

Northeast Campus Diagnosis

Academic, Research, and Support Services Design Area

Campus Planning and Real Estate
September 17, 2012



UNIVERSITY OF OREGON

Northeast Campus Diagnosis

Academic, Research, and Support Services Design Area

Campus Planning and Real Estate
September 17, 2012

Campus Planning and Real Estate:

1276 University of Oregon
Eugene, Oregon 97403-1276
<http://uplan.uoregon.edu>
(541) 346-5562

Project Contacts:

Christine Thompson, Planning Associate
Ali McQueen, Student Assistant

Chris Ramey University Architect and Associate VP

Martina Bill, Planning Associate
Emily Eng, Planning Associate
Gene Mowery, Planning Associate
Shawn Peterson, Planning Analyst
Amy Salmore, Real Estate Specialist
Cathy Soutar, Planning Associate/Space Analyst
Marie Swarrigim, Planning Administrative Assistant
Fred Tepfer, Project Planning Manager
Lew Williams, Real Estate Analyst/Developer

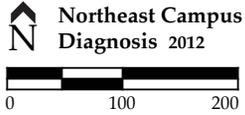
Northeast Campus Focus Group:

Margaret Bean	Science Library (Onyx)
Jim Brooks	Financial Aid and Scholarships (Oregon)
Jane Brubaker	Campus Operations, Exterior Team
Alan Dickman	Environmental Studies (Pacific)
Mike Haley	Chemistry (Onyx Bridge)
Dean Livelybrooks	Physics and CPC chair (Willamette)
Gregg Lobisser	Student Affairs and CPC (Oregon)
Andrzej Proskurowski	Computer Sciences (Deschutes)

TABLE OF CONTENTS

<u>SUMMARY OF RESULTS</u>	1		
<u>PROJECT DESCRIPTION & BACKGROUND</u>	3	<u>TRANSPORTATION & PATHWAYS</u>	
		Map: All Pathways and Routes	22
		Map: Bike Paths and Racks	23
		Map: Vehicle Routes and Parking	24
<u>DIAGNOSIS MAPS</u>	7	<u>SUSTAINABLE DEVELOPMENT</u>	
<u>OPEN-SPACE FRAMEWORK:</u>		Map: Energy and Stormwater	25
Map: Open Spaces: Designated and Potential	8		
Map: Open Space Uses	9	<u>CAMPUS PLAN POLICIES & PATTERNS</u>	27
Map: Positive Outdoor Spaces	10	<u>OPEN-SPACE FRAMEWORK:</u>	
Map: Pedestrian Pathways	11	Designated Open Spaces & Other Public Spaces	28
Map: Campus Edges and Gateways	12	Designated Pathways	32
Map: Tree Canopy	13	Edges & Gateways	34
Map: Significant and Educational Trees	14	Landscape Features	37
Map: Seating and Special Landscape Features	15	<u>DENSITIES</u>	40
Map: Safety: Lighting and Call Boxes	16	<u>SPACE USE AND ORGANIZATION</u>	41
<u>DENSITIES</u>		<u>MAINTENANCE AND BUILDING SERVICE</u>	43
Map: Development Densities	17	<u>ARCHITECTURAL STYLE & HISTORIC PRESERVATION</u>	44
<u>SPACE USE AND ORGANIZATION</u>		<u>UNIVERSAL ACCESS</u>	46
Map: Building Uses	18	<u>TRANSPORTATION & PATHWAYS</u>	47
<u>MAINTENANCE AND BUILDING SERVICE</u>		<u>SUSTAINABLE DEVELOPMENT</u>	50
Map: Service Areas and Access	19	<u>APPENDICES</u>	51
<u>ARCHITECTURAL STYLE & HISTORIC PRESERVATION</u>		Appendix A: Focus Group Area Tour	52
Map: Building Characteristics	20	Appendix B: Building Use Categories	54
<u>UNIVERSAL ACCESS</u>			
Map: Universal Access	21		

**Summary:
Areas that Need Fixing
& Areas that Work Well**



Areas that need fixing

1. Major campus gateway not well defined or campus-like. Raised planter unappealing. Pedestrian, bike, and vehicular conflicts at intersection.
2. Poor pedestrian/bike access and landscaping along public edge. Lacks campus character. Potential for new campus gateway.

3. Continuous "wall" of tall buildings lacks transparency and restricts views into campus. Many buildings lack campus character.
4. Space feels barren and unwelcoming.
5. Space is aesthetically appealing but not well used; too shady and damp.
6. Axis serves primarily as a road, emphasizing vehicular use rather than open space use.

7. Small Onyx opening restricts views into campus and disconnects the open space from the edge; should consider expanding Onyx Green designated open space.
8. Access to main building entrance conflicts with mature tree location.
9. Single story building inefficient use of central location.

Areas that work well

- A. Appealing landscape and pathways function well and convey campus feel. Cascade Charley fountain is always a favorite.
- B. Mature canopy of trees enhances campus feel.
- C. Building facades attractive and convey campus feel; good entrances, proportions, materials, and details.

- D. Building facade attractive, though compromised by new construction.
- E. Turn-around has reduced the amount vehicular traffic in the campus core and is an effective drop-off location.
- F. Arcade well used and provides good rain cover.
- G. Well used sunny seating area.



SUMMARY OF RESULTS

This diagnosis resulted in a series of maps and related information that depict the university's current *Campus Plan's* policies/ patterns and existing conditions overlaid with information describing which portions of the study area need fixing. A summary map showing key areas that need fixing and areas that work well is provided on the reverse of the Table of Contents. Maps depicting more specific information about areas that need fixing are provided in the Diagnosis Maps section.

Suggested revisions to existing *Campus Plan* policies and design area special conditions are identified below.

Proposed Revisions to *Campus Plan* Policies

The diagnosis maps indicate the potential to further enhance the study area through amendments to the *Campus Plan*. The following proposed amendments should only be undertaken after thoughtful consideration:

- Consider amendments to the open-space framework to improve the Franklin edge and strengthen connections to main campus. Enhance existing designated open spaces or create new ones within the study area.
- Consider amendments that address university development along Franklin Boulevard in a comprehensive manner. Assess how the study area relates to and is affected by nearby development on Franklin Boulevard. In recent years, the university has purchased and/or leased a number of properties on the north side of Franklin Boulevard and further east. Also, recently adopted city land use requirements affect many of these additional properties.
- Consider amendments that modify maximum allowed gross

square feet (gsf) densities. While this is the most densely developed region of campus, some areas possibly could be developed in a more efficient manner (e.g., Onyx Bridge, Cascade Annex, and Columbia Hall). Consider potential impacts to the study area and adjacent areas.

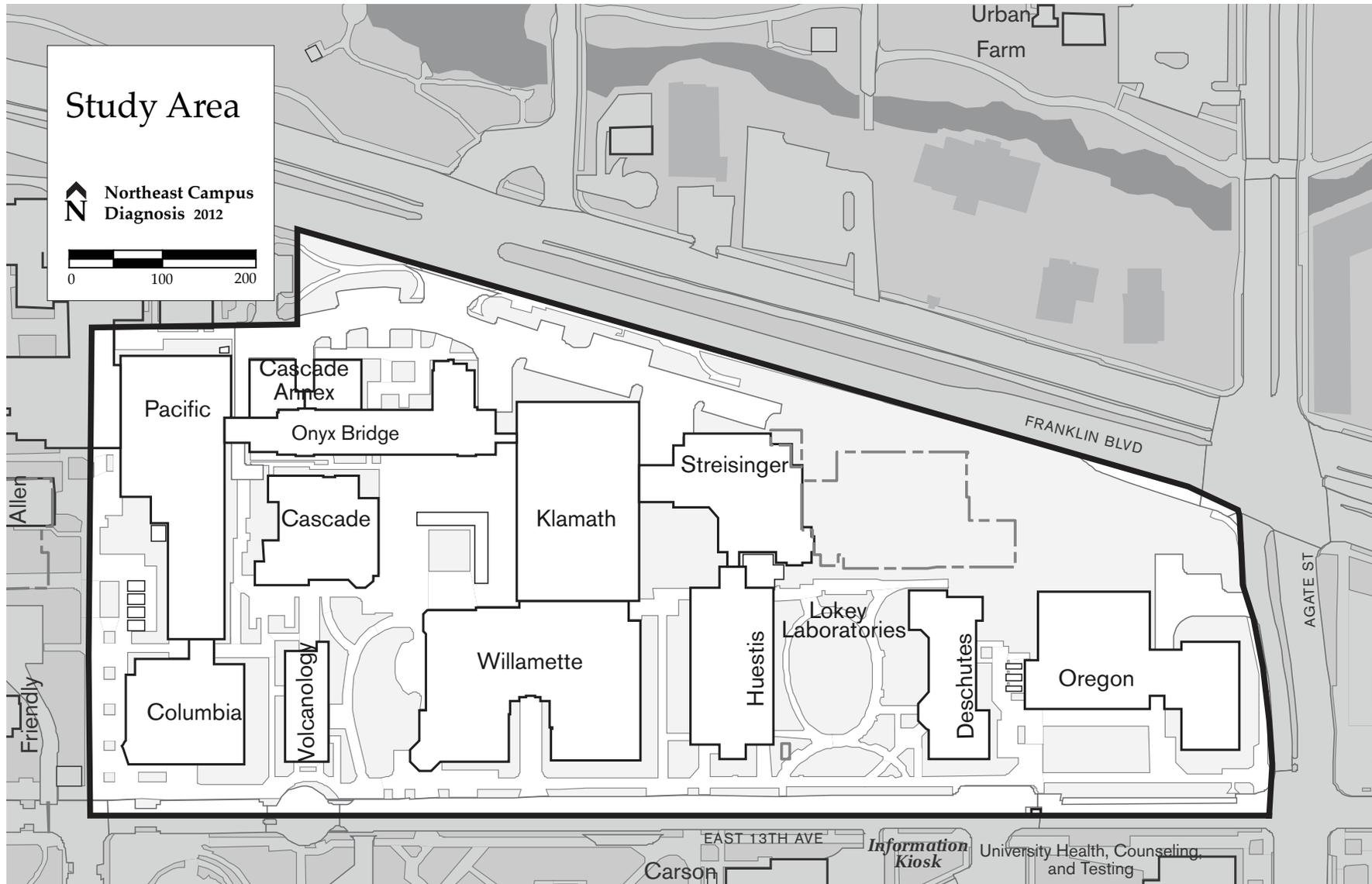
- Reference the diagnosis studies in the *Campus Plan*, for example in the introductions to the Policy and Pattern Framework and the Design Area Special Conditions. Consider adding a map showing the completed studies in an appendix.
- Update the designated "Outdoor Lighting Walkways" in the Campus Outdoor Lighting Plan when the Lewis Integrated Science Building (LISB) construction project is complete.

Proposed Revisions to Design Area Special Conditions

The diagnosis maps contain a number of comments that are not incorporated into the Design Area Special Conditions for this region of campus. Further review may result in amending or adding some of these comments to the special conditions.

The following proposed revisions to the design area special conditions should be considered:

- Describe the proposed *Campus Plan* policy revisions, described in the prior section, in the Opportunities and Constraints sections if deemed appropriate.
- Describe the idea of establishing a new campus gateway where Onyx Street and Franklin Boulevard intersect.
- Reference the University Street Axis, which straddles two design areas.



Map: Northeast Campus Diagnosis Study Area Boundary (Academics, Research, and Support Services Design Area)

PROJECT DESCRIPTION

Introduction

This study records the existing conditions of the portion of campus known as the “Academics, Research, and Support Services Design Area” as they relate to the university’s *Campus Plan*’s policies and patterns. The series of diagnosis maps contained in the report depicts areas that need fixing and areas that work well.

The study will aid in decision making for potential development of the area, as well as help identify the need for future amendments to the *Campus 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 *Campus Plan*:

Areas of the campus shall be studied periodically for their health. These diagnostic studies shall enumerate shortcomings and assets contained within the study area. 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. (p. 26)

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 Academics, Research, and Support Services Design Area is bounded by Franklin Boulevard on the north, Agate Street on the east, 13th Avenue on the south, and the University Street Axis on the west. The area includes a wide variety of academic, research, and support service uses. Because the area is adjacent to Franklin Boulevard, it is the university’s most visible edge to the community. The Lokey Science Complex is the campus’s most densely developed area and occupies the majority of the study area. Student services and administrative functions occupy the eastern section adjacent to Agate Street, the major gateway to the campus. Future plans for development will have an impact on all portions of this study area.

Process

This study was conducted primarily by Campus Planning and Real Estate staff. In addition, a focus group of area users was formed and numerous staff members were consulted to gather input.

Prior to engaging the focus group, applicable *Campus Plan* patterns and policies were identified. A series of base data maps showing existing conditions related to these policies and patterns were prepared to assist in determining whether the *Campus Plan*’s policies and patterns are effective in the study area.

The focus group was asked to provide input about the health of the study area. Prior to meeting, focus group members were asked to take a tour of the area to acquaint themselves with, or remind themselves of, the opportunities and issues that relate to this area. Comments from focus group members and staff were incorporated into the diagnosis maps that depict areas that need fixing and areas that work well.

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 modified somewhat as future proposed development dictates.

The first diagnostic study, Northeast Central Diagnosis (1999), assessed the area included in this study. It also included the adjacent area to the south known as the Academics, Student Services, and Housing Design Area. Subsequent diagnostic studies in 2000 and 2002 assessed the southwest region of campus (Southwest Design Area) and the south central area (Academic Center and Historic Core Design Area).

Other studies (e.g., Eastgate) have diagnosed portions of the study area as noted in the Past Studies and Current Construction Projects Map.

Site diagnoses related to specific construction projects ready to move forward with schematic design have provided additional diagnostic opportunities. Unfortunately, by the time a project reaches the design phase, site diagnosis must be accomplished very quickly. 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.

Effects of Prior Diagnoses

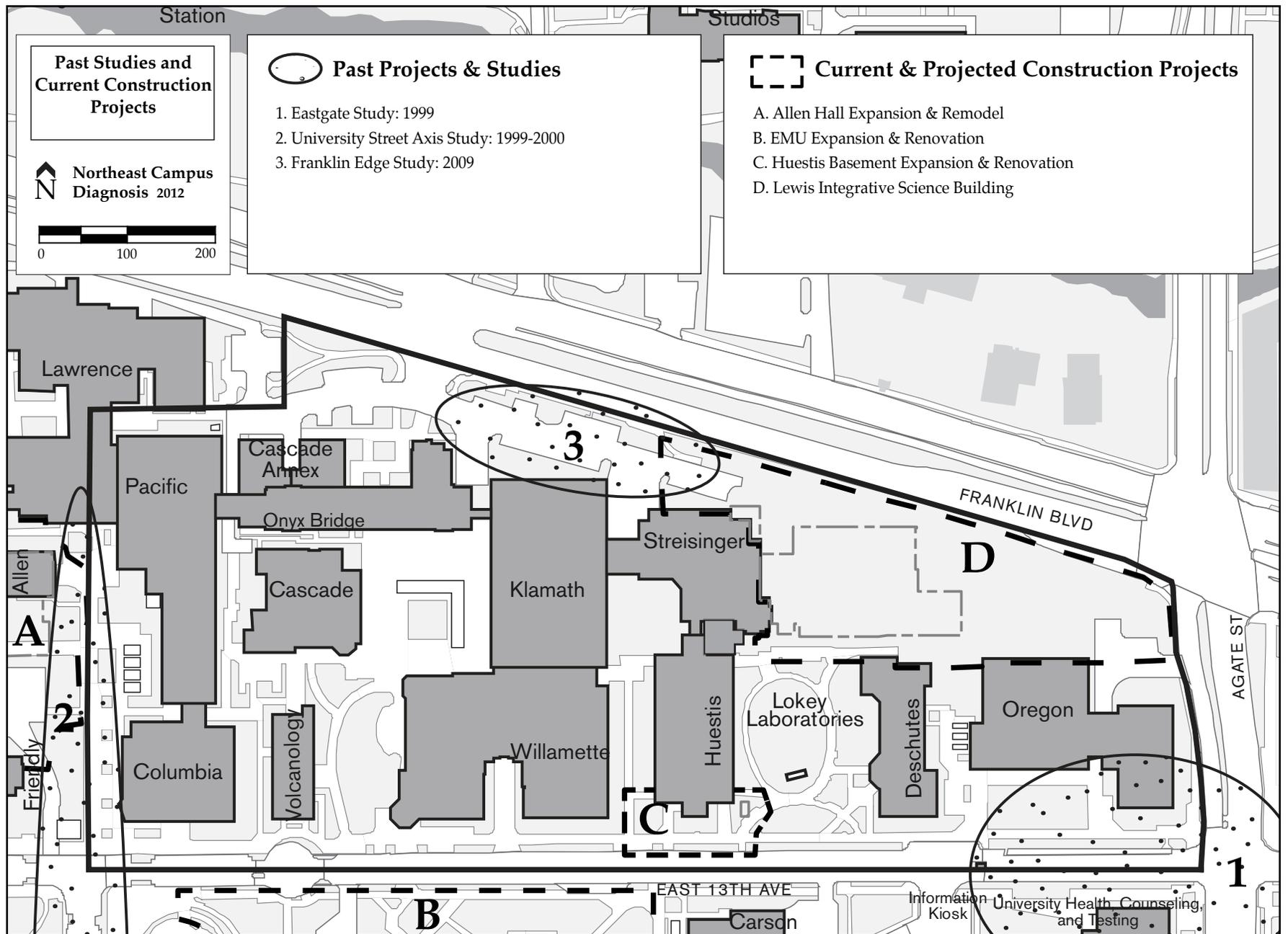
Prior diagnoses (and special area studies) have helped define the scope of subsequent development projects.

