

CAMPUS DIAGNOSIS STUDIES

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The purpose of diagnosis studies is to record the existing conditions of the campus as they relate to the university's Long Range Campus Development Plan's policies and patterns. These studies aid in decision making for potential development of the area, as well as help identify the need for future amendments to the Long Range Campus Development Plan. Diagnosis is one of the six basic principles of the university planning process.

The first study, the [Northeast Central Campus Diagnosis](#), was completed in 1999. The [Southwest Campus Diagnosis](#) was completed in November 2000, and the [South Central Campus Diagnosis \(pdf of summary map \)](#) was completed in spring 2002.

Status: Ongoing. *[updated 11/04]*

For More Information:

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University of Oregon Northeast Central Campus Diagnosis

University Planning Office

Summary of Results

This diagnosis resulted in a series of maps (and related information) that depict the current Long Range Campus Development Plan's policies/patterns and existing conditions overlaid with information describing which areas need fixing in the study area.

A summary map shows the areas that need fixing and areas that work well. Click [here](#) to read the map in .pdf format. If your browser doesn't support .pdf files, click [here](#) to see a .gif at a lower resolution.

In addition, suggested revisions to existing patterns and possible new Long Range Campus Development Plan patterns were identified.

Please contact Christine Thompson at the University Planning Office (Email: cthomp@uoregon.uoregon.edu; phone: 541/346-5572) to receive a copy of the complete document.

Project Description

Introduction

This study records the existing conditions of the northeast central region of the campus as they relate to the university's Long Range Campus Development Plan's policies and patterns. It will aid in decision making for potential development of the area, as well as help identify the need for future amendments to the Long Range Campus Development Plan.

The principle of diagnosis is one of the six basic principles of the planning process adopted by the university in 1974, known as "The Oregon Experiment," and elaborated upon in the Long Range Campus Development Plan:

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. (p. 12)

This diagnostic study is only one step in the planning process to guide future development. As stated by Christopher Alexander in his book *The Oregon Experiment*, "The diagnosis tells us what is wrong, now,

in the present" (p. 157). The diagnosis is not intended to establish policies and patterns, but determines how the established policies and patterns are working. It is not intended to present the university with specific solutions for individual projects, but analyzes the combined effect past projects have had on the university environment.

Study Area

The study area encompasses the northeast central portion of the campus bounded generally by Franklin Boulevard on the north, Agate Street on the east, 15th Avenue on the south, and University Street on the west; the area is bisected by 13th Avenue, which runs east-west.

The area includes a wide variety of uses. It is the major gateway to the campus, with administrative functions occupying the northeastern corner of the area. The Science Complex is the campus's most densely developed area and occupies the northwestern part of the study area; because it lies along Franklin Boulevard, it is the university's most visible edge to the community. The area between 13th Avenue and 15th Avenue serves as home to more than 1,300 students who live in Carson, Walton and Earl residence halls. Related recreational activities and student services are included in this region. The Erb Memorial Union represents the center of activity on campus for students, faculty, staff, and the general public. Additional academic departments fill the remaining structures. Future plans for development will have an impact on all portions of this study area.

Background

Currently, diagnosis is achieved, in part, by coordinating development needs with the academic program planning cycle as described in the Long Range Campus Development Plan. The biennial process identifies capital construction needs resulting in preparation of the Biennial Implementation Plan. Site diagnosis, which occurs when a construction project is ready to move forward with schematic design, also provides diagnostic opportunities. Unfortunately, by the time a project reaches the design phase, site diagnosis must be accomplished very quickly. Additionally, improvements to surrounding areas are difficult to address at that time because they may not have been anticipated, and their costs are seldom included in the funding for capital construction projects. Studies of areas larger than a development site have occurred occasionally (refer to Appendix A).

To be effective, a diagnosis of the overall campus should be completed in advance of capital construction projects to anticipate necessary improvements and to incorporate them into future projects. The large size of the campus, however, makes a campus-wide diagnosis impractical. Therefore, instead of an overall diagnosis, the campus will be divided into manageable sections (to be determined somewhat as future proposed development dictates). Each year, a diagnostic study will be performed for a specified area until the entire campus is covered; at that time the cycle will begin again.

Process

The study was conducted primarily by University Planning Office staff. In addition, a focus group was formed to gather input from the area's users.

Please contact Christine Thompson at the University Planning Office (Email: cthoms@oregon.uoregon.edu; phone: 541/346-5572) to receive a copy of the complete document.

