trees/Landscape
This area is informally lined with a mix of deciduous trees, including black walnuts, fruit trees, and some native species.

Opportunities and Constraints
This Plan addresses only the portion of the Millrace east of Onyx Street that is under university ownership; therefore, coordination with the *Riverfront Research Park Master Plan* (governing the portion west of Onyx Street and east of the Urban Farm) will be essential as the area develops. Proposals for development in this area should preserve and strengthen the Millrace corridor. Plantings should be compatible with and enhance this unique waterway. The Millrace area provides an opportunity to plant native riparian trees that may not be appropriate on the main campus. An opportunity for marking the entrance to the campus along the pathway exists on its eastern end.

Design Area D SCIENCES AND OREGON HALL

Most of the university's facilities devoted to supporting research and instruction in the sciences are located in this area. Oregon Hall, an administrative building, also is located in this area.

Because of its proximity to Franklin Boulevard, a major state highway route, the area is highly visible to the general public. For many people traveling through the community, it may be the only visual impression of the university's campus.

13th Avenue Axis: University Street to Agate Street

(See description in Design Area A for the Kincaid Street to University Street portion of this axis, page ___; and Design Area G for the Agate Street to Moss Street portion, page ___.)

Use

The easterly portion of the axis, between Agate Street and Volcanology, functions as a typical street with two-way car traffic, parking on one side, sidewalks on both sides, and bicycles moving among the cars. For the portion west of Volcanology, the axis is closed to auto traffic and is used by pedestrians, bicyclists, and service vehicles much like the portion of 13th Avenue west of University Street.

Form

This portion of the 13th Avenue Axis has the character of a typical tree-lined street. Its edges are formed by the fronts and sides of the adjacent buildings. Most of these buildings have front doors facing the street. he Heart of Campus project at 13th Avenue and University Street has introduced

pedestrian-friendly design elements and restructured the street at Volcanology to prevent traffic from continuing through to University Street. (Refer to "University Street Axis," page ___, for more information.)

Pathways/Gateways
This axis is a major east/west pedestrian and bike pathway connecting residential uses to the east with the center of the campus to the west. The intersection of 13th Avenue and Agate Street is not well marked as a campus entrance and is where many campus visitors become lost. An important north/south pathway to the north campus begins at this axis just east of Volcanology.

Trees/Landscape
Large-canopy deciduous trees, consisting primarily of red oaks and pin oaks interspersed with other deciduous trees, line the street. This area contains important educational trees, including the Norway spruce near the EMU's north entrance and the Douglas fir located near the EMU's northeast corner.

Opportunities and Constraints
Proposals for development in this area should preserve and strengthen the 13th Avenue Axis. With the exception of buildings on the Science Green, new buildings, additions, and replacements should have their front doors open onto the axis. Design strategies to further encourage bikes and pedestrians and discourage auto traffic (with the exception of service vehicles) are supported. An opportunity to establish north/south connections to 15th Avenue from this axis are to be explored as Design Area E is developed or redeveloped. Other opportunities for connecting to open spaces or axes in Design Area E from this axis are to be explored as well.

Combined with Design Areas E, G, and G1, opportunities exist for developing a major gateway to the campus at the Agate Street intersection, and plans for improvements in any of these areas should respond to these opportunities. Refer to the *University Campus East Gate Feasibility Study* (1999) for additional information. Approaches to the intersection of 13th Avenue and Agate Street, as well as the intersection itself, are particularly important in this respect.

Onyx Green
-Boundaries? Include entire area? Or just the plaza and designate the rest as a pathway [CR says leave as is for now and continue to discuss]

Use
This space is primarily a pedestrian zone, although a major bicycle path cuts through it; it also contains a significant number of bicycle parking spaces. In addition, the eat/west Science Walk passes through this open space.

Form
The area's northern portion is a plaza defined by Onyx Bridge and Klamath, Cascade, and Willamette Halls. At its center is a large opening to the underground Science Library, which is further defined on two sides by roofs covering bicycle parking. It is perhaps the university's most urban space due to the hardscape and lack of planting materials. The portion to the south is defined by Willamette Hall on the east and Volcanology on the west.

Pathways/Gateways
The pathway running through this space connects 13th Avenue to Franklin Boulevard and is an important north/south connector for bicycles and pedestrians alike to north campus. The Science Library Plaza is one of the first campus spaces many view when coming to the campus. The Science Walk, an important east/west connection, runs along the Plaza's southern edge.

Trees/Landscape
A large Dawn redwood grows in this area. This important campus tree is recognized by the Eugene Tree Foundation as a heritage tree.

Opportunities and Constraints
Proposals that enclose the opening to the Science Library by creating a new building over the opening or creating an additional entrance to the library are acceptable.

The replacement of buildings that form the edges of the plaza (in particular, Onyx Bridge) must provide for the continuation of the pathway and bicycle connections to Franklin Boulevard. Building replacements may slightly adjust the plaza's shape, but should not significantly reduce the size of the plaza.

The Dawn redwood is to be preserved. Landscape options are limited by the need to prevent leakage into the Science Library below. Opportunities to enliven the plaza are encouraged

SCIENCE GREEN

Use
This space is primarily pedestrian oriented, with the rare appearance of bicyclists.

Form
The space is formally developed with symmetrically placed sidewalks. Buildings define the east and west edges of the green, which is open to 13th Avenue on the south and Franklin Boulevard on the north. The entrance to Deschutes Hall opens into this space.

Pathways/Gateways
The southern end of the space connects to 13th Avenue, an important east/west pathway. The Science Walk bisects the green. There is no established pedestrian crossing at this point on Franklin Boulevard; however, pedestrians use the north/south sidewalks to access and cross it, creating an informal and unsafe connection to North Campus.

Trees/Landscape
With one exception the space is devoid of mature trees. The trees that have been planted in the last 15 years contribute to the symmetrical nature of the space.

Opportunities and Constraints
Proposals for development in this area should preserve and strengthen the Science Green, in particular its northern terminus, which is undefined, and should maintain a connection to the Science Walk and 13th Avenue. Entrances to buildings on the green are to be reached directly from the green and not from the 13th Avenue Axis, the Science Walk, or Franklin Boulevard.

The informal pedestrian crossing at Franklin Boulevard is not encouraged unless a viable way to create a safe crossing is provided. Numerous studies have shown that a building-to-building crossing is perhaps the most feasible solution.

AGATE STREET ENTRANCE GREEN

Use
This area surrounds the large sign identifying the University of Oregon. It is used lightly by pedestrians, and the sign is used often as a backdrop for photographs of visitors, graduates, and new students.

Form
The area is formed by the street edges, the sign, and its associated landscaping.

Pathways/Gateways
Agate Street is the major automobile entrance to the campus. A pedestrian pathway crosses the south edge of this space and connects Agate Street to the University Street Axis through the Science Green and Onyx Green. This pathway, known as the Science Walk, is an important link that parallels 13th Avenue and carries pedestrians through the science complex. Much of this pathway is identified by special paving created as part of the State of Oregon's One Percent for Art Program. (See also "Science Green" and "Onyx Green" above.)

Trees/Landscape
The trees that frame the sign contribute to its visual qualities and are an important image-generating feature for the university.

Opportunities and Constraints
This area is dedicated to identifying the university. Other opportunities for identification may be present as Design Area G1 (across Agate Street to the east) is developed. It is very visible to the public, so every effort should be made to enhance its visual qualities and portray a positive university image.

Agate Street Axis: Franklin Boulevard to 13th Avenue — See description in Design Area E, page ___.

Design Area E STUDENT SERVICES AND ACADEMICS

This Design Area includes a mix of academic uses, student services, residential halls, and related active and passive open spaces.

Combined with Regions D, G, and G1, this area provides an opportunity for the development of a major gateway to the campus at the intersection of 13th Avenue and Agate Street. Plans for improvements should respond to that opportunity. Refer to the *University Campus East Gate Feasibility Study* (1999) for additional information. Approaches to the intersection of 13th Avenue and Agate Street, as well as the intersection itself, are particularly important in this respect.

New Designated Open Spaces (active and passive) in this area may occur in conjunction with development. Development projects shall ensure an adequate balance between development and open space and shall maintain and expand north/south connections from 13th Avenue to 15th Avenue. Proposals for renovating and expanding the Erb Memorial Union include concepts that will require the redesign of Designated Open Spaces in the area. This is expected and should proceed, providing that equivalent open spaces (in amount and quality) are established. Redevelopment of existing residence halls in the area, particularly Walton Hall, also may result in the designation of additional or replacement open spaces. North/south connections from the EMU Promenade (see below) to 13th and 15th Avenues should be considered. Refer to "Policy 2: Open-space Framework," page ____, for detailed information about the creation of Designated Open Spaces.

Existing recreation spaces, both active and passive, are essential elements and are to be preserved and, wherever possible, enhanced.

Area-wide Space-use Comments
Primary responsibility for building space use and development planning for the Erb Memorial Union and the surrounding open space rests with the Erb Memorial Union administration and Board of Directors. In addition to review processes established by this Plan, proposals for development in this area surrounding the EMU are to be reviewed by the Erb Memorial Union Board of Directors. This policy does not extend to proposals regarding the Straub Hall Green.

Primary responsibility for building space use and development planning of the residence halls rests with the University Housing department.

Historically, residence halls have been converted to non-residential use when the needs for central campus academic space have warranted such a conversion. No provision of this Plan should be construed to preclude rededication of residence halls to other purposes, provided that sufficient provisions are made for accommodating the demand for residence-hall occupancy. Unless otherwise determined by the president, "sufficient replacement" means replacement on a bed-for-bed basis.

13th Avenue Axis: University Street to Agate Street — See description in Design Area D, page ___.

University Street Axis: 13th Avenue to 15th Avenue — See description in Design Area A, page ___.

AMPHITHEATER GREEN

Use
This space was created to serve primarily as a gathering place. As a link between the Heart of Campus and the EMU Promenade, it carries a large amount of pedestrian traffic.

Form
The form of this space comes largely from the west and north façades of the Erb Memorial Union and from the contoured levels within it.

Pathways/gateways
An important pathway runs through this space connecting the Heart of Campus with the EMU Promenade. The adjacent pedestrian walkways on University Street and 13th Avenue also are very important.

Trees/Landscape
No significant trees are contained within the green. It is primarily a hardscape designed with open views to accommodate heavy use and multiple venues.

Opportunities and Constraints
This active open space is used for a wide variety of entertainment and social venues and should be preserved. Any work in this area is subject to review and approval by the EMU Board of Directors. The pathway between the Heart of Campus and the EMU Promenade should be preserved. The adjacent pathways should not be impeded.

STRAUB HALL GREEN

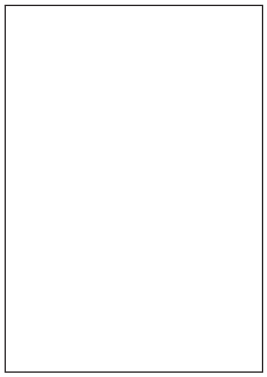
Use
This quiet green serves only pedestrians.

Form
The expanse between Straub Hall and University Street has a traditional campus character with informal plantings of deciduous and coniferous trees in a lawn setting.

Pathways/gateways
Pedestrian walkways criss-cross the green, which has a mix of sunny and shady seating areas. The east/west pathway along the northern edge connects with the Knight Library Axis to the west.

Trees/Landscape
Unique plantings from those originally associated with the Stafford farm site remain on this site. Some of the trees are identified as important educational trees.

Opportunities and Constraints
Proposals in this area should preserve and strengthen the Straub Hall Green. Future tree plantings should include ways to buffer the open space from the EMU parking area and continue to shade the west side of Straub Hall. Efforts to enhance the connection to the Knight Library Axis to the west are encouraged. Refer to the *University Street Study* (2001) for additional information.



ONYX STREET AXIS

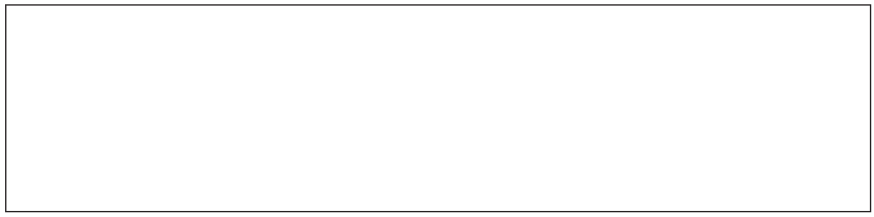
Use

Form

Pathways/Gateways

Trees/Landscape

Opportunities and Constraints



EMU PROMENADE

Use
This promenade is heavily used by pedestrians and by residence hall occupants for outdoor activities.

Form
The promenade has an open, informal character. It passes through an intentionally sunny open area dotted with shade trees and is not particularly well formed by buildings.

Pathways/Gateways
This promenade contains an important pathway that links the academic core west of the Erb Memorial Union to the mostly residential areas of campus east of the Erb Memorial Union. Its

eastern end connects the main campus to east campus. (Refer to "Agate Street Axis: Franklin Boulevard to 15th Avenue," page ___.) The pathway is not intended for bike use.

Trees/Landscape
Trees in this area are arranged to create a mixture of sunny and shaded zones.

Opportunities and Constraints
The EMU Promenade should be preserved as a major pedestrian pathway, and proposals in this area should preserve and strengthen it. In addition, open space and pedestrian connections between 13th Avenue and 15th Avenue should be defined and enhanced. In particular, the redevelopment of the EMU and the redevelopment of residence halls in the area may offer opportunities for new connections and open spaces. (Refer to the introductory paragraph for this Design Area, page___.)

Existing recreational spaces, both active and passive, are essential elements and are to be preserved and, wherever possible, enhanced.

New or replacement trees could be used to enhance pathway intersections and building entrances.

EMERALD AXIS

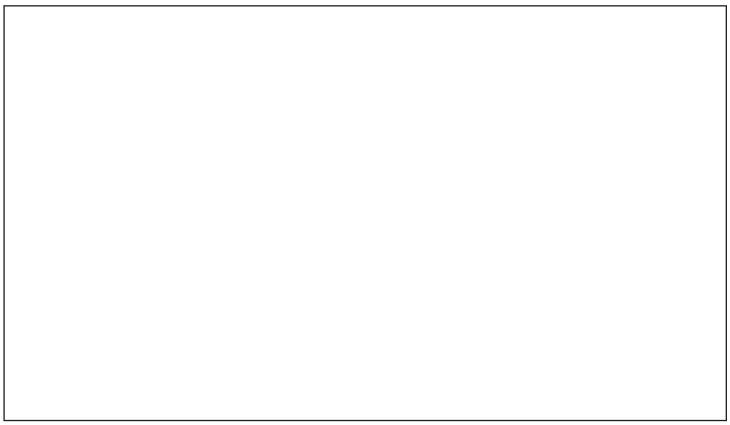
Use
This axis is an exclusive pedestrian-use zone for movement between 13th and 15th Avenues.

Form
It is a narrow space flanked on the southern portion by Earl Hall Complex to the east and the Living Learning Center to the west. The northern portion is less well defined.

Pathways/Gateways
This axis contains a portion of a north/south pathway that links 13th and 18th Avenues. It intersects the EMU Promenade.

Trees/Landscape
This area is partially lined with American sweetgums and other deciduous large-canopy trees.

Opportunities and Constraints
As an important north/south link, this axis should be preserved if or when changes to the open spaces are made in concert with remodeling the EMU or redeveloping Earl Hall.



LIVING LEARNING CENTER GREEN

Use
This pedestrian area is used primarily by residents of the Living Learning Center for informal recreational activities.

Form
It is formed by the two portions of the Living Learning Center on the north and south and Earl Hall Complex to the west and Walton Hall Complex to the east.

Pathways/Gateways
The western edge of this space is crossed by the Emerald Axis, an important north/south route in the area. The less defined pathway along the eastern side connects 13th Avenue to 15th Avenue via Beech Street. It serves as a designated bike route and provides service access.

Trees/Landscape
The area was designed to be a sun-filled area and contains only a few small trees.

Opportunities and Constraints
If Walton Hall Complex is redeveloped or the ground floors of Earl Hall Complex are remodeled as classrooms, this green may become an important link between the west and east parts of the campus and eventually to the larger open-space framework on the green's east side. Efforts to enhance the pedestrian use of the pathway on its eastern edge connecting 13th Avenue and 15th Avenue are encouraged.

15TH AVENUE AXIS: UNIVERSITY STREET TO AGATE STREET

(See description in Design Area G for the Agate Street to Villard Street portion of this axis, page ___.)

Use
This axis functions as a traditional street with two lanes of traffic, head-in parking, and heavily used sidewalks on both sides. It is a designated bicycle route, and bicycle traffic mixes with autos. It is an important connection to East Campus.

Form
At its western end the axis intersects with University Street. It is formed on one side by the entrance terrace to the Student Recreation Center. Form is also given by the covered bicycle racks of the recreation center. To the north of the recreation center is the Straub Hall Green and Straub Hall itself, which is entered from the green and forms the northern edge of the axis. East of Straub Hall the axis is not particularly well formed but takes some form from the fencing along the recreation fields, the northern edge of the Bowerman Family Building, the Living Learning Center, and the Hayward Plaza. Completed projects within the axis include identified pedestrian crossings, wider sidewalks, a gateway at the intersection of 15th Avenue and Agate Street, and head-in parking with planting islands.

Pathways/Gateways
The 15th Avenue Axis is an important pedestrian connection to East Campus. Although some improvements to the connection have been made, it is not well implemented. The gateway elements at the intersection of this axis with 15th Avenue provide a signal to those entering the university that they have arrived. This axis connects to an important pathway that crosses through the athletic fields in Design Area F terminating at 18th Avenue. (See Design Area F for more information about this pathway.)

Trees/Landscape
At its western end the large, mature trees in the Straub Hall Green line the axis. The axis will benefit as newly planted trees in the landscaped islands mature.

Opportunities and Constraints
Proposals in this area should preserve and strengthen the 15th Avenue Axis. As redevelopment occurs in this area and as the East Campus area develops, the significance of this axis will grow. Over time the emphasis should shift from automobile use to pedestrian use with this shift beginning on the portion of the axis west of Earl Hall Complex. The axis east of Earl Hall is likely to remain dominated by automobile parking for some time. Additional tree plantings are needed to help define the axis. Opportunities to better connect this axis to the 13th Avenue Axis should be explored and implemented as redevelopment of this Design Area occurs.

AGATE STREET AXIS: FRANKLIN BOULEVARD TO 15TH AVENUE

(See description in Design Area F for 15th Avenue to 18th Avenue portion of this axis, page ___.)

Use
Agate Street, classified as a minor arterial, is owned by the city and is used heavily by autos and bicycles. Many visitors enter the campus by turning onto Agate Street from Franklin Boulevard.

Form
In addition to the typical street configuration (two lanes of auto travel with sidewalks), it is noted for its landscaped center median and striped bicycle lanes. Much of its form comes from its mature street trees. Buildings do not play much of a role in forming this space.

Pathways/Gateways
The intersection of this axis with Franklin Boulevard is the major auto entrance to the university campus. The pedestrian crossing midway between 13th Avenue and 15th Avenue is an important and needed element of pedestrian travel linking main campus to the eastern residential areas and entire East Campus area; it also has been blamed for decreasing the efficiency of automobile travel on the street, which, in turn, has created additional traffic on residential streets as cars seek alternate routes. The functioning of the mid-block pedestrian crossing is likely to be addressed as the city studies changes to the operation of the street. Pedestrian crossings at the intersections of 13th and 15th Avenues also are important.

Trees/Landscape
The Agate Street Axis has the character of a typical tree-lined street. It is lined in a formal arrangement with large-canopy deciduous trees consisting mostly of American sweetgums, scarlet oaks,

and American elms interspersed with other deciduous trees. The canopy is enhanced by a tree-lined median between 13th Avenue and 15th Avenue.

Opportunities and Constraints
Proposals in this area should preserve and strengthen the Agate Street Axis and acknowledge the importance of the intersections at Franklin Boulevard, 13th Avenue (refer to the *University Campus East Gate Feasibility Study*), and 15th Avenue. Further enhancement of the axis through buildings and tree canopy is desirable to improve the appearance of the primary gateway to the university, to help connect East Campus to central campus, and to shade the street surface. The motorist's view of the pedestrian crossing should not be impeded. Refer also to the *2003 Development Policy for the East Campus Area.*

Design Area F ATHLETICS AND RECREATION

This large "superblock" includes buildings, fields, and other outdoor spaces dedicated to instructional and recreational athletics.

Area-wide Space-use Comments

The large open spaces situated within this area are required to meet the demands of instructional programs, as well as the recreational needs of students. These open spaces serve as "Outdoor Classrooms" and are essential university resources to be managed in a way that maximizes their benefit to the university community as a whole. They should not be considered as available building sites simply because they are open.

New buildings or the expansion of existing buildings in this area are to be sited in a way that preserves field spaces of usable size and shape.

15th Avenue Axis: University Street to Agate Street – See description in Design Area E, page ___, noting in particular the pathway within the Emerald Axis, which continues through this Design Area.

UNIVERSITY STREET AXIS: 15TH AVENUE TO 18TH AVENUE

(See description in Design Area A for Lawrence Hall to 15th Avenue portion of this axis, page ___.)

Use

The portion of the University Street Axis from 15th to 18th Avenues is used by cars, bikes, and pedestrians. It also is used heavily for car parking. The parking is especially useful to users of the Student Recreation Center on 15th Avenue.

Form

This axis is a typical street with sidewalks and curbs. It gets some form from the mature trees along its western edge in the Pioneer Memorial Cemetery and from McArthur court on its eastern edge.

Pathways/Gateways

The southern end of the axis (at 18th) is a gateway to the university and is marked by plantings and pylons. Pedestrian pathways lie on each side of the street. The street is a designated bike path.

Opportunities and Constraints

Proposals in this area should preserve and strengthen the University Street Axis, in particular the campus entrance at 18th Avenue. Parking improvements could include the establishment of planting islands such as those near the 18th Avenue intersection; other improvements could include methods to indicate a change of character from a street to a parking lot. Future development must include provisions for pedestrian use of the axis. Development of the axis along the western edge will need to be coordinated with the Pioneer Memorial Cemetery board of directors. For more information, refer to the *University Street Study* (2001).

AGATE STREET AXIS: 15TH AVENUE TO 18TH AVENUE AND BEYOND

(See description in Design Area E for Franklin Boulevard to 15th Avenue portion of this axis, page ___.)

Use

Agate Street, classified as a minor arterial, is owned by the city and is used heavily by autos and bicycles. Many visitors enter the campus by turning onto Agate Street from Franklin Boulevard.

Form

It has a typical street configuration (two lanes of auto travel with sidewalks). Much of its form comes from its mature street trees. Buildings that front the street, such as the Knight Law Center and Agate Hall, partially form the east edge of this space.

Pathways/Gateways

The intersection of this axis with 15th Avenue forms a gateway to the campus that lies both east and west of the intersection. It is an important pedestrian crossing to the East Campus area.

Trees/Landscape
The Agate Street Axis has the character of a typical tree-lined street. It is lined in a formal arrangement with large-canopy deciduous trees consisting mostly of American sweetgums, scarlet oaks, and American elms interspersed with other deciduous trees.

Opportunities and Constraints
Proposals in this area should preserve and strengthen the Agate Street Axis and acknowledge the importance of the intersection of 15th Avenue and Agate Street. Further enhancement of the axis through buildings and tree canopy is desirable to improve the appearance, to help connect East Campus to central campus, and to shade the street surface. Refer to the *2003 Development Policy for the East Campus Area* for additional information.

Design Area G STUDENT HOUSING

This area is occupied by large residence halls and a passive recreational open-space area.

Area-wide Space-use Comments
The University Housing department has primary responsibility for building space use and development planning of the residence halls.

13TH AVENUE AXIS: AGATE STREET TO MOSS STREET

(See description in Design Area A for the Kincaid Street to University Street portion of this axis, page ___; and Design Area D for the University Street to Agate Street portion, page ___.)

Use
This portion of the 13th Avenue Axis is a city street with two-way traffic, curbside parking, and sidewalks.

Form
It has the character of a typical tree-lined street. The northern wings of Hamilton Hall lend some form to the axis, but it is not well defined by buildings.

Pathways/Gateways
The intersection of 13th Avenue and Agate Street is a primary entrance to the university. However, the upcoming bus rapid transit station project will reroute westbound traffic away from this intersection. As a result, the intersection of 13th Avenue at Moss Street will become a significant vehicular campus entrance from Franklin Boulevard.

Trees/Landscape
There are some large street trees in the axis.

Opportunities and Constraints
Proposals for development in this area should preserve and strengthen the 13th Avenue Axis. Further enhancement of the tree canopy is desirable to improve the gateway's appearance, to help connect this portion of the 13th Avenue Axis to the central portion, and to shade the street surface. Future plantings should maintain the open, sunny lawn area at the southeast corner of the Agate Street and 13th Avenue intersection.

Agate Street Axis: 13th Avenue to 15th Avenue — See description in Area E, page ___.

HUMPY LUMPY GREEN

Use
This area was designed to provide informal outdoor activity space for residence hall students. It also is an important pedestrian link between the main campus and East Campus.

Form
Two street edges (Agate along the west and 15th along the south) and the west façade of Bean Hall give this area its form.

Pathways/Gateways
This area includes an important pathway that links the main campus via the EMU Promenade to the East Campus.

Trees/Landscape
This sunny open area is dotted with large and small shade trees.

Opportunities and Constraints
Proposals for development in this area should preserve and strengthen the Humpy Lumpy open space. As redevelopment occurs in or adjacent to the area, it is important to maintain and improve pedestrian access to and through the space. Particular attention should be paid to the mid-block pedestrian crossing between 13th and 15th Avenues. (See the description of this and its relationship to Agate Street in Design Area E, page ___.) As the East Campus area develops, the pedestrian connections will grow in importance and may result in the need to enhance pathways to the east. The two street edges could benefit from additional large-canopy trees to help shade the street surface and buffer the Humpy Lumpy open space from auto traffic. New trees should not interfere with the safety of the area or the intentionally sunny Humpy Lumpy character.

15TH AVENUE AXIS: AGATE STREET TO VILLARD STREET

(See description in Design Area E for the University Street to Agate Street portion of this axis, page ___.)

Use
This portion of the 15th Avenue Axis is a city street with two-way traffic, curbside parking, and sidewalks.

Form
It has the character of a typical tree-lined street and is not well defined by buildings.

Pathways/Gateways
This axis is an important link from the East Campus to the main campus.

Trees/Landscape
The area has no particularly notable trees or landscape features.

Opportunities and Constraints
Proposals in this area should preserve and strengthen the axis, which provides an important connection to the main campus and merits enhancement. Refer to the *2003 Development Policy for the East Campus Area* and the *East Campus Open Space Framework* for more details.

Design Area G1 FRANKLIN TRIANGLE

This triangular area is formed by the three streets surrounding it (Franklin Boulevard, Agate Street, and 13th Avenue). It includes a Designated Open Space (Bakery Park Green) on its eastern end.

Overall Space-use Comments
This area is used primarily as parking and, combined with Design Areas D and E, provides an opportunity for the development of a major gateway to the campus. Plans for improvements should respond to that opportunity. Because of its proximity to major automobile routes, it is potentially a good site for a parking structure.

Agate Street Axis: Franklin Boulevard to 13th Avenue — See description in Area E, page ___.

BAKERY PARK GREEN

Use
This green at the eastern end of Design Area G1 has no discernable uses other than as passive open space.

Form
The green is formed by streets on two sides and the parking lot on the other.

Pathways/Gateways
13th Avenue will become a major automobile entrance to the campus from Franklin Boulevard.

Trees/Landscape
This area has some mature trees but few notable landscape features.

Opportunities and Constraints
When the bus rapid transit system is implemented, westbound autos on Franklin Boulevard will turn onto 13th Avenue and pass the green. This is an opportunity to develop signage or other landscape features announcing their arrival at the campus.

13th Avenue Axis: Agate Street to Moss Street — See description in Design Area G, page ___.

Design Area **H** EAST CAMPUS

This area includes a mix of institutional structures and low-density student-housing units. It is within the boundaries established in the *2003 Development Policy for the East Campus Area* and the *Fairmount/UO Special Area Study.* Development shall follow the policies and standards adopted in the development policy and the special-area refinement plan.

The *East Campus Open Space Framework* – a conceptual study – has been completed. Designated Open Spaces in the East Campus area include the Glenn Starlin Green (also known as the Glenn Starlin Courtyard), the East Campus Green, the Agate Hall Green, and all of the streets. Requirements described in the *2003 Development Policy for the East Campus Area* and the *East Campus Open Space Framework* are designed to expand the open-space framework throughout East Campus.

The area south of Agate Hall is included in the *19th and Agate Special Area Study* (1988), and proposals for its redevelopment are to consider applicable policies articulated in that study and conform to development standards imposed by the City of Eugene.

APPENDICES

Appendix A: Glossary

Coverage – ground cover or building footprint area (square feet)

FAR (Floor Area Ratio) – floor area multiplied by number of floors, or gross square feet

Pattern – refer to page ___
Policy – refer to page ___
Policy refinement – refer to page ___
Standard – refer to page ___

Appendix B: Subject Plans

Subject Plans are created to address specific subjects (e.g., campus lighting or the designation of historic buildings). They are considered refinements of policies and must be consistent with them. When adopted, these proposals become part of the *Campus Plan*, but they are contained in separate documents.

List All

Appendix C: Assumptions

The *Campus Pla*n is based on a number of assumptions:

1. The fundamental precepts of the university's mission will remain unchanged, and the University of Oregon will continue to exist as a quality institution of higher education.

2. Buildings and the spaces within them belong to the State of Oregon and are allocated for use by the university to various programs and activities within the university, in accord with relevant guidelines established by the Oregon State Board of Higher Education. The physical plant of the university is intended to support these institutional missions and should be responsive to its programmatic needs.

3. Existing organizational and working relationships among the university, the State System of Higher Education, other State agencies, and local governments, will continue essentially unchanged.

4. Specific programs, enrollment levels, and environmental circumstances of the University of Oregon will change over time in ways and amounts that cannot be determined in advance within a meaningful degree of accuracy.

5. The University of Oregon will continue to be a part of the Eugene-Springfield urban community. Except as may be needed to accommodate a few specialized programs or activities, no major land acquisition will occur outside the presently approved campus boundaries.

6. The *Campus Plan* will meet applicable Oregon State Board of Higher Education's Administrative Rules and Internal Management Directives. (Refer to Appendix F.)

Appendix D: University-owned Properties Outside Approved Campus Boundary

- Autzen Stadium
- Chancellor's Residence ("Treetops")
- Dugout (Shire)
- EC Cares Building
- Ed Moshofsky Sports Center
- H. P. Barnhart Hall
- Len Casanova Athletic Center
- McMorran House
- Oregon Institute of Marine Biology
- Pine Mountain
- Rainier Building
- Riley Hall
- Spencer View Family Housing
- UO Annex
- Westmoreland Family Housing
- UO Portland Center (Willamette Block Building)

Appendix E: Future "To Do" Items

In discussions about updating the *Campus Plan*, the items listed below were identified as appropriate subjects for consideration in the continuing discussions on university campus development policy. They are listed in no particular order.

(a) Revise the UO Long Range Campus Transportation Plan.
(b) Review ways to better link the academic planning process to the physical development planning process. Develop strategies to review existing uses and establish a plan to maximize existing space based upon the Space Use and Organization policy refinements.
(c) Engage in a more detailed analysis of the existing and desired character of open spaces. Pay particular attention to defining and preserving the existing historic character. Determine how to extend these characteristics to newer areas of campus to create a cohesive campus environment.
(d) Better define development plans and policies for UO complexes not covered by the Plan as appropriate.
(e) Develop a series of standards defining in greater detail how new construction and renovation shall occur. These standards would be contained in separate documents and would not be considered part of the Plan. These standards would address the following subjects: maintenance, landscape, utilities, building service, etc.

Appendix F: Oregon State Board of Higher Education Requirements

In 1990 the Oregon State Board of Higher Education amended its Administrative Rules and Internal Management Directives. These amendments gave effect to its Coordination Plan created pursuant to the Land Conservation and Development Commission rule related to State Agency Coordination.[2] The Board's Rule[3] provides that each institution formulate "a long-range campus development plan [which is to be] reviewed with officials of the local jurisdiction for conformance with the local

[2] OAR 660-30. "State Agency Coordination."
[3] OAR 580-50-001. "Comprehensive Plan Coordination."
[4] IMD 7.100 Long Range Campus Development Planning.