In addition, prior studies recommended a series of new *Campus Plan* patterns. The proposed new patterns have been integrated into the *Campus Plan* as appropriate. They include:

- Architectural Style
- Building Character and Campus Context
- Building Hearth
- Campus Trees
- Enough Storage
- Existing Use/ Replacement
- Flexibility and Longevity
- Future Expansion
- Good Neighbor
- Hierarchy of Streets
- Historic Landscapes
- Large Canopy Trees (Campus Tree Plan)
- Materials and Operations
- No Signs Needed
- Open-space Framework
- Organizational Clarity
- Outdoor Classroom
- Pedestrian Pathways
- Peripheral Parking
- Places to Wait
- Pools of Light
- Public Gradient
- Quadrangles and Historic Core
- Quality of Light
- Research Ties
- Seat Spots
- Sitting Wall
- Spillover Parking
- Sustainable Development
- Tree Places
- Universal Access
- Use Wisely What We Have
- Water Quality
- Welcoming to All
- Wholeness of Project
- Wings of Light

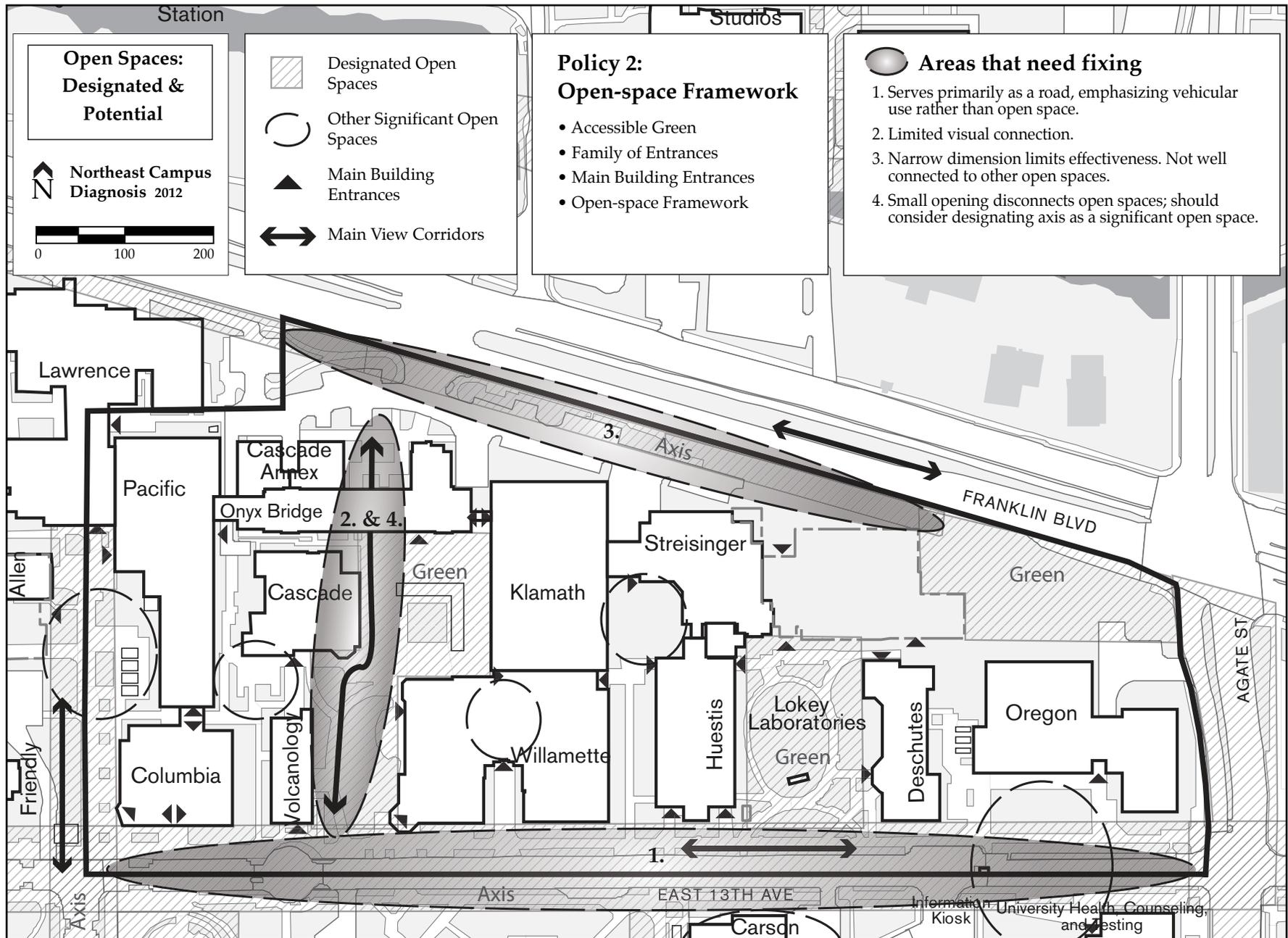
Some existing patterns were amended to relate better to current practices yet retain their original intent. A few were removed including Mini-Buses, Parking Spaces (integrated into other parking patterns), and Living-Learning Circle (integrated into the Student Housing pattern). As recommended, the use of patterns (when applicable and when required) was clarified in the *Campus Plan*.

Finally, suggested amendments to the Design Area Special Conditions were incorporated into the *Campus Plan*.

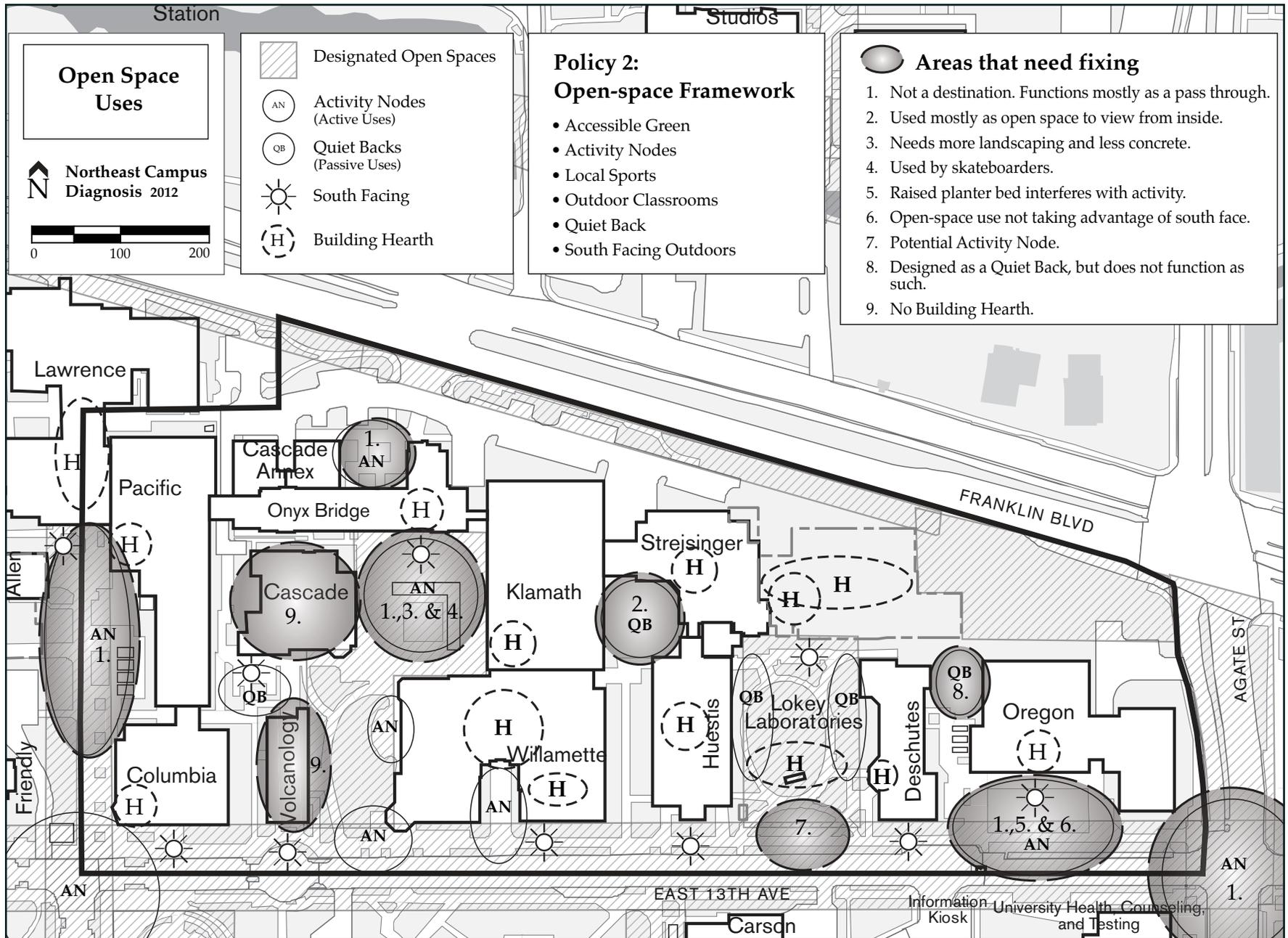


DIAGNOSIS MAPS

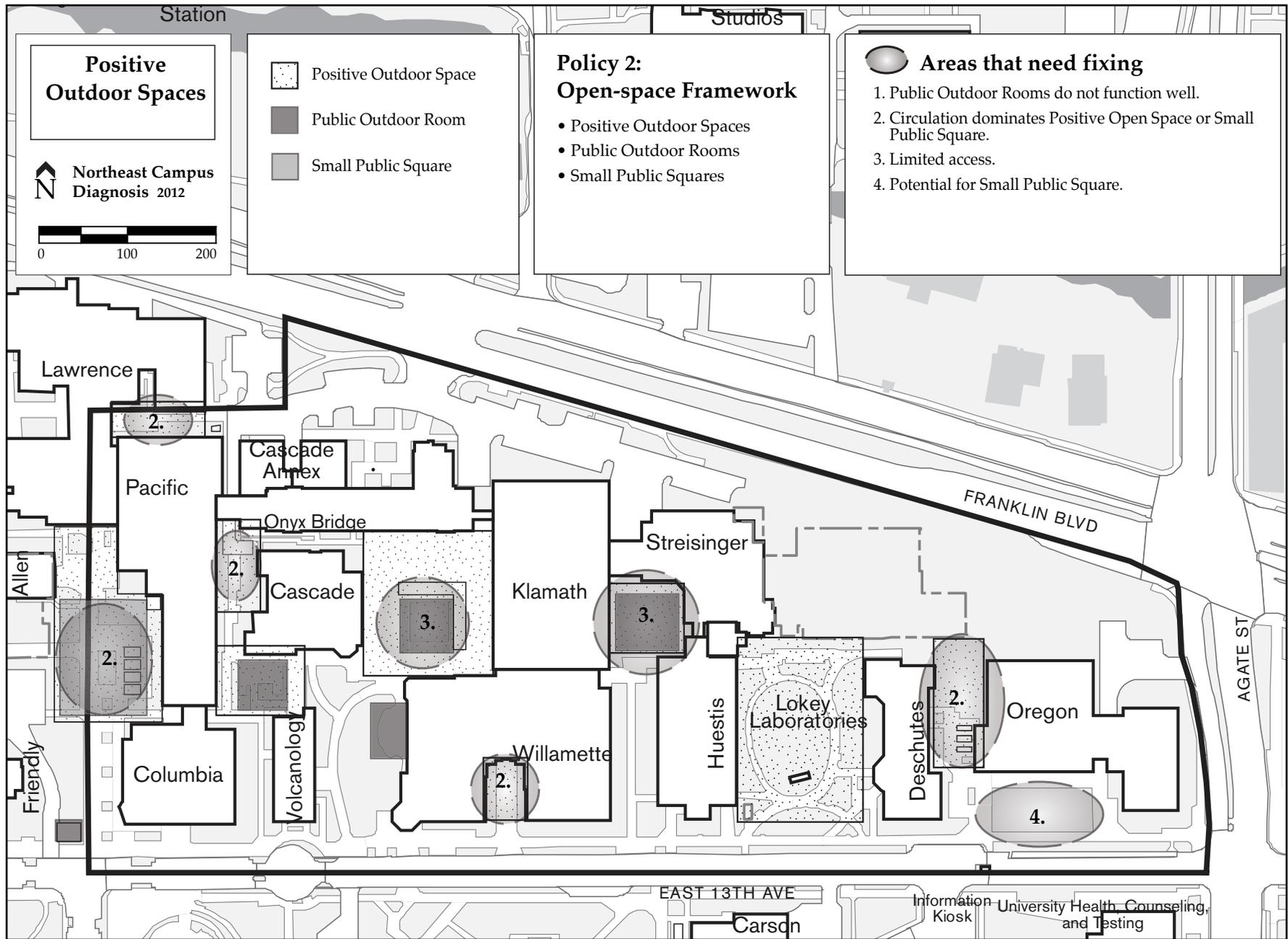




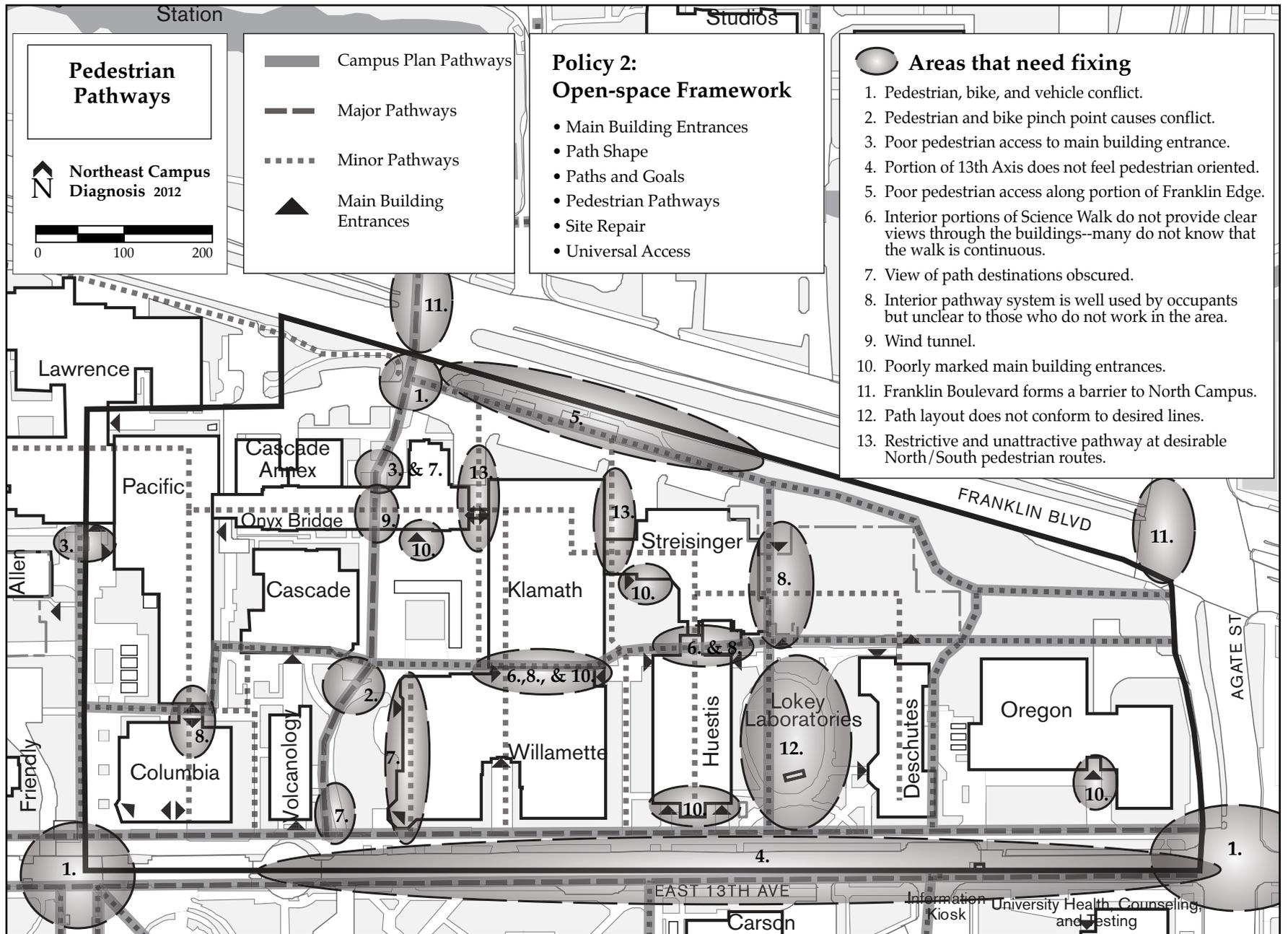
Refer to page 28 for a description of applicable Campus Plan Policies and Patterns.