University of Oregon Southwest Campus Diagnosis

University Planning Office

Summary of Results

This diagnosis resulted in a series of maps (and related information) that depict the current Long Range Campus Development Plan's policies/patterns and existing conditions overlaid with information describing which areas need fixing in the study area.

A summary map shows the areas that need fixing and areas that work well. Click [here](#) to read the map in .pdf format. If your browser doesn't support .pdf files, click [here](#) to see a .gif at a lower resolution.

In addition, suggested revisions to existing patterns and possible new Long Range Campus Development Plan patterns were identified.

Please contact the University Planning Office to view a copy of the complete document.

Project Description and Background

Introduction

This study records the existing conditions of the southwest region of the campus as they relate to the university's Long Range Campus Development Plan's policies and patterns. It will aid in decision making for potential development of the area, as well as help identify the need for future amendments to the Long Range Campus Development Plan.

The principle of diagnosis is one of the six basic principles of the planning process adopted by the university in 1974, known as "The Oregon Experiment," and elaborated upon in the Long Range Campus Development Plan: 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. (p. 12) This diagnostic study is only one step in the planning process to guide future development. As stated by Christopher Alexander in his book *The Oregon Experiment*, "The diagnosis tells us what is wrong, now, in the present" (p. 157). The diagnosis is not intended to establish policies and patterns, but to determine how the established policies and patterns are working. It is not intended to present the university with specific solutions for individual projects, but to analyze the

combined effect past projects have had on the university environment.

Study Area

The study area encompasses the southwest portion of campus bounded by the Pioneer Cemetery on the east, 18th Avenue on the south, Alder Street on the west, and the sidewalk north of the College of Education (which defines the UO property line) on the north. The northern boundary extends though the rear addition of the Knight Library. The area includes a variety of uses. It is home to the School of Music and the College of Education including Clinical Services. This area also includes a playing field and parking spaces for several hundred cars. The far southwestern corner of the site contains houses used by the YWCA and the Specialized Training Program.

Future plans for development will have an impact on all portions of this study area.

Background

To be effective, a diagnosis of the overall campus should be completed in advance of capital construction projects to anticipate necessary improvements and to incorporate them into future projects. The large size of the campus, however, makes a campus-wide diagnosis impractical. Therefore, instead of an overall diagnosis, the campus has been divided into manageable sections (to be revised somewhat as future proposed development dictates). Each year, a diagnostic study will be performed for a specified area until the entire campus is covered; at that time the cycle will begin again. The first diagnosis study, completed in 1999, covered the northeast central region of campus.

Currently, diagnosis is achieved, in part, by coordinating development needs with the academic program planning cycle as described in the Long Range Campus Development Plan. The biennial process identifies capital construction needs resulting in preparation of the Biennial Implementation Plan. Site diagnosis, which occurs when a construction project is ready to move forward with schematic design, also provides diagnostic opportunities. Unfortunately, by the time a project reaches the design phase, site diagnosis must be accomplished very quickly. Additionally, without a previous diagnosis study, improvements to surrounding areas are difficult to address during the design phase because they may not have been anticipated, and their costs are seldom included in the funding for capital construction projects.

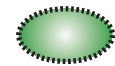
Before the diagnosis studies, studies of areas larger than a development site occurred occasionally. In reference to the study area, the Southwest Campus Study, completed in 1989, recorded existing conditions, assessed future needs and established policy statements intended to guide development in the southwest campus area. Other smaller studies have included diagnoses of portions of the area as noted in the Past Projects and Studies Map on the following page.

Process

This study was conducted primarily by University Planning Office staff. In addition, a focus group was formed to gather input from the area's users.


Please contact the University Planning Office to view a copy of the complete document.