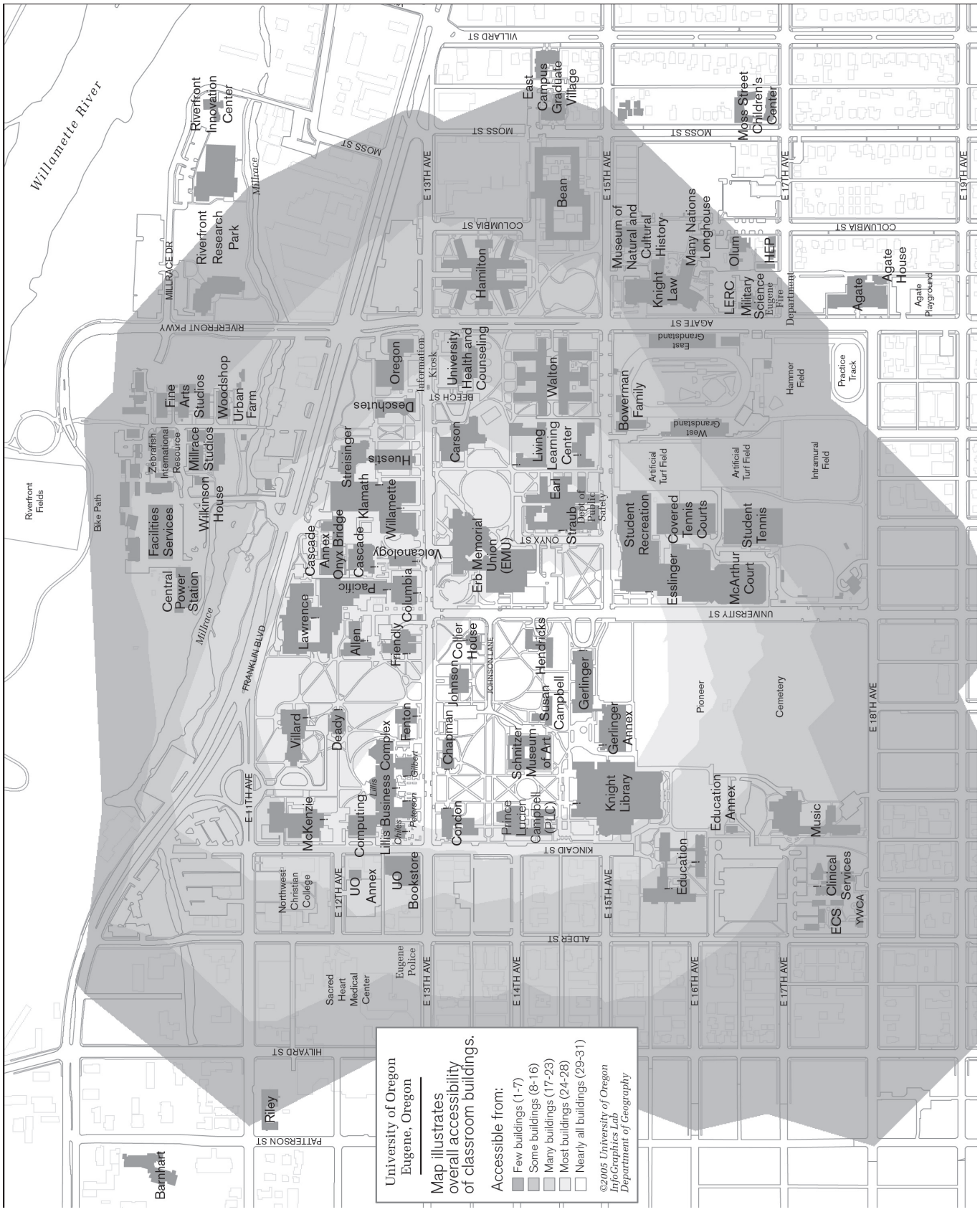
acknowledged Comprehensive Plan." The Internal Management Directives[4] prescribe the minimum contents of such a campus development plan as follows:

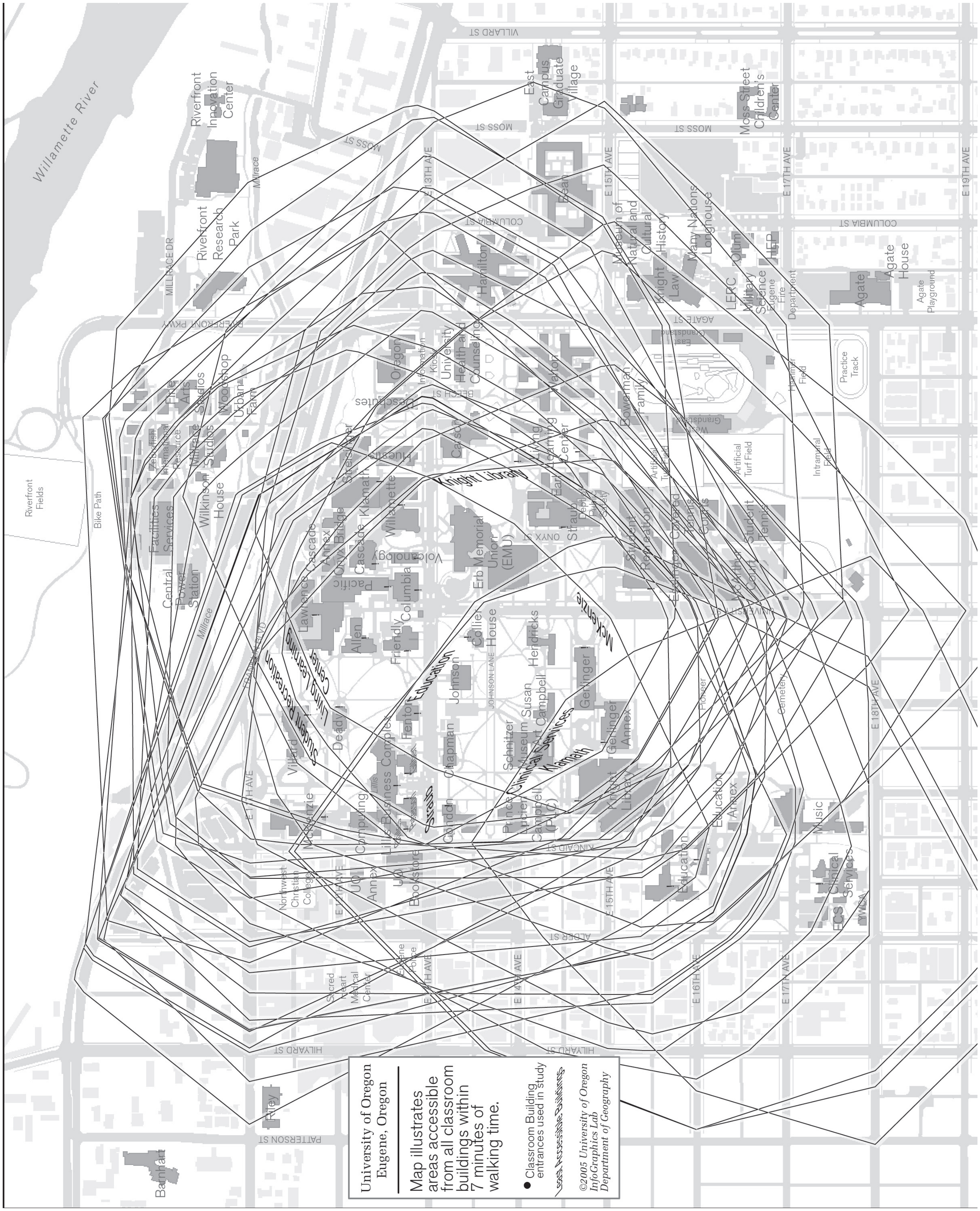
- an identification of Board-approved campus boundaries
- land development characteristics
- aesthetic considerations
- location of facilities serving the various programs of the institution
- location of sites for proposed facilities
- student housing
- relationship to the surrounding neighborhood
- infrastructure to support the programs, students, faculty, staff, and facilities

This document is intended to comply with this requirement in a way that honors the established campus planning process.

Appendix G: Walking Circles

These walking circles are a general representation of the distance a student can travel within the ten-minute class break. It assumes 7-1/2 minutes of walking time at a walking speed of 3 miles per hour. This data is not exact; it is meant to be a reference tool to help assess the location of the instructional core.


University of Oregon
Eugene, Oregon
Map illustrates overall accessibility of classroom buildings.
Accessible from:
Few buildings (1-7)
Some buildings (8-16)
Many buildings (17-23)
Most buildings (24-28)
Nearly all buildings (29-31)
©2005 University of Oregon
InfoGraphics Lab
Department of Geography
Willamette River
Riverfront Innovation Center
Riverfront Research Park
Millrace
MOSS ST
MILLRACE DR
RIVERFRONT PKWY
Riverfront Fields
Bike Path
Facilities Services
Central Power Station
Zebrafish International Resource
Millrace Studios
Wilkinson House
Fine Arts Studios
Woodshop
Urban Farm
Oregon Information Kiosk
Deschutes
Streisinger
Huestis
Klamath
Willamette
Cascade Annex
Onyx Bridge
Cascade
Pacific
Columbia
Volcanology
Lawrence
Allen
Friendly
FRANKLIN BLVD
Vilard
Deady
Fenton
Complex
Lillis Business
Computing
McKenzie
E 11TH AVE
E 12TH AVE
Northwest Christian College
UO Annex
UO Bookstore
Sacred Heart Medical Center
Eugene Police
E 13TH AVE
E 14TH AVE
E 15TH AVE
E 16TH AVE
E 17TH AVE
E 18TH AVE
E 19TH AVE
HILYARD ST
PATTERSON ST
ALDER ST
KINCAID ST
UNIVERSITY ST
AGATE ST
BEECH ST
ONYX ST
JOHNSON LANE
COLUMBIA ST
VILLARD ST
Riley
Barnhart
Chapman
Johnson
Collier House
Susan Campbell
Hendricks
Gerlinger
Gerlinger Annex
Schnitzer Museum of Art
Knight Library
Prince Lucien Campbell (PLC)
Condon
Education
Education Annex
Music
ECS
Clinical Services
YWCA
Pioneer
Cemetery
Carson
Hamilton
University Health and Counseling
Walton
Living Learning Center
Earl
Straub
Dept of Public Safety
Erb Memorial Union (EMU)
East Campus Graduate Village
Bean
Moss Street Children's Center
Museum of Natural and Cultural History
Many Nations Longhouse
Knight Law
LERC
Military Science
Olum
HEP
Eugene Fire Department
Agate
Agate House
Agate Playground
Bowerman Family
East Grandstand
West Grandstand
Artificial Turf Field
Hammer Field
Practice Track
Intramural Field
Student Recreation
Covered Tennis Courts
Esslinger
McArthur Court
Student Tennis


University of Oregon
Eugene, Oregon
Map illustrates areas accessible from all classroom buildings within 7 minutes of walking time.
● Classroom Building entrances used in study
Less Accessible Buildings
©2005 University of Oregon
InfoGraphics Lab
Department of Geography
Willamette River
Riverfront Innovation Center
Riverfront Research Park
Riverfront Fields
Bike Path
Millrace
MILLRACE DR
RIVERFRONT PKWY
FRANKLIN BLVD
Central Power Station
Facilities Services
Wilkinson House
Woodshop
Urban Farm
Villard
McKenzie
Computing
Lillis Business Complex
Chapman
Fenton
Deady
Friendly
Allen
Columbia
Volcanology
Pacific
Cascade
Willamette
Klamath
Onyx Bridge
Knight Library
Erb Memorial Union (EMU)
Collier House
Johnson
Education
Hendricks
Gerlinger
Gerlinger Annex
Susan Campbell
Prince Lucien Campbell (PLC)
Condon
Schnitzer Museum
Straub
Student Recreation Center
Esslinger
McArthur Court
Student Tennis
Bowerman Family
Hamilton
Bean
Museum of Natural and Cultural History
Knight Law
Many Nations Longhouse
LERC
Military Science
Agate
Agate House
Agate Playground
Practice Track
Moss Street Children's Center
East Campus Graduate Village
Music
Education Annex
Riley
Barnhart
Bookstore
Northwest Christian College
Sacred Heart Medical Center
VILLARD ST
MOSS ST
COLUMBIA ST
AGATE ST
ONYX ST
KINCAID ST
ALDER ST
HILYARD ST
PATTERSON ST
E 13TH AVE
E 15TH AVE
E 17TH AVE
E 18TH AVE
E 19TH AVE
E 14TH AVE
E 16TH AVE
E 11TH AVE
JOHNSON LANE

Appendix H: Planning Process to Update the Plan

Appendix I: City of Eugene Related Planning and Transportation Documents

The University hereby adopts by reference the following as they pertain to the University of Oregon and adjacent lands as they now exist or may hereafter be amended:

(a) *West University Refinement Plan*, adopted by the City Council of the City of Eugene April 14, 1982 by Resolution No. 3644;
(b) *Riverfront Park Study*, adopted by the City Council of the City of Eugene September 9, 1985 by Ordinance No. 19347;
(c) *Entrance Beautification Study*, adopted by the City Council of the City of Eugene October 27, 1986 by Ordinance No. 19418; and
(d) *19th and Agate Special Area Study*, adopted by the City Council of the City of Eugene July 11, 1988 by Ordinance No. 19564.
(e) *Fairmount/University of Oregon Special Area Study* adopted by the Eugene City Council September 27, 1982 and updated by the City Council of the City of Eugene March 8, 2004, ordinance No. 20312. [amended 4/8/03]
(f) *Transplan (The Eugene-Springfield Metropolitan Area Transportation Plan)*, 2002;
(g) *Central Area Transportation Study* (CATS), 1988; UPDATE??

Appendix J: City's Finding of Consistency

Insert City of Eugene lettering affirming that the *Campus Plan* is in compliance with the *Metropolitan Area General Plan.*

Introduction

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This document contains a body of policy statements intended to provide guidance to development of the University of Oregon campus in Eugene. Thus, it is the most recent in a series of documents which began with Ellis Lawrence's preparation of a "Block Plan" of the campus in 1914. Lawrence revised this initial effort in 1923 and prepared a major modification in 1932.[2]

The concepts of spatial organization contained in these early plans, which were reflective of Lawrence's Beaux-Arts training, are still evident on this campus seventy-five years later. Moreover, the policies expressed in this current document are intended to preserve and expand the network of interconnected quadrangles, squares, malls, and promenades which were characteristic of Lawrence's early development pattern.

In 1962 the University selected urban designer Lawrence Lackey to prepare a new campus plan. That document [3] provided some guidance for the post-war development of the campus, including the placement of Bean Hall, Oregon Hall, some science facilities, and an addition to the Knight Library. Two major campus structures built in the late 1960's, the Student Health Center and the Law Center, were not contemplated by the plan, and one of its main features--the development of academic buildings on the Pioneer Cemetery site--was never implemented.

By 1973 the need for a new plan was acknowledged, and the Center for Environmental Structure, headed by Christopher Alexander, was retained for that purpose. *The Oregon Experiment* [4] was the result of this collaboration between the Center and the University. Its principal characteristic is the establishment of a process for making development decisions on an ongoing basis as a replacement for the static "fixed image" master plan. This concept acknowledges the fact that although change will occur, the exact nature and magnitude of that change cannot be predicted with any degree of certainty, and that object-oriented plans

based on explicit assumptions about the future become outdated as that "future" becomes known.

This present planning document is intended to represent a continuation of these planning traditions. A large body of norms, traditions, and development policies has developed over the course of the institution's history, but has heretofore remained unwritten or at best recorded only in repetitive actions of individuals and groups engaged in campus development activities. The intent here is to

unify in a systematic way these norms, traditions, and policies with the essential elements of the Lawrence ideal and the fundamental principles of *The Oregon Experiment*.

In 1990 the Oregon State Board of Higher Education amended its Administrative Rules and Internal Management Directives. These amendments gave effect to its Coordination Plan created pursuant to the Land Conservation and Development Commission rule related to State Agency Coordination.[5] The Board's Rule[6] provides that each institution formulate "a long-range campus development plan [which is to be] reviewed with officials of the local jurisdiction for conformance with the local acknowledged Comprehensive Plan." The Internal Management Directives[7] prescribe the minimum contents of such a campus development plan as follows:

* an identification of Board-approved campus boundaries

* land development characteristics

* aesthetic considerations

* location of facilities serving the various programs of the institution

* location of sites for proposed facilities

* student housing

* relationship to the surrounding neighborhood

* infrastructure to support the programs, students, faculty, staff, and facilities

This current document is intended to comply with this requirement in a way that honors the established campus planning process.

Assumptions

This current plan document is based on a number of assumptions:

1. The fundamental precepts of the University's mission will remain unchanged, and the University of Oregon will continue to exist as a quality institution of higher education.

2. The physical plant of the University is intended to support these institutional missions and should be responsive to its programmatic needs.

3. Existing organizational and working relationships among the University, the State System of Higher Education, other State agencies, and local governments, will continue essentially unchanged.

4. Specific programs, enrollment levels, and environmental circumstances of the University of Oregon

will change over time in ways and amounts that cannot be determined in advance within a meaningful degree of accuracy.

5. The University of Oregon will continue to be a part of the Eugene-Springfield urban community. Except as may be needed to accommodate a few specialized programs or activities, no major land acquisition will occur outside the presently approved campus boundaries.

Plan Review and Revision

As noted above, this planning document provides for regular and almost routine adjustment to reflect shifts in program requirements, enrollment levels and characteristics, and similar particulars. This continuous adjustment should occur as a result of the plan's provisions for:

* regularizing the connection between the University's academic program and physical planning processes;

* preparation of a biennial implementation plan as part of the capital construction budgeting process;

* recognition of site and schematic plans for individual projects as refinements of the long range campus development plan; and

* reliance on the preparation and adoption of special-purpose and functional plans for giving detailed effect to the more general policies articulated in the long range campus development plan.

However, regardless of the flexibility built into this document, it is entirely possible that circumstances will change in a way and to an extent that would invalidate the basic assumptions and development objectives upon which the plan is based. Thus, it will be important to regularly undertake periodic review of these fundamentals and to modify the planning policies as warranted. In recognition of this dynamic quality, the Oregon State Board of Higher Education requires that the Plan again be reviewed by the Board for sufficiency and currency no later than 1996.

It is more likely that changes of this sort will result from shifts in attitudes, perceptions, programs, and directives emanating from outside the institution than from changing directions originating within the University. In order to be in a better position to predict and understand the consequences of these external pressures, the plan provides for sustained involvement of the larger community in the campus planning process. This involvement also should be viewed as a vehicle within which the University could serve as a responsible, proactive change agent.

Routine monitoring of development priorities and activities in the community as a whole and on and adjacent to the campus in particular is envisioned as a primary responsibility of the University/

Community Liaison Committee. The plan calls for continued University participation in that group. Regular contact between the leadership of state and local governments and campus area neighborhood organizations provides an additional opportunity for this continuous monitoring activity.

The Eugene-Springfield community has established a regular schedule for reviewing and updating the Eugene-Springfield Metropolitan Area Plan and its various functional plans. A periodic review and revision of the University's Long Range Campus Development Plan should be undertaken on a schedule that will permit the University to suggest modifications to the Metropolitan Area Plan for consideration in the routine course of these cyclical updates. A listing of issues that have been identified for inclusion in this process is included in the Appendix.

I. Application of Planning Policies and Standards

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Level 1. General University development policies and standards

Level 1 policies and standards are intended to be expressions of the University's overall aspirations with respect to the physical development of its major properties. Policies and standards adopted at this level apply:

1. to University-owned properties on or adjacent to the Eugene campus as shown on Map 1;

2. as appropriate, to the following major off-campus properties:

a. Westmoreland

b. Amazon

c. Autzen Stadium

Level 1 policies and standards do not apply to University-owned endowment properties, to the Oregon Institute of Marine Biology, to Pine Mountain Observatory, to the University Inn, Riley Hall, McMorran and Washburn Houses, or other single-structure facilities not included within the Approved Campus Boundaries. They do not apply to properties owned by the University of Oregon Foundation located outside the Approved Campus Boundaries, nor to University-owned property leased to others on a long-term basis.

Level 2. Sector Development policies and standards

Level 2 policies and standards are intended to provide more specific guidance for developments in the part of the campus to which they apply. They are to be applied *in addition* to Level 1 policies and standards. The areas identified for Level 2 application are shown on Map 2.

Level 3. Special and/or single-subject plans

Level 3 plans are developed as the consequence of:

1. special-purpose studies of a single subject or a few closely related subjects (campus lighting and alarm systems and the designation of historic buildings and spaces are examples);

2. schematic designs and/or siting studies undertaken in connection with specific construction projects, including site plans filed in connection with conditional use permit applications.

Plans adopted at this level are refinements and amplifications of the more general policies and standards adopted at Levels 1 and 2 and need to be consistent with them. When adopted, these proposals become part of the University's Long Range Campus Development Plan.

II. Process Mechanisms: Internal Processes

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Processes for adoption, amendment, refinement, and amplification of policies and standards included as part of the University's Long Range Campus Development Plan acknowledge the relationship between campus physical facilities and the institutional mission these facilities are intended to support. They also recognize that certain University development policies and activities affect the nature of adjacent neighborhoods and the community as a whole, and that there is a need to coordinate the way in which institutional requirements are satisfied with established planning policies and precepts adopted by the larger community. To these ends, the following procedures are adopted:

Policy and standard formulation and adoption

Adoption or amendment of Level 1 and Level 2 policies and standards shall be by action of the University President upon recommendation of the Campus Planning Committee. Before formulating a recommendation to the President, the Campus Planning Committee shall hold a public hearing, giving notice as follows:

For Level 1 and Level 2 Policies and Standards

Notice of a hearing on the adoption or amendment of Level 1 or Level 2 policies or standards shall be given in writing and by regular mail to the Director of the Eugene Planning Department and to a designated representative of each recognized neighborhood organization which abuts the campus at least 45 days prior to the date of the hearing. Notice of the hearing also shall be given by publication in the Oregon Daily Emerald at least 10 days prior to the date of the hearing. Other means of providing notice of these hearings shall be employed to the maximum extent feasible.

For Level 3 Plans

The review and recommendation on Level 3 plans shall occur in accordance with procedures established by the Campus Planning Committee. In addition to notifying members of the campus community who are most directly affected by the proposed development, notice will be provided in the same way and at the same time to the Eugene Planning Director and to the designated representative of each neighborhood organization which abuts the campus.

Coordination with Academic Program Planning

1. At the conclusion of each Academic Program Planning cycle, the Campus Planning Committee, in consultation with the Office of the Provost and affected program units, shall identify modifications in the Long Range Campus Development Plan that appear to be necessary or warranted in order to more appropriately support the Academic Program Plan. The Committee may, upon its own motion or upon request of the Provost, institute the process of amending the Long Range Campus Development Plan.

2. Each biennium, as part of the preparation of the University's capital construction budget proposal, project proposals received from academic units will be referred to the Provost for review and comment. Comments received from the Provost will be forwarded to the Campus Planning Committee for consideration in formulating its recommendation to the President.

Biennial Implementation Plan

Each biennium, as part of the preparation of the University's capital construction budget proposal, siting opportunities shall be identified for projects proposed for funding in the biennia covered by the submittal. The documentation of potential building sites is considered an implementation strategy and not an amendment to the Long Range Development Plan. Identified siting opportunities are to be consistent with the adopted Long Range Campus Development Plan, or otherwise, appropriate amendments to the plan are to be separately initiated.

1. For each project proposed for funding in the first biennium covered by the submittal, a program-specific site or alternative sites are to be identified. The identification of these project siting opportunities does not preclude development of the project on another site which is consistent with the Long Range Campus Development Plan, should more detailed design studies indicate the desirability of

a different location. In the event another site is selected, notice of the site plan or schematics review of the affected project shall be given as for Level 1 and Level 2 policies.

2. For projects proposed for funding in subsequent biennia, the Campus Planning Committee shall determine that, in the aggregate, sufficient siting opportunities exist to accommodate proposed developments.

Project Development and Review

Individual facilities projects undertaken at the University of Oregon are classified into two major groups: (1) facilities improvements financed wholly by gift funds and administered by the University of Oregon Foundation and (2) all other facilities improvements projects. Projects in both categories must be consistent with the Long Range Campus Development Plan.

1. Projects that are privately financed and administered by the University of Oregon Foundation shall be undertaken in accordance with the provisions of "University of Oregon Foundation Guidelines for Facility Improvements Financed From Donations," first adopted by the University, the University of Oregon Foundation, and the Oregon State Board of Higher Education on August 10, 1983.

2. All other projects shall be undertaken in accordance with applicable provisions of the Administrative Rules and Internal Management Directives of the Oregon State Board of Higher Education.

3. All capital construction, capital improvement and capital repair projects referenced in paragraph (2) above shall be referred to the University Planner for analysis and determination of consistency with the provisions of the Long Range Campus Development Plan.

(a) Projects that involve new construction or modification of outdoor spaces or interior spaces with significant public exposure shall be reviewed in public session by the Campus Planning Committee. The Committee may delegate such review to an appropriate subcommittee. Notice of review sessions will be given as for Level 3 plans.

(b) Projects of a routine maintenance nature or those which do not involve outdoor spaces or significant public interior spaces may, but need not, be submitted for review by the Campus Planning Committee.

4. The record of the Campus Planning Committee meeting at which a recommendation is formulated is to include a recitation of findings in support of the Committee recommendation. A Campus Planning Committee recommendation to the President may be appealed by a member of the Committee, by the University/Community Liaison Committee in a manner as provided by the U/CLC by-laws, by a member organization of the U/CLC, or by a recognized neighborhood organization affected by the recommendation. The appeal is to be filed with the Vice President for Administration, who shall establish a date and time for a hearing on the issue. The Vice President shall conduct the hearing and develop findings as a basis for ruling on the appeal. The Vice President may delegate these

responsibilities.

III. Process Mechanisms: Coordination with External Agencies/ Interests

Return to Table of Contents

1. The University hereby adopts by reference the following as they pertain to the University of Oregon and adjacent lands as they now exist or may hereafter be amended:

(a) *West University Refinement Plan*, adopted by the City Council of the City of Eugene April 14, 1982 by Resolution No. 3644;

(b) *Riverfront Park Study*, adopted by the City Council of the City of Eugene September 9, 1985 by Ordinance No. 19347;

(c) *Entrance Beautification Study*, adopted by the City Council of the City of Eugene October 27, 1986 by Ordinance No. 19418; and

(d) *19th and Agate Special Area Study*, adopted by the City Council of the City of Eugene July 11, 1988 by Ordinance No. 19564.

(e) Fairmount/University of Oregon Special Area Study adopted by the Eugene City Council September 27, 1982 and updated by the City Council of the City of Eugene March 8, 2004, ordinance No. 20312. [amended 4/8/03]

2. It is the University's intent to extend to other adjacent neighborhoods the same opportunities for review of University development activities that are available to the Fairmount Neighborhood by virtue of the University's adoption of its East Campus development policy. In consideration of this intent, the University will provide notice of proposed development activities. This notice will be provided as indicated below, and the process for review will include

opportunity for timely review and comment by the affected neighborhood.

(a) Notice to the neighborhoods shall be given in writing and delivered by regular mail to the presiding officer of the neighborhood organization. This provision is not intended to restrict the delivery of notice to other individuals by other means.

(b) Notice of the intent to apply for a site review by the City of Eugene shall be given at least 45 days

prior to the date that the application is filed with the City. The intent of this procedure is to allow for maximum participation of the neighborhood in the review of such proposals and to attempt to reach agreement with the neighborhood prior to entering site review discussions with the City. The Planning Office shall make every reasonable effort to arrange for a meeting or series of meetings between appropriate University officials and officially designated neighborhood representatives to discuss the proposal and resolve any concerns that may be expressed.

(c) Notice of the intent to apply for a conditional use permit shall be given not less than 15 days prior to the date the application is formally filed with the City. To the maximum extent possible, neighborhood concerns shall be addressed in the application by the University. Discussions with the neighborhood shall continue through the period that the application is being processed by the City to the extent that they appear to be necessary to resolve outstanding issues.

(d) The University will endeavor to provide opportunities for an exchange of information about proposals, separate from the required public hearings. These informational sessions will be held at times and places and will be publicized in a manner that will encourage maximum participation by the campus community and University neighbors.

3. The University reaffirms its continued participation in the University/ Community Liaison Committee and will continue to use that organization as a forum for addressing land use, transportation, or other physical planning issues affecting the University and surrounding neighborhoods, and for discussing and assessing the possible consequences of planning and development activities in the area which could affect institutions or neighborhood organizations.

4. When neighborhood representatives are included on University user groups, they shall be appointed by the Chair of the Campus Planning Committee from nominees submitted by the neighborhood organization represented.

5. A Campus Planning Committee recommendation to the President may be appealed by a member of the Committee, by the University/Community Liaison Committee in a manner as provided by the U/CLC by-laws, by a member organization of the U/CLC, or by a recognized neighborhood organization affected by the recommendation. The appeal is to be filed with the Vice President for Administration, who shall establish a date and time for a hearing on the issue. The Vice President shall conduct the hearing and develop findings as a basis for ruling on the appeal. The Vice President may delegate these responsibilities.

IV. General Development Precepts and Policies

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Fundamental precepts

1. The University of Oregon's Long Range Campus Development Plan is viewed as an extension and elaboration of the planning process adopted by the University in 1974, known as *The Oregon Experiment* , and not as a substitution for it.

2. The University reaffirms the six basic principles articulated in *The Oregon Experiment* as the underlying premises of the University's Long Range Campus Development Plan. They are:

(a) The principle of *organic order*, which suggests that development of the campus be guided by explicitly debated and approved basic policies or "patterns," which articulate shared traditions and understandings of the University community, rather than by a "fixed image" master plan;

(b) The principle of *piecemeal growth*, or *continuous adaptation*, acknowledges that the development of the campus gradually occurs as the result of separate acts of new construction, repair, rehabilitation, and remodeling, which take place over time. The principle suggests that, although there will be need for large projects from time to time, available funds be distributed in a way that allows for continuous care and improvement of all of the campus.

(c) The principle of *patterns* establishes a means of articulating commonly held values as they pertain to the campus environment. Patterns are design statements that describe and analyze project-related issues and suggest ways in which those issues might be resolved. Patterns that are to be considered and addressed at various levels are identified in appropriate places in this planning document.

(d) The principle of *diagnosis* establishes that in order to provide a general context to direct the regenerative processes of continuous adaptation and repair, a periodic analysis of the present state of the campus is required. The principle of diagnosis is embodied in the provisions of this document related to Coordination with Academic Program Planning and the Biennial Implementation Plan. Additionally, a site diagnosis, in appropriate scope and detail, shall precede the development of schematic designs for any project. Such a diagnosis may be used as the basis for soliciting the interest of consultants for services in connection with such projects.

(e) The principle of *participation* is reaffirmed as the cornerstone of the University planning process and is viewed as an extension of an established tradition in the State of Oregon generally and at the University of Oregon in particular. A user group, which may include community members and neighborhood representatives, shall be appointed by the Chair of the Campus Planning Committee for each project and development activity to which this plan applies. This principle also is embodied in the review processes articulated in this plan.

(f) The principle of *coordination* recognizes that the institution as an entity has interests that must be accounted for, and that coordination of separate development activities is essential if they are to result in the emergence of organic order. The Campus Planning Committee is charged with the responsibility for

providing this coordinative function and is authorized to establish rules and procedures for discharging this responsibility.

Operational Precepts

1. Facilities of the University of Oregon are intended to support the institution's missions in teaching, research, and service to the State. Buildings and the spaces within them belong to the State of Oregon and are allocated for use by the University to various programs and activities within the University, in accord with relevant guidelines established by the Oregon State Board of Higher Education. The construction and use of these facilities must reflect University programmatic objectives and conceptual ideals.

2. While recognizing the need to plan in a way that enables the University to respond quickly to opportunities for facilities improvement as they emerge, the University will emphasize long range planning and the importance of maintaining continuity in development decisions over time.

3. The University will continue to improve opportunities for broadly-based participation in facilities planning. Planning decisions, however, will be based primarily on overall institutional objectives and secondarily on departmental and/or non-institutional concerns.

V. Land Development Policies

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Level 1 Policies and Standards

The following policies and standards are to be applied campus-wide.

1. The policy of the University is to encourage preservation, completion and/or extension of the fundamental and historic concepts of spatial organization of the campus. The University of Oregon campus is organized as a system of quadrangles, malls, and other open spaces. The quadrangles are formed and framed by the fronts of three- and four-storey buildings on the long sides and by a monumental building at one end. They are connected to other quadrangles by malls which transect them near one end.

(a) This organizational framework not only functions well, but serves as a physical representation of the University's heritage, and should be preserved, completed, and extended as opportunities arise. A few building sites on established quadrangles remain to be developed. They should be reserved for significant academic buildings that will contribute to the overall character of the space as well as

promote the other policies of this plan.