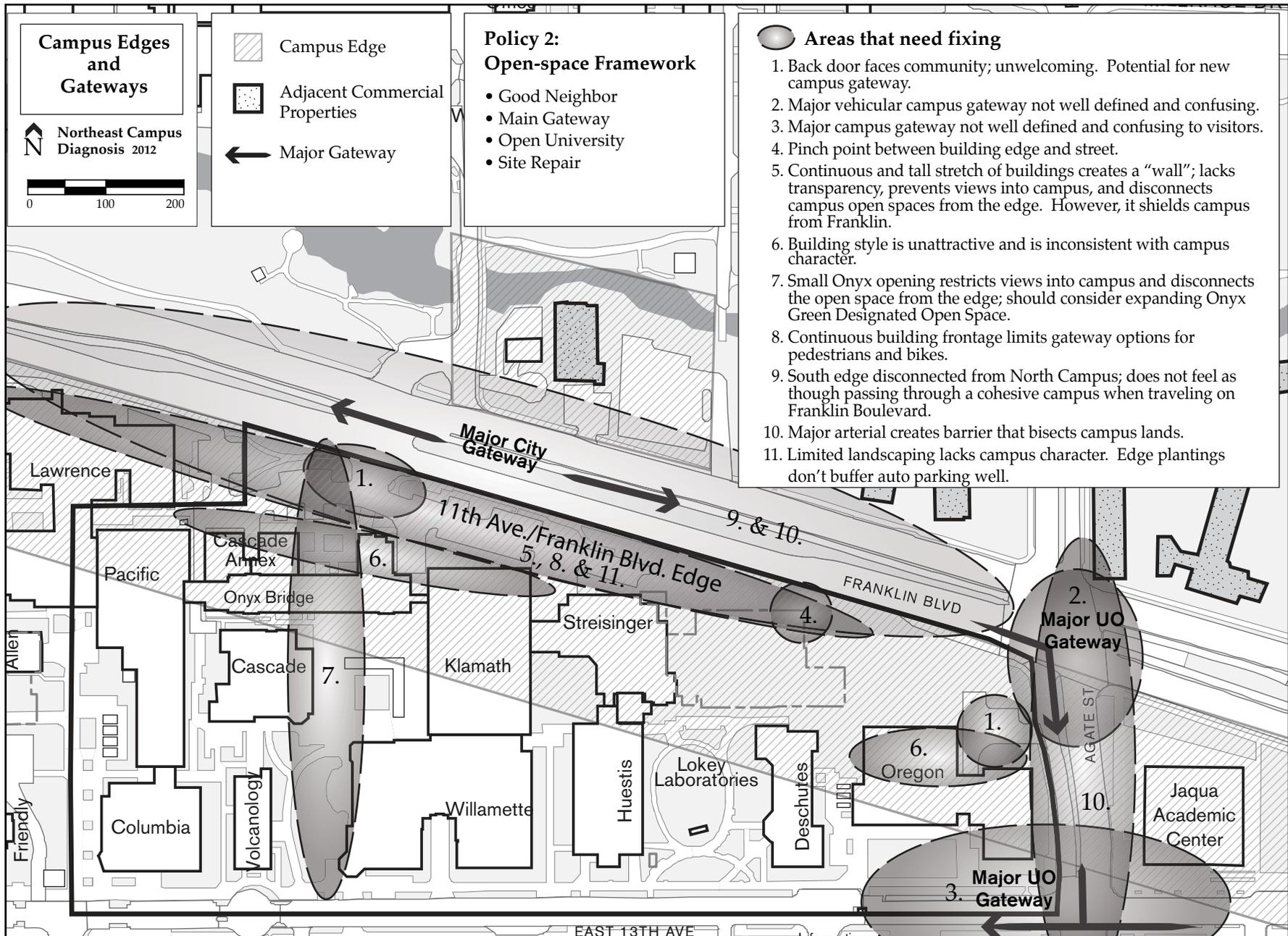
Refer to page 28 for a description of applicable Campus Plan Policies and Patterns.



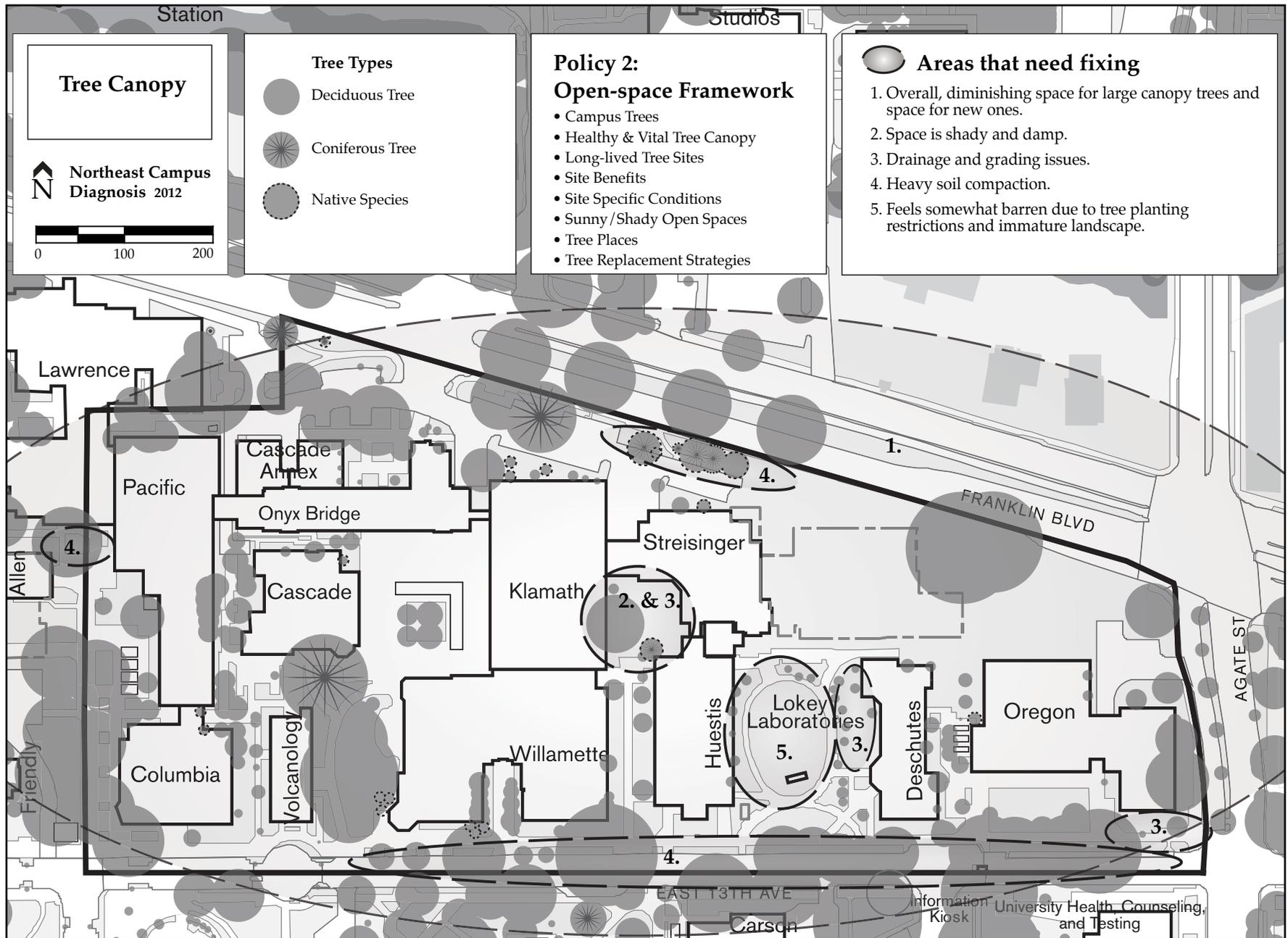
Refer to page 28 for a description of applicable Campus Plan Policies and Patterns.



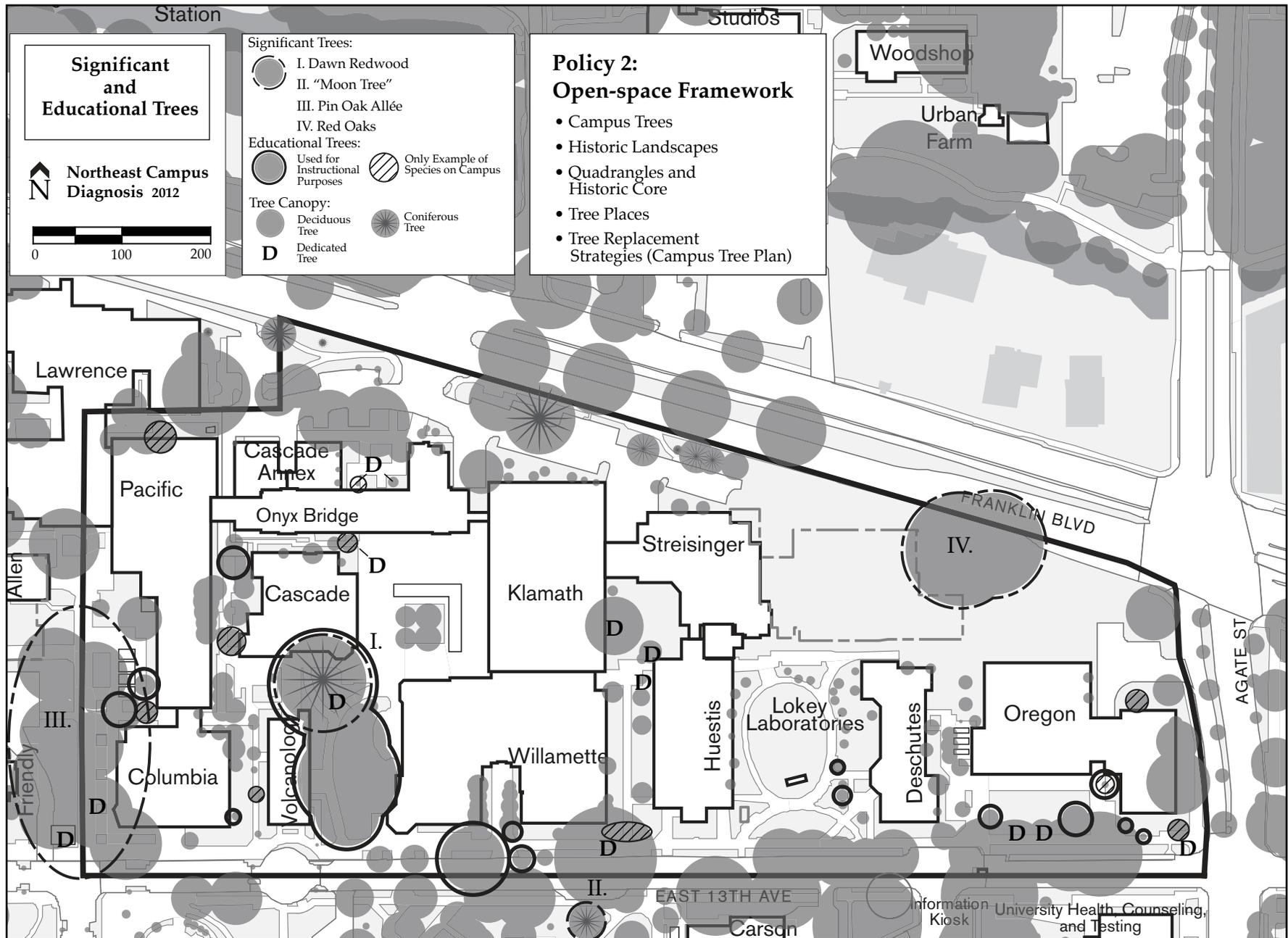
Refer to page 32 for a description of applicable Campus Plan Policies and Patterns.



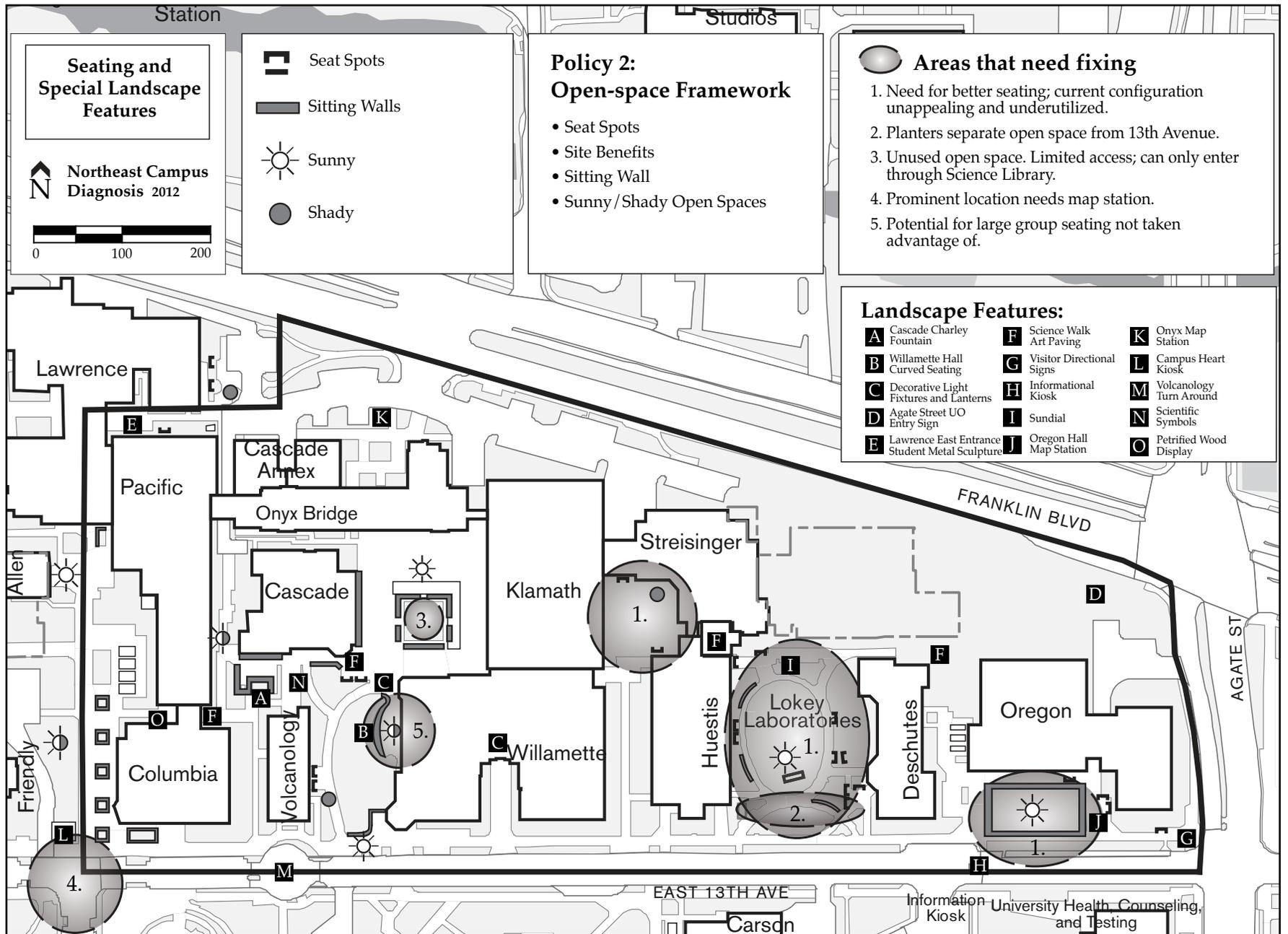
Refer to page 34 for a description of applicable Campus Plan Policies and Patterns.



