

# PRINCIPLES



*Jordan Schnitzer Museum of Art*



# PRINCIPLES

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

Each principle below is further elaborated in a later chapter of the Plan.

## PRINCIPLE 1: PROCESS AND PARTICIPATION



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

Three other principles – organic order, coordination, and diagnosis – also are relevant to Principle 1 and ensure responsiveness to the institution's needs. (Refer to page 13.)

**To implement these principles from *The Oregon Experiment*, the university shall follow the planning process principle refinements in “Principle 1: Process and Participation” (page 13) for all construction projects and campus planning activities.**

## PRINCIPLE 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 construction projects shall follow the principle refinements established in “Principle 2: Open-space Framework” (page 27).**

## PRINCIPLE 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 in “Principle 3: Densities” (page 35).**

#### PRINCIPLE 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 principle refinements as described in "Principle 4: Space Use and Organization" (page 39).**

#### PRINCIPLE 5: REPLACEMENT OF DISPLACED USES



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

**All plans for new construction (buildings or remodeling projects) shall keep existing uses intact by developing and funding plans for their replacement as described in "Principle 5: Replacement of Displaced Uses" (page 43).**

#### PRINCIPLE 6: MAINTENANCE AND BUILDING SERVICE



The university was established over 135 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 principle refinements in "Principle 6: Maintenance and Building Service" (page 45).**

#### PRINCIPLE 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 principle refinements in "Principle 7: Architectural Style and Historic Preservation" (page 48).**

## PRINCIPLE 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 provide access for all of members of its community, all construction projects shall follow the principle refinements set forth in “Principle 8: Universal Access” (page 52).**

## PRINCIPLE 9: TRANSPORTATION



Carefully addressing transportation needs is vital to creating a cohesive, functional campus. A complete transportation principle 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 principle refinements in “Principle 9: Transportation” (page 54).**

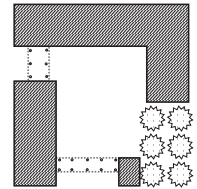
## PRINCIPLE 10: SUSTAINABLE DEVELOPMENT



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 “Principle 10: Sustainable Development” (page 56).**

## PRINCIPLE 11: PATTERNS



Patterns establish a means of articulating commonly held values as they pertain to the campus environment and design. Patterns ideally function together as words in a sentence, creating a cohesive whole built on a common design language, the “pattern language.”

**To achieve effective and meaningful dialog about important campus design issues, all construction projects shall consider the patterns contained in “Principle 11: Patterns” (page 60).**

## PRINCIPLE 12: DESIGN AREA SPECIAL CONDITIONS



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

**To ensure that the unique characteristics of specific areas are not overlooked, all proposed construction projects shall consider the special conditions in “Principle 12: Design Area Special Conditions” (page 78).**