(b) Preservation of this organizational framework requires that the open spaces in quadrangles, malls, and view corridors be protected from encroachment. For this reason, no development shall occur in the significant open spaces identified on Map 3 except as this prohibition is specifically modified by applicable Level 2 policies.

2. The continuity of the University's campus environment over time also is materially affected by the character and architectural style of the buildings that are constructed. In order to achieve this continuity, the design of new buildings is to be compatible and harmonious with the design of adjacent buildings, though they need not (and in some cases should not) mimic them. Quality standards as provided in Chapter VII are to be observed.

3. To the maximum extent possible, major instructional facilities are to be located within an instructional core that can be traversed in a six- to seven- minute walk.

(a) Facilities housing instructional activities scheduled in accordance with the University's 50-minute daily time schedule should be located so that students and faculty can walk safely from one class to another within the ten minutes allowed between class changes. Generally this would

result in the establishment of an instructional core of about 3,000 feet in diameter. However, some fixed features which provide barriers to pedestrian travel (e.g., Franklin Blvd.) need to be accounted for in establishing this area.

(b) In order to maximize the opportunities over time for concentrating such instructional activities within this finite area, instructionally related administrative programs, activities, and offices that can function satisfactorily without proximity to major instructional spaces should be situated on the periphery of the instructional core to the greatest extent possible.

4. All plans developed at Level 3 for individual building projects shall identify existing uses and activities that will be displaced by the proposed project, together with plans for replacement thereof. Unless the President specifically agrees to the contrary in advance, or unless provisions for these replacement uses are included in a separately authorized project, sufficient funds for accommodating the required replacement shall be included in the budget for the proposed project. In the case of replacing vehicle parking, consideration shall be given to the location of replacement facilities. The replacement spaces should be sited to serve the same general area as the spaces being replaced.

5. All plans adopted at Level 3 for individual building projects shall include an assessment of utility systems and other infrastructure improvements required to support the project. Unless the President specifically agrees to the contrary in advance, or unless provisions for these improvements are included in a separately authorized project, sufficient funds for effecting the required infrastructure improvements shall be included in the budget for the proposed project.

6. In addition to complying with applicable Federal and State requirements, it is the University's policy to make all new facilities completely and conveniently accessible to disabled individuals. Main entrances, offices, classrooms, laboratories, and other assignable spaces, and restrooms and general circulation spaces in new facilities are to be designed and constructed accordingly. Exceptions to this policy shall be made only in consultation with and with the concurrence of the University's Office of Affirmative Action and the State System of Higher Education.

7. The following patterns are by this reference adopted as Level 1 policies,

and consideration of each of them is to be specifically included in any development to which this plan applies. *N.B. The précis following each pattern title is included only to provide the gist of the pattern and is not intended to substitute for the pattern. The summary text of each pattern is included in the Appendix.*

(a) Site Repair

Take advantage of opportunities offered by building projects to improve the overall quality of that part of the campus in which the project is situated. Build on the worst part of the site, preserve the best.

(b) Four-Storey Limit

Generally avoid buildings which exceed four stories in height above grade.

(c) Quiet Backs

Connect buildings to a quiet space, removed and buffered from adjacent sources of noise.

(d) Accessible Green

Maintain an open space in proximity to all buildings.

(e) Small Public Squares

At activity nodes along important pathways, create small squares, between 45 and 60 feet in width, to accommodate small gatherings.

(f) South Facing Outdoors

Buildings should be designed to create south-facing outdoor spaces whenever possible.

(g) Main Gateways

Mark major entrances to the campus in a way that identifies the campus as a special precinct within the larger community.

(h) Positive Outdoor Space

Place and form buildings to define and partially enclose outdoor space.

(i) Building Complex

Generally, campus buildings should be built at a human scale; large space requirements should be met by grouping smaller buildings and connecting them.

(j) University Streets

Major campus activities should front on public streets which are essentially pedestrian in nature; new buildings should either connect to or extend these streets.

(k) Main Entrance

Main entrances to buildings should be distinctive and easily identifiable from principal approaches.

(l) Family of Entrances

Outside entrances to separate realms of a building or to separate buildings in a complex should be roughly similar and visible from each other.

(m) Promenade

A major pedestrian way, centrally located with main attractors at each end, should be developed in a way that links principal activity nodes.

(n) Activity Nodes

Create small centers of activity, separated by quiet space.

(o) Connected Buildings

Connect new buildings to existing structures wherever possible.

(p) Operable Windows

In the absence of compelling reasons to the contrary, all exterior windows are to be operable.

(q) Sustainable Development

All development, redevelopment, and remodeling on the University of Oregon campus shall incorporate sustainable design principles including existing and future land use, landscaping, building, and transportation plans. [Refer to the Level 3 Sustainable Development Plan]

Level 2 Policies and Standards

1. In order to preserve the historic character of the University campus as a setting conducive to thoughtful and reflective endeavor, while at the same time allowing for accommodation of needed new facilities, the University adopts the "desirable" and "maximum" densities in Table 1 for each of the areas indicated on Map 2. "Desirable" densities are those that would appear to be effective in achieving this goal. No development shall result in a density in excess of the established "maximum" density.

2. In addition to the patterns adopted at Level 1, planning for development shall include consideration of patterns identified in Table 2 as appropriate to the area in which the proposed development is to occur, as delineated on Map 2. This policy is not intended to limit the consideration of patterns to those identified; to the extent deemed appropriate, other patterns should be consulted and/or developed.

3. In addition to policies adopted at Level 1, development shall account for the special conditions described for each area identified below (beginning on page 19). Table

Matrix Areas 01, 02, 04

These areas are within the Riverfront Research Park. Development for that purpose is to be consistent with the RRP Design Guidelines and relevant provisions of the RRP Conditional Use Permit.

The South Bank Soccer Field is included in this area. It shall remain for use by and under the control of the University. Other uses of land in this area for University purposes might be appropriate on an interim basis. However, except for the South Bank Soccer Field, non-RRP uses should be considered temporary and subject to relocation. Terms and conditions of temporary occupancy or use are to be agreed upon prior to location in these areas.

Area 03

This area is within the Riverfront Research Park. Development for that purpose is to be consistent with the RRP Design Guidelines and relevant provisions of the RRP Conditional Use Permit.

Existing uses will continue until the property is required for Riverfront Research Park development. Other uses, including additional building and land improvements, may be appropriate but should be considered temporary in nature. Terms and conditions of temporary occupancy or use are to be agreed upon prior to location in the area.

Area 05

This area is currently used by activities associated with the School of Architecture and Allied Arts and is not included within the Riverfront Research Park. Development of this area is to be consistent with the Conditional Use Permit issued in connection with the AAA North Site Additions and Alterations project. Greenway review by the City of Eugene also is required.

1. The academic program of the school includes certain activities involving uses that are somewhat "industrial" in nature and that may not be compatible with more traditional campus activities. Space within this area should be reserved for expansion of these uses.

2. Potential additional building sites are limited by the need to maintain adequate active open space for outdoor uses associated with the academic program of the school, including the Urban Farm program.

3. Franklin Boulevard separates this area from the main campus. In order to minimize dangers to pedestrians and bicyclists, programs located in North Site facilities should be limited to those which do not encourage frequent crossing of Franklin Boulevard (e.g., two- to four-hour studio sessions are preferred over 50-minute class sessions).

4. Gallery Street is a major pedestrian and bicycle route through the area and is to be protected from encroachment by buildings. It provides an opportunity for alignment of a pedestrian crossing of Franklin Boulevard connecting to Science Green on the main campus. If this crossing is grade separated, its approaches should be designed in a way that neither hinder access between eastern and western portions of the site nor reduce the capacity of the University parking lot at the intersection of Gallery Street and Franklin Boulevard.

Area 11

This area is part of the original University campus, and it continues to be a major part of the academic core. Although not particularly densely developed, the requirements for passive open space preclude additional development in significant amounts. An addition to the Law Library and vertical expansion of the Law Center for offices were envisioned as part of the original design of that building.

1. Further development of 13th Avenue frontage is to be avoided.

2. Proposals for development in this area need to account for preserving and strengthening (a) the north-

south axis from the Dads' Gates south to Gilbert, (b) the east-west view corridor from Kincaid and 12th Avenue to Deady Hall, and (c) the Old Campus Quad. Additions to the Gilbert bridge building are allowed to extend into the north-south axis from Dads' Gates to the Memorial Quadrangle to the extent that they enhance this axis. [amended 12/17/99]

3. Additions to existing buildings are to be compatible in terms of materials and general character with the original building being improved. New buildings should be compatible with the style of adjacent buildings, particularly with respect to orientation, massing, scale, and materials.

Area 12

This area is that part of the "old campus" included within the site boundaries of the Deady and Villard Halls National Historic Landmark. The buildings also have been designated as City landmarks by the City of Eugene.

1. Except as modified by policies below, policies adopted for Area 11 also shall apply to this Area.

2. Alteration of either Deady Hall or Villard Hall is subject to the provisions of the *Secretary of the Interior's Standards for Rehabilitation and Guidelines for Rehabilitating Historic Buildings* (January 1980 rev.), whether or not the proposed work is supported by federal funds.

3. Plans for alteration of either Deady Hall or Villard Hall or for new construction within the site boundaries shall be submitted to the State Historic Preservation Office for review. If the proposed alteration is being financed without federal funds, the SHPO review is considered advisory. Additionally, an Application for Alteration to a City Historic Property shall be filed with the City of Eugene for review in accordance with applicable provisions of the City Code.

4. The open space within which the Condon Oaks are situated is to be preserved. Some outdoor furniture and similar accessories intended to aid in the enjoyment of this special area would be appropriate.

Area 13

This area comprises the balance of the original campus plus a portion of University Street vacated by the City of Eugene. Lawrence, Allen, and Friendly Halls are situated in this area. For all practical purposes the area is developed to capacity, and additional academic program space will need to be developed from modest vertical expansion or from reassignment of existing space. Plans for the most recent improvement to Lawrence Hall envisioned the eventual addition of another floor. Vertical expansion of the newer portion of Allen Hall also has been deemed possible.

1. Policies adopted for Area 11 also shall apply to this Area.

2. The Lawrence Hall view corridor and the Old Campus Quad are to be protected and enhanced.

Outdoor furniture and similar accessories intended to aid in the enjoyment of these areas would be appropriate.

Area 14

Most of the University's facilities devoted to supporting research and instruction in the sciences are located in this area. As the result of a major facilities improvement program undertaken between 1984 and 1991, the area is the most densely developed of any area on campus. Even so, modest increases in footprint and gross floor area are possible. The area now includes eleven separate buildings, most of which are connected to one another. Because of its proximity to Franklin Boulevard, a major state highway route, the area is highly visible to the general public. For many people traveling through the community, it may be the only visual impression of the University campus.

1. The University should take advantage of every opportunity to improve the visual qualities of the area from Franklin Boulevard. This Plan adopts by reference the City of Eugene's *Entrance Beautification Study* as it affects the Franklin Boulevard area.

2. Science Green, the quadrangle planned as part of the Science Facilities Additions and Alterations project, is intended to ultimately provide an opportunity for connection to Gallery Street on the north side of Franklin Boulevard. This area is to be protected and enhanced and should be given serious consideration as a location for a pedestrian and bicycle crossing of Franklin Boulevard.

Area 15

This area includes the Memorial Quadrangle and the buildings fronting on it. The quadrangle, the original 1935 library building, and the Museum of Art are included on the National Register of Historic Places. The 1966 addition to the Knight Library is within the National Register boundary, but that portion of the building has been determined to be "non-contributory" to the historic designation.

1. Alteration of either the original portion of the Knight Library or the Museum of Art is subject to the provisions of the *Secretary of the Interior's Standards for Rehabilitation and Guidelines for Rehabilitating Historic Buildings* (January 1980 rev.), whether or not the proposed work is supported by federal funds. Review by the City of Eugene's Historic Review Board also is required.

2. Any new construction, repair, or replacement within or abutting the Memorial Quadrangle shall acknowledge the special significance to the University of that ensemble of buildings and open spaces. The placement and orientation of new buildings or additions to existing buildings, the general character of architectural design, and the selection of materials and accessories are to reflect the qualities of adjacent buildings or the area as a whole.

Area 16

This area, sometimes identified as the Southwest Campus, includes facilities used primarily by the College of Education and the School of Music. A major field space used for instruction for physical education, by Music for marching band practice, and for organized and informal recreational activities also is situated in the area. Some of the currently planned addition to the Knight Library will occupy a portion of the area.

1. The policies articulated in the *Southwest Campus Study Part 1: Policy Statements and Implementation* (May 1989), except those specifically related to the addition of a parking structure on the Alder Street site, are by this reference accepted as Level 2 policies for this area.

Area 17

This area presently is devoted entirely to off-street parking. It occupies a strategic position as the western terminus of the east-west promenade, which is anchored at the eastern end by the Erb Memorial Union.

1. Subject to satisfaction of the Level 1 policy regarding replacement of existing uses, this area provides an opportunity for siting of a major campus building which, if constructed, should serve as an appropriate terminus of the promenade identified on Map 3.

Area 18

This area, currently used for parking, is separated from the main campus by 11th Avenue and is quite visible to the general public. Every opportunity should be taken to improve the visual qualities of this area. New development should be limited to uses that do not encourage frequent crossings of 11th Avenue (e.g. avoid facilities designed for 50-minute class sessions). [amended 12/17/99]

Areas 21, 22 and 23

These areas are occupied by Oregon Hall, the Student Health Center, and a major parking lot. These areas combine to provide a main entrance to the campus from Franklin Boulevard. The eventual expansion of Oregon Hall by the addition of two floors to the tower part of the building and a small addition to the Student Health Center are contemplated, as is the development of a portion of Area 22 for a major campus building.

1. The University should take advantage of every opportunity to improve the visual qualities of the area from Franklin Boulevard. This Plan adopts by reference the City of Eugene's *Entrance Beautification Study* as it affects the Franklin Boulevard area.

2. The areas collectively provide an opportunity for the development of a major gateway to the campus, and plans for improvements in any of these areas should respond to that opportunity. Approaches to the intersection of 13th and Agate, as well as the intersection itself, are particularly important in this respect.

3. Development of a building on the existing parking lot in Area 22 is subject to the Level 1 policy regarding the replacement of existing uses.

4. The triangular open space north of Williams' Bakery and east of Columbia Street is to remain as open space. That parcel should not be landscaped in a way that obscures the view of the bakery, although the installation of a small sitting space and a modest sculptural or water feature would be appropriate improvements.

Area 24

This area includes Johnson Hall and the Collier House, both of which have been recognized as of historic significance. A small portion of the National Historic Site associated with the Museum of Art also lies within this area. Two other buildings in the area, Susan Campbell and Hendricks Halls, were built originally as dormitories but now serve as office buildings which primarily but not exclusively house administrative functions. These buildings are included on the OSSHE list of historically significant buildings, but have not yet been designated as National Historic Places.

1. Improvements situated within the boundaries of the Johnson Hall or Museum of Art National Historic Places are subject to the provisions of the *Secretary of the Interior's Standards for Rehabilitation and Guidelines for Rehabilitating Historic Buildings* (January 1980 rev.), as they may be modified to provide for achieving accessibility in historic buildings, whether or not the proposed work is supported by federal funds. Review by the City of Eugene's Historic Review Board also is required for these buildings.

2. Proposals for alteration to the Collier House and/or its site are subject to review by the City of Eugene under provisions of the Eugene Code relating to H Historic Districts.

3. New buildings built within the area shall be designed to reinforce the east-west promenade that bisects the area and to complete development of the outdoor space framed on the south by Hendricks and Susan Campbell Halls.

4. The view corridor that exists from "The Pioneer Mother" through the Johnson Hall lobby to "The Pioneer" (located in Area 13) is to be preserved.

Area 31

This area includes the Erb Memorial Union and the open space that surrounds it, including a relatively formal open space bounded by the EMU visitors' parking lot, University Street, 15th Avenue, and Onyx Street.

1. In addition to review processes established in Sections II and III of this plan, proposals for

development in this area are to be reviewed by the Erb Memorial Union Board of Directors. This policy does not extend to proposals for development in the formal open space south of the EMU visitors' parking lot.

Areas 41 and 42

Areas 41 and 42 These areas are devoted exclusively to residential halls and related activity and open spaces with the exception of Straub Hall. Minor adjustments in footprint and gross floor area are possible, but for all practical purposes, both areas are considered fully developed.

1. Existing recreation spaces, both active and passive, located in these areas are essential elements and are to be preserved and, wherever possible, enhanced.

2. The promenade that extends from the EMU to the Hamilton/Bean Green is to be preserved as a major pedestrian pathway. [amended 2/19/04]

Area 50

This area is presently occupied by student housing.

1. Its use for housing is preferred, but an institutional use of a different sort would not be inappropriate.

2. The area is included in the 19th and Agate Special Area Study. Proposals for its redevelopment are to consider applicable policies articulated in that study and conform to development standards imposed by the City of Eugene. [amended 4/08/03]

Areas 51-59

These areas are primarily occupied by low-density housing for student families, although a few institutional uses are sprinkled throughout the area.

1. These areas are within the boundaries of the 2003 Development Policy for the East Campus Area and the Fairmount/UO Special Area Study. Development shall follow the policies and standards adopted in that policy and the refinement plan.

2. Analytical Area 59 is included in the 19th and Agate Special Area Study, and proposals for its redevelopment are to consider applicable policies articulated in that study and conform to development standards imposed by the City of Eugene. [amended 4/08/03]

Area 61

This area includes Gerlinger Hall, the Gerlinger instructional field. and Gerlinger annex and performance plaza. A very small enlargement of Gerlinger Annex may be possible, but significant increases in buildings should be avoided.

1. Gerlinger Hall has been designated by the Oregon State Board of Higher Education as a building of prime historic significance. Although it is not included on the National Register of Historic Places, modifications to it are to be consistent with the Secretary of the Interior's Standards for Rehabilitation and Guidelines for Rehabilitating Historic Buildings (January 1980 rev.).

2. The open space south of Gerlinger Hall is an important adjunct to the building and is to be preserved.

3. The east entry to Gerlinger serves as the major entry to the Gerlinger Alumni Lounge. Any improvements to the east side of the building should enhance that entryway; modifications that would diminish the importance of that entrance are to be avoided.

Area 62

This large "superblock" includes Esslinger Hall, McArthur Court, the Hayward Field complex, the covered tennis courts and handball/racquetball courts, and an array of developed instructional and recreational fields.

1. The large open spaces situated within this area are required to meet the demands of instructional programs and recreational needs of students. These open spaces are regarded as essential University resources to be managed in a way that maximizes their benefit to the University community as a whole, and they ought not be considered as available building sites simply because they are open.

2. New buildings or the expansion of existing buildings in this area are to be sited in a way that preserves field spaces of usable size and shape.

3. Buildings developed at the intersection of 15th and Agate are to acknowledge the importance of that intersection.

Area 71-75

These areas includes a mix of institutional structures and some low-density student housing units.

1. These areas are within the boundaries of the2003 Development Policy for the East Campus Area and the Fairmount/UO Special Area Study. Development shall follow the policies and standards adopted in that policy and the refinement plan.

2. Analytical Area 74 is included in the 19th and Agate Special Area Study, and proposals for its

redevelopment are to consider applicable policies articulated in that study and conform to development standards imposed by the City of Eugene. [amended 4/08/03]

VI. Building Space Use and Development Policies

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Level 1 Policies

The following policies and standards are to be applied campus-wide when considering interior renovations and assignment or reassignment of space within existing buildings and spaces.

1. The University and State System recognize that spaces do not work properly if they are either overcrowded or under-used. The Board's planning and design standards for space utilization do not address all space needs of the University, and space proposed for allocation to various functions always is to be justified on the basis of demonstrated need.

2. In the absence of exceptional circumstances, space equity issues are not to be resolved by reducing all affected units to the lowest common denominator.

3. To the extent possible, program components are to be situated in adjacent or reasonably proximate facilities. The intent of this policy is to facilitate the administration and management of resources available to program units; to provide more effectively for informal interaction among faculty, staff, and students; and to assist in the development of cohesive communities of intellectual interest.

4. Siting of program spaces should provide opportunities for continued proximity in consideration of probable future program growth and the resultant need for facility expansion and adaptation.

5. Some activities which are essential ingredients of established programs have characteristics that render them incompatible with other activities, even within the same community of interest. Kilns, foundries, machine shops, and heavy nighttime occupancies are examples. Activities of this sort need to be located in such a way as to minimize the resulting conflicts.

6. It is the University's policy to encourage interaction which enhances a free and open exchange of ideas that is characteristic of a University. To this end, the University recognizes the importance of providing some physical place that can serve to establish an identity for each department and to contribute to the coalescence of communities of interest.

7. The University also acknowledges that the development and dissemination of knowledge in a

complex society often involves the interaction of a number of disciplinary interests. Opportunities for establishing and/or enhancing interactions among related disciplines and activities are to be evaluated in the process of siting new or expanded facilities.

8. Except in unusual circumstances, the priority for space in facilities situated within the instructional core should be given to programs and activities which are directly affected by the University's 50-minute daily time schedule or which can function satisfactorily only in proximity to major instructional spaces. To the extent possible, activities and offices that are not so dependent should be resituated to more peripheral locations.

9. Within buildings, major pedestrian destinations, such as classrooms and departmental offices, should be situated so that adjacent activities are not unnecessarily disrupted by pedestrian traffic. For example, large lecture halls should be located on the ground floor of multi-storied buildings; if necessary, smaller classrooms, seminar rooms, and departmental offices could be located adjacent to stair towers and/or elevators on upper levels.

10. All plans developed at Level 3 for individual building remodeling projects shall identify existing uses and activities that will be displaced by the proposed project, together with plans for replacement thereof, if applicable. Unless the President specifically agrees to the contrary in advance, or unless provisions for these replacement uses are included in a separately authorized project, sufficient funds for accommodating the required replacement shall be included in the budget for the proposed project.

11. When the University makes modifications to existing space, all altered facilities shall be made fully accessible to disabled individuals. In addition, consideration is to be given to extending the project to include other parts of the building in order to improve accessibility of the affected program or building. When a program is relocated from one space to another, the University shall ensure that the existing degree of accessibility is not diminished, and, to the greatest extent possible, improved accessibility of program elements is to be achieved as a result of the relocation. Plans for relocation and attendant modification are to be reviewed by the University's Office of Affirmative Action.

12. The following patterns are by this reference adopted as Level 1 policies, and consideration of each of them is to be specifically included in any building space use or development decision to which this plan applies. *N.B. The précis following each pattern title is included only to provide the gist of the pattern and is not intended to substitute for the pattern. The summary text of each pattern is included in the Appendix.*

(a) Student Housing Distribution

Develop student housing within easy reach of the campus.

(b) University Shape and Diameter

Consider the 50-minute time schedule in locating instructionally related activities.

(c) Living-Learning Circle

Consider student housing as a potential use of any campus building.

(d) Fabric of Departments

Provide each department with a home base; integrate these centers with centers of other departments.

(e) Department Space

Provide each department with a sufficient, but not excessive, amount of space.

(f) Classroom Distribution

Provide a variety of appropriately-sized classrooms and similar instructional spaces scattered throughout the campus.

(g) Department Hearth

Provide a common social space for each department or major program near the departmental center and faculty offices.

(h) Degrees of Publicness

Within buildings, provide space for the most public functions near the entrance, placing more private spaces somewhat distant.

(i) Office Connections

Locate separate office functions in a way that optimizes the ease of interaction between them, taking into consideration the frequency and duration of visits.

(j) Faculty-Student Mix

Cluster student workstations around faculty offices to encourage sustained informal contact.

(k) Local Administration

Decentralize administrative units and locate each in proximity to the center of its own community of

interest.

Level 2 Policies

When considering building space use and development issues in specific areas of the campus, policies adopted at Level 1 are expanded or modified by the following Level 2 policies.

Area 03

Existing uses will continue until the property is needed for Riverfront Research Park development. Other uses or expansion of existing uses are permitted, but should be considered temporary in nature. Terms and conditions of temporary occupancy or use are to be agreed upon prior to location in the area.

Area 05

Except for Gallery Street, priority for building space use and develop- ment should be given to accommodation of programs and activities of the School of Architecture and Allied Arts.

Areas 11-16

1. Consideration should be given to developing lounge and study space, perhaps including a small coffee bar, in proximity to major classrooms and lecture halls whenever possible, as suggested by the patterns "Small Student Unions" and "Student Workplace."

2. With respect to the ground floor and mezzanine of Chapman Hall, the policy related to location of administrative offices in central campus buildings is modified. The Level 2 policy adopted with respect to Area 24 applies to these spaces.

Area 24

In consideration of the existing and traditional use of buildings in this area for central administrative purposes, the general policy favoring use of central campus buildings for instructional or instructionally related purposes is modified. An administrative office which requires frequent face-to-face contact with the general faculty or with the President in order to satisfactorily perform the duties assigned to it would be appropriately located in this area. Consideration also shall be given to the suitability of available space, in terms of size and configuration, for both instructionally related and administrative purposes.

Area 31

Primary responsibility for building space use and development planning for the Erb Memorial Union Building rests with the Department of the Erb Memorial Union and the Erb Memorial Union Board of

Directors.

Areas 41 and 42

1. Primary responsibility for building space use and development planning of the residence halls rests with the University Housing Department.

2. Historically, residence halls have been converted to non-residential use when the needs for central campus academic space have warranted such a conversion. No provision of this plan should be construed to preclude rededication of residence halls to other purposes, provided that sufficient provisions are made for accommodating the demand for residence hall occupancy. Unless otherwise determined by the President, "sufficient replacement" means replacement on a bed-for-bed basis.

3. The University desires to encourage development of a sense of community among residence hall residents while maintaining individual privacy. As opportunities arise, consideration should be given to grouping residence hall units into identifiable clusters of about 40 units around shared common spaces.

Area 50

Building space use and development planning in these areas are governed by provisions of the 19th and Agate Special Area Study and by applicable provisions of the Eugene City Code.

Areas 51-59 and 71-75

These areas are within the boundaries of the 2003 Development Policy for the East Campus Area and the Fairmount/UO Special Area Study. Building space use and development planning shall follow the policies and standards adopted in that policy and the refinement plan.

VII. Building Maintenance and Service Policies

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Level 1 Policies and Standards

The following policies and standards are to be applied campus-wide.

1. The University's policy is to construct new buildings and to remodel existing space with high-quality, durable materials and finishes that require a low level of maintenance, and to employ construction methods that minimize the need for frequent maintenance by specialized personnel. When use of

materials or methods requiring a greater level of maintenance is proposed, their selection needs to be justified in terms of (a) the nature and intensity of the intended use; (b) the context of the building or space with regard to the site or its location within the building; and (c) the relative cost of the higher maintenance requirement over the expected useful lifetime of the building. The Physical Plant Department is to be consulted in the process of this evaluation.

2. The University is further committed to developing a program of correcting conditions resulting from deferred maintenance, and for upkeep, rehabilitation, and repair of its facilities on a systematic, continuous basis, and will continue to seek adequate funding for these activities.

3. To the maximum extent possible, the selection of fixtures, hardware, and other consumable materials for installation in University buildings is to reflect the University's desire to avoid the need to maintain an extensive inventory of a variety of similar parts. To the extent practicable, these materials are to be compatible with existing materials. When specialized fixtures, hardware, or materials are selected, the purchase of "attic stock," in sufficient quantity to provide for reasonably required replacement, is to be considered.

4. Custodial closets are to be included in all new buildings in accordance with OSSHE space standards, but the characteristics of design, materials, and/or use of a specific building may require an upward adjustment of these standards. Remodeling activities are not to result in the reduction of available custodial space below the OSSHE space standards, and, to the extent possible, remodeling projects should be viewed as opportunities to improve substandard facilities. The Physical Plant Department is to be consulted in the determination of specific custodial facility requirements.

5. For each campus building or building complex, a designated building service area is to be established. Each service area should provide facilities for loading and package delivery, garbage and trash collection, and parking for maintenance and service vehicles. Currently designated building service areas are shown on Map 4. In modifying these areas or in developing new areas, the following factors shall be considered, in consultation with the Physical Plant Department:

(a) Building service areas should be located on the least public façade of the building or building complex.

(b) Dumpster facilities should be incorporated into a loading dock. In the absence of a loading dock, these sites should be near a building entrance (but not the main entrance) and should be screened from view by an appropriately designed fence and/or vegetation. Building service areas and air intake ports are to be separated so that vehicle exhaust is not inducted into the building ventilation system.

(c) Walkways and drives that serve loading areas should be designed and constructed to withstand heavy vehicle traffic. Walkways used for this purpose should be as short as possible; conflicts with heavy volumes of bicycle and/or pedestrian traffic should be avoided to the extent possible.

6. The requirements for mail delivery service differ from other building service needs, most often have less impact on the building and its environment, and are likely to change with changing occupancies. For these reasons, the location and arrangement of mail delivery facilities will be determined on a case-by-case basis through direct consultation between building occupants and the Supervisor of Mail Services. Facilities for delivery of mail may be, but need not be, located within designated building service areas. If located separately, these facilities should include space for convenient vehicle parking.

Level 2 Policies

The Level 1 policies adopted above are modified in specific application as follows:

1. Building service areas for the following buildings have not been designated. The designation of these areas and subsequent development of adequate facilities in accordance with Level 1 policies should be undertaken as part of a separate building project.

Area 11. Fenton Hall

Area 15. Condon Hall

Area 16. Education

Area 24. Johnson Hall

VIII. Campus Landscape Policies

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Level 1 Policies and Standards

The following policies and standards apply campus-wide:

Plant Materials

1. Landscape materials are assets to the campus and are to be carefully selected and properly maintained.

2. In selecting and positioning landscape materials, consideration shall be given to the ways in which the vegetative materials can aid the University in achieving its goals for energy efficiency.

3. The University campus is in fact an arboretum. The plant materials on the campus not only have an

aesthetic significance, but constitute a valuable teaching resource, particularly but not exclusively in biology and landscape architecture. For this reason, the instructional benefits to be obtained by introducing materials not now present should be considered in selecting plants to replace existing materials or to establish new plantings. Similarly, the academic or instructional value of individual materials is to be determined before existing vegetation is removed or relocated.

4. Vegetation on the campus is to be planted and managed in a way that avoids excessive damage to buildings, eliminates conditions which contribute to personal safety problems, reduces susceptibility to pest infestation, minimizes reliance upon the use of pesticides, and contributes to the aesthetic quality and enjoyment of the campus as a whole. Materials likely to require excessive maintenance should be avoided or judiciously located. Appropriate Physical Plant personnel are to be consulted in a timely manner prior to planting new materials.

5. When constructing buildings, the removal of trees or other substantial vegetative stands sometimes is unavoidable. However, in approving a Level 3 plan that requires the removal of trees or significant plant materials, the Campus Planning Committee shall be satisfied that alternative designs that do not involve the removal have been prepared and carefully explored. In cases where alternatives are not feasible, to the maximum extent practical, these materials should be transplanted rather than destroyed. Refer to the Campus Tree Plan.

6. In preparing a plan to be adopted at Level 3 in which the removal of a tree or construction activity in the vicinity of a tree is contemplated, the professional services of a qualified consulting arborist or urban forester should be sought. Accepted recommendations of the arborist are to be incorporated into the construction documents and management plan for the project.

7. Prior to relocating or removing a tree or significant planting that was donated to the University as a memorial, the University of Oregon Foundation is to be asked to consult with the donor regarding the proposed action. In the event that the donor cannot be identified or located, the Foundation shall be asked to advise with respect to the proposed removal or relocation. *N.B. Records of memorial plantings are maintained by the Foundation and by the Physical Plant Department; documents related to donated trees also are available in the University of Oregon Archives.*

8. Trees which help form or reinforce the identity of recognized malls, promenades, and view corridors identified on Map 3 are significant trees and are to be afforded extra care. Examples include, but are not limited to, the English Oaks, which frame the Memorial Quad; the Pin Oaks, which line the promenade from 13th and University to Lawrence Hall; and the Douglas Fir, which flank the walk from Deady to Kincaid Street. A program for replacement of these trees as they reach the end of their natural life cycle will be needed in order to assure that they can continue to function in this fashion.

9. Whenever possible and appropriate, plant materials are to be used to screen uses such as parking lots and service areas, and to soften the visual impact of fences and similar barricades.

Grades

1. Generally, grading plans will be approved as a consequence of the review and adoption of a site plan or schematic plan at Level 3, and will reflect specific site conditions. The following standards are intended

to provide guidance in the preparation of such plans, but are to be observed in repairs and minor modifications undertaken outside of

such a plan:

(a) Areas that are intended to be essentially level, such as squares and courtyards, should be level to the eye but sloped sufficiently to provide adequate drainage. A gradient of from 1.75% to 2.25% is recommended.

(b) The side slope on sidewalks should not to exceed 2%.