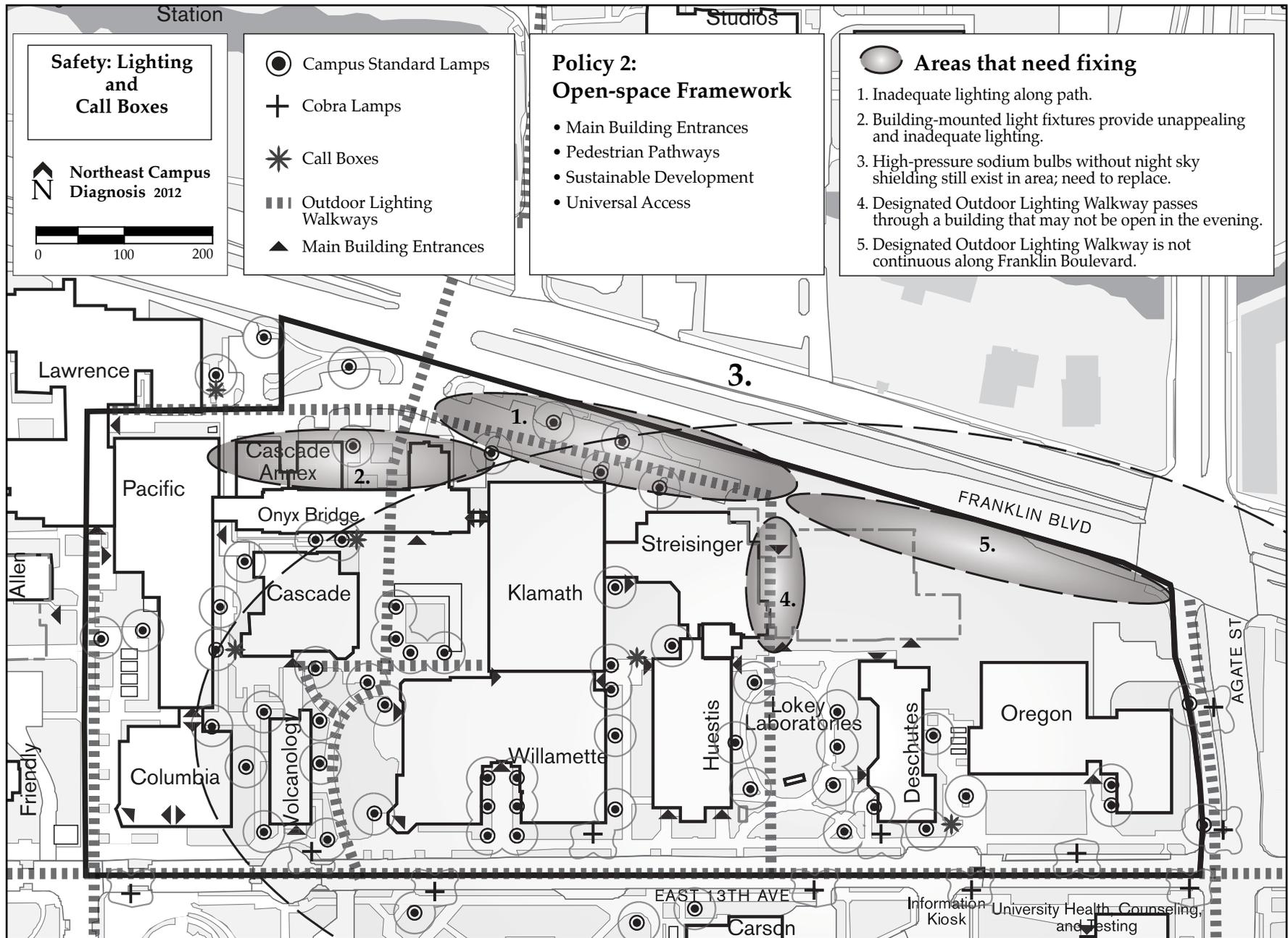
Refer to page 37 for a description of applicable Campus Plan Policies and Patterns.



Refer to page 37 for a description of applicable Campus Plan Policies and Patterns.



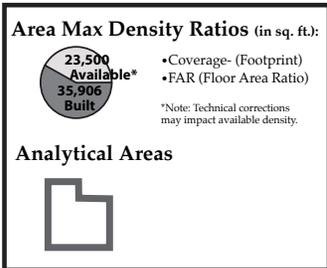
Refer to page 37 for a description of applicable Campus Plan Policies and Patterns.



Refer to page 37 for a description of applicable Campus Plan Policies and Patterns.

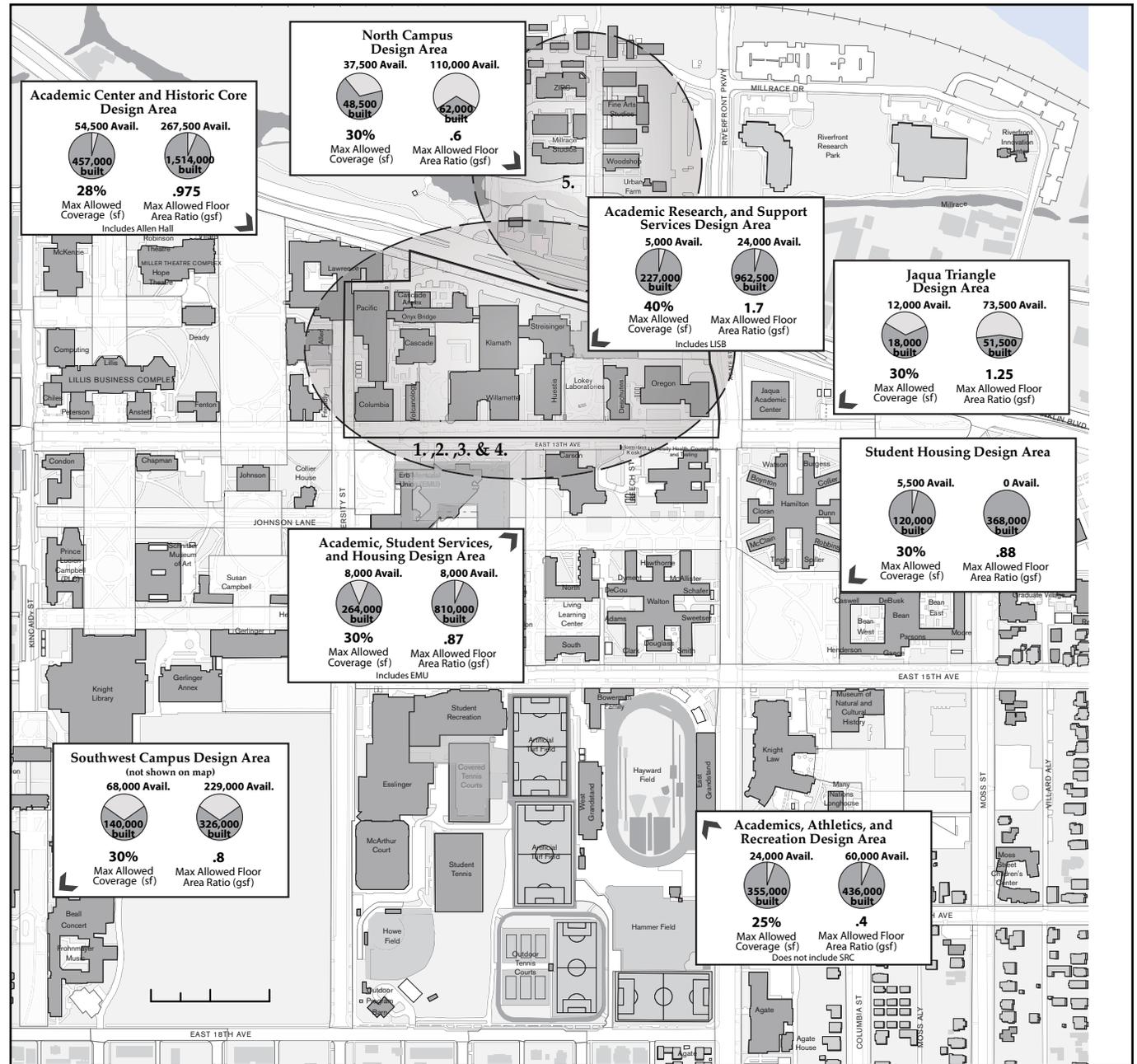
Development Densities

N
Northeast Campus
Diagnosis 2012

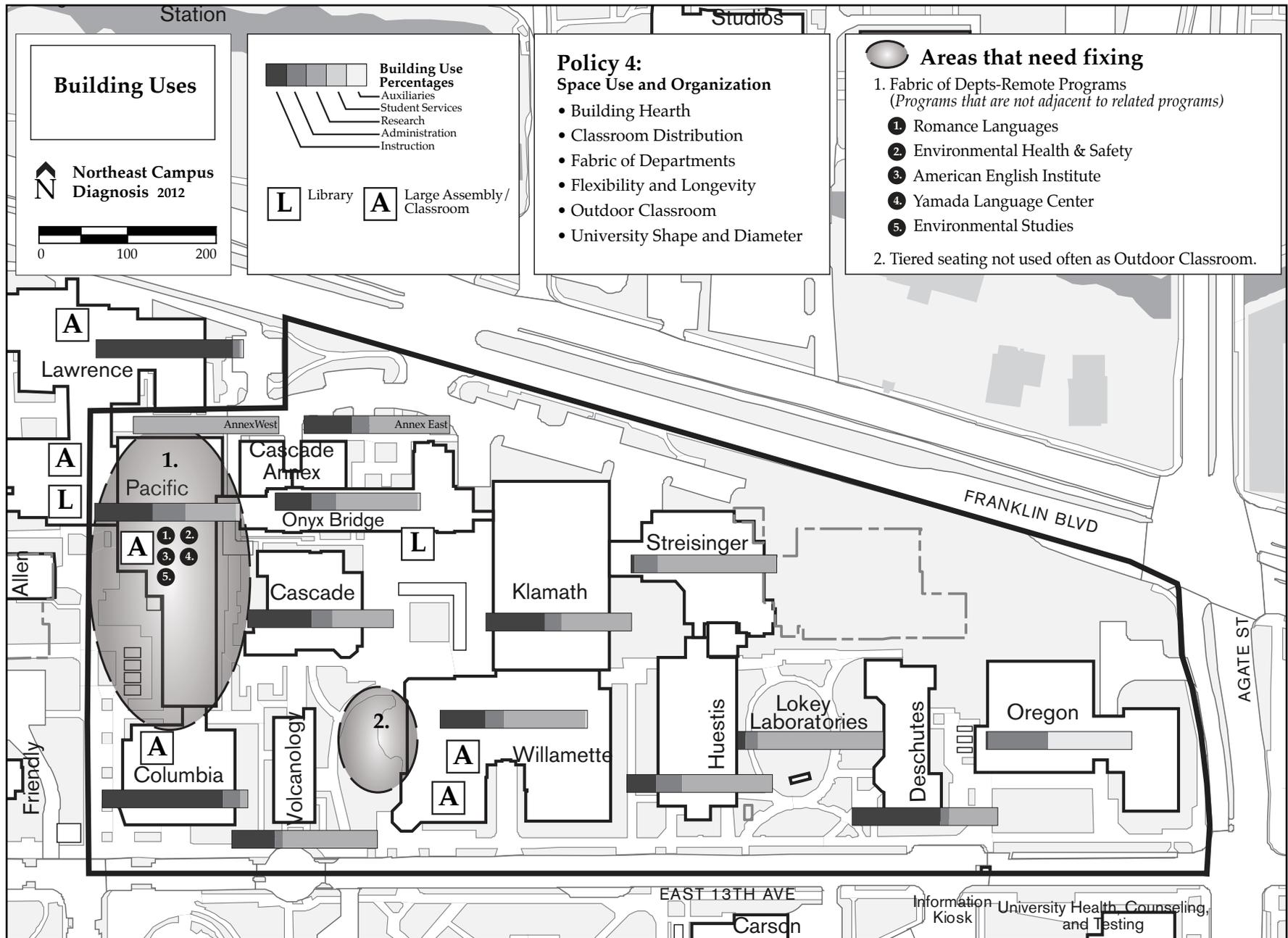


- ### Policy 3: Development Densities
- Four-Story Limit
 - Future Expansion
 - Use Wisely What We Have

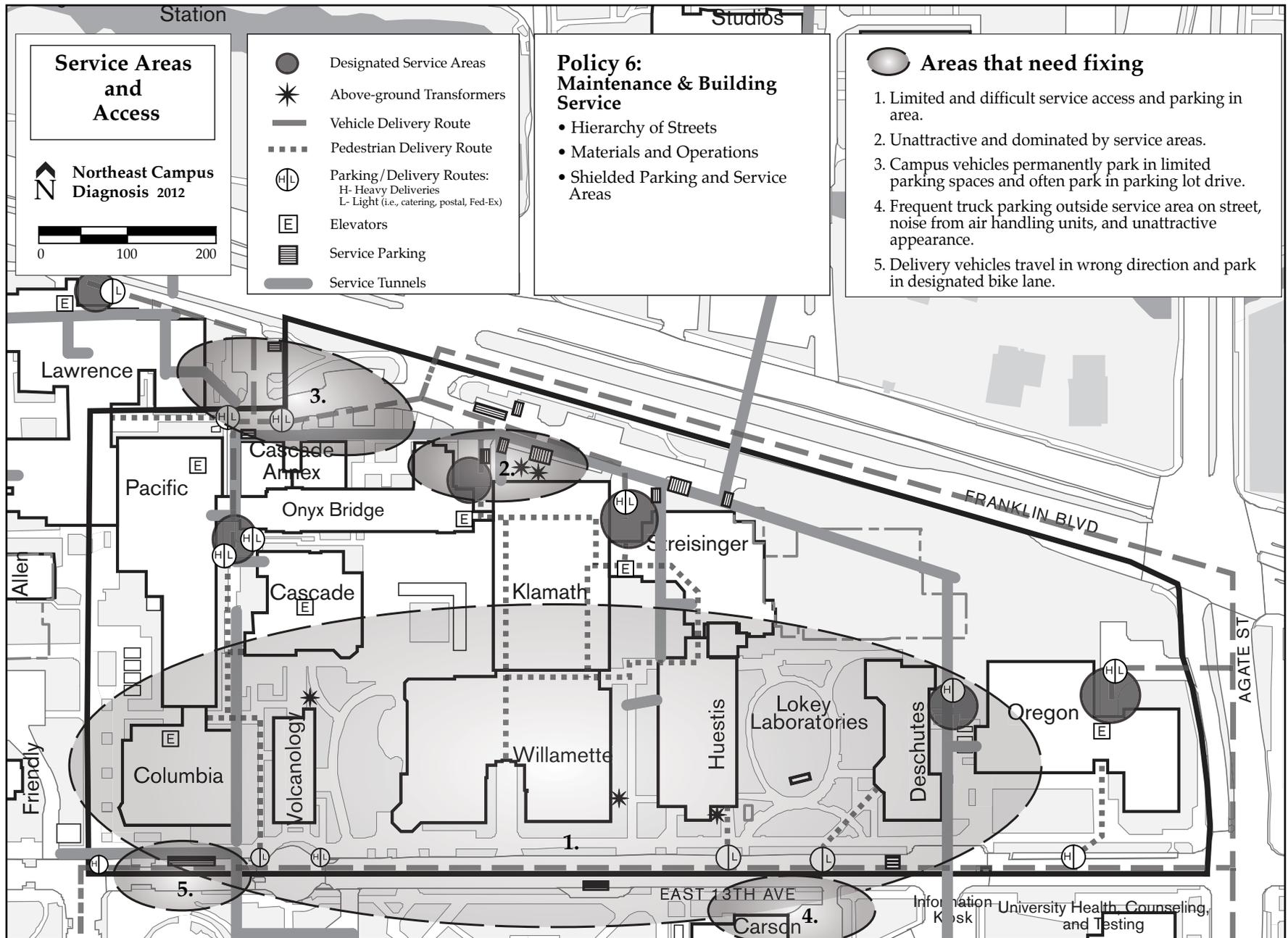
- ### Areas that need fixing
1. Overall, area feels over built.
 2. Lack of open space.
 3. Addition of desired development would exceed allowed density (see Biennial Capacity Plan).
 4. This intentionally higher density area has more of an urban feel with connected buildings to establish interdisciplinary connections. To many, however, the high density detracts from collegiate campus feel.
 5. Alternate adjacent development area is not used efficiently.