Summary: Areas that Work Well & Areas that Need Fixing

 Areas that work well

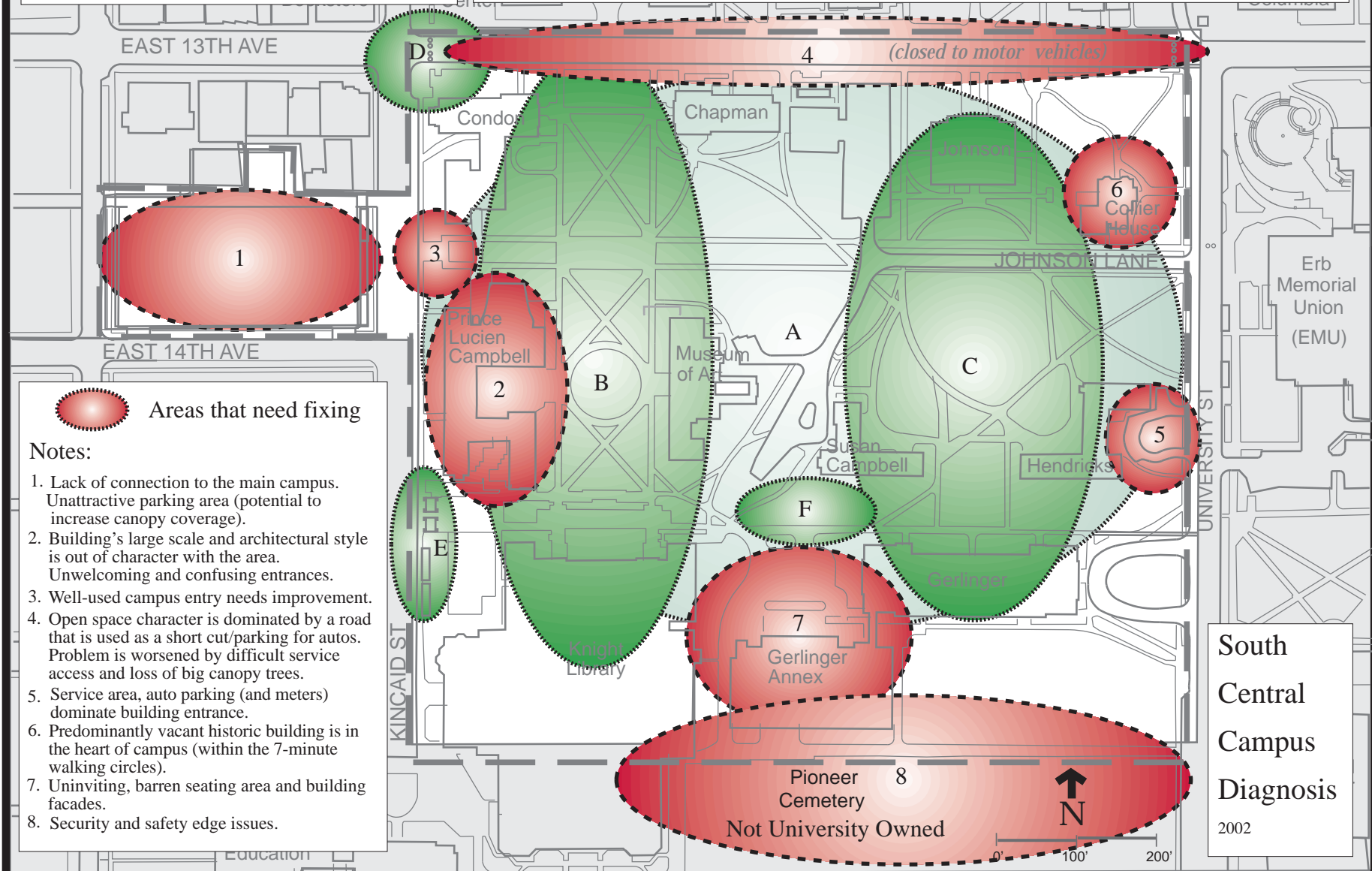
Notes:

- A. Pedestrian pathway network is very effective.
- B. Open space is well defined by the landscape features, mature trees and historic buildings.
- C. Open space (with mature trees and historic landscape features) and associated historic buildings are very attractive. Appealing pedestrian scale.
- D. 13th Avenue gateway is welcoming and creates a cohesive campus design. Integrated seating ledges are well used.
- E. Knight Library west gate creates an attractive entrance and provides much-needed covered bike parking.
- F. Mature tree canopy creates an attractive walkway.

 Areas that need fixing

Notes:

- 1. Lack of connection to the main campus. Unattractive parking area (potential to increase canopy coverage).
- 2. Building's large scale and architectural style is out of character with the area. Unwelcoming and confusing entrances.
- 3. Well-used campus entry needs improvement.
- 4. Open space character is dominated by a road that is used as a short cut/parking for autos. Problem is worsened by difficult service access and loss of big canopy trees.
- 5. Service area, auto parking (and meters) dominate building entrance.
- 6. Predominantly vacant historic building is in the heart of campus (within the 7-minute walking circles).
- 7. Uninviting, barren seating area and building facades.
- 8. Security and safety edge issues.



South
Central
Campus
Diagnosis
2002