(c) Grass lawns that are to be mowed should have a maximum slope of 5:1, or a gradient of 20%.

(d) Other planted areas should have a maximum slope of 3:1, or a gradient of 33%.

Campus and Exterior Building Lighting

1. The University recognizes that campus and exterior building lighting is needed to address adequately the personal safety requirements of students, faculty, staff and campus visitors without significantly damaging its nighttime aesthetic qualities, and to be consistent with its concerns for energy conservation. Refer to the Campus Outdoor Lighting Plan.

2. The relationship between lighting and other landscape features such as vegetation needs to be recognized. The placement and design of outdoor lighting need to be carefully coordinated with sensitive management of campus vegetation. When possible, lighting engineers and landscape architects should work collaboratively in designing nighttime illumination improvements.

3. Major pathways and adjacent space should be well-lighted, as should building entrances. Generally, deliberate lighting of open lawn expanse between paths is to be avoided.

4. Generally, building-mounted light fixtures are to be avoided. Exceptions would be those that respond to established historic patterns for building lights, such as fixtures intended to identify building entrances.

5. Adequate consideration is to be given to the perceptions of the relationship between light and safety as well as the actual measured light conditions. In consideration of this, the University does not

subscribe to a specific quantitative luminance standard. Similarly, the University recognizes the need for uniform light distribution, but does not subscribe to a specific ratio standard.

6. Unless the context of existing installations dictates otherwise, the standard lamp fixture is to consist of 10- or 12-foot high fluted lamp posts fitted with acorn globes. The type of refractor used is not standardized, but rather depends on the pattern of light distribution needed in individual applications.

7. In consideration of the University's commitment to energy savings and to economical maintenance, high-pressure sodium lamps are acceptable. Within the limits of technology and reasonable cost, lamps should emit a spectrum as close to natural light as possible.

8. Unusual applications, such as illuminating outdoor recreation fields or facilities, need to be designed with the specific activity in mind, while protecting adjacent spaces and uses from spill-over light to the maximum extent possible.

9. The University is committed to developing a program of maintenance, rehabilitation, and repair of campus lighting on a systematic, continuous basis and will continue to seek adequate funding for this activity.

Outdoor Furniture and Other Accessories

Benches

1. Properly placed and maintained, benches and similar outdoor accessories enhance the appearance and use of campus open space. The design of benches need to respond to the intensity of their expected use and the context in which they are located. Appropriate Level 1 and Level 2 patterns are to be considered in locating benches.

2. Benches that are expected to receive heavy use are to be made of durable materials, preferably iron and wood. Benches expected to receive less intensive use are to be of durable design and construction, and preferably of teak, Alaska cedar, or redwood. A list of products pre-approved for these applications is to be maintained by the Planning Office; the current listing is included in the Appendix.

3. In some applications, other bench designs would be more appropriate. In such cases, the design, materials, and construction method are to be specifically approved in a manner authorized by the Campus Planning Committee.

4. Where possible, seating places are to be incorporated into walls and ledges.

5. In the absence of an adopted Level 3 plan for a system of other outdoor furnishings and accessories such as tree grates, bollards, and trash receptacles, the design and installation of such items are to be approved on a case-by-case basis in a manner authorized by the Campus Planning Committee.

6. The University is committed to developing a program of maintenance, rehabilitation, and repair of benches and other outdoor accessories on a systematic, continuous basis and will continue to seek adequate funding for this activity.

Signs

1. Informational signs such as traffic signs, for which there is a commonly understood convention, are to be designed and installed in accordance with the appropriate convention.

2. Building identification signs are to identify buildings and not the programs housed within a building, unless specific and unique characteristics of the building or program require such identification. This policy is not to be construed to restrict building directory signage, which is encouraged. Building directory signs are to be inside the building and should be located near main entrances and/or major circulation spaces.

3. The University recognizes the need for a comprehensive, coordinated system of campus signage and will seek funds for the preparation of such a plan to be adopted as a functional plan at Level 3. In the absence of an adopted Level 3 plan for campus signage, all proposals for exterior signs are to be approved on a case-by-case basis in a manner authorized by the Campus Planning Committee. Refer to the Campus Sign Plan.

4. The University is committed to developing a program of maintenance, rehabilitation, and repair of outdoor signs on a systematic, continuous basis and will continue to seek adequate funding for this activity.

Level 2 Policies

The Level 1 policies adopted above are amplified or modified in specific application as follows:

Plant materials

Area 12. This area contains eight living trees that have been identified as "class trees." These trees, identified below and on Map 5, are of special significance to the University and are to be afforded extra care:

Map No. Class Botanical Name Common Name

1 1879 Cryptomeria japonica Cryptomeria

2 1880 Sequoia gigantea Giant Sequoia

3 1883 Ulmus carpinifolia Smoothleaf Elm

4 1894 Juglans nigra Black Walnut

5 1895 Tilia europaea European Linden

6 1897 Quercus garryana Oregon White Oak*

7 1898 Umbellularia californica California Laurel

8 1900 Quercus garryana Oregon White Oak*

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* These trees, also known as the "Condon Oaks," were existing at the time of their "adoption" by the classes of 1897 and 1900. There is some evidence suggesting that they existed at the time the campus was established.

This area also contains two other trees of special significance to the University which are to be afforded extra care. They are:

(a) A *Metasequoia glyptostroboides* (Dawn Redwood) located north of Robinson Theatre (Number 9 on Map 5). This tree was one of two planted on the campus from the original shipment of seed from China.

(b) An *Acer macrophyllum* (Bigleaf Maple) near the southeast corner of Deady Hall (Number 10 on Map 5). This tree is the sole survivor of the original campus planting of 1884.

Area 14. This area contains one of two *Metasequoia glyptostroboides* (Dawn Redwood) planted on the campus from the original seed shipment from China. It is situated south of the front entrance to Columbia Hall and is to be afforded extra care (Number 11 on Map 5).

Area 24. Because of its size and unique character, the *Acer palmatum* "Threadleaf" (Threadleaf Japanese Maple) near 13th Avenue northeast of Johnson Hall is to be afforded extra care (Number 12 on Map 5).

Area 31. This area contains a *Pseudotsuga menziesi* (Douglas Fir) which grew from a seed that was among four fir seeds carried to the moon aboard Apollo XIV in 1971 by Astronaut Stuart Roosa (Number 13 on Map 5). In 1978 the seedling was planted where Willamette Hall now stands; it was transplanted in 1987 to accommodate construction of the additions to the Science complex. It should be afforded extra care.

IX. Transportation Policies

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Level 1 Policies and Standards

The following policies and standards are adopted campus-wide.

1. In addition to the neighborhood refinement plans and other plans adopted by reference elsewhere in this plan, the University hereby adopts by reference the following as they pertain to the University of Oregon and adjacent lands:

(a) *Transplan (The Eugene-Springfield Metropolitan Area Transportation Plan)*, May 1986;

(b) *Central Area Transportation Study (CATS)*, 1988;

and reaffirms the policies adopted as part of the *University of Oregon Long Range Campus Transportation Plan* initially adopted by the Campus Planning Committee in April 1973, approved by the President in April 1975, and reproduced in its entirety following Level 1 policy statement number 9 below, but renumbered to achieve consistency with this plan document.

2. The central campus area is primarily regarded as a pedestrian and bicycle zone. Unnecessary automobile traffic in that area should be discouraged, and internal campus streets ought not serve as throughways.

3. The University acknowledges its responsibility to provide adequate parking for students, faculty, staff, and visitors while preserving the quality of the campus and adjacent neighborhood environments and encouraging use of alternative modes of transportation. Thus, the University will continue to pursue programs and projects which both (a) increase the supply of existing automobile parking and (b) reduce the reliance on automobile transportation and thereby reduce the demand for automobile parking.

4. The University will work toward development of a basic circulation system for bicycle travel within the campus. This bicycle path network is to connect to the city-wide system of bicycle paths at points indicated on Map 6 or their functional equivalents, and is to be reinforced by the location of safe, secure, and convenient bicycle parking facilities.

5. In formulating a functional Level 3 plan for bicycle transportation, consideration should be given to provisions intended to minimize conflicts between bicycles, pedestrians, and automobiles. These

provisions may include the establishment of "dismount zones" and the creation of designated bicycle paths.

6. In the development of site plans or schematic plans to be adopted at Level 3, consideration shall be given to connecting the building or facility to the bicycle path system and to the provision of adequate bicycle parking.

7. Activities with a high degree of public interaction should be sited in peripheral locations where facilities to accommodate greater concentrations of vehicular traffic can be developed, if they are not already in place.

8. Activities that depend on frequent delivery service, especially by large trucks, should be located adjacent to major thoroughfares and/or sited in a way that does not require or encourage truck travel through the central campus.

9. The following patterns are by this reference adopted as Level 1 policies, and consideration of each of them is to be specifically included in the planning of transportation facilities serving the campus and University lands to which this plan applies. *N.B. The précis following each pattern title is included only to provide the gist of the pattern and is not intended to substitute for the pattern. The summary text of each pattern is included in the Appendix.*

(a) Parking Spaces

Distribute short-term parking close to the building served and long-term commuter spaces at the periphery.

(b) Local Transport Area

Limit the number of automobiles on the campus and in the adjacent area.

(c) Mini-Buses

Develop a system of campus transportation that utilizes small taxi-like buses.

(d) Looped Local Roads

Design the campus roadway system in a way that discourages through traffic.

(e) T Junctions

Wherever possible, substitute T-shaped junctions for four-way intersections.

(f) Path Network

Design pedestrian pathways to cross roadways at right angles so as to form a separate pedestrian network distinct from the road system.

(g) Road Crossings

Make places where pathways cross roads distinct and highly visible.

(h) Small Parking Lots

Make most parking lots small and relatively unobtrusive.

(i) Shielded Parking

Screen parking lots from view by landscaping, walls ,or topographic feature.

(j) Paths and Goals

Pathways should connect natural points of interest situated only a few hundred feet apart.

(k) Bike Paths and Racks

Establish a system of clearly marked designated bikeways separated from roads and essentially pedestrian pathways and reinforced by the placement of bicycle parking facilities.

Long Range Campus Transportation Plan

(Adopted by the Campus Planning Committee April 19, 1973; Revised April 30, 1973, November 22, 1974, March 5, 1975; Approved by President Robert D. Clark April 28, 1975; Amendment adopted by Campus Planning Committee June 5, 1976; Approved by President William Boyd November 1976).

This plan lies in the context of a continuing examination of the transportation problems associated with the University. Its form and recommendations derive not only from earlier studies but also from discussions with concerned representatives from the community. The plan contains what are presently seen as the long range transportation goals of the University, together with policies for reaching the goals. While the recommendations contained in this plan can be endorsed immediately, some of them may take years to carry out. As time passes, specific policies may need to be changed or abandoned. The plan does not establish a schedule for change but is based on the premise that steps will be taken as they become possible, consistent with orderly development and the plans of local governmental agencies.

I. Purpose and Guiding Principles

1. The Purpose of the Long Range Campus Transportation Plan is to determine University transportation policies and procedures. The fundamental principles of the plan are the following:

(a) Transportation and movement of people shall, above all, further the central mission of the University--educational, intellectual, spiritual, and physical development of its students.

(b) Transportation planning shall treat the campus in the context of the wider community and shall be an essential element of overall planning for the University.

(c) Transportation modes which provide inexpensive, safe and convenient access to campus facilities shall be employed.

(d) Transportation facilities shall aid in preserving or creating a high-quality campus environment.

2. The central idea of this plan is the creation of a Local Transport Area, one to two miles in diameter, around the University community. Within this area, University policies encourage the use of pedestrian, bicycle, and public transport as modes of travel while discouraging the use of private cars.

3. Besides the general principles mentioned above, the following five guidelines have been used in the formulation of the specific policies appearing in Section II.

(a) *Purpose of streets: Streets are primarily for the movement of people and goods and the safety of property and people, not the storage of vehicles.*

(b) *Movement Priorities: Priority for movement is as follows: emergency vehicles, pedestrians and disabled persons, bicyclists, public transportation, motor-driven vehicles for service and, lastly, personal cars.*

(c) *Commuter movement: To reduce the load on arterial and residential streets, alternatives to commuting by private automobile must be provided.*

(d) *Cost of Parking: Those who benefit from parking on campus should pay the cost of doing so. The appropriate University administrative unit should pay the incremental cost of providing special parking facilities needed for job-related activities.*

(e) *Accessibility: The campus must be accessible to faculty and students in a way which encourages their active participation in the teaching, learning, and creative activities of the University.*

II. Policies

Positive incentives to facilitate the establishment of a *Local Transport Area* must supplement legislation, regulations, or policies that attempt to alter existing patterns of transportation or movement on the campus and in its surrounding neighborhoods. The policies listed below seem at this point to provide best for the establishment of a Local Transport Area.

1. Encourage faculty, staff, and students to live conveniently close to campus. The University should encourage provision of housing in the area east of Agate Street and should give its backing to development and maintenance of housing near campus which enhances the quality of life and is consistent with the University's central mission.

2. Provide direct transit service between outlying areas of University population, campus, and downtown. The Lane Transit District should be asked to provide such service before policies 8 and 11, which reduce parking, take effect.

Among routes to consider are:

(a) Westmoreland - Campus

(b) Downtown - Campus

(c) South Willamette - Campus

3. Establish a University-LTD mass transit liaison committee to investigate such policies as:

(a) Embarkation points for LTD buses on campus, e.g., near 14th and Kincaid, Franklin and Onyx, 13th and Agate.

(b) Reduced fares for students and non-peak hour commuters.

(c) Nighttime and holiday bus service.

(d) Buses for special events.

(e) Express routes to campus from centers of Student-Faculty-Staff housing.

(f) Flexible working hours for employees to match bus schedules.

4. Establish an expanded bicycle path network through the local transport area to aid access from peripheral areas to campus. Such possibilities as the following need immediate consideration.

(a) Lock-up facilities on campus and peripheral parking lots.

(b) Exclusive bicycle lanes connecting with pathways on campus.

Some possible routes to consider are:

(1) Alder or Kincaid, campus to 25th

(2) Kincaid on east side of street, 11th through 15th

(3) University, south along present bike route

(4) Agate, 13th to 23rd

(5) 17th, Agate to Fairmount

(6) 23rd, Agate to Alder

(7) 18th, Agate to Westmoreland

(8) 12th or 13th, campus to Chambers

(9) Franklin Boulevard

5. Initiate designated bicycle pathways on campus, with "designated" understood to signify prior right to, but not exclusive use of, such pathways.

6. Facilitate the safe and expeditious movement of disabled persons, pedestrians, and bicyclists by designating certain pathways as primary bicycle routes. Where these pathways intersect with other campus routes and sidewalks, as well as upon such other routes and sidewalks, guideline I.2 of this Plan shall at all times prevail. Actions consistent with this policy might include:

(a) Designing bicycle pathways, involving matters such as alignment, grades, surface textures, etc., in a manner attractive to bicycle users.

(b) Clearly marking such bicycle pathways in as unobtrusive a manner as is consistent with the concerns of safety.

(c) Designation of east- and westbound bicycle lanes on the closed portion of 13th Avenue as a major throughway for bicycle traffic across the University campus.

(d) Establishing bicycle lanes and pathways on other University streets as deemed appropriate to

facilitate such movement and safety.

(e) Enforcement of the priority rights of the disabled person and pedestrian use of routes and sidewalks not specifically designated as bicycle pathways as required by guideline I.2 of this Plan.

(f) Informing bicycle users, as well as disabled persons and pedestrians, about the rules, designations, markings, and movement patterns relating to traffic on the University campus (e.g., provide maps, a rule/ handbook on bicycle use, etc.).

7. Recognize the special needs of pedestrians and the disabled on campus by such actions as:

(a) Providing adequately wide sidewalks on or near the campus.

(b) Providing level crossings at street intersections.

(c) Providing more covered benches.

(d) Improving pathways.

(e) Encouraging the City of Eugene and the Oregon Department of Transportation to adjust signals for pedestrian ease.

8. Minimize the use of central campus land area for parking. Allow no new parking lots in the central campus area which will not aid in the immediate reduction of total parking area. (City of Eugene cooperation is required to implement this policy.)

9. Establish policies on parking permits, guidelines for location and size of campus parking lots, and reduction of on-street parking on campus.

10. Provide adequate parking facilities at cost for all University employees whose jobs require them to live on campus.

11. Provide parking for visitors. Parking areas should be designated for the use of occasional visitors to such facilities as museums and administrative offices, and convenient parking should be available for visitors on official business. Costs of visitor parking should be borne by the visitors or the units they visit, as deemed appropriate. This policy is not intended to provide special parking for salesmen or others conducting private business on University property.

12. Cooperate with the City of Eugene in establishing a restricted parking zone around the campus. Regulations will discourage storage of commuter cars on city streets in the campus area. In order to provide alternatives to commuters and campus residents affected by the curtailment of on-street parking,

implementation of this policy should be coordinated with action on policies 2 on direct transit service, 8 on campus parking, and 17 on development of the former Eugene Sand and Gravel Company property.

13. Use road patterns to restrict vehicular traffic in the interior of the campus. Loops, cul-de-sacs, and one-way roads are possible devices.

14. Obtain an accurate accounting of the University costs in administering, maintaining, and securing its parking facilities and roadways. Such a determination must be made to assess the comparative costs of alternative responses to campus transportation needs and to set equitable rates for parking.

Attention should be given to State System budget and funding procedures, which may require modification to implement this policy.

15. Reaffirm the University's position of opposing all new expressways between 30th Avenue and Centennial Boulevard, between the University and central Eugene, between the University and Fairmount Boulevard, and between the University and the Willamette River. The campus is now divided by Franklin Boulevard and the Southern Pacific railroad tracks and would be cut off from the surrounding community by any major expressway or freeway development in the campus vicinity.

16. Reaffirm the University's position that Franklin Boulevard should not be closed or moved.

17. Investigate possible ways to facilitate crossing of Franklin Boulevard by pedestrians and bicycles.

18. Investigate the possibility of developing parking on a portion of the former Eugene Sand and Gravel Company property. Improved access will be required for any ultimate use of this land. Additional access should be located to allow maximum flexibility in use of the property consistent with the needs of the University and community and with preserving the unique qualities of the property.

19. Explore the possibility of providing parking facilities for commuters at some distance from campus. Shuttle service would be required between such outlying lots and campus.

20. Encourage ride-sharing and the formation of carpools through such means as preferential parking rates and publication of lists of potential riders by geographic area.

III. Assignment of Responsibility

1. Implementation of the policies of this plan falls under the broad responsibility of the Vice President for Administration and Finance. The Director of University Planning is the administrative staff member most closely associated with their implementation, while the Campus Planning Committee is the appropriate advisory student-faculty body. Both the Director of University Planning and the Campus Planning Committee and its subcommittees must work closely with external agencies such as the Lane Transit District, City of Eugene, L-COG, and the Oregon Department of Transportation, as well as with

citizens groups such as neighborhood associations and the Eugene Bicycle Committee.

2. Expanded user groups will be designated before the specific projects to implement these policies are carried out.

3. Members of the University community will be directly and individually involved in transportation planning as participants in user groups and as they choose for themselves between alternative modes of personal travel.

X. Utility Systems Policies

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Level 1 Policies and Standards

1. The University acknowledges that its power plant currently is operating at or near maximum capacity for steam and chilled water production. At the present time, these systems, which provide for building heating and cooling, are inadequate to meet peak demand. The University will continue to pursue development of a campus-wide heating and cooling plan that would identify and analyze ways to provide adequately for increases in heating and cooling demands resulting from potential new or expanded facilities.

2. This plan should analyze the practical potentials for use of alternative fuels, including increased cogeneration capacity. The plan also should provide guidance on increasing the practical capacity of central plant chillers and propose methods for increasing delivery of chilled water and steam to the most distant points of the campus. If new facilities are proposed, the plan should provide guidance with respect to their location.

3. Until a campus heating and cooling improvements plan is adopted, steam or chilled water service to new facilities or to existing space not now served cannot be guaranteed, and individual project plans adopted at Level 3 should include plans for provision of heating and cooling independent of the central heating and power plant.

4. The University will continue to pursue a means of establishing a discrete, continuing program for financing infrastructure system improvements on a campus-wide basis. Such a program will require cooperative efforts of the State System and may require modifications in existing law. Until such a program is established, the cost of improvements will be funded by individual projects as provided in Land Development Policies.

5. All utility distribution lines are to be located underground (buried or encased in tunnels). Generally, accessory equipment such as transformer vaults are to be buried or located inside buildings. The Campus Planning Committee may recommend exceptions to this general rule when no safe or practical means of meeting this requirement exists. A plan that contemplates locating accessory equipment partially or wholly above ground is to be reviewed by the Campus Planning Committee as a Level 3 plan. Facilities and equipment so located are to be secured and screened in a manner that minimizes both hazards to personal safety and adverse visual impact.

6. The University will continue to work with local utility companies to provide natural gas, sanitary sewer, storm sewer, domestic water, and supplementary electrical power to meet campus requirements at reasonable cost.

7. To the extent practical, the University will maintain redundancy in utilities systems as necessary to protect life and property, including research and work in progress.

8. To the extent practicable and consistent with other policies, utility systems and system components to be installed in campus buildings are to be compatible with existing systems and system components.

9. The University will continue to convert the campus electrical distribution system from a 4.16 Kv to 12 Kv system to increase energy efficiency and to make the campus system compatible with power supplied by EWEB.

(a) Until documentation of the new (post-conversion) system design is completed, the ability of the campus electrical system to accommodate future needs (loading and reserve capacity) will be assessed on a project-by-project basis.

(b) Electrical systems in all new facilities are to be compatible with the new 12 Kv distribution system. Where necessary and if practical, projects involving modifications to existing facilities shall include provisions for completing the conversion.

10. The University is committed in principle and in practice to a vigorous program of energy conservation. This commitment is expressed in ongoing research and development in several disciplines and in many of the policies articulated in this plan. To this end, the University will:

(a) pursue funding for projects that will enhance the University's ability to cogenerate electricity;

(b) insist that the design of new developments and of major remodeling projects clearly and positively respond to the Oregon Legislative Assembly's policy declarations related to the conservation of energy (ORS 469.011 and ORS 276.900);

(c) require preparation of an acceptable life-cycle cost analysis for all new construction and major remodeling projects as provided by ORS 276.915 and observe applicable provisions of the maximum

lighting standards for public buildings, promulgated by the Oregon Department of Commerce as Chapter 814, Division 22 of the Oregon Administrative Rules.

11. Each building or building complex should be equipped with an independent, programmable, logical computerized control system that will allow monitoring, logical control of HVAC systems, and scheduling and programming of all energy systems, including lighting with local overrides in the building or building complex. Appropriate Physical Plant personnel are to be consulted in the selection of systems or system components to be installed.

12. The steam system should be improved to (1) allow use of alternative fuels (hogged fuel, natural gas, or oil depending on market conditions) and accompanying cost-savings; (2) increase cogeneration capacity; and (3) increase steam production.

13. Backflow prevention devices, including meters where necessary, should be installed within the domestic water system to achieve compliance with the State Sanitation Code and a State Health Division notice issued in July 1987.

14. In reviewing the design of facilities that involve storage or disposal of industrial or special materials (hazardous, radioactive, biological/infectious, or other similarly classified materials), the Campus Planning Committee will request a report and recommendation from the Office of Environmental Health and Safety.

15. Selection and installation of telephone/data cable equipment will be coordinated through the Telecommunications Services Office of the Department of Business Affairs. Refer to the University of Oregon Telecommunications Facilities Guidelines.

16. The University acknowledges the need for the campus to be as safe and comfortable as possible at all times of the day. In response to this, a system of emergency call boxes has been established. This system should be preserved and expanded. Intercom stations should be located in areas where (1) they will be clearly visible and easily accessible; (2) minimizes the risk of accidental false alarms; and (3) the presence of an intercom will enhance the security of individuals in the area.

17. Any new alarm system installed within a campus building or facility, must be compatible with monitoring equipment maintained by the Office of Public Safety. Proprietary security alarm systems should be installed only after timely consultation with the Office of Public Safety.

18. Standard alarm systems should be selected for each identified security situation. Building alarm systems are recommended for libraries, museums, and special collection areas.

19. Key systems are to be installed through the Office of Public Safety. In most, but not all, applications, magnetic card systems are preferable to key systems; their selection and installation also are to be coordinated with the Office of Public Safety.

[1] Founder of the UO School of Architecture and Fine Arts and Dean, 1914-1946.

[2] *Cf.* Shellenbarger, Michael, ed., *Harmony and Diversity: The Architecture and Teaching of Ellis F. Lawrence*. Eugene: University of Oregon (1989).

[3] *Cf.* Lawrence Lackey, AIA, Urban Design Consultant, *Progress Report 3, July; University of Oregon Campus Planning Studies*. (1962).

[4] Oxford University Press (1975).

[5] OAR 660-30. "State Agency Coordination."

[6] OAR 580-50-001. "Comprehensive Plan Coordination."

[7] IMD 7.100 Long Range Campus Development Planning.

University of Oregon

Introduction to the Long Range Campus Development Plan

"the outward aspect of the physical plant of a University should exemplify the teaching of that University—in good taste, beauty and efficiency." Ellis F. Lawrence[1]

Fundamental Precepts and Principles

pages 1-13[2]

The Long Range Campus Development Plan (LRCDP) contains a body of policy statements intended to guide development of the University of Oregon campus. It is the most recent in a series of documents which began with Ellis Lawrence's preparation of a "Block Plan" of the campus in 1914, which established the system of interconnected quadrangles, malls and other open spaces.

The spatial organization originating with Ellis Lawrence's early efforts, is still evident on this campus eighty-five years later. The campus' quadrangles and malls are formed and framed by large-canopy trees and three- and four-storey brick-faced buildings. The policies expressed in the LRCDP are intended to preserve and expand the network of interconnected open spaces. They do so by integrating these concepts with the fundamental planning traditions adopted in 1974 known as *The Oregon Experiment*.

---

1 Founder of the School of Architecture and Fine Arts, and Dean, 1914-1946. The photograph shows the Old Campus Quad, looking north from Deady Hall, c. 1900. It represents the beginning of the campus' open space framework.

2 Page numbers refer to the Long Range Campus Development Plan.

The Oregon Experiment approach, developed in collaboration with Christopher Alexander, is based upon the university's desire to develop a planning method that meets three goals as it guides growth and change:

1. that the solution be a process and not just a fixed-image map;
2. that the process honor and strengthen the university's tradition of meaningful consultation with students, faculty, and staff; and
3. that the plan provide for continuous adjustment of campus facilities in response to changing educational policies and programs.

The LRCDP reaffirms the principles of *The Oregon Experiment*: organic order, piecemeal growth, patterns, diagnosis, participation and coordination.[3]

In addition, the LRCDP's operational precepts support the university's mission and recognize the need to emphasize long range planning to maintain continuity in development decisions over time. Planning decisions will be based primarily on overall institutional objectives and secondarily on departmental and / or non-institutional concerns.

Project Development and Review

pages 6-11

The principle of *participation* is reaffirmed as the cornerstone of the University planning process and is viewed as an extension of an established tradition in the State of Oregon generally and at the University of Oregon in particular. A user group, which may include community members and neighborhood representatives, shall be appointed by the Chair of the Campus Planning Committee for each project or development activity to which the LRCDP applies. [4]

This principle also is embodied in the review processes articulated in the plan. All projects that involve new construction, or modification of outdoor spaces or interior spaces with significant public exposure, shall be reviewed by the Campus Planning Committee. The Campus Planning Committee must determine whether each project is consistent with the policies and patterns contained in the LRCDP.

---

[3] Refer to the Summary of *The Oregon Experiment* Fundamental Principles for more information.

[4] Refer to the Role and Function of the User Group in Facilities Planning information sheet and the University Planning Office Procedure Guide for more information about the process of project development and review.

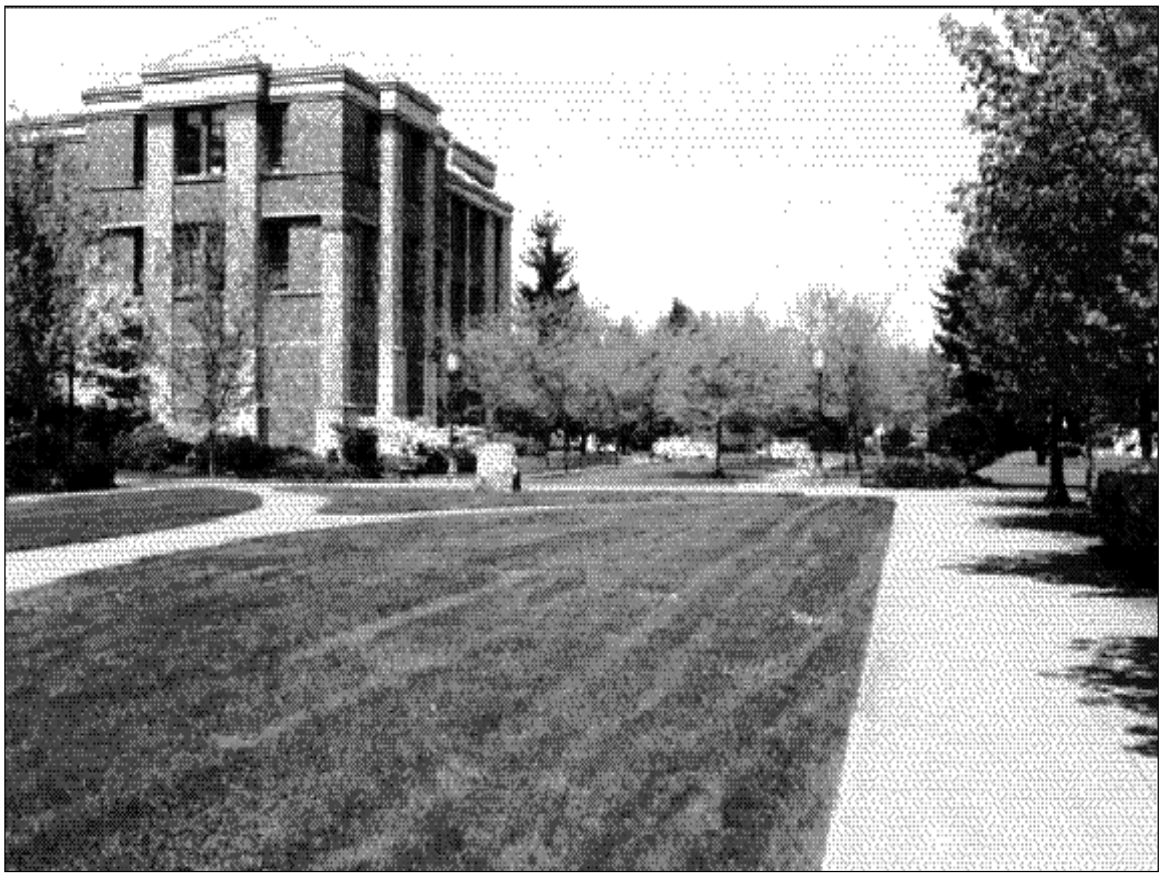
Project Design Policies and Patterns

pages 13-51

All proposed projects on campus (interior and exterior) must be consistent with the policies contained in the LRCDP. Some policies apply to all projects (Level 1) while others only apply to a specific area (Level 2) or specific subject (Level 3). Designs for individual projects are considered Level 3 policies.

The LRCDP refers to three levels of policies and patterns:

Level 1. Apply to all projects.
Level 2. Apply to specific areas of campus. Considered refinements of Level 1 policies.
Level 3. Apply to special subject plans and schematic designs and/or siting studies for specific construction projects. Refinements of Levels 1 and 2 policies.



The Sciences Quadrangle, created in 1990, is an example of the continued preservation and extension of the campus' open space framework (photo taken 2001).

(Project Design Policies and Patterns - continued)

The following outline describes the policies contained in the LRCDP that all projects must address. Please refer to the LRCDP and related documents for the complete text:

Land Development (pages 13-29): Addresses development of new facilities or additions to existing facilities.

- Level 1 Policies (apply to all)
  1. Preserve and enhance the organizational framework of the campus as a system of quadrangles, malls, and other open spaces.
  2. Maintain continuity of architectural design and compatibility of new buildings.
  3. Locate major instructional facilities within an instructional core that can be traversed in a six- to seven-minute walk.
  4. Replace existing uses and activities that will be displaced by the proposed project.
  5. Provide for all necessary infrastructure improvements.
  6. Make all new facilities completely accessible to disabled individuals.
  7. Adhere to the following patterns: Site Repair, Four-Storey Limit, Quiet Backs, Accessible Green, Small Public Squares, South-Facing Outdoors, Main Gateways, Positive Outdoor Space, Building Complex, University Streets, Main Entrance, Family of Entrances, Promenade, Activity Nodes, Connected Buildings, Operable Windows and Sustainable Development.
- Level 2 Policies (by location) - Address the uniqueness of the different areas of campus, known as analytical areas, by identifying additional patterns, allowable densities, and special conditions.
- Level 3 Policies (by subject) - Sustainable Development Plan & Campus Tree Plan. Provides additional guidance and refinement.