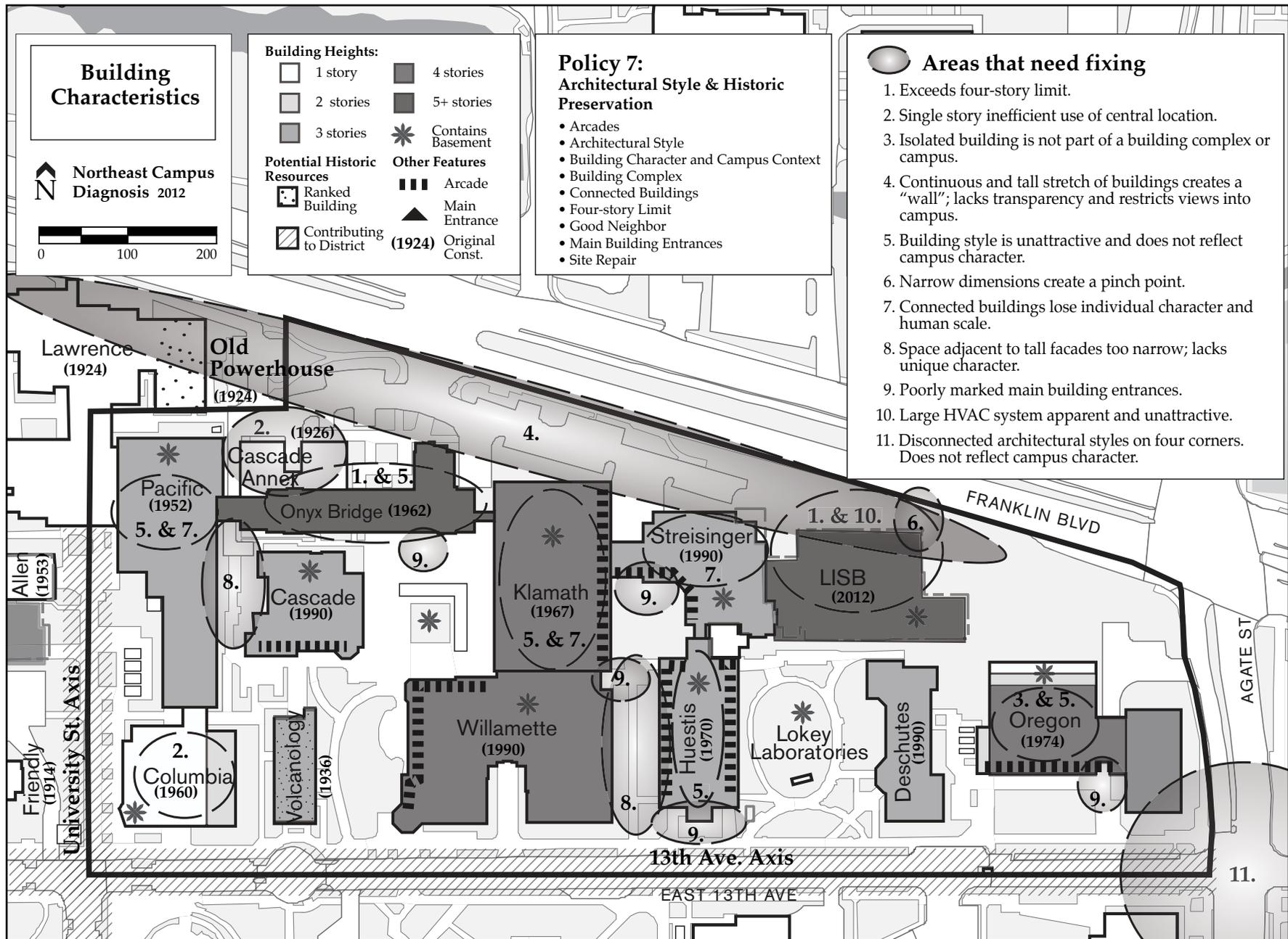
Refer to page 40 for a description of applicable Campus Plan Policies and Patterns.



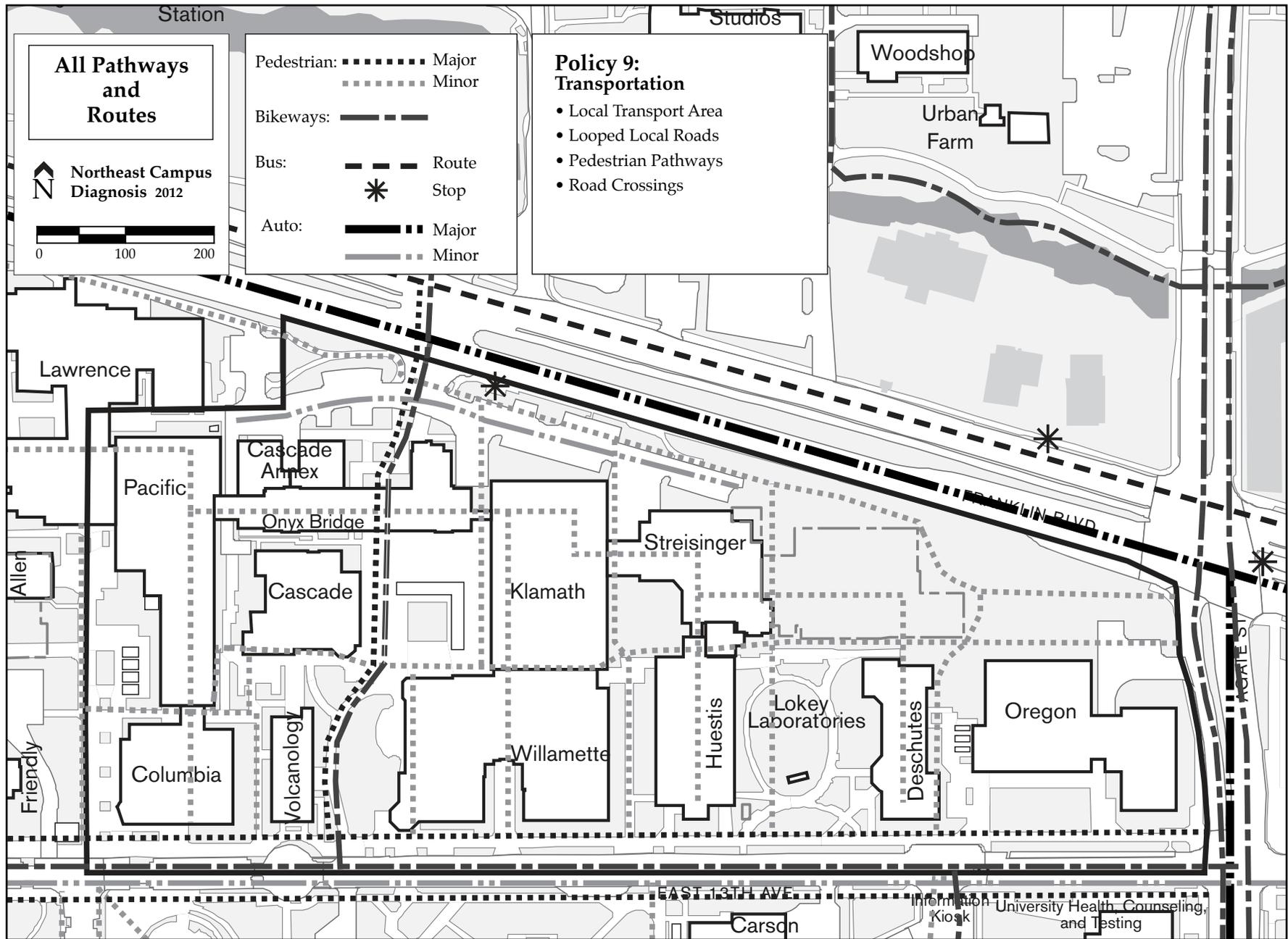
Refer to page 41 for a description of applicable Campus Plan Policies and Patterns.



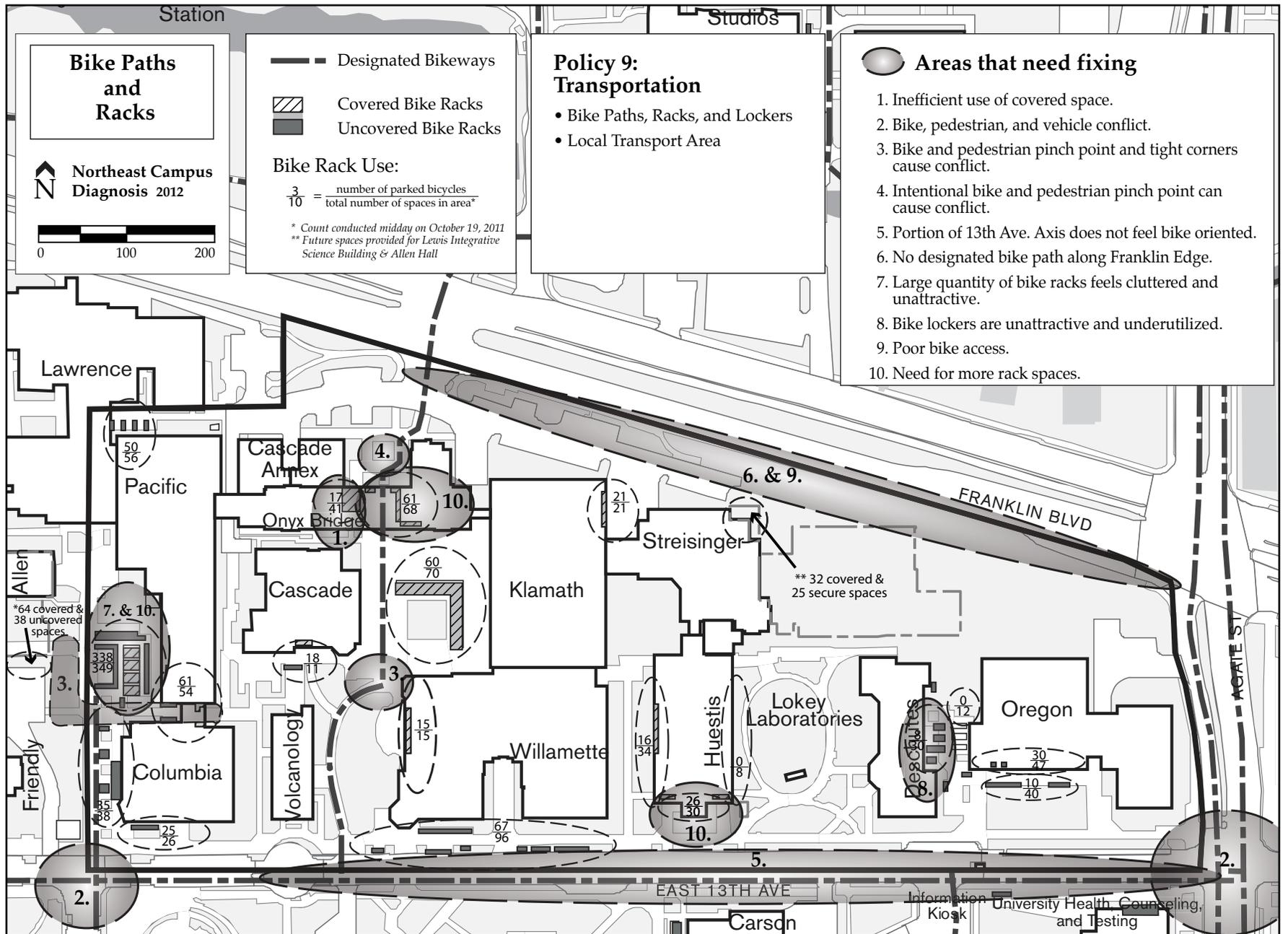
Refer to page 43 for a description of applicable Campus Plan Policies and Patterns.



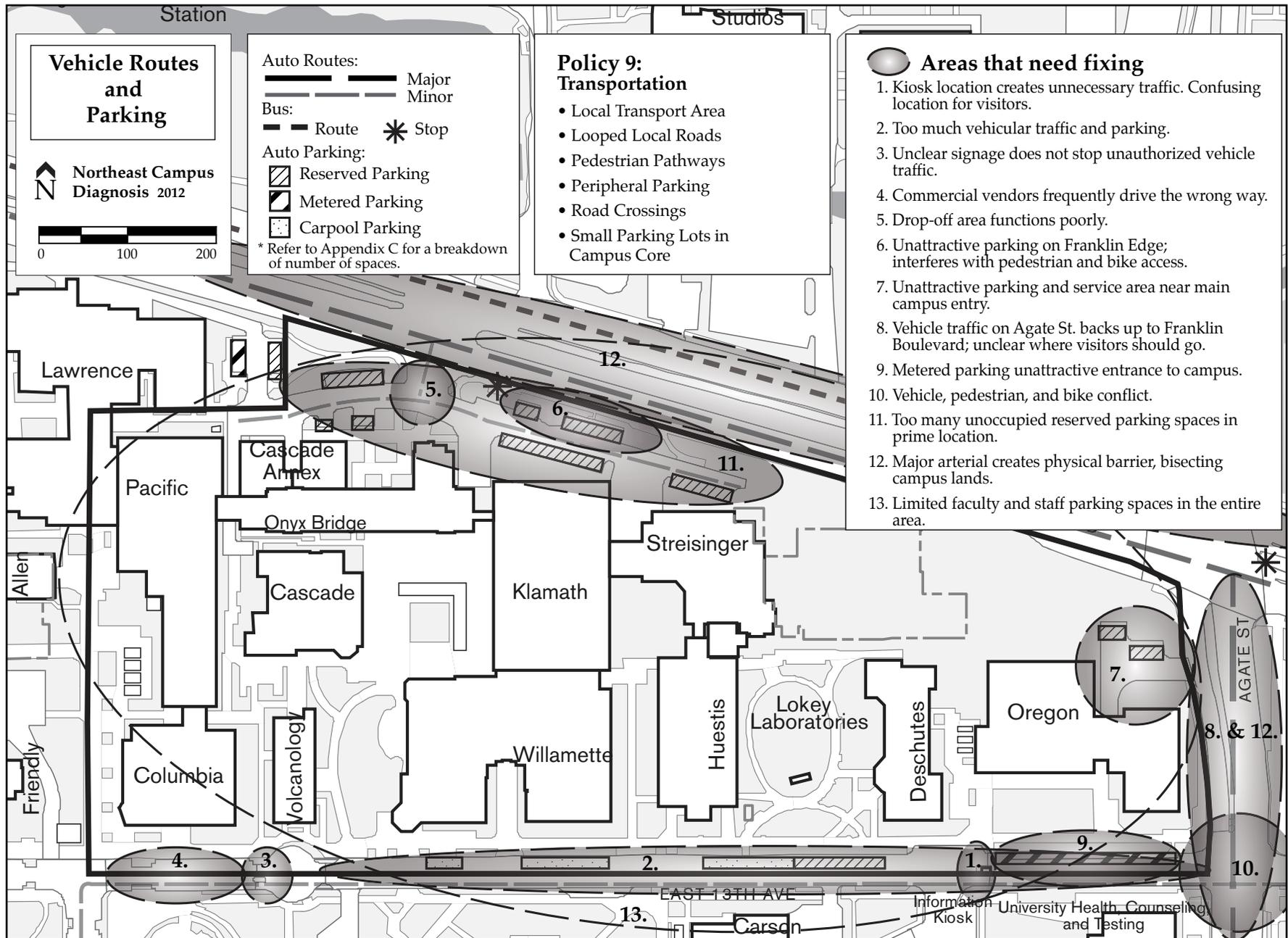
Refer to page 44 for a description of applicable Campus Plan Policies and Patterns.