Building Space Use and Development (pages 29-33): Address renovation of interior space and assignment of space.

Building Maintenance and Service (pages 34-36): Address quality of materials, maintenance and repair, and building service.

Campus Landscape Policies (pages 36-42): Address plant materials, tree preservation and replacement, grading, exterior building lighting, signs, and outdoor furniture. Refer to Level 3 plans: Campus Tree Plan & Campus Sign Plan

Transportation Policies (pages 42-48): Address auto, bike, and pedestrian circulation and parking. Refer to Level 3 plans: Bike Plan & Alternative Bike Rack Design.

Utility Systems Policies (pages 48-51): Address utility systems, energy conservation, environmental safety, and special systems (e.g. telecommunications, emergency call boxes, alarms, and keys).

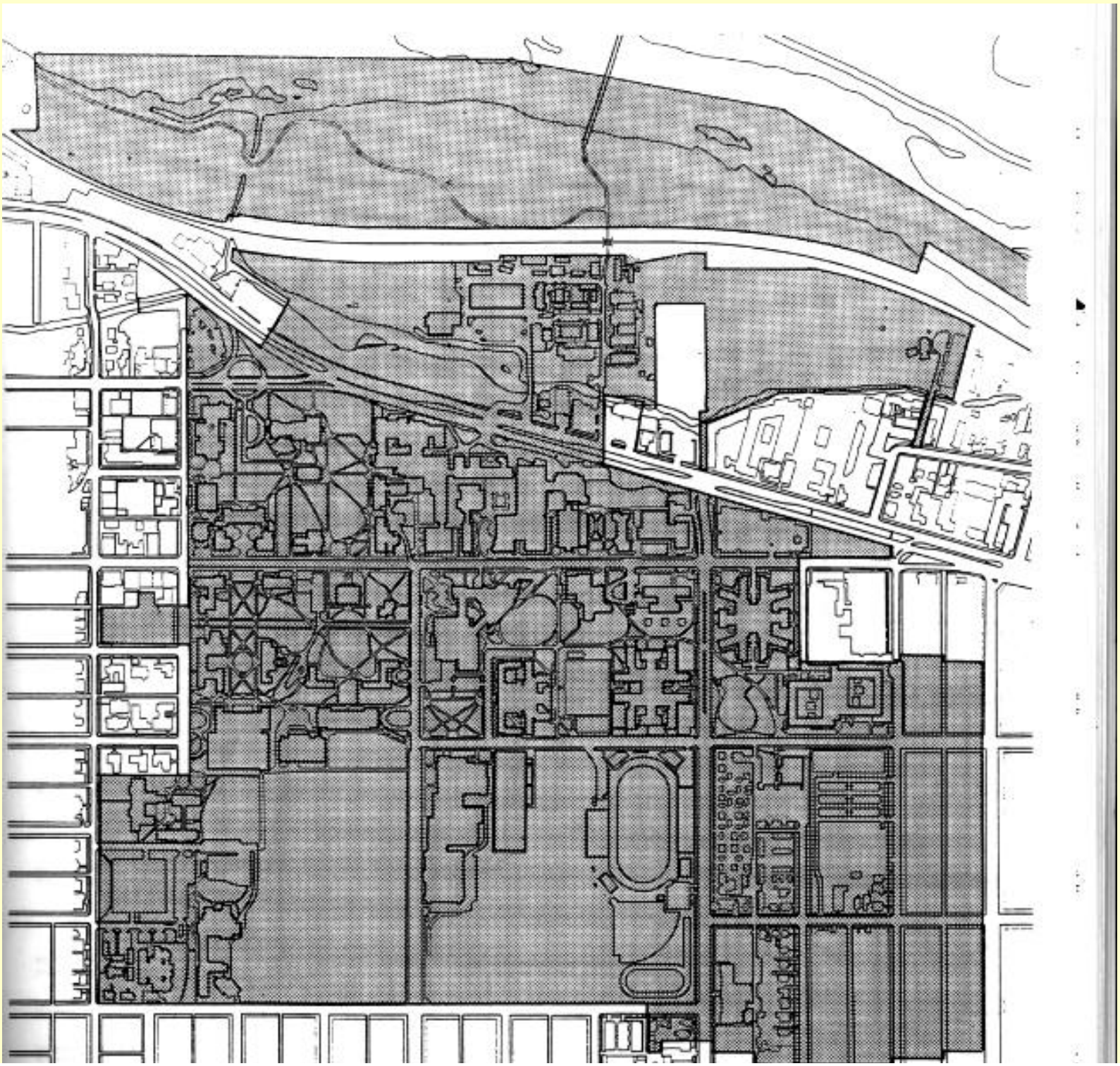
For more information contact: University Planning Office
1276 University of Oregon
Eugene OR 97403-1276
(541) 346-5562

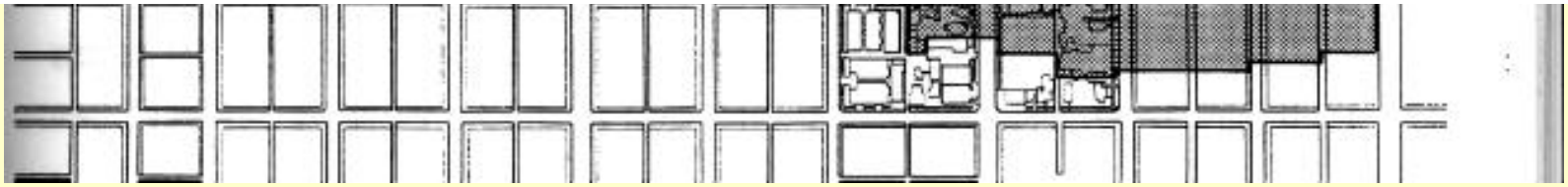
Many of the documents referenced above are available on the web site:
http://darkwing.uoregon.edu/~uplan

Map 1

Land Within Approved Campus Boundaries

University of Oregon





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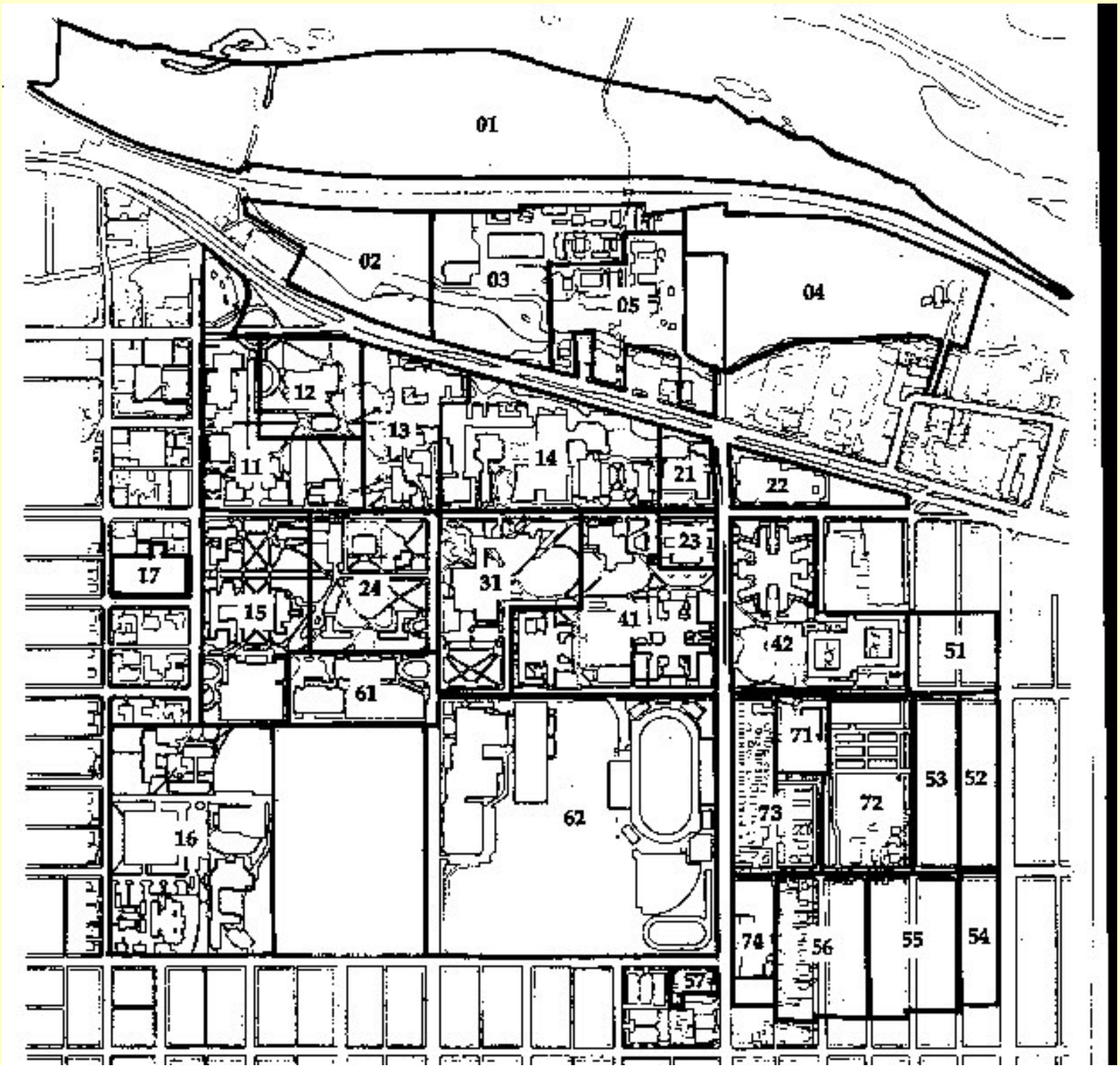
Map 2

Campus Analytical Area

University of Oregon



University Planning Office Home

University of Oregon

Campus Planning Committee (CPC)

University of Oregon Planning Office

Click here to view CPC meeting records and annual reports

ESTABLISHMENT:

The Campus Planning Committee was established in July 1969 by action of the University Administration. The Campus Planning Committee combined and superseded two previous committees: (1) Buildings and Grounds Committee, and (2) Campus Development Committee.

CHARGES AND RESPONSIBILITIES

The Campus Planning Committee shall advise the university President on long-range campus development with regard to the design of the campus, including buildings and landscaping, and to policy issues related to transportation. The committee shall ensure that all development is in compliance with the current Long Range Campus Development Plan. The Campus Planning Committee's duties shall include the following:

(1) serving as the primary author of proposed amendments and periodic updates to the Long Range Campus Development Plan (LRCDP);

(2) verifying the conclusions of the Biennial Implementation Plan as required by the LRCDP;

(3) reviewing proposed development project designs for compliance with the LRCDP;

(4) serving on architect selection committees for development projects;

(5) serving on project user groups; and

(6) reviewing policy issues related to transportation to determine their consistency with the university's transportation plan.

MEMBERSHIP AND VOTING

Membership of the Campus Planning Committee is not fixed. Typically it shall consist of 8-10 faculty (minimum 5 teaching faculty), 5 students, 1 classified staff member, plus the following ex-officio members: a representative of the College of Arts and Sciences, the Dean of Architecture and Allied Arts, a representative of Disability Services, the Director of Facilities Services or designee, the Director of University Planning, and each Vice President or designee.

Members are approved by the President. Faculty members serve two-year terms and others one-year terms.

Each member, including ex-officio members, is entitled to vote at all meetings.

Because some appointments are not made until after the beginning of fall term, the committee from the previous year may remain in place until the new committee has its first meeting.

REPORTING

The Campus Planning Committee shall report to the Administration. The committee shall also provide reports to the University Senate. At a minimum these reports shall be in the form of an annual written report submitted by the committee chair to the Secretary of the University Senate no later than the University Senate meeting in October. The committee shall also make additional written or oral reports to the Senate as necessary.

MEETINGS

Meetings are scheduled as often as is deemed necessary (typically about twice a month). Members are notified about the time and place for all meetings in advance of said meetings. All committee meetings are open to the public.

Meeting records will be distributed to members and interested parties. Click here to view meeting records.

OFFICERS' DUTIES

The chair of the Campus Planning Committee is selected from committee members during the spring term for the upcoming academic year by majority vote and approved by the President. The chair serves a one-year term. The chair presides at all meetings, is responsible for appointing subcommittee members and is responsible for appointing user group members for individual development projects. In the event the chair is unable to attend a meeting, the chair may designate a temporary replacement to preside over the meeting.

SUBCOMMITTEES

The chairperson may appoint subcommittees as needed with concurrence of committee members. The chairperson may appoint a chairperson for each subcommittee or may serve in that capacity himself or herself.

Typically, the committee is divided into two subcommittees: the Design Review (DR) Subcommittee and the Development Policy, Implementation and Transportation (DPIT) Subcommittee. Even though most committee members will serve on only one subcommittee, all members will receive notices and records of all meetings, and all are welcome to attend and participate in any of them.

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BIENNIAL IMPLEMENTATION PLAN - BIP

Description

In each two-year cycle, the Biennial Implementation Plan (BIP) is completed in the alternate year to that of the Capital Construction Budget Request, as part of the preparation for the university's capital construction budget proposal.

The University of Oregon's 1991 Long Range Campus Development Plan (LRCDP) mandates the preparation of the BIP. This document is considered an implementation strategy, not an amendment to the LRCDP.

The BIP performs the following:

1. Names a program-specific site or alternative sites for each building project proposed for funding in the first biennium of the university's capital construction request.

2. Determines that, in aggregate, sufficient siting opportunities exist to accommodate future building projects proposed for funding in the two subsequent biennia of the university's capital construction request.

3. Provides a speculative look at the future maximum build-out of the campus.

The Campus Planning Committee reviewed the document in May 2003 and determined that items 1 and 2 were met as required by the Long Range Campus Development Plan subject to the following conditions:

- It is acknowledged that the campus is likely approaching the point where allowable density levels soon will not meet future development needs, and this should be addressed.
- The recently adopted new development Policy for the East Campus Area must go into effect to allow for adequate building sites. The policy cannot go into effect until the city's Fairmount/ University of Oregon Special Area Study is amended. This planning process is currently under way.

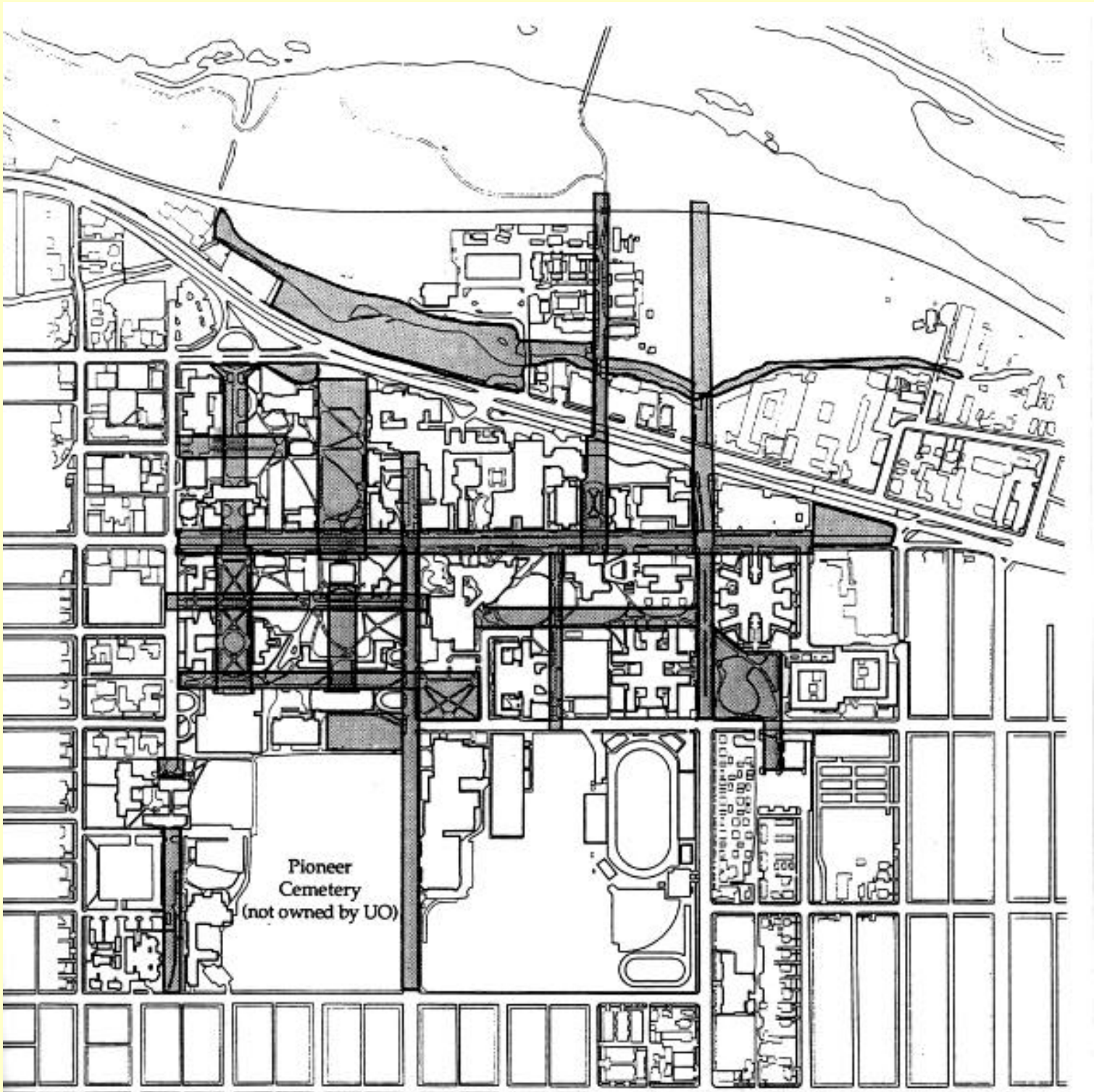
Project Planner: Catherine Soutar, 541/346-5567

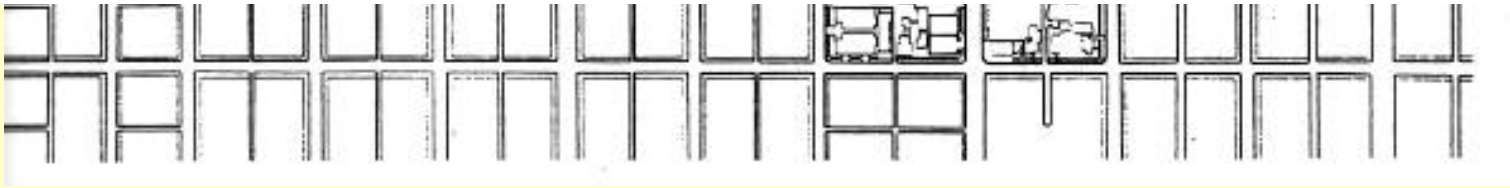
Status: 2003-2005 Biennial Implementation Plan approved May 9, 2003. [Updated 5/04]

Map 3

Malls, View Corridors and Significant Open Spaces

University of Oregon





University Planning Office Home

Table 1

[amended 5/15/97* (Appendix F), 12/17/99** (Appendix G), 5/12/00 *** (Appendix H), and amended 4/08/2003# and 1/29/2004## (Appendix J)]

Desirable and Maximum Levels
Ground Coverage and Floor Area Ratios
University of Oregon Campus

Analytical Area	General Location	Desirable Coverage	Desirable FAR	Maximum Coverage	Maximum FAR
01-04	Riverfront Research Park Areas	[a]	[a[	[a]	[a]
05	AAA North site complex	.300	.400	.350	.450
11	Gilbert, Comp. Ctr, Fenton, Law	.200	.600	.274**	.820**
12	Deady, Villard	.200	.450	.200	.500
13	Lawrence, Allen, Friendly	.320	.950	.320	1.000
14	Science complex	.400	1.400	.406**	1.510**
15	Memorial Quad	.330	1.200	.360**	1.291**
16	Music, Education, Clinical Svcs.	.290	.755	.300	.800
17	Kincaid St. parking lot	.300	1.000	.350	1.150
18**	Franklin Circle**			.570**	1.690**
21	Oregon Hall	.350	1.150	.350	1.150
22	Franklin triangle	.175	.400	.200	.500
23	Student Health center	.230	.540	.335**	.750**
24	Johnson, Sus. C., Hendricks, Collier	.150	.450	.155	.475
31	Erb Memorial Union	.200	.550	.245	.675
41##	Carson, Walton, Straub, Earl	.290	.790	.300	.970##
42	Hamilton, Bean	.300	.860	.305	.865
43-44	University Inn, Riley Hall	[b]	[b]	[b]	[b]
50#	SW Corner, 18th and Agate	[d]	[d]	[d]	[d]
51#	East Campus - Grad Village [c]			.300#	.600#
52-54#	East Campus - Res/Institutional [c]			.300#	.500#
55-59#	East Campus - Residential edge	[c & d]#	[c & d]#	[c & d]#	[c & d]#
61	Gerlinger, Gerlinger Annex	.300	.725	.300	.725
62	Esslinger, Mac Ct., Hayward Fld.	.200	.280	.210	.310
71#	East Campus - Museum Natrl Hist [c]			.350#	.500#
72#	East Campus - Bean parking lot [c]			.300#	.900#
73#	East Campus - Knight Law Center [c]			.350#	1.250
74#	East Campus - Agate Hall [c]			.400#	.750#
75#	East Campus - E. 17th Ave. [c]			.500#	.700#
81	Autzen Stadium	.205	.045	.270*	.110***
82 - 89	Various off campus properties	[b]	[b]	[b]	[b]
91#	Westmoreland Family Housing	[d]	[d]	[d]	[d]
92#	Amazon Family Housing	.235[e]	.350[e]	.235[e]	.350[e]

Notes:

[a] Areas are located within Riverfront Research Park. Density standards adopted in RRP *Design Guidelines* shall apply.

[b] Analytical areas exempt from provisions of this Plan. Standards imposed by the City of Eugene shall apply.

[c] Area is within the boundaries of the 2003 Development Policy for the East Campus Area and the Fairmount/UO Special Area Study. Density standards adopted in that policy and the refinement plan shall apply.

[d] Density standards imposed by the City of Eugene shall apply.

[e] These standards shall apply pending preparation and adoption of a site development plan for the Amazon Student Family Housing Complex. Desirable and maximum density standards adopted as part of the Amazon site plan shall supersede the standards identified in this table.

Table 2

PATTERNS TO BE CONSIDERED IN SPECIFIC ANALYTICAL AREAS

LAND DEVELOPMENT

University of Oregon

PATTERN AND GENERAL DESCRIPTION	ANALYTICAL AREA																				
	5	11	12	13	14	15	16	17	21	22	23	24	31	41	42	50	51-59	61	62	71-75	81
OPEN UNIVERSITY, Develop a soft edge between campus and community		*	*	*	*	*	*	*	*	*							a		*	a	
STUDENT HOUSING DISTRIBUTION, Develop student housing within easy reach of campus								*						*	*	*	a			a	
UNIVERSITY SHAPE AND DIAMETER, Locate classroom facilities within ten minutes walk of one another	*						*	*							*		a		*	a	
SMALL STUDENT UNIONS, Scatter student union facilities around campus	*						*								*		a			a	
STUDENT COMMUNITY, Group housing into clusters of about 40 units																*	a			a	
IDENTIFIABLE NEIGHBORHOOD, Define distinct neighborhoods, keep major roads out	*				*	*	*							*	*		a		*	a	
ACCESS TO WATER, Preserve land adjacent to water as common land	*																a			a	
LOCAL SPORTS, Scatter facilities for physical exercise around campus	*	*	*	*			*						*	*	*		a			a	
PATH SHAPE, Make places along major paths where people can gather	*	*		*	*		*	*				*	*	*	*		a		*	a	
PUBLIC OUTDOOR ROOM, Make outdoor places with some enclosure, mark them	*	*		*	*		*					*	*	*	*		a	*		a	
ARCADES, Locate paths adjacent to buildings; make then arcades	*	*		*	*		*	*				*	*	*	*		a			a	

NB. The data presented above are not intended to limit the consideration of patterns for any specific area to those listed. To the extent deemed appropriate, users should consult other patterns in addition to those identified above.

[a] Area is within the boundaries of the 2003 Development Policy for the East Campus Area and the Fairmount/UO Special Area Study. Patterns adopted in the policy and refinement plan shall apply.

EAST CAMPUS DEVELOPMENT POLICY UPDATE

University of Oregon Planning Office

Project Planners: Chris Ramey, (541) 346-5562 and Christine Thompson, (541) 346-5572

Click here to view either:

-a pdf **SUMMARY of the approved University of Oregon East Campus Development Policy**, or

-a pdf of the **approved University of Oregon East Campus Development Policy** .

Policy Update Process:

Click here for a pdf version of the project and planning process summary

Stage One: Updating the University's Policy Document

Updating the university's policy document, was completed in April 2003. The University of Oregon planning process included an 18-month public input process with over twenty meetings and events to gather community input (see "Public Input" section below). Although the university has approved an updated policy, it cannot got into effect until stage two is complete.

Stage Two: Amending the City of Eugene's Fairmount/University of Oregon Special Area Study

Amending the City of Eugene's Fairmount/University of Oregon Special Area Study (refinement plan amendment and related land-use applications), was required to ensure consistency between the study and the university's updated policy. This city process required neighborhood notice and provided additional opportunities for public input. The university submitted applications August 2003 to initiate the process. Click here for a summary of the land use applications.

The Eugene Planning Commission Public Hearing was held November 18, 2003. This was followed by a city- coordinated mediation process consisting of numerous meetings attended by city staff,

neighborhood representatives and university representatives. This process provided a unique opportunity for substantial public input in the city's review process. It resulted in numerous changes to the application. After two work sessions, the Eugene Planning Commission unanimously voted to recommend approval to the City Council of the university's modified application.

The Eugene City Council held a public hearing on the issue on February 23, 2004 and approved the requested amendments on March 8, 2004. The city-required changes to the application have been incorporated into the university's East Campus Policy document. For a copy of the approved amendments or information about the city's application process, please contact the Univeristy Planning Office (see below).

The City of Eugene approved required zoning changes in July 2004 and lot line adjustments in Fall 2004. All zone changes and lot line adjustments coorespond with the approved land use policy amendments.

Policy Goal:

The policy's goal is to provide for the expansion of the institution, based on its needs, without diminishing the quality of the surrounding neighborhood. It describes the type and extent of future development in the East Campus Area. The policy addresses the following key elements: university mission, graceful edges, campus-like character, traffic, parking, maintenance, and communication. Refer to the top of the page for links to the policy document.

Policy Update Purpose:

The original 1982 East Campus policy was in place for twenty years before it was updated in 2004. During that time significant development occurred both in East Campus and on the main campus.

The university's future development needs could not be met without amending the 1982 development policies governing university lands. The limited amount of land remaining within the central academic core be reserved for future academic instructional functions. That leaves future student housing and support services without viable development sites. The East Campus policy update was necessary to accommodate future student housing and support services.

The university began purchasing East Campus lands over forty years ago for institutional expansion, and the established campus boundaries have not changed since that time. It has taken the university longer than expected to move forward with development plans, but the policy revisions ensure thoughtful and efficient use of lands within campus boundaries.

The East Campus project area roughly includes the lands between East 15th and East 19th Avenues and

Agate and Villard Streets.

Public Input:

There were over twenty meetings and events to gather community input. On June 4, 2002, a neighborhood open house and workshop were held to discuss the project. East campus neighbors were invited to review maps and other information, ask questions, and offer suggestions. Following the event, a meeting summary was mailed to all guests who signed in at the open house or workshop.

Advisory groups met throughout stage one to review and comment on draft versions of the East Campus Policy.

A second community open house and workshop was held on December 5, 2003 to provide neighborhood residents with an opportunity to learn more about the university's draft East Campus Policy Update and to contribute their ideas. An open house was also held at the Erb Memorial Union December 4, 2002 to provide the campus community with an opportunity to comment on the draft plan. All participants received a copy of the draft plan and background materials. They were encouraged to submit additional written comments during the two weeks following the events. A follow-up comprehensive report included all verbal and written comments. The policy was revised to consider all of the ideas and suggestions.

The university also sent five direct mailings to neighbors within areas surounding East Campus to provide progress updates.

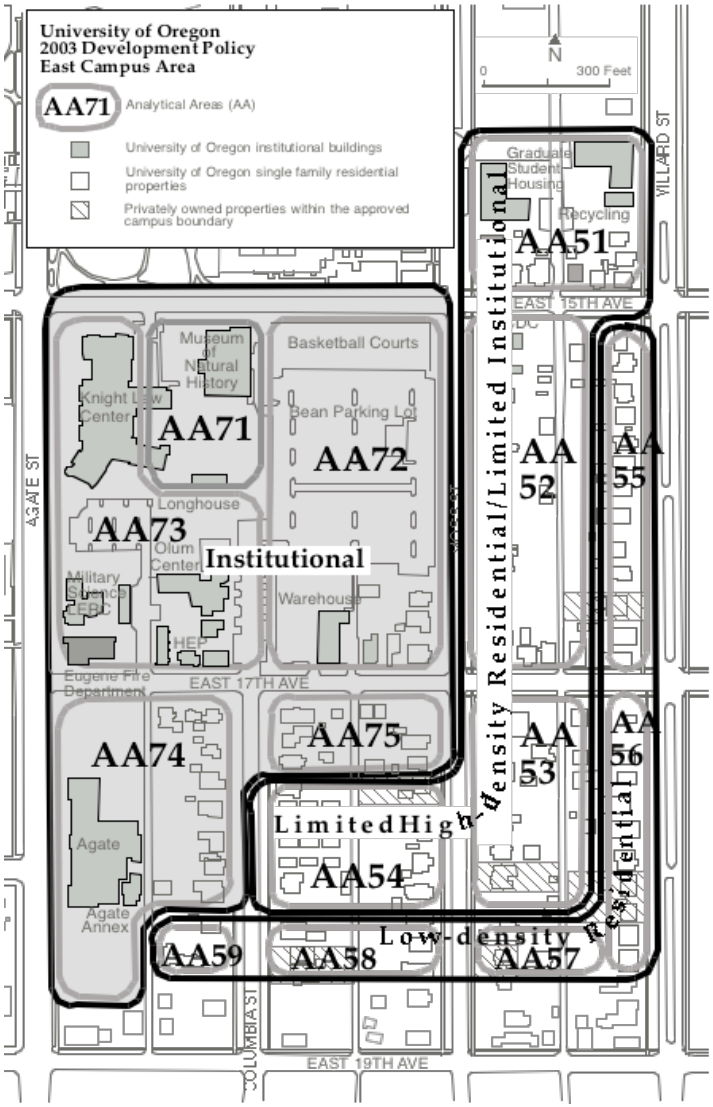
For More Information:

Please contact Christine Thompson or Chris Ramey at (541) 346-5562, or e-mail us at cthomps@uoregon.edu.

Planning Home

University of Oregon:
East Campus Policy Summary 11/04 UPO

East Campus Policy Summary
(refer to the East Campus Policy for a complete description)



General Institutional (AA 71-75)

Zoning: PL Public Land *[City]*

Prohibited Uses:

- Uses prohibited in the PL Public Land zone *[City]*
- General university parking (parking not associated with East Campus development) that exceeds the existing percentage of general parking provided in East Campus relative to all areas of campus (about 27%).

Note: Other potential uses not identified on this list will be restricted by the East Campus patterns and policies that address compatibility, character, size, height, etc.

Height Limitations:

Generally a maximum of four stories.

Density Ratios - Maximum Allowable Floor Area Ratios (FAR) and Coverages:

AA 71	.5	FAR and	.35 Coverage
AA 72	.9	FAR and	.3 Coverage
AA 73	1.25	FAR and	.35 Coverage
AA 74	.75	FAR and	. 4 Coverage
AA 75	.7	FAR and	.5 Coverage

Primary Patterns:

University Mission, Student Housing, Local Sports, University Shape and Diameter, Tapered Density, Open University, Architectural Style, Pedestrian Pathways, Street Grid, Sustainable Development, Hierarchy of Streets, Transportation-related Land Use Planning, Balanced Parking, Landscape Buffering, Building Maintenance, Landscape Maintenance

(General Institutional - continued)

Open Space Requirements:

- An open-space framework plan must be prepared prior to construction of any facilities larger than 15,000 GSF.
- Development projects must establish the following amount of designated open space in accordance with the open-space framework plan:

Building Size - GSF in SF	Minimum Required Designated Open Space
0-24,999 GSF	10 percent of GSF
25,000-49,999	12 percent of GSF
50,000 – 99,999	14 percent of GSF
100,000 and up	16 percent of GSF

Note: Designated open spaces are defined by the LRCDP & an East Campus open-space framework plan.

Traffic Requirements:

- Limit any increase in traffic through the single-family neighborhood east of Villard Street and south of 15th Avenue. *[City & UO]*
- Encourage alternative modes of transportation.
- Encourage the use of 15th and 17th Avenues for automobile entrances and exits to and from the area.

Parking Requirements:

- Refer to prohibited uses.
- Provide effective, appropriately placed parking as required by city code. *[City & UO]*
- If structured parking is constructed, consolidate required parking to maximize efficient use of land and to provide open spaces.

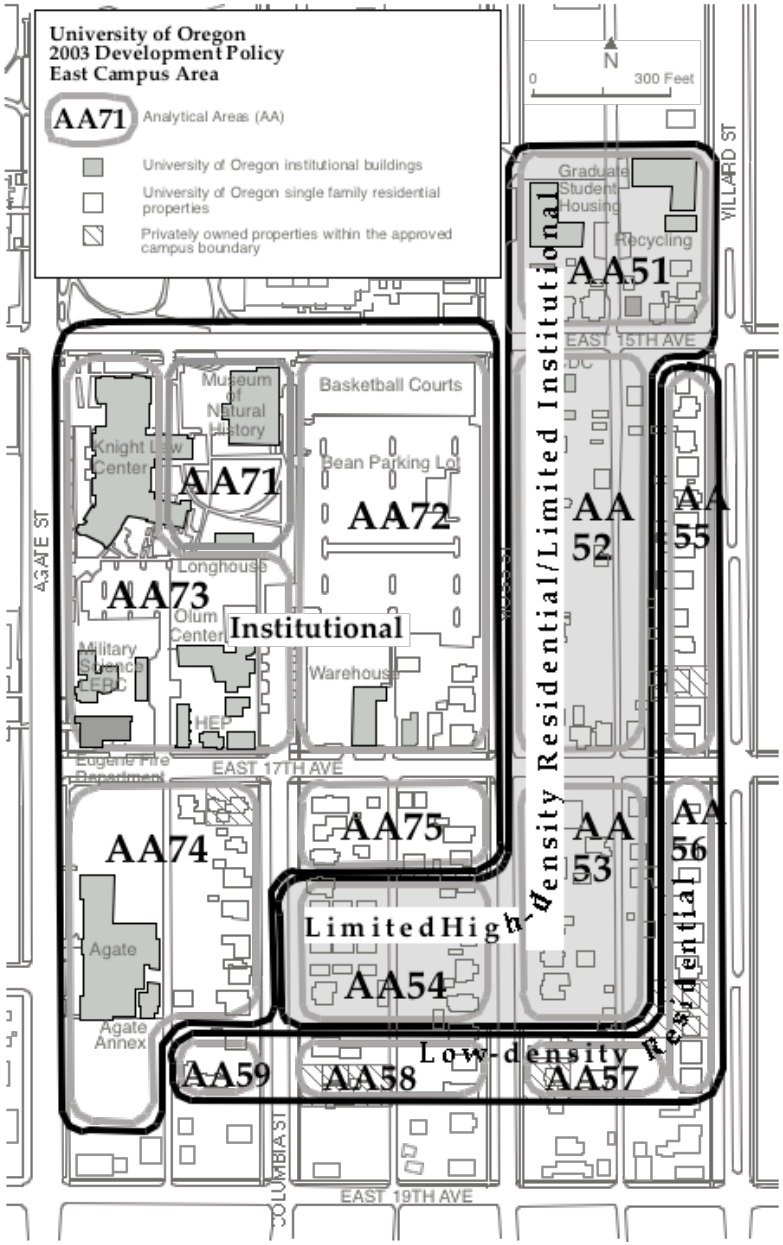
Maintenance Requirements:

- Institutional-quality structures, high-density student housing and associated landscaping/open spaces - Long-term Maintenance Measures required (refer to the East Campus Policy).
- Existing wood-frame houses (including those occupied by non-residential uses) and landscaping - Interim Maintenance Measures required (refer to the East Campus Policy).
- When possible, move rather than demolish existing houses that are structurally sound particularly if they have notable historic significance.

Communication Requirements:

- Notify the University Planning Office of any proposal for development or demolition.
- Notify university neighbors as described in the Notification to University Neighbors table in the East Campus Policy.

East Campus Policy Summary
(refer to the East Campus Policy for a complete description)



Limited High-density Residential/Limited Institutional (AA 51-54)

Zoning: PL Public Land /EC East Campus Overlay *[City]*
Site review is required at the NW corner of 15th and Villard and within 100 feet of the one privately owned parcel (TL 3400 in AA 54). *[City & UO]*

Prohibited Uses:

- Uses prohibited in the PL Public Land zone with an /EC East Campus Overlay *[City]*
- General university parking (parking not associated with new East Campus development) that exceeds the existing percentage of general parking provided in East Campus relative to all areas of campus (about 27%). No general parking allowed under any circumstance in AA 53 & 54.
- Structured parking (/EC Overlay) *[City & UO]*
- Large-scale parking lots--lots exceeding 100 spaces (/EC overlay) *[City & UO]*
- Dormitories (/EC Overlay) *[City & UO]*
- Refer to additional prohibited uses listed in the City's /EC East Campus Overlay Zone *[City]*

Note: Other potential uses not identified on this list will be restricted by the East Campus patterns and policies that address compatibility, character, size, height, etc.

Height Limitations:
Three stories or 45 feet, and 30 feet when within 60 feet of the abutting boundary of Low-density Residential Analytical Areas 55 and 56. *[City & UO]* Building size limited to 50,000 gsf.

(Limited High-density Residential/Limited Institutional continued)

Density Ratios - Maximum Allowable Floor Area Ratios (FAR) and Coverages:

AA 51	.6	FAR	and .3	Coverage
AA 52	.5	FAR	and .3	Coverage
AA 53	.5	FAR	and .3	Coverage
AA 54	.5	FAR	and .3	Coverage

*Note: In general, development of AA 53 * 54 should occur only after AA 51 & 52 are fully developed.*

Primary Patterns:

University Mission, Student Housing, Local Sports, Graceful Edge, Tapered Density, Open University, Connected Smaller-scaled Designated Open Spaces, Architectural Style, Main Gateways, Pedestrian Pathways, Street Grid, Sustainable Development, Hierarchy of Streets, Transportation-related Land Use Planning, Balanced Parking, Landscape Buffering, Building Maintenance, Landscape Maintenance

Open Space Requirements:

- An open-space framework plan must be prepared prior to construction of any facilities larger than 15,000 GSF.
- Development projects must establish the following amount of designated open space in accordance with the open-space framework plan:

Building Size - GSF in SF	Minimum Required Designated Open Space
0-24,999 GSF	10 percent of GSF
25,000-49,999	12 percent of GSF
50,000 – 99,999	14 percent of GSF
100,000 and up	16 percent of GSF

Note: Designated open spaces are defined by the LRCDP & an East Campus open-space framework plan.

Traffic Requirements:

- Limit any increase in traffic through the single-family neighborhood east of Villard Street and south of 15th Avenue. *[City & UO]*
- Encourage alternative modes of transportation.
- Encourage the use of 15th and 17th Avenues for automobile entrances and exits to and from the area.

Parking Requirements:

- Refer to prohibited uses.
- Provide a ratio of .8 spaces per net new university employee and one space per residential unit (relocated current employees would not trigger additional parking).

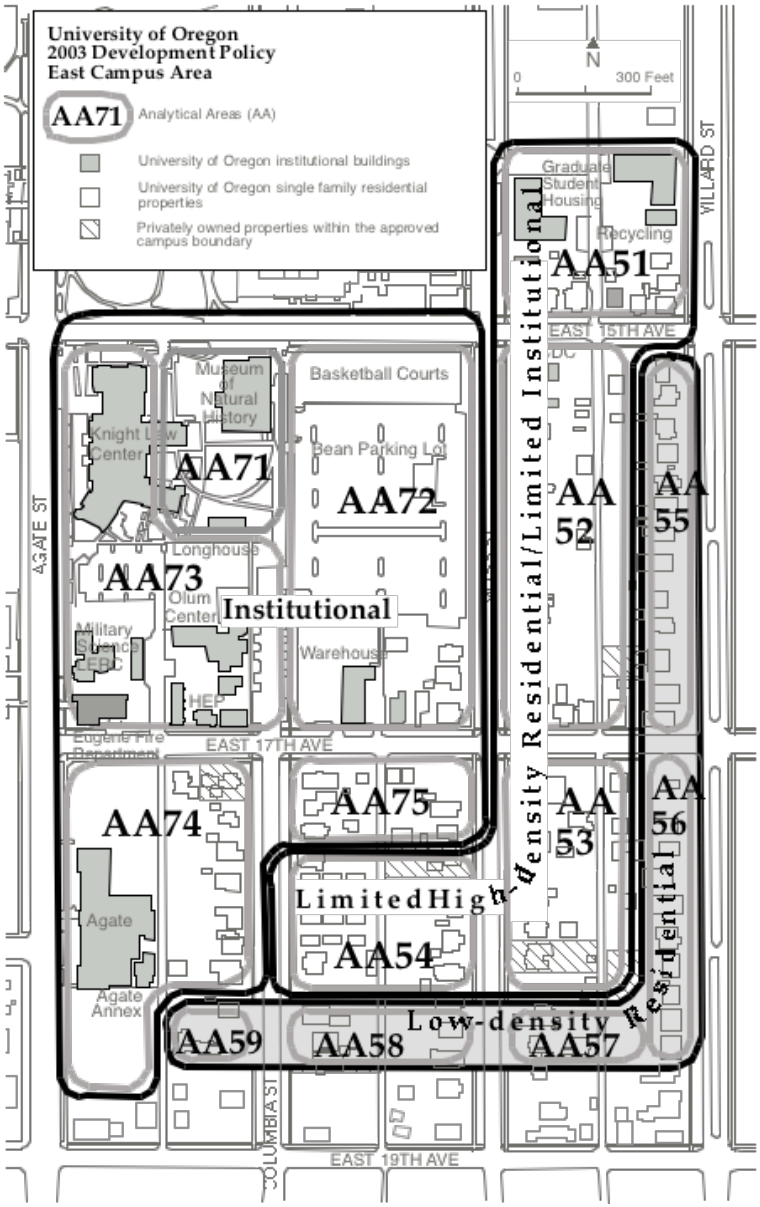
Maintenance Requirements:

- Institutional-quality structures, high-density student housing and associated landscaping/open spaces - Long-term Maintenance Measures required (refer to the East Campus Policy).
- Existing wood-frame houses (including those occupied by non-residential uses) and landscaping - Interim Maintenance Measures required (refer to the East Campus Policy). Maintaining homes and landscapes in AA 53 & 54 is a higher priority than in AA 51 & 52.
- In AA 51 & 52 , move rather than demolish existing houses that are structurally sound when possible.
- In AA 53 & 54 , retain existing houses that are structurally sound until development occurs and then move rather than demolish them.

Communication Requirements:

- Notify the University Planning Office of any proposal for development or demolition.
- Notify university neighbors as described in the Notification to University Neighbors table in the East Campus Policy.

East Campus Policy Summary
(refer to the East Campus Policy for a complete description)



Low-density Residential (AA 55-59)

Zoning: R-1 with supplemental conditional use limitations *[City]*

Prohibited Uses:

- Uses prohibited in the R-1 Low-density Residential zone. *[City]*
- Conditional use limitations: There may be limited circumstances where a non-residential use is appropriate. Only university-owned office uses and similar support functions that are compatible with a low-density residential environment will be considered as a possible conditional use. Conditional uses shall demonstrate that they do not require more parking or generate more automobile trips than the allowed low-density residential use. No more than seven of the tax lots in this area shall have a conditional use, and no more than five of the seven tax lots shall be located along Villard Street (refer to the East Campus Policy). *[City & UO]* Conditional uses shall not exceed a total of 35,000 square feet. *[City]*

Height Limitations:

R-1 low-density residential city code requirements (not to exceed two and one-half stories or 30 feet). *[City]*

Density Ratios - Maximum Allowable Floor Area Ratios (FAR) and Coverages:

R-1 low-density residential city code requirements *[City]*
Density increases primarily from infill.

Primary Patterns:

Graceful Edge, Tapered Density, Open University, Student Housing, Connected Smaller-scaled Designated Open Spaces, Architectural Style, Main Gateways, Pedestrian Pathways, Street Grid, Sustainable Development, Building Maintenance, Landscape Maintenance

(Low-density Residential - continued)

Open Space Requirements:

- An open-space framework plan must be prepared prior to construction of any facilities larger than 15,000 GSF.
- Development projects must establish the following amount of designated open space in accordance with the open-space framework plan:

Building Size - GSF in SF	Minimum Required Designated Open Space
0-24,999 GSF	10 percent of GSF
25,000-49,999	12 percent of GSF
50,000 – 99,999	14 percent of GSF
100,000 and up	16 percent of GSF

Note: Designated open spaces are defined by the LRCDP & an East Campus open-space framework plan.

Traffic:

- Conditional uses shall demonstrate that they do not generate more automobile trips than the allowed low-density residential use. *[City & UO]*

Parking Requirements:

- Conditional uses shall demonstrate that they do not require more parking than the allowed low-density residential use. *[City & UO]*

Maintenance Requirements:

- Existing wood-frame houses and street-front landscaping - Long Term Maintenance Measures required (refer to the East Campus Policy) unless the site is in AA 53 or 54 and developed as an open-space buffer. *[City & UO]*
- Preserve the areas' single-family character *[City & UO]*
- Maintain and retain existing housing units along Villard Street.
- Consider using contributing-ranked houses that must be moved from other areas for infill projects or to replace a non-contributing house if feasible. *[City & UO]*

Communication Requirements:

- Notify the University Planning Office of any proposal for development or demolition.
- Notify university neighbors as described in the Notification to University Neighbors table in the East Campus Policy.

Additional information (including a copy of the policy) is available on the University Planning Office web page at http://darkwing.uoregon.edu/~uplan/.

If you have any questions, please call the University Planning Office at 346-5562.

Thank you.

University of Oregon
2003 Development Policy for the
East Campus Area

University Planning Office, August 8, 2003

The university, with input from neighbors and campus community members, has been working since June 2002 to create a new policy for East Campus development.

This policy describes the type and extent of future development in the East Campus Area.

Policy Goal

…to provide for the expansion of the institution, based on its needs, without diminishing the quality of the surrounding neighborhood.

Policy Update Purpose: The current East Campus policy has been in place for twenty years. During that time significant development has occurred both in East Campus and on the main campus.

The university's future development needs cannot be met without amending the current development policies governing university lands.

The limited amount of land remaining within the central academic core must be reserved for future academic instructional functions. That leaves future student housing and support services without viable development sites.

The East Campus policy update is necessary to accommodate future student housing and support services.

The university began purchasing East Campus lands over forty years ago for institutional expansion, and the established campus boundaries have not changed since that time. It has taken the university longer than expected to move forward with development plans, but the policy revisions will ensure thoughtful and efficient use of lands within campus boundaries.

Policy Update Process: Updating the East Campus policy consists of two stages.

Stage One, updating the university's policy document, was completed in April 2003. This University of Oregon planning process included over twenty meetings and events to gather community input. Although the university has approved an updated policy, it cannot go into effect until stage two is complete.

Stage Two, amending the City of Eugene's Fairmount/University of Oregon Special Area Study (refinement plan amendment and related land-use applications), is required to ensure consistency between the study and the university's updated policy. This city process requires neighborhood notice and provides additional opportunities for public input. The university has submitted an application to initiate this process.

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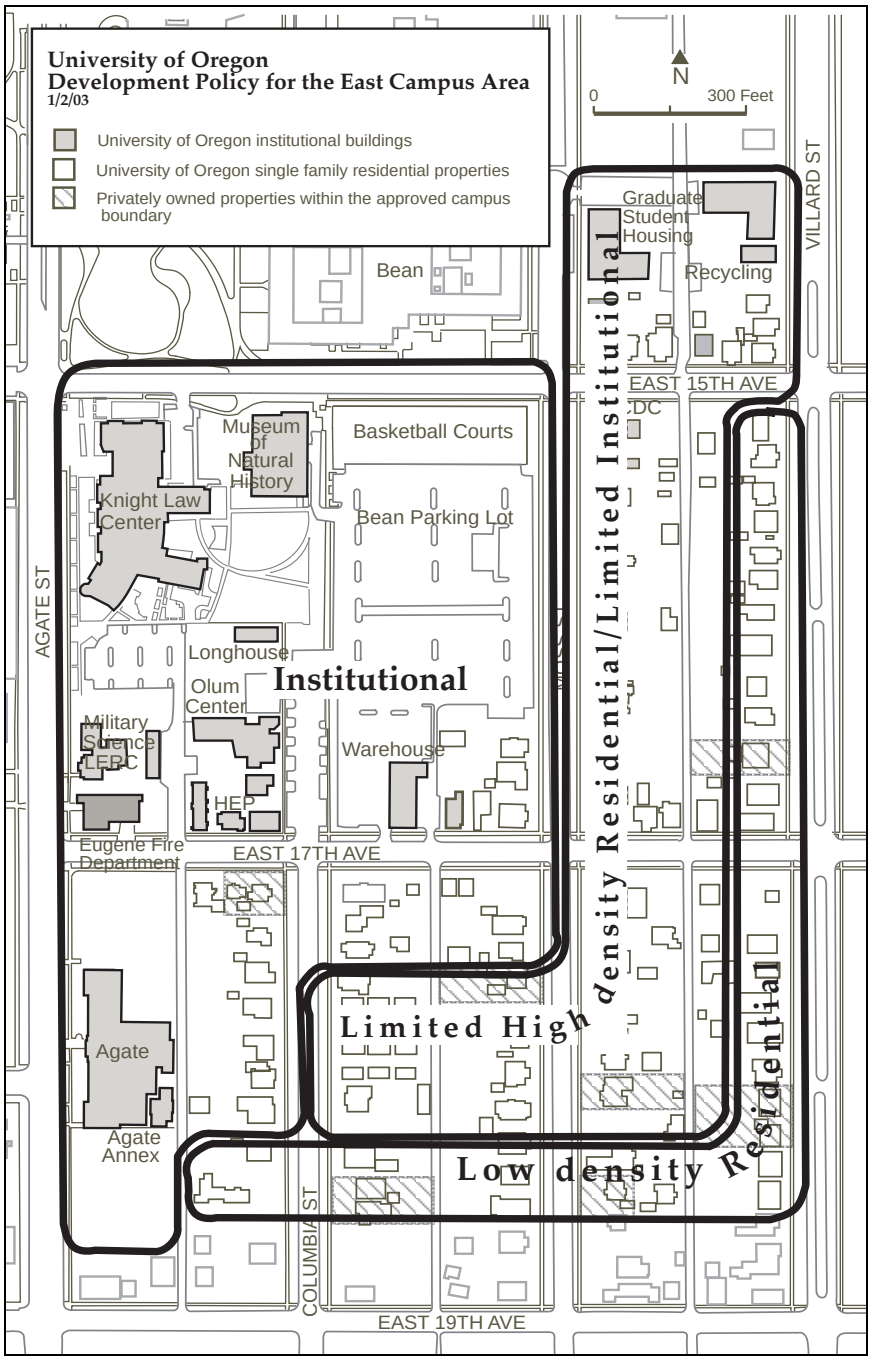


Additional information (including a copy of the policy) is available on the University Planning Office web page at http://darkwing.uoregon.edu/~uplan/.

If you have any follow up questions or comments you may call either Chris Ramey or Christine Thompson in the University Planning Office at 346-5562 or write to us at University Planning,1276 University of Oregon, Eugene, OR 97403 (or send an email to uplan@DARKWING.UOREGON.EDU).

Thank you.

Policy Elements

The policy addresses the following key elements:

1. University Mission
Provide space to meet the university's development needs including affordable student housing and other support services.

2. Graceful Edges
Preserve the adjacent neighborhood character by creating a graceful edge that maintains the single-family character of Villard Street.

3. Campus-like Character
Create a campus-like character through open spaces and a harmonious architectural style.

4. Traffic
Discourage traffic through the adjacent neighborhoods by encouraging students to live near campus and by continuing to encourage alternate modes of transportation.

5. Parking
Discourage parking in the adjacent neighborhoods by meeting parking needs on campus and continuing to encourage alternate modes of transportation.

6. Maintenance
Improve building and landscape maintenance, particularly in areas in the primary public view (e.g., along Villard Street).

7. Communication
Increase effective opportunities for sharing information and neighborhood input when projects are proposed.

University of Oregon
East Campus Land Use Applications - Summary
October 13, 2003

The University of Oregon has completed an 18-month process of updating its East Campus Development Policy, covering the area of campus generally east of Agate Street and south of 15th Avenue, including a small amount of property north of 15th Avenue. The application packet submitted on August 1st to the City of Eugene seeks land use approvals necessary to establish the planning framework to implement the updated Policy: amendments to the Metro Plan Diagram, Fairmount Plan diagram and policies, and Land Use Code are proposed. Site specific zone change applications are planned to follow approval of the plan and code amendments.

The University's East Campus Development Policy update has been underway since January 2002. The purpose of the update is to address future accommodations for student housing and support services. The limited amount of land left within the central academic core must be reserved for future academic instructional functions. That leaves the East Campus area as the only viable alternative for accommodating the approximately 500,000 to 600,000 square feet of floor space needed over the next twenty years (page 4, East Campus Development Policy).

The University aims to honor the intent and substance of the East Campus Development policy with the present applications. The intent is to ensure that the siting and design of future development is based upon an overall master plan. Implementation of the master plan will establish a compatible tapered transition from institutional to low density residential uses. The requested plan and policy amendments are necessary to allow the University to comprehensively plan for development in the East Campus area.

All proposed changes are site specific to lands within the state-approved University of Oregon boundary.

A. Metro Plan Amendments

The proposed Metro Plan diagram amendments change the area within the state-approved campus boundary from residential designations to the Government & Education designation. A residential buffer is retained along the south and east sides of the area.

B. Fairmount Special Area Study Amendments

The proposed changes to the Fairmount SAS create new land use designations to correspond to the Metro Plan designations and to implement the University's updated East Campus Development Policy. Proposed text amendments to the Fairmount SAS are limited to those necessary to ensure consistency with the proposed land use diagram changes.

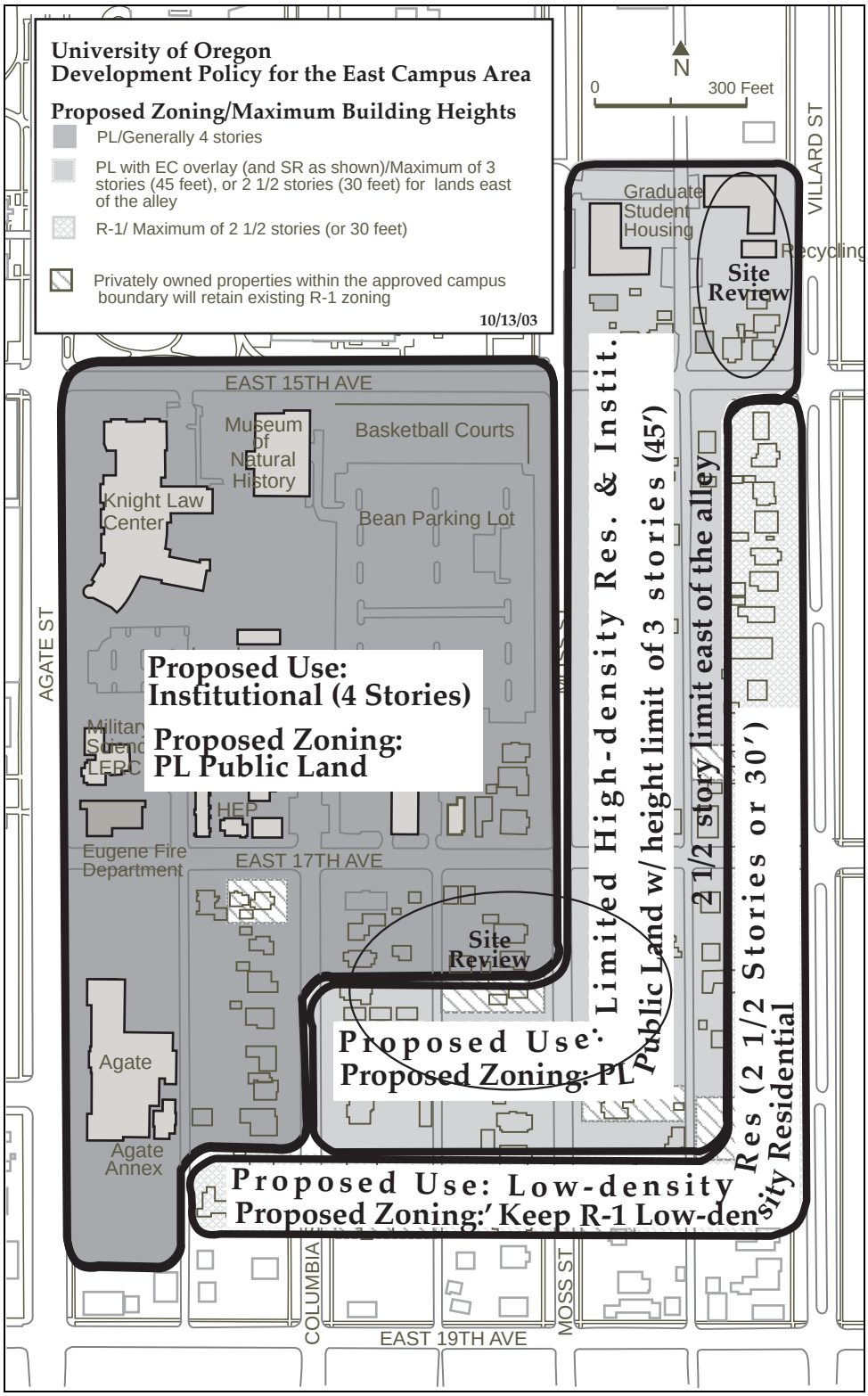
C. Land Use Code Amendments

1. **Creation of East Campus Overlay Zone /EC**
   The transition area (designated "Government & Education" in the Metro Plan and a proposed new designation, "Limited High Density Residential/Limited Institutional" in the Fairmount SAS) is proposed to be implemented through PL zoning. In this area, the UO's development policies specify in detail the development parameters that would apply through the University's design review process (densities, height, materials, open space, etc.) The University's policy utilizes a height transition as one of the main development standards to ensure a graceful transition between the institutional and low density residential areas. The proposed method of applying this height transition through the

city's land use regulations is a new overlay zone with special height limitations. This will assure nearby neighbors that the most important development standard is codified through the city's regulations.

2. Addition of New Fairmount Plan Policies

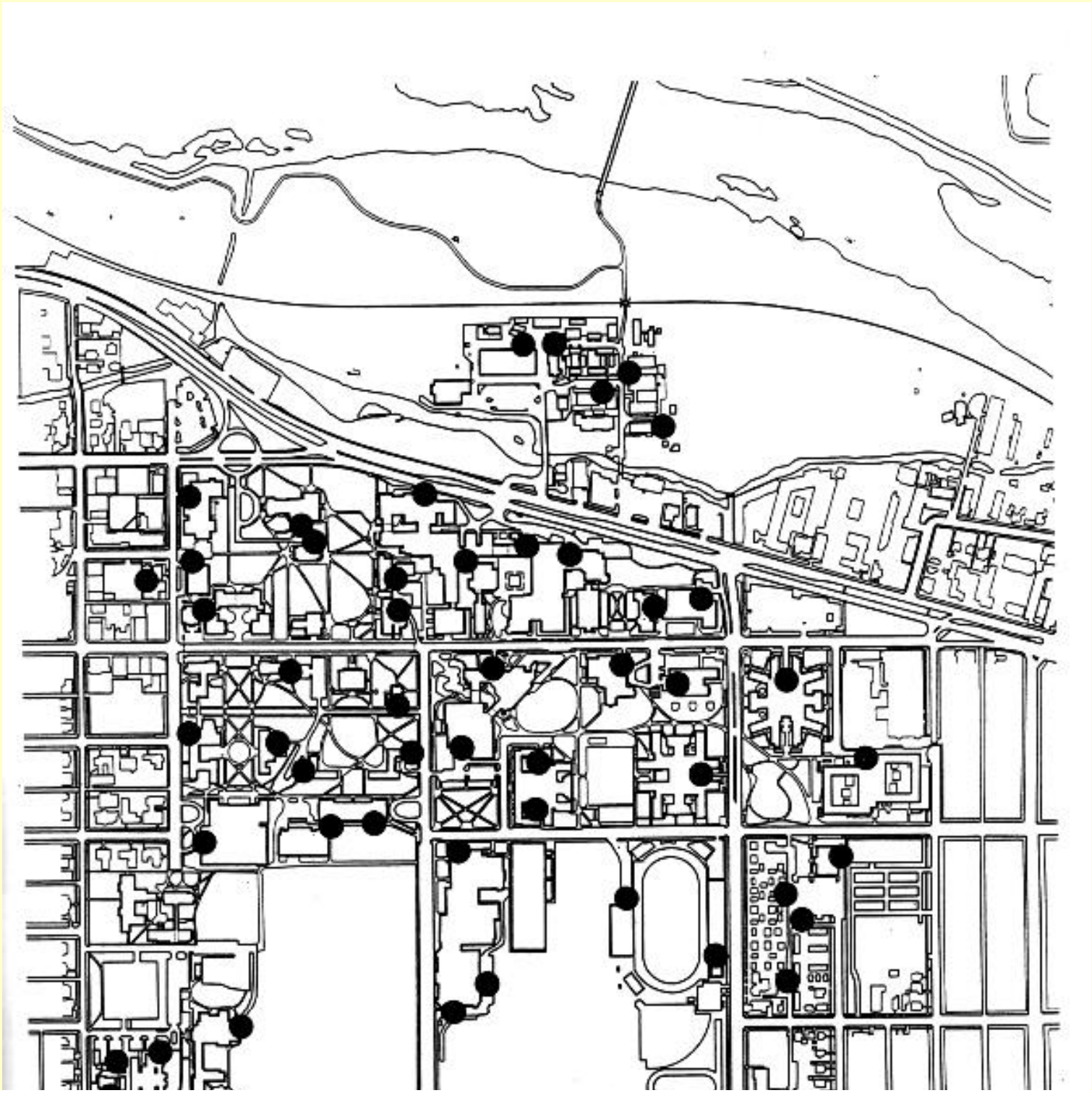
This development code amendment is proposed to add the revised refinement plan policies to the body of the Land Use Code, following their adoption. The Fairmount/U of O Special Area Study policies are found in Section 9.9570 of the land use code.