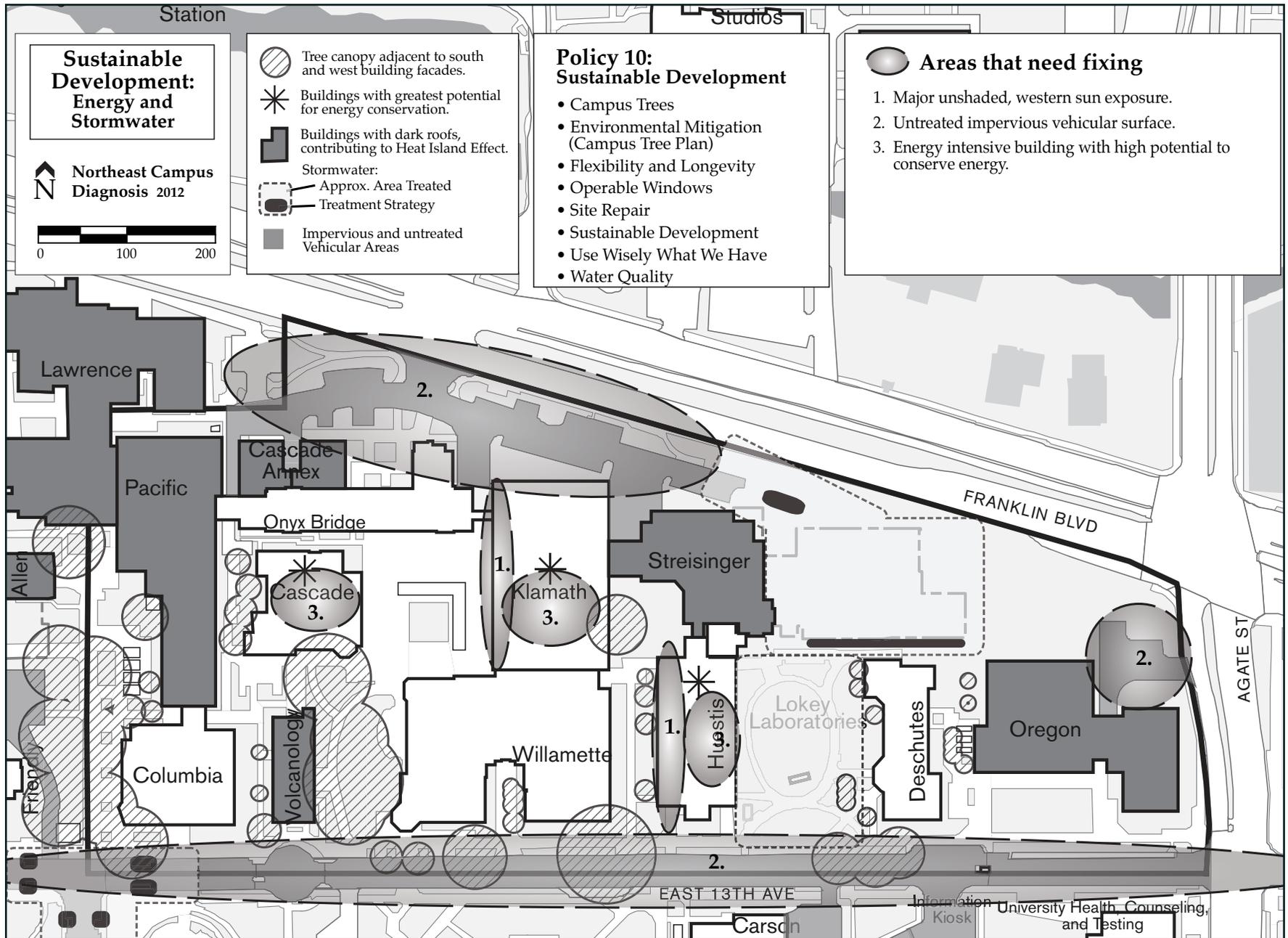
Refer to page 47 for a description of applicable Campus Plan Policies and Patterns.



Refer to page 47 for a description of applicable Campus Plan Policies and Patterns.



Refer to page 47 for a description of applicable Campus Plan Policies and Patterns.



Refer to page 50 for a description of applicable Campus Plan Policies and Patterns.

CAMPUS PLAN POLICIES AND PATTERNS



OPEN-SPACE FRAMEWORK: Designated Open Spaces & Other Public Spaces

Map: Open Spaces: Designated and Potential (p. 8)

Map: Open Space Uses (p. 9)

Map: Positive Outdoor Spaces (p. 10)

The maps associated with this section address the following Campus Plan policies and patterns:

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 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 the university's open-space framework and its landscape shall be preserved, completed, and extended. All development projects shall follow the policy refinements.

Patterns

(Refer to the *Campus Plan* for the complete pattern text.)

- Accessible Green
- Activity Nodes
- Building Complex
- Connected Buildings
- Family of Entrances
- Local Sports
- Main Building Entrance
- Open-space Framework
- Outdoor Classroom
- Positive Outdoor Space

- Promenade
- Public Outdoor Room
- Quiet Backs
- Site Repair
- Small Public Squares
- South Facing Outdoors

Policy Refinement Excerpts

(Refer to the *Campus Plan* for the complete text.)

Designated Open Spaces

(a) The *Campus Plan* identifies the significant open spaces on campus (Designated Open Spaces), which are the fundamental and historic open spaces within the university's open-space framework.

(b) Protect: No development (enclosed building space) shall occur in these Designated Open Spaces unless an exception is noted in "Policy 12: Design Areas Special Conditions."

(c) Enhance: In the absence of a source of funding to create, improve, and expand Designated Open Spaces, individual construction projects are responsible for contributing to their development and improvement. All construction projects must enhance (create, improve, or expand) open spaces within their Design Area as part of the project scope as described in the *Campus Plan's* "Open Space Enhancement Requirements."

(d) Form and Character: Proper design of open spaces is essential to their success as individual spaces and, more importantly, as a cohesive open-space framework.

(e) In addition to Designated Open Spaces, which 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 Education complex, Lawrence Hall, and the

Knight Law Center. Because such spaces are primarily for use by building occupants, they may not qualify as Designated Open Spaces. However, their enhancement and 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.

The Forms and Character 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 *Campus Plan* refers to these spaces as Designated Open Spaces and Pathways.

Public and Welcoming: 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.

Connected: 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.

Use and Environmental Benefits: The intended use (active/passive) and environmental benefits (for example, light and wind) of the open spaces are important considerations.

Forms: The campus is home to four primary types of Designated Open Spaces: Quadrangles, Axes, Promenades, and Greens.

Design Area Special Conditions

13TH AVENUE AXIS: UNIVERSITY STREET TO AGATE STREET

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. The Heart of Campus project at 13th Avenue and University Street introduced pedestrian-friendly design elements and restructured the street at Volcanology to discourage traffic from continuing through to University Street. (Refer to University Street Axis for more information.) This axis intersects the Science Green and a number of other axes.

Opportunities and Constraints

Design strategies that further encourage bikes and pedestrians and discourage auto traffic (with the exception of service vehicles) are supported.

Approaches to the intersection of 13th Avenue and Agate Street, as well as the intersection itself, are particularly important in this respect.

Refer to the *University Campus East Gate Feasibility Study* (1999) for additional information.

ONYX GREEN

Use

This space, which contains the Science Library Plaza, 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 east/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.

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.

Building replacements may slightly adjust the Plaza's shape, but should not significantly reduce the size of the Plaza.

SCIENCE GREEN

Use

This space is primarily pedestrian oriented. Open, sunny, grassy areas and seating provide space for informal use and formal gatherings (such as graduation ceremonies).

Form

The space is formally developed with symmetrically placed sidewalks. Buildings define the east, west, and north edges of the green, which is open to 13th Avenue on the south. Main building entrances open into this space.

Opportunities and Constraints

Proposals for development in this area should preserve and strengthen the Science Green and should maintain a connection to the Franklin Boulevard Axis (through the Lewis Integrative Science Building), the Science Walk, and 13th Avenue.

AGATE STREET ENTRANCE GREEN

Use

This area surrounds the large sign identifying the University of Oregon. It is used by pedestrians and bikes, and the sign is used often as a backdrop for photographs of visitors, graduates, and new students. This area serves as an extension of the Franklin Boulevard Axis.

Form

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

FRANKLIN BOULEVARD AXIS

Use

This landscaped area serves as an important public view corridor and conveys the campus image. It usually provides the first and sometimes only impression of the university for visitors and community members. It is intended primarily for pedestrian and bicycle use. Portions of adjacent parking and service areas project into this open space. It is adjacent to Franklin Boulevard, which is a state highway. Franklin Boulevard is used heavily by automobiles and serves as the primary automobile access to the university.

Form

This open space is formed by the street edge, the pedestrian/bicycle pathway, and landscaping. Although it is considered an axis due to its linear nature, buildings do not define its edge in a typical axial fashion; rather they serve as a backdrop.

Opportunities and Constraints

The university's edge should serve as a green respite from the commercial development along Franklin Boulevard. While it is desirable to buffer parking and service areas, open-space and landscape elements should enhance views into campus whenever possible rather than serve as buffers.

Ensure that development does not create a "wall" of buildings along Franklin Boulevard. Unlike most open spaces, buildings should not define the edge of this open space, which parallels Franklin Boulevard; rather, a stepped form of development, interspersed with pathways and larger open spaces that provide access and views into campus, is more appropriate. University ownership on both sides of the boulevard gives an opportunity to convey the image of driving "through" rather than "by" the campus. Consider expanding designated open-space boundaries to accomplish this.

OPEN-SPACE FRAMEWORK: Designated Pathways

Map: Pedestrian Pathways (p. 11)

The map associated with this section addresses the following *Campus Plan* policies and patterns:

Policy 2: Open-space Framework

Refer to page 28.

Patterns

(Refer to the *Campus Plan* for the complete pattern text.)

- Family of Entrances
- Main Building Entrance
- Open-space Framework
- Path Shape
- Paths and Goals
- Pedestrian Pathways
- Promenade
- Site Repair

Policy Refinement Excerpts

(Refer to the *Campus Plan* for the complete text.)

- (a) Identify: Pathways that provide connections between open spaces are designated on Map 4 of the *Campus Plan*.
- (b) Preserve: Connections essentially similar to those shown on Map 4 are to be preserved. While the path location or shape may change, the connection is to remain.
- (c) Enhance: All development projects must consider the pathway needs of the area in which they are located. Extending

or improving existing pathways or creating new ones is to be considered during project design.

Design Area Special Conditions

13TH AVENUE AXIS: UNIVERSITY STREET TO AGATE STREET

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.

Opportunities and Constraints - 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 the Student Services, Housing, and Academics Design Area is developed or redeveloped.

ONYX GREEN

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 Walk, an important east/west connection, runs along the Plaza's southern edge.

Opportunities and Constraints - 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.

SCIENCE GREEN

Pathways/Gateways - The southern end of the space connects to 13th Avenue, an important east/west pathway. The Science Walk is on the northern edge. This pathway is an important link that

parallels 13th Avenue and carries pedestrians through the Lokey Science Complex. It connects Agate Street to the University Street Axis. Much of the Science Walk is identified by special paving created as part of the State of Oregon's One Percent for Art Program. A pedestrian link to the Franklin Boulevard Axis is provided through the Lewis Integrative Science Building.

Opportunities and Constraints - Proposals for development in this area should preserve and strengthen the Science Green and should maintain a connection to the Franklin Boulevard Axis (through the Lewis Integrative Science Building), the Science Walk, and 13th Avenue.

AGATE STREET ENTRANCE GREEN

Pathways/Gateways - This area contains a primary pedestrian and bike pathway that extends along Franklin Boulevard (refer to Franklin Boulevard Axis below). It connects to main campus via the Science Walk, the pathway between Deschutes and Oregon Halls and the Agate Street sidewalk.

FRANKLIN BOULEVARD AXIS

Pathways/Gateways - This axis contains a primary east/west pathway for pedestrians and bicyclists traveling to and through the university. This pathway continues east along Franklin Boulevard through the Agate Street Entrance Green and west along the northern edge of the Old Campus Quadrangle. Intersections with pathways at Onyx Street, the Science Green (through the Lewis Integrative Science Building), between Deschutes and Oregon Halls, and others provide access into campus.

No established mid-block Franklin Boulevard pedestrian crossing exists; however, pedestrians cross mid-block creating an informal and unsafe connection to North Campus.

Opportunities and Constraints - Preserve and enhance pedestrian and bike access along Franklin Boulevard. Also

preserve pedestrian access into campus and enhance it when opportunities arise (for example, along the east side of Klamath Hall). An informal Franklin Boulevard pedestrian crossing 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.

OPEN-SPACE FRAMEWORK: Edges & Gateways

Map: Campus Edges and Gateways (p. 12)

The map associated with this section addresses the following *Campus Plan* policies and patterns:

Policy 2: Open-space Framework

Refer to page 28.

Patterns

(Refer to the *Campus Plan* for the complete pattern text.)

- Good Neighbor
- Main Gateways
- Open University
- Site Repair

Policy Refinement Excerpts

(Refer to the *Campus Plan* for the complete text.)

The look and feel of campus edges have a significant impact on the campus environment as well as the greater community.

(a) Campus edges are the parts of campus that are most visible to the public. Every opportunity should be taken to improve views into and out of the campus. The overall quality of the edges is most important, whether open spaces, buildings, or landscape features define them.

(b) It is important for the university, a public institution, to maintain a positive and visible association with the adjacent community and the general public. The campus edges should convey the university's public role, its mission, and its history.

The character-defining features of the campus's open spaces, landscapes, and building designs should be evident at the campus edges.

(c) The transition between the campus and the community should encourage a positive interaction between the two. Although it may not be desirable to establish a strong boundary between the campus and community (see Open University pattern), it is beneficial to identify the campus edges through welcoming gateway elements and other design features.

(d) The primary edges are identified on the Campus Edges diagram in the *Campus Plan*. Each edge has unique features and design issues that should be addressed. All development shall adhere to the special-edge design considerations defined in "Policy 12: Design Area Special Conditions."

Design Area Special Conditions

CAMPUS EDGE: FRANKLIN BOULEVARD

Franklin Boulevard is classified as a state highway maintained by the City of Eugene. The university owns land on both sides of this busy boulevard and development along the Franklin Boulevard edge is highly visible to the public. It is the primary automobile entrance to the university and often provides the first (and sometimes only) impression of the university for visitors and community members. Every opportunity should be taken to improve the visual qualities of this area and convey the university's public role, mission, and history.

University ownership on both sides of the boulevard gives an opportunity to convey the image of driving "through" rather than "by" the campus.

Clear visual clues (preferably through design features rather than signage) identifying the university and entry or parking routes are essential. Previous gateways improvements at Agate Street and

Onyx Street are examples.

Open-space and landscape elements and views into campus should be preserved, as well as pedestrian access on both sides on the boulevard, as development occurs. The university edge is a green respite from the commercial development along Franklin Boulevard.

13TH AVENUE AXIS: UNIVERSITY STREET TO AGATE STREET

Pathways/Gateways - The intersection of Agate and 13th is a poorly defined gateway to the campus leading to confusion among visitors finding their way to the campus. An important north/south pathway through Onyx Green and to North Campus begins at this axis just east of Volcanology. A number of north/south pathways intersect this axis.

Opportunities and Constraints - As a public institution, the university needs to be welcoming and open to the public. Many visitors' first impressions are formed as they pass through the intersection at Agate and 13th, and plans for development or improvements need to respond to this opportunity. Efforts should be coordinated with improvements in the following two Design Areas: Student Services, Housing, and Academics; and Student Housing.

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

Pathways/Gateways - The Science Library Plaza is one of the first

campus spaces many view when coming to the campus.

AGATE STREET ENTRANCE GREEN

Use - This area surrounds the large sign identifying the University of Oregon. It is used by pedestrians and bikes, and the sign is used often as a backdrop for photographs of visitors, graduates, and new students. This area serves as an extension of the Franklin Boulevard Axis.

Pathways/Gateways - Agate Street is the main automobile entrance to the campus and as such is one of the major gateways to the university.

Opportunities and Constraints - This area is dedicated to identifying the university. It is very visible to the public, so every effort should be made to enhance its visual qualities and portray a positive university image through form, materials, and character.

The Franklin Boulevard right-turn lane reduces the size of the site, possibly resulting in a need to modify the sign and/or pathways and associated landscaping. If the sign is relocated, it should be in clear view from both directions to the greatest degree possible. The sign should not block significant views into campus or pedestrians' and bicyclists' views along the pathway.

FRANKLIN BOULEVARD AXIS

Use - This landscaped area serves as an important public view corridor and conveys the campus image. It usually provides the first and sometimes only impression of the university for visitors and community members. It is intended primarily for pedestrian and bicycle use. Portions of adjacent parking and service areas project into this open space. It is adjacent to Franklin Boulevard, which is a state highway. Franklin Boulevard is used heavily by automobiles and serves as the primary automobile access to the

university.

Pathways/Gateways - Franklin Boulevard is the main automobile entrance to the campus (via Agate Street).

Opportunities and Constraints - This area is highly visible to the public. Every opportunity should be taken to improve its visual qualities and convey the university's public role, mission, and history. The university's edge should serve as a green respite from the commercial development along Franklin Boulevard. While it is desirable to buffer parking and service areas, open-space and landscape elements should enhance views into campus whenever possible rather than serve as buffers.

University ownership on both sides of the boulevard gives an opportunity to convey the image of driving "through" rather than "by" the campus. Consider expanding designated open-space boundaries to accomplish this.

Clear visual clues (preferably through design features rather than signage) identifying the university and entry or parking routes are essential. Previous gateway improvements at Agate Street and Onyx Street are examples.

City Policies

- *Eugene-Springfield Metropolitan Area 1990 General Plan and Diagram*
- *Riverfront Park Study, 1985*

OPEN-SPACE FRAMEWORK:

Landscape Features

Map: Tree Canopy (p. 13)

Map: Significant and Educational Trees (p. 14)

Map: Seating and Special Landscape Features (p. 15)

Map: Safety: Lighting and Call Boxes (p. 16)

The maps associated with this section address the following *Campus Plan* policies and patterns:

Policy 2: Open-space Framework

Refer to page 28.

Patterns

(Refer to the *Campus Plan* for the complete pattern text.)

- Access to Water
- Campus Trees
- Open-space Framework
- Seat Spots
- Sitting Wall
- Tree Places

Additional *Campus Tree Plan* (CTP) Patterns:

- Healthy and Vital Tree Canopy
- Long-lived Tree Sites
- Site Benefits
- Site-specific Conditions
- Sunny/Shady Open spaces
- Tree Replacement Strategies

Policy Refinement Excerpts

(Refer to the *Campus Plan* for the complete text.)

Landscape

PLANT MATERIALS

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

(b) Vegetation should be planted and managed to avoid excessive damage to buildings, reduce susceptibility to pest infestation, minimize reliance upon the use of pesticides, and contribute to the aesthetic quality and enjoyment of the campus as a whole.

(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.

(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 *Campus Tree Plan*.)

(i) Select and position landscape materials to aid in achieving energy efficiency. Take advantage of trees to reduce cooling loads and use hedgerows or shrubbery to help channel cool summer breezes into the building.

(j) Protect wetlands, wildlife habitats, and watersheds to the greatest extent possible.

(k) Consider how the landscaped areas are linked to one another and create natural corridors for plants and birds. Integrate bird food sources and shelter. Tie these corridors in with the established open-space framework.

(l) Use native or well-adapted species for landscaping when appropriate while recognizing the importance of a variety of plant materials necessary for instructional use.

(m) Maintain an Integrated Pest Management approach, which carefully considers plant selection and design and minimizes use of herbicides, pesticides, fertilizers, and irrigation.

(n) Work to preserve the integrity of the site, in particular trees, significant plant materials, and topsoil. First consider development on previously disturbed areas.

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. (Refer to the Campus Construction Standards for a description of the approved campus standard designs.) Seating integrated into the landscape or building design (for example, seating walls) is encouraged.

(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. (Refer to the *Campus Outdoor Sign Plan*.)

CAMPUS SAFETY

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.

(a) Vegetation should be planted and managed in a way that eliminates conditions that lead to personal safety concerns yet contributes to the aesthetic enjoyment of the campus as a whole.

(b) The university recognizes the necessity of campus lighting 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. The campus standard fixture is free standing; building-mounted fixtures are to be avoided. (Refer to the separate *Campus Outdoor Lighting Plan* and the Campus Construction Standards.)

(c) The system of emergency call boxes should be preserved and expanded. (Refer to the Campus Construction Standards for the campus standard design.)

Also address Policy 7: Architectural Style and Historic Preservation.

Historic Landscapes Policy Refinement Excerpts:

(a) Protect and steward the campus's historic landscapes in the context of an evolving university.

(b) Identify, evaluate, and consider preservation treatment for all potential historic landscapes—designated open spaces and others.

(g) Integrate historic landscape characteristics into new elements and areas.

(Refer to the Campus Heritage Landscape Plan, section "1.0 Landscape Preservation Guidelines and Description of Historic Resources for a description of treatment approaches.)

Design Area Special Conditions

13TH AVENUE AXIS: UNIVERSITY STREET TO AGATE STREET

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.

SCIENCE GREEN

Trees/Landscape

The trees that have been planted in the last fifteen years contribute to the formal nature of the space.

Opportunities and Constraints

Special attention should be given to artwork, including the Science Walk paving and sundial.

AGATE STREET ENTRANCE GREEN

Trees/Landscape

The trees that frame the sign contribute to its visual qualities and are an important image-generating feature for the university. The two large red oak trees also are significant.

Opportunities and Constraints

While it is desirable to buffer parking and service areas, open-space and landscape elements should enhance views into campus whenever possible rather than serve as buffers. Also, every effort should be made to protect the two significant red oak trees.

The Franklin Boulevard right-turn lane reduces the size of the site, possibly resulting in a need to modify the sign and/or pathways and associated landscaping. If the sign is relocated, it should be in clear view from both directions to the greatest degree possible. The sign should not block significant views into campus or pedestrians' and bicyclists' views along the pathway.

FRANKLIN BOULEVARD AXIS

Trees/Landscape

This axis is informally lined with a mix of coniferous and deciduous trees, some of which are the only on-campus example

of a species. The Himalayan pine is of particular note (it is also used for educational purposes).

Opportunities and Constraints

While it is desirable to buffer parking and service areas, open-space and landscape elements should enhance views into campus whenever possible rather than serve as buffers. Pay particular attention to noted trees.

ONYX GREEN

Trees/Landscape

A large dawn redwood grows in this area near the Cascade Hall entrance. This important campus tree is recognized by the Eugene Tree Foundation as a heritage tree. It is one of two dawn redwoods planted on campus from the original seed shipment from China.

Opportunities and Constraints

The dawn redwood is to be preserved. In general, landscape options are limited by the need to prevent leakage into the Science Library below.

Densities

Map: Development Densities (p. 17)

The map associated with this section addresses the following *Campus Plan* policies and patterns:

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 construction project shall result in a density in excess of the maximum densities established below.

Patterns

(Refer to the *Campus Plan* for the complete pattern text.)

- Four-story Limit
- Future Expansion
- Use Wisely What We Have

Policy Refinement Excerpts

The following policy refinements establish allowed densities.

(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 allowed maximum densities established for each Design Area. A maximum building footprint (sf) and maximum gross square footage (floor area ratio) are established for each Design Area.

(b) Desired maximum densities also are defined for each sub-

area within the Design Areas.

(c) Basements and all structures with roofs (including grandstands and parking structures) are included in density calculations. Basements and covered walkways/arcades are to be encouraged because they preserve open space and reduce density above ground. 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.

Design Area Special Conditions

ONYX GREEN

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 Science Library 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 its size.

FRANKLIN BOULEVARD AXIS

Opportunities and Constraints

The university's edge should serve as a green respite from the commercial development along Franklin Boulevard.

Ensure that development does not create a "wall" of buildings along Franklin Boulevard. Unlike most open spaces, buildings should not define the edge of this open space, which parallels Franklin Boulevard. A stepped form of development, interspersed with pathways and larger open spaces that provide access and views into campus, is more appropriate.

Space Use

Map: Building Uses (p. 18)

The map associated with this section addresses the following *Campus Plan* policies and patterns:

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 projects and space assignments shall meet the policy refinements below.

Patterns

(Refer to the *Campus Plan* for the complete pattern text.)

- Building Hearth
- Classroom Distribution
- Fabric of Departments
- Flexibility and Longevity
- Outdoor Classroom
- University Shape and Diameter

Policy Refinement Excerpts

(Refer to the *Campus Plan* for the complete text.)

Walking Circles: Instructional Core

Map 6 in the *Campus Plan* 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.
- (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 affected directly 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 the instructional core, to the greatest extent possible locate new (or relocate existing) programs, activities, and offices on the periphery of the instructional core if they can function satisfactorily without proximity to major instructional spaces.

Flexible and Compatible Use

- (a) Site buildings and program spaces so 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 the free and open exchange of ideas 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 (see diagram in the *Campus Plan*). 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 and activities.

(b) Outdoor classrooms used as a part of curricular offerings are identified in the *Campus Plan*. 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. Consideration also should be given to other open spaces that are not part of curricular offerings but serve as "outdoor classrooms."

Design Area Special Conditions

Area-wide Space Use Comments

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

Service Areas and Infrastructure

Map: Service Areas and Access (p. 19)

The map associated with this section addresses the following *Campus Plan* policies and patterns:

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 shall be designed to meet long-term university needs and to be efficiently maintained and operated in accordance with the policy refinements below.

Patterns

(Refer to the *Campus Plan* for the complete pattern text.)

- Hierarchy of Streets
- Materials and Operations
- Shielded Parking and Service Areas

Policy Refinement Excerpts

(Refer to the *Campus Plan* for the complete text.)

Building Service

(a) 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, recycling, and parking for maintenance and service vehicles. Refer to diagram in the *Campus Plan*.

(b) Integrate the location and design of service areas into the building and landscape design so they are not detrimental to the campus aesthetic.

Also refer to the policy refinement addressing landscape screening in Policy 1: Open-space Framework Policy.

Campus Utilities and Infrastructure

(d) Generally, accessory equipment such as transformer vaults are to be buried or located inside buildings to eliminate clutter, preserve the campus character, and prevent equipment damage. HVAC equipment may be located on roofs if it is not in public view.

Design Area Special Conditions

FRANKLIN BOULEVARD AXIS

Opportunities and Constraints

While it is desirable to buffer parking and service areas, open-space and landscape elements should enhance views into campus whenever possible rather than serve as buffers.

13TH AVENUE AXIS: UNIVERSITY TO AGATE STREET

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.

Opportunities and Constraints

Design strategies to further encourage bikes and pedestrians and discourage auto traffic (with the exception of service vehicles) are supported.

Architectural Style and Historic Preservation

Map: Building Characteristics (p. 20)

The map associated with this section addresses the following *Campus Plan* policies and patterns:

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 construction projects shall follow the policy refinements below.

Patterns

(Refer to the *Campus Plan* for the complete pattern text.)

- Arcades
- Architectural Style
- Building Character and Campus Context
- Building Complex
- Campus Quadrangle and Historic Core
- Connected Buildings
- Four-story Limit
- Good Neighbor
- Historic Landscapes
- Main Building Entrance
- Open-space Framework
- Site Repair

Policy Refinement Excerpts

(Refer to the *Campus Plan* for the complete text.)

Architectural Style

(a) The design of new buildings and additions shall be 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 be responsive to the overall campus character and reflect the materials (e.g., brick) and composition of the Lawrence-era buildings. Emphasis should be placed on creating high-quality, human-scaled, and carefully detailed buildings. Address the campus characteristics described in the *Campus Plan*:

Building Meets the Sky - Complex rooflines that draw your eye upwards.

Composition - Buildings vertically composed of three parts: top, middle, and bottom. Provide distinction through the use of horizontal lines, such as banding, use of different materials, or variation in patterns and textures.

Main Building Entrance - Provides a clear sense of where to go, how to enter the building; a feeling of arrival, building presence, and weather protection.

Secondary Entrances - Not as bold as a main entrance, but still easy to locate and with visual interest.

Rhythm of Windows - Repetition of windows that break up the scale of the facade (e.g., openings separated by columns or other vertical elements or recessed windows). As a general (but not absolute) rule, avoid large, blank facades, large areas of glazing, or unbroken, horizontally oriented windows (ribbon windows).

Operable Windows and Window Details - Allows fresh air

and ability to adjust personal environment. Window details can include change in material with banding, brick patterns, type and color of frame.

Details - Contribute to the richness of the campus character by giving each building a sense of individuality. Humanize buildings and integrate art.

Historic Preservation

(a) When altering buildings and landscapes listed in the National Register of Historic Places or as a City Landmark, projects must follow the *Secretary of the Interior's Standards for Rehabilitation and Guidelines for Rehabilitating Historic Buildings*.

(b) 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 office of Campus Planning and Real Estate, will consult with the State Historic Preservation Office as appropriate.

Design Area Special Conditions

13TH AVENUE AXIS: UNIVERSITY TO AGATE 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.

ONYX GREEN

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.

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 Science Library 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.

FRANKLIN BOULEVARD AXIS

Form

This open space is formed by the street edge, the pedestrian/bicycle pathway, and landscaping. Although it is considered an axis due to its linear nature, buildings do not define its edge in a typical axial fashion; rather they serve as a backdrop.

Opportunities and Constraints

This area is highly visible to the public. Every opportunity should be taken to improve its visual qualities and convey the university's public role, mission, and history. The university's edge should serve as a green respite from the commercial development along Franklin Boulevard.

Ensure that development does not create a "wall" of buildings along Franklin Boulevard. Unlike most open spaces, buildings should not define the edge of this open space, which parallels Franklin Boulevard. A stepped form of development, interspersed with pathways and larger open spaces that provide access and views into campus, is more appropriate. University ownership on both sides of the boulevard gives an opportunity to convey the image of driving "through" rather than "by" the campus. Consider expanding designated open-space boundaries to accomplish this.

Universal Access

Map: Universal Access (p. 21)

The map associated with this section addresses the following *Campus Plan* policies and patterns:

Policy 8: Universal Access

In addition to complying with applicable federal and state requirements, the university is committed to making all new facilities welcoming and accessible to all users without discriminating on the basis of ability. This inclusive environment enables all users to participate equally in the university's programs, activities, and services.

To ensure access for all members of its community, all construction projects shall follow the policy refinements below.

Patterns

(Refer to the *Campus Plan* for the complete pattern text.)

- Main Building Entrance
- Universal Access
- Welcoming to All

Policy Refinement Excerpts

(Refer to the *Campus Plan* for the complete text.)

(a) The built environment, including but not limited to buildings, outdoor areas, signs, furniture, amplification systems, alarms, and other features and facilities, shall be designed and constructed to be welcoming to all and conveniently usable within 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.

(b) Design of modifications to existing facilities must be guided by the Universal Access pattern and result in fully accessible spaces 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 or sites 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, the existing degree of accessibility shall not be diminished and, to the greatest extent possible, should be improved.

(d) Major capital construction projects, including new construction and renovation that could affect the usability of a site or building, shall be reviewed by the Physical Access Committee.

Pathways and Transportation

Map: All Pathways and Routes (p. 22)

Map: Bike Paths and Racks (p. 23)

Map: Vehicle Routes and Parking (p. 24)

The maps associated with this section address the following *Campus Plan* policies and patterns:

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 construction projects shall follow the policy refinements below.

Patterns

(Refer to the *Campus Plan* for the complete pattern text.)

- Bike Paths, Racks, and Lockers
- Local Transport Area
- Looped Local Roads
- Main Gateways
- Paths and Goals
- Pedestrian Pathways
- Peripheral Parking
- Road Crossings
- Small Parking Lots in Campus Core

Policy Refinement Excerpts

(Refer to the *Campus Plan* for the complete text.)

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 is 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:

1. emergency vehicles, followed by:
2. pedestrians and people with disabilities,
3. bicyclists,
4. public transportation,
5. service vehicles,
6. car pools,
7. motorcycles,
8. scooters, and, lastly,
9. personal cars.

(c) The university acknowledges it has assumed responsibility to provide a reasonable level of 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) 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:

- *Transplan (The Eugene-Springfield Metropolitan Area Transportation Plan)*, 2002; and
- *Central Area Transportation Study (CATS)*, 2004.

(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.

Design Area Special Conditions

13TH AVENUE AXIS: UNIVERSITY STREET TO AGATE STREET

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.

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. An important north/south pathway through Onyx Green and to the North Campus begins at this axis just east of Volcanology. A number of other north/south pathways intersect this axis.

Opportunities and Constraints

Design strategies to further encourage bikes and pedestrians and discourage auto traffic (with the exception of service vehicles) are supported.

AGATE STREET ENTRANCE GREEN

Pathways/Gateways

Agate Street is the main automobile entrance to the campus and as such is one of the major gateways to the university.