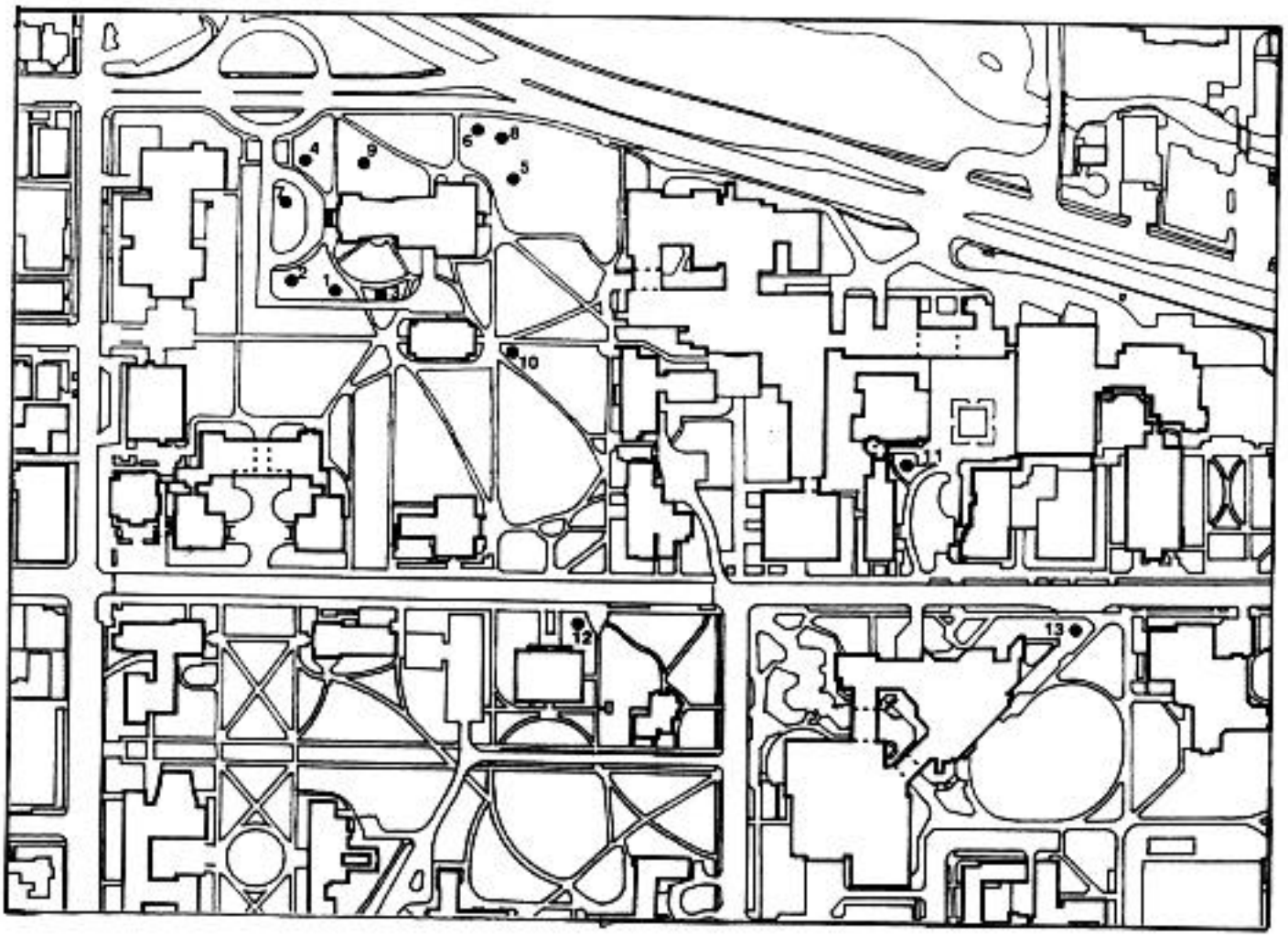
Map 4

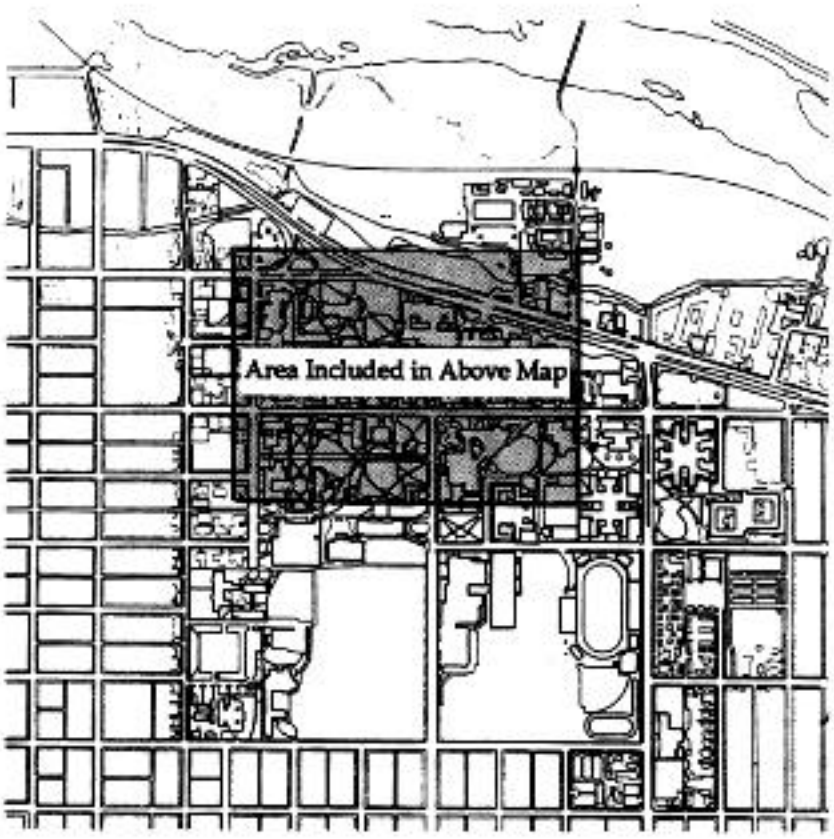
Designated Building Service Areas

University of Oregon



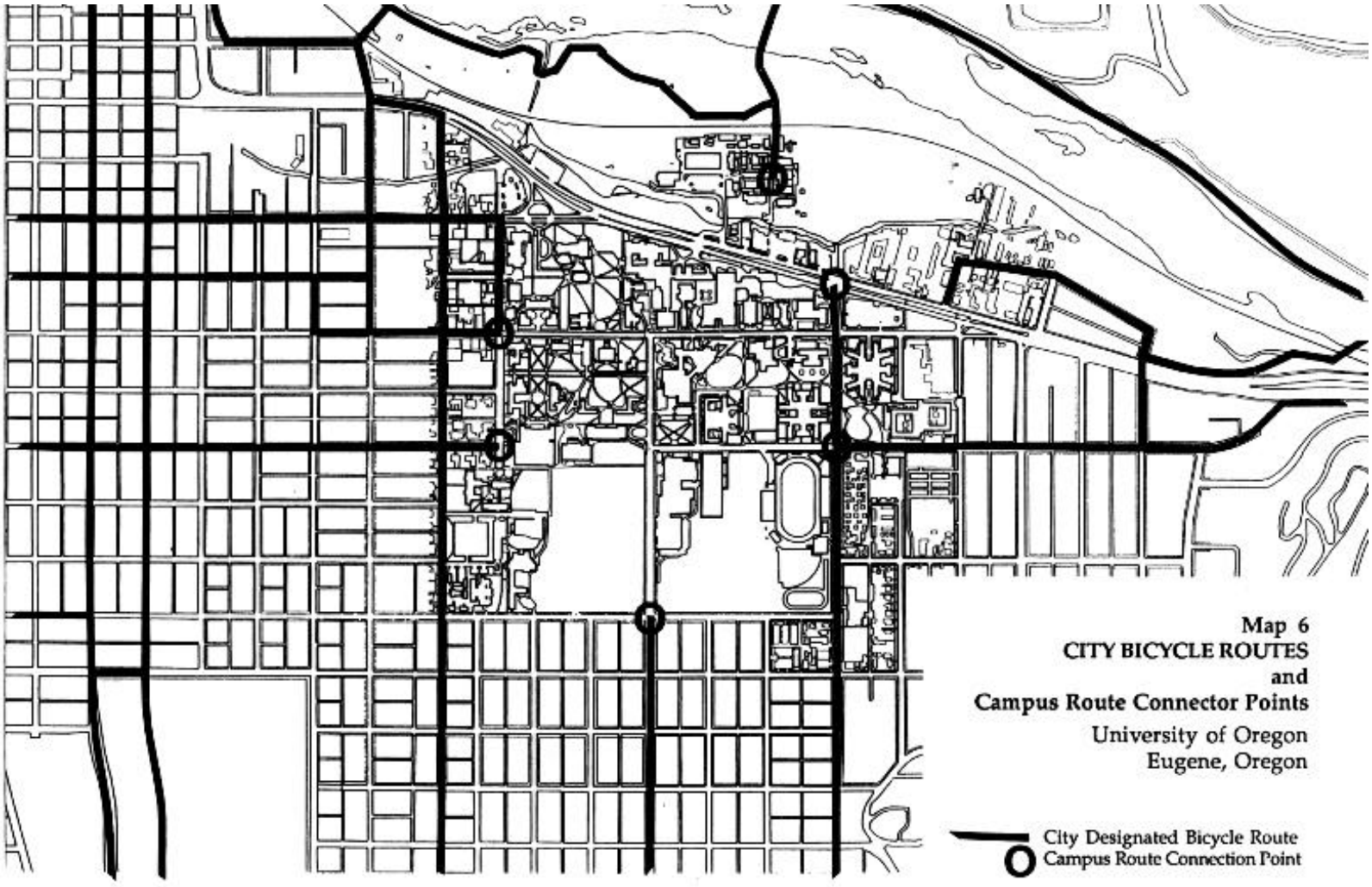
University Planning Office Home





Map No.	Common Name
1	Cryptomeria
2	Giant Sequoia
3	Smoothleaf Elm
4	Black Walnut
5	European Linden
6	Oregon White Oak
7	California Laurel
8	Oregon White Oak
9	Dawn Redwood
10	Bigleaf Maple
11	Dawn Redwood
12	Threadleaf Japanese Maple
13	Douglas Fir

Map 5
Trees of Special Significance
University of Oregon Campus
Eugene, Oregon



Map 6
CITY BICYCLE ROUTES
and
Campus Route Connector Points
University of Oregon
Eugene, Oregon

City Designated Bicycle Route
Campus Route Connection Point

University of Oregon
Telecommunications Facilities Guidelines

March 7, 2002
DPIT Subcommittee of the Campus Planning Committee
University Planning Office

I. Purpose:

The purpose of these guidelines is to clarify the intent of the Long Range Campus Development Plan (LRCDP) when considering the placement and design of telecommunications facilities on campus. At the time the LRCDP was written (1991), the demand for telecommunications facilities to serve cell phone users was not an issue. As a result, the LRCDP does not specifically address the installation of telecommunications facilities except to state that:

> "Selection and installation of telephone / data cable equipment will be coordinated through the Telecommunications Services Office of the Department of Business Affairs."

The LRCDP's policies and patterns addressing campus design and development, however, apply to all physical development on campus including telecommunications facilities.

Issues beyond physical development, such as possible health concerns, are not within the purview of the LRCDP, but can be addressed by the Office of Environmental Health and Safety. As recommended by the Office of Environmental Health and Safety, these guidelines do not attempt to determine whether there is a health risk associated with exposure to radio frequency transmissions from telecommunications facilities. They take into account, however, the perceived health risks associated with prolonged exposure, particularly for young children, that have been expressed by concerned faculty, staff, students, and community members. Due to the controversy and differing opinions, the university chooses to err on the conservative side at this time.

II. Background:

The development of these guidelines is in response to two proposals for off-campus towers adjacent to the university. One of the criteria for City of Eugene approval of telecommunications facilities requires applicants to prove that no other collocation sites exist in the area. Both applicants stated that the university did not express an interest in collocation sites on campus (there are already two antennas placed on PLC). The university did not actively pursue options because no one had complained about

current cell phone service on campus and initial review of possible collocation sites did not reveal any ideal locations. However, in an effort to eliminate the need for incompatible off-campus towers, these guidelines for on-campus sites have been developed to define how telecommunications needs can be accommodated while preserving the campus character. The guidelines are designed to allow on-campus facilities that would have much less of a negative impact on the university than the proposed off-campus towers.

III. Definitions of Terms:

The City of Eugene Land Use code definitions related to telecommunications facilities are the basis of these guidelines. Refer to the attachment titled "Definitions of Terms Related to Telecommunications Facilities." The term "facilities" refers to all physical development associated with a telecommunications facility.

IV. Review Requirements:

Review of all proposed facilities shall include, but is not limited to, the following:

Telecommunications Services: All installations shall be subject to review and approval by Telecommunications Services.

Facilities Services: Facilities Services shall also review all installation plans for potential impact on building structures, roofs, and campus utility infrastructures.

Office of Environmental Health and Safety: All potential health concerns associated with exposure to radio frequency transmissions from telecommunications facilities shall be addressed by the Office of Environmental Health and Safety. The guidelines shall be modified as recommended by the Office of Environmental Health and Safety as new information about health risks becomes available.

Campus Planning Committee: All facilities visible from a public location shall be subject to Campus Planning Committee review and approval based upon the guidelines below. The review process shall include soliciting comments from the official representatives of affected neighborhoods as described in the LRCDP. Documentation including photo simulations and/or a balloon test shall be required from the applicant to demonstrate that the guidelines are being met.

V. Guidelines:

The following guidelines shall apply to all proposed telecommunications facilities on campus, including pole / antenna and ancillary facilities. They are not intended to supersede any existing university and / or City policies. All telecommunications facilities:

1. General:

1A. Shall adhere to LRCDP policies and patterns – The LRCDP contains patterns and policies addressing height, massing, design, quality, and location for all development on campus.

1B. Shall be removed if they become obsolete - If a facility becomes obsolete, it shall be removed within six months or within the time frame required by City code, whichever time is less.

2. Location:

2A. Shall not interfere with the university's telecommunications and research needs - Given that appropriate sites for university-related telecommunications and research facilities are very limited on campus, placement shall not interfere with existing or future university telecommunications needs. Every effort shall be made by the university to identify future needs. The university reserves the right, however, to require the provider to remove a facility at the provider's expense if the need arises.

2B. Shall not interfere with future development - Placement shall not occur where it will likely interfere with future development plans. Every effort shall be made by the university to identify future development sites. The university reserves the right, however, to require the provider to remove a facility at the provider's expense if the need arises.

2C. Shall meet the needs of multiple providers - The proposed location shall accommodate the needs of multiple providers, if at all possible, in an effort to reduce the total number of required facilities on campus and in the surrounding area.

2D. Shall not be adjacent to residential uses - Due to the perceived health risks associated with long-term exposure to radio frequency transmissions from telecommunications facilities, such facilities shall be not be located within 100 feet of residential uses, residentially-zoned lands, or areas designated for residential development in the LRCDP. Areas with low occupancy or use are more appropriate locations. *(Note: This guideline shall be amended as deemed necessary by the Office of Environmental Health and Safety as new information becomes available.)*

2E. Shall not be adjacent to child care facilities - Due to the perceived health risks associated with young children's exposure to radio frequency transmissions from telecommunications facilities, such facilities shall be not be located within 100 feet

of child care facilities or areas specifically designated for child care facilities in the LRCDP. *(Note: This guideline shall be amended as deemed necessary by the Office of Environmental Health and Safety as new information becomes available.)*

2F. Shall protect open spaces - Placement is discouraged in LRCDP designated open spaces or identified historic open spaces, although a carefully designed, compatible, stealth facility (e.g. a flag pole) may be considered appropriate. Proposed installations on a site listed on the National Register of Historic Places are subject to the Secretary of the Interior Standards for Rehabilitation. National Register properties and City Landmark properties are subject to City Historic Alteration review.

2G. Shall preserve historic buildings - Collocation on a historic building is discouraged and not allowed on a building designated as a Historic Landmark by the National Register. Facilities shall not interfere with the historic character of a building. Installation on a building listed on the National Register of Historic Places is subject to the Secretary of the Interior Standards for Rehabilitation. National Register properties and City Landmark properties are subject to City Historic Alteration review.

2H. Shall be easy to maintain - Placement shall be designed to provide easy maintenance of and access to the facility and the adjacent landscaping and buildings.

3. Design:

3A. Shall be collocation facilities whenever possible – Collocation facilities versus freestanding monopoles are encouraged on campus due to a monopole's inherent incompatibility with the campus scale and design, and very limited development space on campus. Towers are not allowed with the exception of monopoles designed with a stealth antenna array (antennas are hidden inside the pole).

3B. Shall minimize visual intrusion – A facility shall not be in prominent public view unless it is a carefully designed and compatible stealth facility (e.g. a flag pole). Particular care shall be taken to protect views of and from designated open spaces, significant public gathering places, main entrances, historic sites, and historic buildings. Every effort shall be made to camouflage the facility and integrate it with the character and scale of the existing buildings and landscape.

3C. Shall minimize the actual and perceived height of the facility - Every effort shall be made to minimize the height of a proposed facility, while at the same time recognizing the benefit of providing a taller pole to accommodate multiple providers rather than constructing another facility. High elevation locations and / or places where buildings or features are large in scale are encouraged to help minimize the actual and perceived height of facilities.

3D. Shall minimize the size of the ancillary facility - The ancillary facility shall be integrated with a campus structure if at all possible and its size shall be minimized.

Definitions of Terms Related to Telecommunications Facilities
According to the City of Eugene Land Use Code – 2001 [unless noted]

Telecommunications Ancillary Facilities. The buildings, cabinets, vaults, closures, and equipment required for operation of telecommunications systems including but not limited to repeaters, equipment housing, ventilation and other mechanical equipment.

Telecommunications Antennas. An electrical conductor or group of electrical conductors that transmit or receive radio waves, excluding amateur radio antennas.

Telecommunications Attachment. An antenna or other piece of related equipment affixed to a transmission tower, building, light or utility pole, or water tower.

Telecommunications Collocation. Placement of an antenna on an existing transmission tower, building, light or utility pole, or water tower where the antenna and all supports are located on the existing structure.

Telecommunications Facility. A facility designed and used for the purpose of transmitting, receiving, and relaying voice and data signals from various wireless communication devices, including transmission towers, telecommunications antennas and ancillary facilities. For purposes of this Land Use Code, amateur radio transmission facilities and facilities used exclusively for the transmission of television and radio signals are not "telecommunications facilities."

Telecommunications Facility Stealth Design. A telecommunications facility that is designed or located in such a way that the facility is not readily recognizable as telecommunications equipment.

Telecommunications Monopole. A single, self-supporting vertical pole with no guy wire anchors, usually consisting of a galvanized or other unpainted metal or a wooden pole with below-grade foundations. [Not from City code]

Telecommunications Provider. A person in the business of designing and using telecommunications facilities, including cellular radio-telephones, personal communications services, enhanced / specialized mobile radios, and commercial paging services.

Telecommunications Tower. A vertical structure supporting telecommunications antenna(s). [Not from City code]

Appendix A

Patterns Referenced in Long Range Campus Development Plan

University of Oregon

The patterns cited in the body of the Long Range Campus Development Plan are summarized below.[1] In most, if not all cases, the full text of any pattern used should be consulted. The described patterns appear here in alphabetic order; the number in brackets following the pattern title refer to the pattern number assigned to that pattern in the appropriate reference volume. Thus for example, "[OE 18]" refers to pattern no. 18 in *The Oregon Experiment*,[2] and "[PL 72]" refers to pattern no. 72 in *A Pattern Language*.[3] Note that certain patterns are referenced in both volumes, though perhaps under different titles. In such instances, the title and summary language used in *The Oregon Experiment* is the one quoted in this Appendix. The reference "UPO" indicates a pattern developed in the University Planning Office, the full text of which is in the planning office files.

In most cases, literal interpretation of a pattern should be avoided. The pattern is intended to help identify the essence of an issue that needs to be considered and to suggest ways in which the issue might be resolved. It is entirely possible that some patterns simply may not apply in a given situation. In such instances, an acknowledgement of non-applicability and an articulation of the reasons for that judgment ordinarily will be sufficient. In some cases it is possible that although the problem is properly identified, the solution suggested by the pattern is not appropriate. In these cases, an alternate means of resolving the issue is called for. Finally, not all problems that need to be resolved are covered by patterns listed in this appendix. The source documents should be consulted for additional patterns and new patterns may need to be developed to adequately address the issue under consideration.

Access to Water [PL 25]

People have a fundamental yearning for great bodies of water. But the very movement of the people toward the water can also destroy the water.

Therefore: When natural bodies of water occur near human settlements, treat them with great respect. Always preserve a belt of common land, immediately beside the water. And allow dense settlements to come right down to the water only at infrequent intervals along the water's edge.

Accessible Green [OE 11, PL 60]

When people work extremely close to large open green areas, they visit them and use them often; but even a fairly short distance will discourage them.

Therefore: Provide a green outdoor park, at least 60,000 square feet in area, at least 150 feet across in the narrowest direction, within 600 feet of every building in the University.

Activity Nodes [OE 10, PL 30]

When buildings are spread evenly across a campus, they do not generate small centers of public life around them. They do nothing to help the various 'neighborhoods' on the campus to coalesce.

Therefore: When locating buildings, place them in conjunction with other buildings to form small nodes of public life. Create a series of these nodes throughout the university, in contrast to the quiet, private outdoor spaces between them, and knit these nodes together with a network of pedestrian paths.

Arcades [OE 32, PL 119]

Arcades-covered walkways at the edge of buildings, which are partly inside the building, partly outside-play a vital role in the way that group territory and the society-at-large interact.

Therefore: Whenever paths pass beside buildings, create deep arcades over the paths, and open the group territory inside the building to these arcades. Gradually knit these arcades together until they form a covered system of paths throughout the community.

Bike Paths and Racks [OE 25, PL 56]

Bikes are cheap, healthy, and good for the environment; but they are threatened by cars on major roads; and they threaten pedestrians on pedestrian paths.

Therefore: Build a system of paths designated as 'bike paths,' with the following properties: The bike paths are marked clearly with a special, easily recognizable surface (for example, a red asphalt surface). Bike paths always coincide either with local roads, or major pedestrian paths. Where the system coincides with a local road, its surface may simply be a part of the road and level with it. Where the system coincides with a pedestrian path, the bike path is separate from that path and a few inches below it. The system of bike paths comes within 100 feet of every building, and every building has a bike rack near its main entrance.

Building Complex [OE 18, PL 95]

When human organizations are housed in enormous buildings, the human scale vanishes, and people stop identifying with the staff who work there as personalities, and think only of the entire institution as an impersonal monolith, staffed with 'personnel.'

Therefore: To maintain human scale in public buildings, make them small, not more than 3 to 4 storeys high; not more than 9,000 square feet in total indoor area; not more than 3000 square feet to a story. If more than one small building is being made, to house related functions, the buildings should be

conceived as a collection, connected by arcades, paths, bridges.

Classroom Distribution [OE 27, UPO]

Have you ever tried to hold an intimate seminar for l0 students in a huge classroom which has 70 or 80 seats?

Therefore: Construct classrooms in such a way that the total number of classrooms in any given sector of the university is proportional to the number of faculty offices in that sector, and so that the distribution of classrooms classified by number of seats, both in each sector and in the university as a whole, follows these percentages:

Classroom type (number of seats) by percentage.

0- 15 seats - 27 percent

16- 30 seats - 35 percent

31- 60 seats - 27 percent

61- 90 seats - 4 percent

91 -150 seats - 3 percent

151 -300 seats - 3 percent

300 and up - 1 percent

Connected Buildings [PL 108]

Isolated buildings are symptoms of a disconnected sick society.

Therefore: Connect your building up, wherever possible, to the existing buildings round about. Do not keep set backs between buildings; instead, try to form new buildings as continuations of the older buildings.

Degrees of Publicness [PL 36]

People are different, and the way they want to place their houses in a neighborhood is one of the most basic kinds of difference.

Therefore: Make a clear distinction between three kinds of homes --those on quiet backwaters, those on busy streets, and those that are more or less in between. Make sure that those on quiet backwaters are on twisting paths, and that these houses are themselves physically secluded; make sure that the more public houses are on busy streets with many people passing by all day long and that the houses themselves are relatively exposed to the passers-by. The inbetween houses may then be located on the paths half-way between the other two. Give every neighborhood about equal numbers of these three kinds of homes.

Department Hearth [OE 28, PL 129]

When an academic department is just a collection of offices, without a focus, there is little chance for a sense of community to develop; and the possibility of an open exchange of ideas is diminished.

Therefore: For every department, create a social hearth. Place the hearth at the center of gravity of the department offices; and beside a path that everyone uses. Within the hearth, provide a lounge, department mail, coffee, supplies, small library, student information, etc. Make certain all department offices are within 500 feet of the hearth.

Department Space [OE 14]

Spaces are not working properly if they are overcrowded or if they are under-used. Empty desolate spaces are as bad to work in as overcrowded ones. Therefore: Give each department approximately (160A + 80B + 55C) square feet of net usable space, where A is the number of faculty, B is the number of staff, and C is the number of graduate students and students who live more than one mile from the university. Laboratories and classrooms must be figured separately.

Fabric of Departments [OE 12]

Over-emphasis on the individuality of departments helps to fragment knowledge by keeping it in watertight compartments. Yet each department does require its own identity.

Therefore: Give each department a clearly identified home base, but spread the parts of the department within a radius of 500 feet, so that they interlock with the parts of other departments. No one of these parts should contain less than five faculty offices.

Faculty-Student Mix [OE 29, PL 83]

Students and faculty can benefit most from each other if they are able to develop mutual respect and common interests in a primary group. Learning and research cannot flourish without the sustained informal contacts which occur within such groups.

Therefore: Cluster student workplaces around faculty offices in groups of 5 to 10. Give each cluster a common entrance and a common area which contains seats, books, journals, hot plate, seminar table,

and the like.

Family of Entrances [PL 102]

When a person arrives in a complex of offices or services or workshops, or in a group of related houses, there is a good chance he will experience confusion unless the whole collection is laid out before him, so that he can see the entrance of the place where he is going.

Therefore: Lay out the entrances to form a family. This means:

1. They form a group, are visible together, and each is visible from all the others.

2. They are all broadly similar, for instance all porches, or all gates in a wall, or all marked by a similar kind of doorway.

Four Storey Limit [PL 21]

There is abundant evidence to show that high buildings make people crazy.

Therefore: In any urban area, no matter how dense, keep the majority of buildings four stories high or less. It is possible that certain buildings should exceed this limit, but they should never be buildings for human habitation.

Identifiable Neighborhood [PL 14]

People need an identifiable spatial unit to belong to.

Therefore: Help people to define the neighborhoods they live in, not more than 300 yards across, with no more than 400 or 500 inhabitants. In existing cities, encourage local groups to organize themselves to form such neighborhoods. Give the neighborhoods some degree of autonomy as far as taxes and land controls are concerned. Keep major roads outside these neighborhoods.

Living-Learning Circle [OE 9, PL 29]

Students who want to live closely related to the university want their housing integrated with the university yet most on-campus housing provided today is zoned off from academic departments.

Therefore: Provide housing for 25 per cent of the student population within the 3000 foot inner university diameter. Do not zone this housing off from academic departments--instead alternate the two so that there are never more than two or three student communities, nor more than 300 feet of academic functions, before each is interrupted by the other.

Local Administration [OE 15]

University administrative services are often over-centralized: all the branches are located together in one imposing complex, when, in fact, various parts of administration could operate more effectively if they were located according to the functional connections each requires in the community.

Therefore: Locate different administrative services independently, each one as near as possible to the center of gravity of its particular community (e.g., Dean of Students in the Student Union; counseling near student housing). Never create one vast administrative territory for all the services.

Local Sports [OE 26, PL 72]

You cannot get a good education in a place which runs like a factory, with a hectic work pace, and never the chance for a relaxing physical diversion.

Therefore: Arrange sports facilities on campus, so that every point is within 400 to 500 feet of a place which is designed for sports and leisure a swimming pool, gym, sauna, tennis courts, etc.

Local Transport Area [OE 5, PL 11]

The impact of the car on social life is devastating: it keeps us off the streets and far away from each other. The first step in bringing the car under control is to stop using it for local trips.

Therefore: Embed the university in a local transport area, 1 to 2 miles in diameter. Within this area, except for very special cases, encourage local trips to be made on foot, bikes, scooters, carts, perhaps even on horseback. Adapt paths and roads to these modes of travel, and keep the streets for cars slow and circuitous. At the edge of the local transport area build high speed ring roads.

Looped Local Roads [OE 7, PL 49]

Through traffic destroys the tranquility and the safety of pedestrian areas. This is especially true in university districts, where the creation of quiet precincts is crucial to the work.

Therefore: To bring the traffic and the pedestrian world into the right balance, make the local roads that serve the area form a system of loops or cul-de-sacs, so that through traffic is impossible.

Main Entrance [PL 110]

Placing the main entrance (or main entrances) is perhaps the single most important step you take during the evolution of a building plan.

Therefore: Place the main entrance of the building at a point where it can be seen immediately from the main avenues of approach and give it a bold, visible shape which stands out in front of the building.

Main Gateways [PL 53]

Any part of a town--large or small--which is to be identified by its inhabitants as a precinct of some kind, will be reinforced, helped in its distinctness, marked, and made more vivid, if the paths which enter it are marked by gateways where they cross the boundary.

Therefore: Mark every boundary in the city which has important human meaning--the boundary of a building cluster, a neighborhood, a precinct--by great gateways where the major entering paths cross the boundary.

Mini-Buses [PL 20]

Public transportation must be able to take people from any point to any other point within the metropolitan area.

Therefore: Establish a system of small taxi like buses, carrying up to six people each, radio-controlled, on call by telephone, able to provide point-to-point service according to the passengers' needs, and supplemented by a computer system which guarantees minimum detours, and minimum waiting times. Make bus stops for the mini-buses every 600 feet in each direction, and equip these bus stops with a phone for dialing a bus.

Office Connections [PL 82]

If two parts of an office are too far apart, people will not move between them as often as they need to; and if they are more than one floor apart, there will be almost no communication between the two.

Therefore: To establish distances between departments, calculate the number of trips per day made between each two departments; get the "nuisance distance" from the graph above; then make sure that the physical distance between the two departments is less than the nuisance distance. Reckon one flight of stairs as about 100 feet, and two flights of stairs as about 300 feet.

Open University [OE 2]

When a university is built up as a campus, separated by a hard boundary from the town, it tends to isolate its students from the townspeople, and in a subtle way takes on the character of a glorified high school.

Therefore: Encourage the dissolution of the boundary between university and town. Encourage parts of the town to grow up within the university, and parts of the university to grow up within the town.

Operable Windows [UPO]

Human beings who work in confined spaces such as offices over an eight hour or more span do not flourish in a mechanically-supported work environment. Mechanically sustained environments are sterile at best and stifling at worst.

Therefore: In the absence of compelling reasons to the contrary, all exterior windows of University buildings must be able to be opened wholly or in part.

Parking Spaces [OE 23]

As the university grows, there is a great danger that parking will overwhelm the university environment. But if the parking is too far away, it can easily degrade teaching and learning.

Therefore: For every building with N staff offices and M workstations, provide 0.25M metered short term spaces, 300 feet from the building, in the direction away from the university center; and N (0.67--0.57P) commuter spaces 500 feet away from the building, also in the direction away from the university center, where P is the percentage of staff who live within 15 minutes walk.

Path Network [PL 52]

Cars are dangerous to pedestrians; yet activities occur just where cars and pedestrians meet.

Therefore: Except where traffic densities are very high or very low, lay out pedestrian paths at right angles to roads, not along them, so that the paths gradually begin to form a second network, distinct from the road system, and orthogonal to it. This can be done quite gradually--even if you put in one path at a time, but always put them in the middle of the "block," so that they run across the roads.

Path Shape [PL 121]

Streets should be for staying in, and not just for moving through, the way they are today.

Therefore: Make a bulge in the middle of a public path, and make the ends narrower, so that the path forms an enclosure which is a place to stay, not just a place to pass through.

Paths and Goals [PL 120]

The layout of paths will seem right and comfortable only when it is compatible with the process of walking. And the process of walking is far more subtle than one might imagine.

Therefore: To lay out paths, first place goals at natural points of interest. Then connect the goals to one another to form the paths. The paths may be straight, or gently curving between goals; their paving should swell around the goal. The goals should never be more than a few hundred feet apart.

Positive Outdoor Space [OE 21, PL 106]

Outdoor spaces which are merely "left over" between buildings will, in general, not be used.

Therefore: Always place buildings, arcades, trees, and walls, so that the outdoor spaces they form are convex in plan. But never enclose an outdoor space on all sides--instead connect outdoor spaces to one another so that it is possible to see and walk from one to the next in more than one way.

Promenade [PL 31]

Each subculture needs a center for its public life: a place where you can go to see people, and to be seen.

Therefore: Encourage the gradual formation of a promenade at the heart of every community, linking the main activity nodes, and placed centrally, so that each point in the community is within 10 minutes' walk of it. Put main points of attraction at the two ends, to keep a constant movement up and down.

Public Outdoor Room [PL 69]

There are very few spots along the streets of modern towns and neighborhoods where people can hang out, comfortably, for hours at a time.

Therefore: In every neighborhood and work community, make a piece of the common land into an outdoor room--a partly enclosed place, with some roof, columns, without walls, perhaps with a trellis; place it beside an important path and within view of many homes and workshops.

Quiet Backs [PL 59]

Any one who has to work in noise, in offices with people all around, needs to be able to pause and refresh himself with quiet in a more natural situation.

Therefore: Give the buildings in the busy parts of town a quiet "back" behind them and away from the noise. Build a walk along this quiet back, far enough from the building so that it gets full sunlight, but protected from noise by walls and distance and buildings. Make certain that the path is not a natural shortcut for busy foot traffic, and connect it up with other walks, to form a long ribbon of quiet alleyways which converge on the local pools and streams and the local greens.

Road Crossings [PL 54]

Where paths cross roads, the cars have power to frighten and subdue the people walking, even when the people walking have the legal right-of-way.

Therefore: At any point where a pedestrian path crosses a road that has enough traffic to create more than a two second delay to people crossing, make a "knuckle" at the crossing: narrow the road to the width of the through lanes only; continue the pedestrian path through the crossing about a foot above the roadway; put in islands between lanes; slope the road up toward the crossing (I in 6 maximum); mark the path with a canopy or shelter to make it visible.