This area contains a primary pedestrian and bike pathway that extends along Franklin Boulevard (refer to Franklin Boulevard Axis below). It connects to main campus via the Science Walk (see also Science Green), the pathway between Deschutes and Oregon Halls, and the Agate Street sidewalk.

FRANKLIN BOULEVARD AXIS

Use

It is intended primarily for pedestrian and bicycle use. Portions of adjacent parking and service areas project into this open space. It is adjacent to Franklin Boulevard, which is a state highway. Franklin Boulevard is used heavily by automobiles and serves as the primary automobile access to the university.

Pathways/Gateways

Franklin Boulevard is the main automobile entrance to the campus (via Agate Street).

This axis contains a primary east/west pathway for pedestrians and bicyclists traveling to and through the university. This pathway continues east along Franklin Boulevard through the Agate Street Entrance Green and west along the northern edge of the Old Campus Quadrangle. Intersections with pathways at Onyx Street, the Science Green (through the Lewis Integrative Science Building), between Deschutes and Oregon Halls, among others, provide access into campus.

Preserve and enhance pedestrian and bike access along Franklin Boulevard.

Clear visual clues (preferably through design features rather than signage) identifying the university and entry or parking routes are essential. Previous gateway improvements at Agate Street and Onyx Street are examples.

Sustainable Development

Map: Sustainable Development: Energy and Stormwater (p. 25) t

The map associated with this section addresses the following *Campus Plan* policies and patterns:

Policy 10: Sustainable Development

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 policy refinement below.

Patterns

(Refer to the *Campus Plan* for the complete pattern text.)

- Campus Trees
- Environmental Mitigation (Campus Tree Plan)
- **Flexibility and Longevity**
- **Operable Windows**
- **Site Repair**
- **Sustainable Development**
- **Use Wisely What We Have**
- Water Quality

Policy Refinements

(Refer to the *Campus Plan* for the complete text.)

All construction projects shall adhere to the university's **Oregon Model for Sustainable Development:**

The University of Oregon Model for Sustainable Development addresses the unique aspects of campus buildings and landscapes by focusing on what matters most: ENERGY, WATER, AND PEOPLE

ENERGY

The university has capped total campus energy use from new development projects. This is achieved by taking a systematic campus-wide approach (as opposed to building by building). New development projects are required to achieve a state-of-the-art energy performance level—an Advanced Energy Threshold. Also, energy-savings measures are required in existing facilities to offset the resulting energy needs generated by the new projects. This will result in a net zero increase in campus energy use from new development.

WATER

The university will improve the quality of campus stormwater emitted into the region's waterways by focusing on campus areas that contribute the most to the degradation of water quality—campus streets and parking lots. New development projects are required to treat the equivalent amount of stormwater runoff as required by city code; however, some of the areas treated will be shifted outside the project site to address relatively low water quality campus areas—streets and parking lots.

PEOPLE

The university ensures sustained energy conservation habits. New development projects are required to develop a plan and implement educational/training opportunities about the building and/or landscape in order to create and sustain a shift in occupant behavior.

LEED

All new development projects must achieve Leadership in Energy and Environmental Design (LEED) Gold certification.

APPENDICES



Appendix A: Focus Group Area Tour

University of Oregon
Northeast Campus Diagnosis
May 2012

Walking Tour Guide

The purpose of this tour is to collect your ideas on what is and is not working in this area of campus. The focus of the study is on the open spaces rather than the buildings.

These questions are just to get you started. Feel free to make any comments that occur to you.

As you tour the area, circle areas that need fixing on your map and star the areas that you believe work well.

You may start at any point of the tour. The questions below are keyed to numbered locations on the accompanying map.

1. Agate Street and Franklin Blvd. Intersection. What is the quality of this main auto entrance to campus? Is it clear where a visitor arriving by car should go? Do you like the character of the buildings in view?
2. Corner of 13th and Agate. Do you feel like you have arrived on the University of Oregon campus?
3. Oregon Hall. What existing landscape and building features need fixing? Is the kiosk in the right place? Is the building entrance clear? How does the traffic pattern (mix of auto, bikes, and peds.) operate?
4. 13th Ave. between University Street and Agate Street. How does the traffic pattern (mix of auto, bikes, and peds.) operate? How and where do peds cross? Does 13th Avenue function well as a major campus open space axis? Does the Volcanology turn around work well?
5. Science Green. Would you consider this a good place to have lunch (assuming construction is completed)? Are there adequate seating areas? What is the impact of the Carson Hall service delivery area?
6. Willamette Atrium - Interior – Do you travel through this atrium? Do you informally cross paths or meet with others? How do you travel through this part of campus area? Indoors/outdoors?
7. Franklin Blvd. edge. What image does the UO convey to the community along the Franklin edge? What are the pedestrian and bike routes? What do open spaces and buildings along Franklin Blvd. look like? Is noise a problem? Are service needs met?
8. Science Library Courtyard. How is it used? Do you like the character of the buildings in view? How about the landscape features?

9. Willamette Tiered Seating – How is this space used?

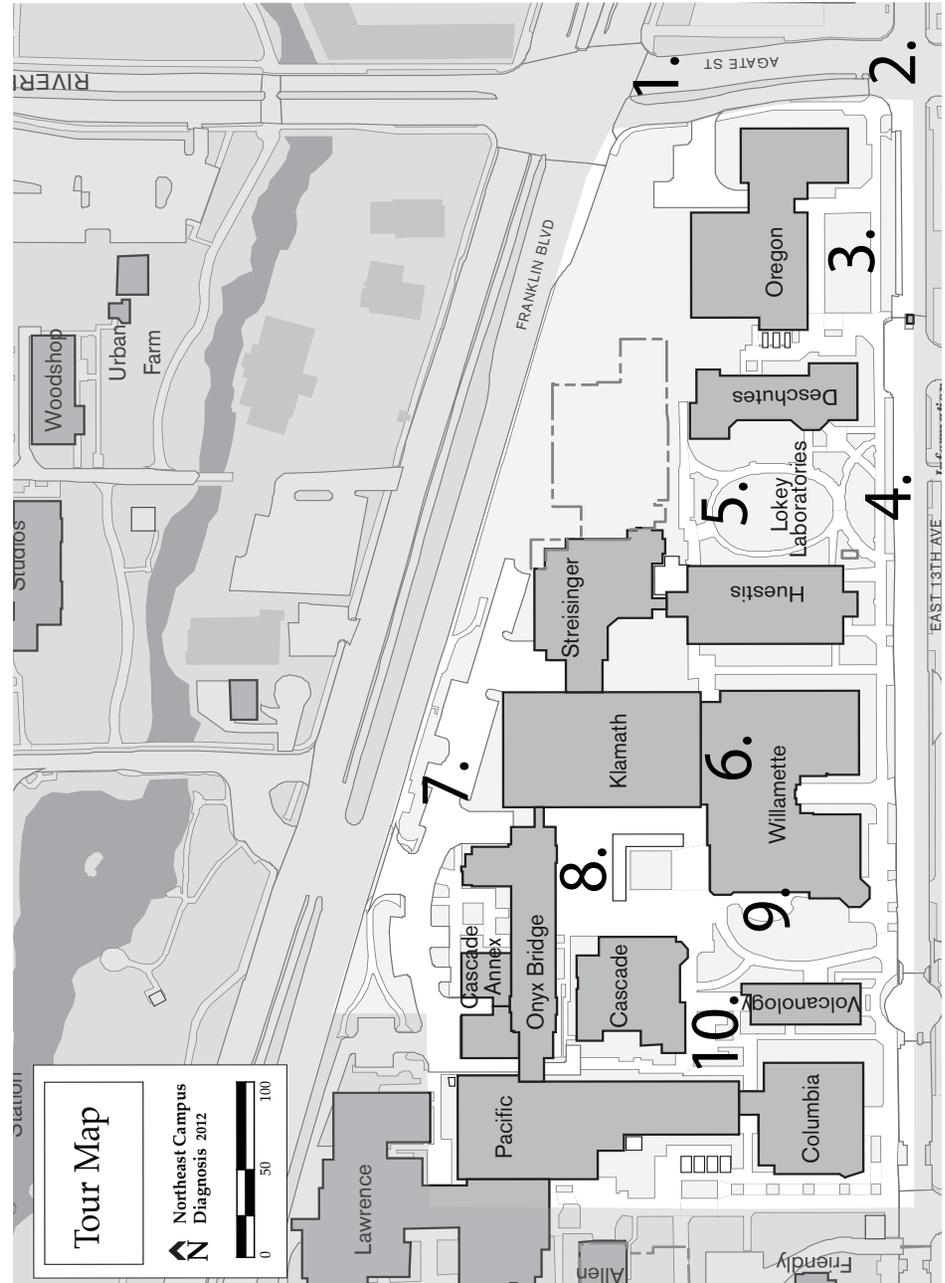
10. Cascade Charley Fountain. Would you consider this a good place to have lunch? Are there adequate seating areas? What do you like/dislike about this area?

11. Overall, where would you take a visitor if you were touring this part of campus? What areas would you avoid? Where do you spend time yourself in this part of campus? Why?

12. Does this study area successfully relate to the character of the rest of the university? What creates or fails to create this relationship?

13. Other comments. (For example, are there places where service deliveries, parking, or landscaping is a problem? Are there areas that need more seating?)

Thank you!



Appendix B: Building Use Categories

Building Use - May 1012

B0028A	CASCADE ANNEX WEST	4,646
	9401 SCIENCE STORES	2,460
	9402 TECHNICAL SCIENCE ADMIN	2,186

B0028B	CASCADE ANNEX EAST	4,552
	1914 GEOLOGICAL SCIENCES	3,293
	8170 ENVIRON'L HEALTH & SAFETY	434
	Non-departmental (8312, 9020, 9030)	825

B0047	CASCADE HALL	40,715
	20 LIBRARY SYSTEM	6,233
	76 JOINT GEN'L/GEOL CLASSRM	732
	1914 GEOLOGICAL SCIENCES	20,746
	Non-departmental (8312, 9020, 9030)	13,004

B0036	COLUMBIA HALL	24,893
	99 GENERAL CLASSROOMS	6,128
	1905 CHEMISTRY	6,058
	1914 GEOLOGICAL SCIENCES	3,100
	1915 ENVIRONMENTAL STUDIES PROG	1,172
	2206 GEOGRAPHY	570
	Non-departmental (8312, 9020, 9030)	7,865

B0044	DESCHUTES HALL	24,937
	701 COMPUTER & INFO SCIENCE	16,641
	Non-departmental (8312, 9020, 9030)	8,296

B0040	HUESTIS HALL	54,905
	401 BIOLOGY	20,989
	2001 PSYCHOLOGY	8,170
	9262 ZFISH RSCH PROG (NEUROSCI)	5,105
	9280 INST NEUROSCIENCE	135
	Non-departmental (8312, 9020, 9030)	20,506

B0038	KLAMATH HALL/SCIENCE LIBRARY	142,783
	20 LIBRARY SYSTEM	45,989
	30 INFORMATION SERVICES	25,533
	401 BIOLOGY	17,648
	416 INST MOLEC BIOLOGY	8,802
	701 COMPUTER & INFO SCIENCE	3,413

844 HUMAN PHYSIOLOGY	2,072
1905 CHEMISTRY	1,823
4910 VETERINARY SERVICES	1,105
8170 ENVIRON'L HEALTH & SAFETY	650
9275 CAMCOR	311
9276 OREGON CTR FOR OPTICS	111
9040 INACTIVE	13
Non-departmental (8312, 9020, 9030)	35313

B0040A	LORRY I. LOKEY LABORATORIES	23,905
	9262 ZFISH RSCH PROG (NEUROSCI)	12,097
	9270 MATERIALS SCIENCE INST	2,303
	9275 CAMCOR	1,580
	9280 INST NEUROSCIENCE	1,138
	9889 LEASED TO OUTSIDE	379
	Non-departmental (8312, 9020, 9030)	6,408

B0037	ONYX BRIDGE/ENV HEALTH	49,472
	201 CENTER FOR HOUSING INNOVATION	11,471
	290 ARCHIT'RE & ALLIED ARTS	9,568
	401 BIOLOGY	5,674
	416 INST MOLEC BIOLOGY	2,277
	1902 PHYSICS	871
	1905 CHEMISTRY	739
	8170 ENVIRON'L HEALTH & SAFETY	502
	9264 INSTITUTE OF ECOLOGY AND EVOLUTION (IE2)	491
	9385 AMERICAN ENGLISH INST	455
	9401 SCIENCE STORES	387
	Non-departmental (8312, 9020, 9030)	17,037

0042	OREGON HALL	69,646
	7464 MULTICULTURAL ACAD SUCCESS	8,932
	7465 FIRST-YEAR PROGRAMS	5,477
	7469 DEAN OF STUDENTS	4,865
	7470 UNDERGRADUATE STUDIES	4,619
	7471 STUDENT AFFAIRS, DIV. OF	3,324
	8113 ACADEMIC ADVISING	3,084
	8122 INTERNATIONAL AFFAIRS	2,793
	8125 ACCESSIBLE EDUCATION CENTER	2,031
	8210 BUSINESS AFFAIRS	1,713
	8220 ADMISSIONS	1,672
	8221 REGISTRAR	996

8222 FINANCIAL AID	996
8223 ENROLLMENT MANAGEMENT	964
8255 TELECOMMUNICATION SERVICES	879
9040 INACTIVE	61
Undefined	4,186
Non-departmental (8312, 9020, 9030)	23,054

B0035 PACIFIC HALL	110,029
---------------------------	----------------

290 ARCHIT'RE & ALLIED ARTS	14,036
9264 INSTITUTE OF ECOLOGY AND EVOLUTION (IE2)	13,877
99 GENERAL CLASSROOMS	6,582
9402 TECHNICAL SCIENCE ADMIN	6,410
1101 YAMADA LANGUAGE CTR	5,721
201 CENTER FOR HOUSING INNOVATION	3,910
9385 AMERICAN ENGLISH INST	3,354
1902 PHYSICS	3,020
1914 GEOLOGICAL SCIENCES	2,449
2206 GEOGRAPHY	1,723
1120 ROMANCE LANGUAGES	1,344
401 BIOLOGY	911
9401 SCIENCE STORES	850
9220 SUSTAINABLE ENVIRON INST	715
1905 CHEMISTRY	672
8170 ENVIRON'L HEALTH & SAFETY	509
84 JOINT GEN/L/YAMADA CTR	463
416 INST MOLEC BIOLOGY	426
1915 ENVIRONMENTAL STUDIES PROG	285
4903 CAS ASSIGNABLE	217
9040 INACTIVE	165
Non-departmental (8255, 8311, 8312, 9020, 9030)	42390

B0045 STREISINGER HALL	42,346
-------------------------------	---------------

416 INST MOLEC BIOLOGY	20,078
4910 VETERINARY SERVICES	6,072
9262 ZFISH RSCH PROG (NEUROSCI)	1,215
9280 INST NEUROSCIENCE	156
401 BIOLOGY	112
9040 INACTIVE	482
Non-departmental (8312, 9010, 9020, 9030)	14,231

B0046 WILLAMETTE HALL	106,060
------------------------------	----------------

99 GENERAL CLASSROOMS	4,123
-----------------------	-------

416 INST MOLEC BIOLOGY	8,689
1902 PHYSICS	7,029
1905 CHEMISTRY	5,927
1925 INST THEORETICAL SCIENCE	4,123
8220 ADMISSIONS	3,042
9270 MATERIALS SCIENCE INST	834
9276 OREGON CTR FOR OPTICS	137
Non-departmental (8311, 8312, 9020, 9030)	42565

B0015 VOLCANOLOGY	16,548
--------------------------	---------------

76 JOINT GEN'L/GEOL CLASSRM	6,740
99 GENERAL CLASSROOMS	4,842
1902 PHYSICS	553
1914 GEOLOGICAL SCIENCES	499
2206 GEOGRAPHY	43
Non-departmental (8312, 9020, 9030)	3781

Appendix C: Automobile Parking Space Count

AREA	TYPE							TOTAL
	ADA	Carpool	Loading	Metered	Reserved	Service	Unmarked	
12A - Lawrence East	1	0	2	4	11	2	7	27
12B - Klamath North	2	0	0	0	18	6	3	29
14 - Oregon Hall North	-	-	-	-	-	-	-	TBD
15 - 13th/Agate	2	0	0	9	0	1	20	32
29D - Straub Onyx	1	0	0	0	30	3	4	39
Along 13th (btwn University & Agate)	0	3	2	8	12	5	0	30
TOTAL	6	3	4	21	71	17	34	157