Shielded Parking [PL 97]

Large parking structures full of cars are inhuman and dead buildings--no one wants to see them or walk by them. At the same time, if you are driving, the entrance to a parking structure is essentially the main entrance to the building--and it needs to be visible.

Therefore. Put all large parking lots, or parking garages, behind some kind of natural wall, so that the cars and parking structures cannot be seen from outside. The wall which surrounds the cars may be a building, connected houses, or housing hills, earth berms, or shops. Make the entrance to the parking lot a natural gateway to the buildings which it serves, and place it so that you can easily see the main entrance to the building from the entrance to the parking.

Site Repair [PL 104]

Buildings must always be built on those parts of the land which are in the worst condition, not the best.

Therefore: On no account place buildings in the places which are most beautiful. In fact, do the opposite. Consider the site and its buildings as a single living eco-system. Leave those areas that are the most precious, beautiful, comfortable, and healthy as they are, and build new structures in those parts of the site which are least pleasant now.

Small Parking Lots [OE 24, PL 103]

Vast parking lots wreck the land for people.

Therefore: Make parking lots small, for 8 to I 2 cars; when a lot requires more parking, build it up as a collection of these 8 to 12 car lots, along a spine, each lot bounded and enclosed with wall, hedge, trees; not visible from the outside.

Small Student Unions [OE 17]

When a single building on campus is designated as student territory, it raises the feeling that the rest of

campus is not student territory.

Therefore: Create many small student unions across campus--one for every 500 to 1000 students, and so placed that there are no classrooms or offices farther than two minutes from the nearest one. Give each small center at least a coffee bar and lounge/reading room, and an area of roughly 2.5 N square feet, where N is the number of people it serves.

Small Public Squares [PL 61]

A town needs public squares; they are the largest, most public rooms, that the town has. But when they are too large, they look and feel deserted.

Therefore: Make a public square much smaller than you would at first imagine; usually no more than 45 to 60 feet across, never more than 70 feet across. This applies only to its width in the short direction. In the long direction it can certainly be longer.

South Facing Outdoors [OE 20, PL 105]

People use open space if it is sunny, and don't use it if it isn't, in all but desert climates.

Therefore: Place buildings so that the open space intended for use is on the south side of the buildings; avoid putting open space in the shadow of buildings; and never let a deep strip of shade separate a sunny area from the building which it serves.

Student Community [OE 16]

If dormitories are too small and too communal, they become constraining. If they are too big or too private, then the idea of group living is lost.

Therefore: Encourage the formation of autonomously managed cooperative housing clusters that bring 30 to 40 units together, around communal eating, sports, etc. Unlike dorms, however, make the individual units rather autonomous, with sink, toilet and hot plates, and with private entrances.

Student Housing Distribution [OE 3]

When students live too far from campus, they cannot be part of university life.

Therefore: Locate all student housing within a one mile radius of the center of the university in the following proportions: 25 per cent integrated with academic activities within a 1500 foot radius of the center (See *Living learning circle);* 25 per cent in a ring between 1500 and 2500 feet of the center; 50 per cent in a ring between 2500 and 5000 feet of the center.

Sustainable Development [added as an amendment 2/2001]

The development, repair, maintenance and operations of the University of Oregon today have an impact on the local environment and the ability of future generations to thrive. The physical environment of the University - landscape and buildings - must also support and enhance the excellence of our academic programs.

Therefore: The University will strive to become a national leader in sustainable development. All development, redevelopment, and remodeling on the University of Oregon campus shall incorporate sustainable design principles including existing and future land use, landscaping, building, and transportation plans. Sustainable endeavors will support the University's missions of teaching, research, and public service. [Refer to the Level 3 Sustainable Development Plan]

T Junctions [PL 50]

Traffic accidents are far more frequent where two roads cross than at T junctions.

Therefore: Lay out the road system so that any two roads which meet at grade, meet in three-way T junctions as near go degrees as possible. Avoid four-way intersections and crossing movements.

University Shape and Diameter [OE 4]

When a university is too spread out, people cannot make use of all it offers; on the other hand, a diameter for the university based strictly on the 10 minute class break is needlessly restrictive.

Therefore: Plan all classes, evenly distributed, within a circular zone not more than 3000 feet in diameter. Place non-class activities such as athletic fields, research offices, administration within a wider circle, not more than 5000 feet in diameter.

University Streets [OE 8, PL 100]

Large agglomerations of departments and heavily centralized academic facilities kill variety, academic freedom, and student opportunities for learning.

Therefore: Concentrate the major functions of the university--the offices, labs, lecture halls, sports, student quarters--along university streets; streets that are public and essentially pedestrian, 20 to 30 feet wide, with all the university activity opening off them; always locate new buildings to amplify and extend the university streets.

Appendix B

Pre-approved Outdoor Furniture and Accessories

Benches

Iron and Alaska Cedar:

Timberform No. 2118-6; Color: Hartford Green.

Wood:

Lister # MD 5 Mendip Teak;

Smith and Hawken, Gloucester Range

Site Lighting[amended 3/2/04]

Fluted posts with acorn globes:

Post: Visco series A. Fixture: Holophane Granville UGV10DHMT6806

Globe: Granville G-V-8N

Light Source: Metal Halide

Appendix C

Items Identified for Inclusion in Plan Revision and Update Discussions

In discussions on the 1991 Long Range Campus Development Plan, the items listed below were identified as appropriate subjects for consideration in the continuing discussions on University campus development policy. They represent new policies or suggested revisions to existing development policy. They are listed in no particular order.

1. Revision of Long Range Campus Transportation Plan.

This was suggested by Jerry Finrow in a memorandum to the Campus Planning Committee dated May 29, 1990.

2. Discussion and action on identification of a ring road corridor in the East Campus.

This item was initially proposed in the user group discussions on the 1989 East Campus study, and was reintroduced by a member of the Univerrsity/ Community Liaison Committee (U/CLC) in 1991.

3. Review of 1989 East Campus Development policies; revision and adoption as appropriate.

4. Exclusion of lighting from policy related to programmable systems.

Lighting is currently included in the policy directing architects to design programmable building systems. There is some evidence that it is not a satisfactory arrangement. It has been suggested that it be deleted as a design requirement.

5. Resolution of status of 1962 East Campus Urban Renewal District Plan.

This item has surfaced on several occasions during the last several years and was raised again by a neighborhood representative to the U/CLC. Legal advice is being sought. If it is determined that the 1962 District Plan still has some status, that matter should be discussed and resolved.

6. Development of a policy on acceptance of memorials (trees, benches, etc.).

Current policy provides a mechanism for siting of memorials, but does not address the issues related to their acceptance in the first instance. Such a policy also could give some status to "accepted" memorials resulting in some different treatment of them in development and redevelopment activities.

7. Development of a more refined policy on appeals.

This is an issue raised by a representative to the U/CLC. The interim

solution identified in the May 28 revision memo should be considered as temporary, pending legal work currently in progress.

8. Review of the issues regarding extensive active-use open space areas.

This issue was central to many of the discussions on the 1989 East Campus study. The question is the extent to which central campus lands ought to be used for extensive active-use open spaces such as instructional and recreational field areas.

9. Condon School Playground.

This question was at issue in the 19th and Agate Special Area study and has been raised from time to time since then. The question is the extent to which the University ought to maintain that playground (which is in disrepair) and/or whether some of the facilities there should be scattered throughout the East Campus area for more localized use by East Campus residents. It may be more of an administrative matter than one of basic policy, though there are some policy questions involved.

10. Ferry Street Bridge proposal.

This item, which was suggested in the Eugene City Council's July 22, 1991 "Resolution Acknowledging the University of Oregon Long Range Campus Development Plan," recognizes that various options in the Ferry Street Bridge proposal may offer an opportunity to coordinate sidewalk and other kinds of improvements with the City and other agencies.

Appendix D

NOTE: An updated version of this appendix is available by contacting the University Planning Office. It was updated 4/04 to reflect revisoins to the Fairmount/University of Oregon Special Area Study.

Planning Policies Adopted by Reference

The University of Oregon's Long Range Campus Development Plan adopts by reference a number of policies contained in several planning documents adopted by the City of Eugene.

(EB) City of Eugene's Entrance Beautification Study

(MG) Eugene/Springfield Metro Area General Plan 1987 Update (adopted by the Eugene City Council, Springfield City Council and Lane County Board of Commissioners; acknowledged in compliance by the Oregon Department of Land Conservation and Development August 23, 1982). (Chapter III)

(A) 19th & Agate Special Area Study (adopted by the Eugene City Council July 11, 1988). (pp. 7-14)

(F) Fairmount/University of Oregon Special Area Study adopted by the Eugene City Council September 27, 1982. (pp.1-4; 28-29).

(RRP) Riverfront Park Study adopted by the Eugene City Council September 9, 1985. (pp. 4-12).

(W) West University Refinement Plan adopted by the Eugene City Council April 14, 1982. (pp.14; 33-34; 49-51).

For convenience, the policies which most relate to the University of Oregon are reproduced below. The user is cautioned, however, to not rely on this Appendix as a definitive statement of area-adopted policy, and is encouraged to consult the source documents.

Policy provisions included in this appendix are sequenced in an order which corresponds with the organization of the Long Range Campus Development Plan document. Within each general subject area, they are grouped by source document, in the order listed below.

Table of Contents

General Precepts and Process Policies

- Maintain an ongoing metropolitan region policy committee to provide policy direction on major Plan updates, Plan amendments, and special studies. (MG)
- Periodically, local governments shall review Greenway boundaries, uses, and potential acquisition areas to ensure continued compliance with state and local Greenway goals. (MG)
- Encourage the continuance of career preparation and employment orientation for metropolitan area residents by the community's educational institutions, labor unions, businesses and industry. (policy for economic element). (MG)
- Major institutions, such as universities and hospitals, shall continue joint planning coordination with local planning agencies. (MG)
- There will continue to be an opportunity for residents to be involved in land-use decisions that affect them. (F)
- The City of Eugene and the Fairmount Neighbors recognize the "University of Oregon Development Policy East Campus Area" (dated April 28, 1982), as a statement of the binding intent of the University, governing land use in the East Campus Area. (F)
- This plan should govern for a period of ten years. At the end of the period or at such time that undisputed need can be demonstrated (according to the guidelines included in the report), these policies should be reviewed and revised as changing circumstances and conditions warrant. Future review and revision processes will involve the collaboration of the University, the City, and the neighborhood. (F)
- The University, City, and neighborhood shall continue their participation in the University/ Community Liaison Committee. (F)
- The City of Eugene shall apply the Special Development District to property under University ownership. (RRP)
- For land zoned SD, Special Development District, development proposals shall be considered on a case-by-case basis through the conditional use permit process. (RRP)
- Working with the City of Springfield and Lane County, the City of Eugene shall seek an amendment to the Metropolitan Plan which would designate a portion of the property within the

Riverfront Research Park area owned by the University of Oregon for "University/Research" activities. (RRP)

- Property owned by the University of Oregon, and currently leased by EWEB for its pole yard, shall be included in the property available for redevelopment for new facilities in the Riverfront Park. (RRP)
- The City of Eugene will use the Land Use Diagram and policies of this plan along with other City policies in making land use and other decisions regarding the plan area. The Land Use Diagram is a generalized map and graphic depiction of the policies and proposals of this plan and the Community Goals and Policies. It is a supplement to and refinement of the General Plan diagram. (W)
- There will continue to be an opportunity for residents, businesses, and property owners to be involved in land-use decisions that affect them. (W) The City shall create formalized land-use planning mechanisms for such uses as hospitals and colleges in order to provide for coordination of institutional development plans with transportation, land use, and other policies and plans of the larger community and the neighborhood. (W)
- The City will facilitate the development of a formalized process for ongoing coordination between the institutions and adjacent neighborhoods on matters of mutual concern. (W)
- The City will encourage the State System of Higher Education to provide more adequately for student housing at the University of Oregon. (W)
- The City will assist health care and education industries to grow and to continue to provide services and employment to the extent allowed by balancing all City goals, recognizing that they are important contributors to the local economy . (W)

Land Development Policies

General (Level 1) Policies

1. Public and private facilities should be designed and located in a manner that preserves and enhances desirable features of local and neighborhood areas and promotes their sense of identity. (MG)
2. Adopt and implement historic preservation policies, regulations, and incentive programs that encourage the inventory, preservation, and restoration of structure; landmarks, sites; and areas of cultural, historic, or archaeological significance, consistent with overall policies. (MG)
3. Carefully develop sites that provide visual diversity to the urban area and optimize their visual and personal accessibility to residents. (MG)
4. Public and private facilities shall be designed and located in a manner that preserves and enhances desirable features of local and neighborhood areas and promotes their sense of identity. (MG)

Area-Specific (Level 2) Policies

1. The specific use management considerations and requirements of statewide Goal 15, "Willamette River Greenway." shall be applied where they are not specifically addressed in policy or land use designations elsewhere in the Plan, in local refinement plans and local implementing ordinances. (MG)
2. Land use regulations and acquisition programs along river corridors shall take into account all the concerns and needs of the community, including recreation, resource, and wildlife protection; enhancement of river corridor and waterway environment; potential for supporting nonautomobile transportation; opportunities for residential development; and other compatible uses. (MG)
3. Springfield, Lane County, and Eugene shall consider downstream impacts when planning for urbanization, flood control, urban storm runoff, recreation, and water quality along the Willamette and McKenzie Rivers. (MG)
4. The taking of an exception shall be required if a non-water dependent transportation facility requires placing of fill within the Willamette River Greenway setback. (MG)
5. With the exception of 1) the half-block strip along the east side of Moss Street between 17th Avenue and the "Opportunity Area," 2) that portion of the ODOT lands designated for residential use, and 3) University lands designated as "Institutional" or "Opportunity Area," zone changes to increase residential density or commercial intensity are not supported by this plan. This policy allows the opportunity for future residential development of the ODOT lands (appropriate density for residential development on the ODOT lands will be addressed by selection of one of the alternative policy statements). (F)
6. The City shall encourage the University to use its property in East Campus in an orderly fashion: intensity of use will be greatest near the already dense Central Campus Area (Agate Street and 15th Avenue) and become less intense as the properties approach low-density residential uses. (F)
7. The City shall encourage the University to use its lands currently zoned PL (Public Land District) with energy and space efficient structures and land-use patterns. (F)
8. The University will not request further upzoning of any medium- or low-density residential area until the medium-density and institutional areas shown in Figure 1 have been used to the capacity implied by the proposed land use map. (F)
9. The City shall encourage the University to develop its high- and medium-density residential units with concern for adequate parking and appropriate parking solutions, regard for landscaping, and consideration of the impact on the rest of the neighborhood. (F)
10. In areas where non-residential development abuts or faces residential development, special development standards or site review procedures shall be considered. (F)
11. Development standards within the SD, Special Development District, applied to the Riverfront Park, shall be designed to: a) Provide for intensity of development while recognizing the environmental and open-space attributes and requirements of the area. (RRP)
12. Development standards within the SD, Special Development District, applied to the Riverfront Park, shall be designed to: e) Ensure that development in the Riverfront Park is

primarily related to University activities and programs. (RRP)

13. Development standards within the SD, Special Development District, applied to the Riverfront Park, shall be designed to: d) Allow for a mixture of uses in the SD, Special Development District. (RRP)
14. The City will work with the University of Oregon and developers in financing and developing public amenities to serve the Riverfront Park area. (RRP)
15. As development occurs in the Riverfront Park area, privately financed amenities will be designed to supplement the amenities which are publicly financed. (RRP)
16. The following uses shall be permitted in the SD district for the Riverfront Park area: a) University programs and activities. b) Uses related to the activities, research, and programs of the University of Oregon, including light industrial, research and development, and office. c) A limited range of retail and non-retail uses permitted in the C-1, Neighborhood Commercial District (see Appendix B, Exhibit A). d) Other retail and non-retail uses that complement University activities. e) Multiple family dwellings. (RRP)
17. Elements that enhance neighborhood identity, character, or the "image" of the plan area, as well as livability, shall be maintained and/or encouraged whenever possible. Examples include: murals, street trees, street furniture, small-scale businesses including street vendors, ornamental paving, solar energy, mass transit use, pitched roofs, wood-framed windows, wood exterior siding, small intensely developed usable open spaces, waterways, alley cottages, older homes, a distinctive street lighting system, mixed-use buildings, community gardens. (W)
18. Elements that are detrimental to neighborhood identity, character, and livability, such as large parking facilities and the use of motor vehicles, shall be discouraged. (W)
19. The City will encourage residential uses in all parts of the plan area. (W)
20. The City will prevent non-residential uses, permitted in residential zones south of 13th Avenue as a result of the conditional use permit process, from becoming so concentrated or numerous that the area loses its attractiveness as a residential area. (W)
21. The City shall encourage preservation of existing older structures in the plan area that merit saving because of structural soundness or historic or architectural merit, using methods such as rehabilitation and housemoving. (W)
22. Efforts shall be made to save existing structures that merit saving because of structural soundness and/or historical significance. (W)
23. Efforts shall be made to save existing residential structures in the plan area. These efforts shall include rehabilitation, housemoving, and infilling. (W)

Building Space Use and Development Policies

General (Level 1) Policies

1. Efforts shall be made to mitigate the impact of residential growth on the metropolitan area's schools. Cities shall encourage a mix of dwelling unit types and phasing of single-family residential construction. School districts shall continue to meet peak school child

enrollment demand through a variety of means, thus possibly reducing or postponing the need for new, permanent school facilities. (MG)
2. Encourage proposals to develop specialized housing for the area's elderly, handicapped, and students. (MG)

Area-Specific (Level 2) Policies

1. The City of Eugene shall cooperate with the University of Oregon in the resolution of any loss of recreational facilities associated with development of the Riverfront Park. (MG)
2. Condon School Building and Site: Encourage the University of Oregon to continue to operate the building in a way that: 1) serves University needs, 2) provides for community access and use, and 3) is compatible with the surrounding neighborhood residences and businesses. (A)
3. Condon School Building and Site: Encourage the University of Oregon to enhance the use of the site in a way that: 1) serves University needs, 2) provides for community access and use, and 3) is compatible with the surrounding neighborhood residences and businesses. (A)
4. The City shall encourage the University to consolidate nonresidential uses that currently are scattered throughout the area into the portions of the plan area reserved for institutional use, returning structures thus vacated to residential use. (F)
5. The University will attempt to consolidate non-residential uses that presently are scattered throughout the area into the area reserved for institutional use, returning the structures thus vacated to use for housing. (F)
6. Non-residential zoning shall not be expanded in the special study area. (F)
7. The University shall investigate the potential for renting or leasing vacant institutional space to private research and development firms whose activities are consistent with and complement University programs. (F)

Landscape Policies

General (Level 1) Policies

1. Continued local programs supporting community gardens on public land and programs promoting urban agriculture on private land shall be encouraged. Urban agriculture includes gardens in backyards and interim use of vacant and underdeveloped parcels. (MG)
2. Eugene, Springfield, and Lane County shall continue to cooperate in expanding water-related parks and other facilities, where appropriate, that allow access to and enjoyment of river and waterway corridors. (MG)
3. Except as otherwise allowed according to FEMA regulations, development shall be prohibited in floodways if it could result in an increased flood level. The floodway is the channel of the river or other water course and the adjacent land area that must be reserved

to discharge a one-percent-chance flood in any given year. (MG)

4. When development is allowed to occur in the floodway or floodway fringe, local regulations shall control such development in order to minimize the potential danger to life and property. Within the urban growth boundary, development should result in in-filling of partially developed land. Outside the urban growth boundary areas affected by the floodway and floodway fringe shall be protected for their agricultural and sand and gravel resource values, their open space and recreational potential, and their value to water resources. (MG)
5. Natural vegetation, natural water features, and drainageways shall be protected and retained to the maximum extent practicable, considering the economic, social, environmental, and energy consequences in the design and construction of urban developments and landscaping shall be utilized to enhance those natural features. (MG)
6. Local governments shall require site-specific soil surveys and geologic studies where potential problems exist. When problems are identified, local governments shall require special design considerations and construction measures be taken to offset the soil and geologic constraints present to protect life and property, and to protect environmentally sensitive areas. (MG)
7. Lane County, Springfield, and Eugene shall continue to participate in efforts to determine the feasibility of an urban canal that would connect Eugene's historic Millrace to Amazon Creek. Likewise, Springfield's efforts to improve the scenic quality of its Millrace should be encouraged. (MG)
8. The planting of street trees shall be strongly encouraged, especially for all new developments and redeveloping areas (where feasible) and new streets and reconstruction of major arterials within the urban growth boundary. (MG)

Area-Specific (Level 2) Policies

1. New industrial development that locates along the Willamette and McKenzie Rivers shall enhance natural, scenic, and environmental qualities. (MG)
2. Within the framework of mandatory statewide planning goals, local Willamette River Greenway plans shall allow a variety of means for public enjoyment of the river, including public acquisition areas, residential areas, and commercial areas. (MG)
3. Local and state government shall continue to provide adequate public access to the Willamette River Greenway. (MG)
4. Eugene and Springfield shall continue to use the conditional use permit system to address the setback and vegetative fringe requirements of Statewide Planning Goal 15. Lane County shall address the setback and vegetative fringe requirements of Goal 15 in its Greenway implementing ordinance. (MG)
5. Condon School Building and Site: Recognizing the asset that the existing playground and open space represent in their location at the southern end of the Condon School building. Consider developing a design of the area which incorporates the following factors:

   a. A quiet buffer area south of the Condon School building that offers an attractive,

passive setting for users of the building.

b. A small pocket park to create pleasant outdoor open space at the south end of the site and to provide seating area for customers, employees, and community members with visible direct access for bicyclists and pedestrians from Agate Street.

c. Improved/replaced playground equipment as needed to provide an active play area for children in a variety of age groups.

d. An active recreational area for adults. [NB. A schematic design of a proposal for the area is attached]. (A)

6. The University will continue to develop and use mechanisms to provide incentives for maintenance of residential yards by tenants. (F)
7. The University will intensify its efforts to appropriately landscape and maintain University-owned non-residential properties in the special study area. (F)
8. The existing Millrace which passes through a portion of the study is an important environmental and historic city feature. Development occurring in the Riverfront Park shall maintain or improve visual and bicycle/pedestrian access to and along the Millrace, expanding its use for public recreation while at the same time recognizing its role as a storm runoff channel. (RRP)
9. The City of Eugene shall protect the riparian strip along the southern bank of the Willamette River within the study boundaries by: 1) directing future development away from this environmentally sensitive area; 2) establishing a buffer strip beginning at the top of the bank and extending a minimum of 35 feet to the south; 3) establishing a deeper setback to protect the east Millrace outfall and the heavily used bicycle/pedestrian area around the south approaches of the Autzen Bike Bridge; and 4) developing, with the University of Oregon and the Eugene Water & Electric Board and other major property owners along the river's banks, an active management plan intended to enhance the environment of the natural vegetation along the river's edge.

   In this area, the riparian strip refers to the narrow vegetative strip along the steep south bank of the river. This policy is intended to protect the riparian strip along the river which will result in: 1) preservation of valuable natural elements; 2) riverbank stabilization; and 3) protection of developable property from potential debris during major flooding (a rare possibility). This policy also recognizes that development within the Riverfront Park Study area provides unique opportunities to create more of an urban edge along the river, and that location of some public improvements can occur within the buffer and riparian strip. For example, a bicycle/pedestrian path could appropriately be included within the buffer strip and a public plaza and public access improvements could appropriately extend to the river through the riparian strip. (RRP)
10. Development occurring in the Riverfront Park area shall be designed to preserve a significant cluster of black locust, English oak, and redleaf plum trees located just east of the current location of the bicycle path. (RRP)

11. Development in the Riverfront Park area shall, when possible, maintain and enhance the public's physical access to the river and the riparian strip along its banks. (RRP)
12. Development standards within the SD, Special Development District, applied to the Riverfront Park, shall be designed to: c) Provide for signing standards consistent with the purpose of the district. (RRP)
13. The City shall protect and enhance the Millrace and Amazon Creek. (W)
14. The City shall study the feasibility of connecting the Millrace and Amazon Creek with a canal that would provide opportunities for site repair, redevelopment, flood control, recreation, transportation, and improving the environment. (W)
15. The City shall recognize that in order to best use scarce open space in the plan area, certain streets shall be considered for recreation and other uses. (W)
16. Design elements that encourage walking, such as pedestrian paths, street trees, benches, low-level lighting, trash cans, mailboxes, and planters shall be encouraged. N.B. This policy also listed in Transportation..(W)

Transportation Policies

1. The goals, objectives, policies, facilities and services contained in the adopted Eugene-Springfield Metropolitan Area Transportation Plan (TransPlan) shall serve as the basis for guiding surface transportation improvements in the metropolitan area. TransPlan is adopted as public policy be reference in this Plan, but specifically excluded as public policy are the following: phasing, cost estimates, and project justification contained in the project lists and the Financial Section (IX). Those parts of TransPlan are informational and are not adopted as policy in TransPlan or by reference in the Plan. (MG)
2. The special needs of the transportation disadvantaged shall be considered when developing and implementing transportation improvements. (MG)
3. The following recommendations are, from a transportation standpoint, geared toward reducing transportation energy demand and improving opportunities for using alternative modes, such as urban public transit, bicycle, pedestrian, and paratransit. These recommendations stress the need to increase residential densities and to locate places of employment and residences in proximity to one another. (MG)

   a. Meduim- and high-density residential development shall be encouraged within one mile of downtown Eugene and Springfield.

   b. Medium- and high-density residential development shall be encouraged within one-half mile of transit transfer stations.

   c. Medium- and high-density residential development shall be encouraged within one-half mile of existing and future employment centers. Where appropriate, such centers shall include urban public transit transfer stations.

d. Development and redevelopment shall be encouraged in designated areas which are relatively well served by the existing or planned urban public transit system.

e. An active program to develop pedestrian pathways; e.g., sidewalks shall be encouraged, especially in conjunction with other modes of travel.

4. New developments shall include consideration of improvements which would accommodate urban public transit and other alternative modes. (MG)
5. Encourage drivers to use arterials and avoid use of collector and local streets for trips through the Fairmount and South University neighborhoods. (A)
6. Reduce the problems of dust and noise generated by vehicular traffic on the alley east of Condon School. a. Install a barricade in the alley that provides rear access to the Condon School Building and off-street parking but prevents through vehicular traffic movements. Maintain through traffic movements for bicycles and pedestrians. Because of the anticipated reduction in the volume an speed of automobile traffic, do not pave the alley.

   b. Evaluate the impact of the barricade on reducing problems of dust and noise. If problems still exist, consider paving the alley or implementing some other method of reducing dust and noise. (A)
7. Encourage the University of Oregon to continue to promote the use of alternative transportation modes and to discourage the use of the automobile.

   a. Provide students, faculty, and staff with LTD bus passes with U of O registration or employment. (N.B. The measure to provide passes to students was approved in a campus-wide election in Spring, 1988.)

   b. Use media and U of O publications to encourage transportation alternatives, specifically bus, bike, and walking.

   c. Work with LTD to improve safety around the bus stop on 19th Avenue east of the 19th and Agate intersection. (A)
8. Discourage long-term automobile parking on residential streets by non-residents.

   a. Encourage the University and the Fairmount neighborhood to examine the need for a preferential parking program in the neighborhood.

   b. Encourage the University to consider allowing businesses in the area to use available space in existing parking lots in the east campus area, such as the lots at 17th and Moss and north of Condon School building. (A)
9. Condon School Building and Site: If parking continues to be a problem five years after adoption of this study, interested parties may request re-consideration of a small parking lot immediately north of the existing businesses on the Condon School building site to respond to on-going parking needs. The evaluation will include an assessment of how the

area south of Condon School building is being used. (NB. A schematic design including a small parking lot was attached). (A)

10. The University and City shall work with the State Department of Transportation and University community neighborhoods to address the issue of improved bicycle and pedestrian connections across Franklin Boulevard. (F)
11. The adverse effects of motor vehicle movement shall be mitigated as much as possible. (F)
12. The University, together with the neighborhood, will investigate incentives and programs designed to increase utilization of the Bean parking lot by residence hall tenants. Any new residential units will provide off-street parking for tenants in accordance with prevailing City codes. (F)
13. The University will provide adequate, additional, off-street parking in conjunction with any new institutional use that creates additional demand for parking. (F)
14. Steps shall be taken to gain better use of existing off-street parking areas and to discourage long-term storage of vehicles on the street. (F)
15. The University and City shall work toward developing an effective ridesharing program to make the most efficient use of existing parking facilities. (F)
16. The adverse effects of motor vehicle parking shall be mitigated as much as possible. (F)
17. Parking systems adopted for any area within the special study area should avoid creating parking problems for any other area or land use of the Fairmount Neighborhood. (F)
18. The City shall encourage the University and cooperate with the University in an effort to achieve solutions to University-related parking needs. (F)
19. The use of bicycles, mass transit, walking, carpooling, and other appropriate alternative modes of transportation, especially by employees working in the plan area, shall be actively encouraged and provided for in order to reduce automobile dependence and alleviate traffic and parking problems. (F)
20. The City shall recognize that on-street parking around the University is not solely a University problem, since it involves homes and businesses located near the University. (F)
21. The City, in cooperation with the University and developers, shall develop a plan for a comprehensive bicycle path network for the Riverfront Study area including: 1) the South Bank Bike Trail; 2) the Mill Race Bike Path (included in the Eugene Bikeways Master Plan); 3) and new paths providing access between Franklin Boulevard and the South Bank Trail and to destinations within the study area. (RRP)
22. The City shall ensure that in the context of development in the Riverfront Park area, the existing bike-pedestrian facility is relocated closer to the river bank and sensitively integrated into the area. In addition, the primary transportation circulation system serving the area shall include illuminated bicycle-pedestrian facilities. (RRP)
23. Development standards within the SD, Special Development District, applied to the Riverfront Park, shall be designed to: b) Recognize that proximity to alternate transportation facilities may provide opportunities to reduce parking requirements for certain industrial uses. (RRP)
24. The City, if possible in conjunction with a developer, shall work with the Oregon

Department of Transportation (ODOT) and the Southern Pacific Railroad to increase the number of points of access to undeveloped property within the Riverfront Park Study area. (RRP)

25. Transportation improvements shall be required in the first phases of development to ensure adequate vehicular access, including access for emergency vehicles. (RRP)
26. The City shall use its Capital Improvement Programming process to identify project, their implementation schedules, and anticipated funding sources needed to provide transportation facilities to service development in the Riverfront Study Area. Special efforts shall be made to secure non-City funding for capital improvements whenever possible. (RRP)
27. Required transportation projects will be phased and the phasing schedule will depend upon the level of participation of non-public funds (i.e., participation by a developer) and the level of actual development. (RRP)
28. The City shall encourage the University of Oregon, Lane County, and the Oregon Department of Transportation to participate financially in transportation improvements involved in the Riverfront Park Development area. (RRP)
29. The City shall work with the Lane Transit District, the University of Oregon, and employers in the Riverfront area to maximize the use of alternate modes of transportation. Facilities and programs will be developed to work toward the goal of accommodating a substantial number of the trips made to new development within the Riverfront Park Study area through modes other than the single-occupancy automobile. (RRP)
30. Access to institutions in the plan area shall be taken from arterials where practical. Access to existing institutions which is taken from arterials shall continue to be so maintained. (W)
31. The City will give priority in the plan area to improvements of east-west bicycle movement. (W)
32. Care shall be taken to maintain or improve pedestrian and bike crossings on streets that form edges or barriers. (W)
33. The adverse effects of motor vehicle movement and parking shall be mitigated as much as possible. (W)
34. Design elements that encourage walking, such as pedestrian paths, street trees, benches, low-level lighting, trash cans, mailboxes, and planters shall be encouraged. (W)
35. The use of bicycles, mass transit, walking, carpooling, and other appropriate alternative modes of transportation, especially by employees in the plan area, shall be actively encouraged and provided for in order to reduce automobile dependence and alleviate traffic and parking problems. (W) (F)
36. The City will make the plan area a major target for developing and implementing the ride-sharing, carpooling, and other programs designed to reduce automobile traffic. (W)
37. Traffic management techniques shall continue to be used and new techniques developed to reinforce the idea of a hierarchy of streets in the plan area. Some streets shall combine their local, collector, and arterial function with a role as primary pedestrian-bicycle ways. (W)
38. Steps shall be taken to gain better usage of existing off-street parking facilities in the plan

area. (W)

39. The adverse effect of motor vehicle movement and parking shall be mitigated as much as possible. (W)

Utility Systems Policies

1. The City of Eugene shall work with EWEB and the University of Oregon to investigate actions which could be taken to implement improvements in the efficiency of the steam plants operated by both organizations in the Riverfront Study area. (RRP)

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