APPENDICES
Appendix A: University of Oregon Mission

University of Oregon Mission Statement

The University of Oregon is a comprehensive research university that serves its students and the people of Oregon, the nation, and the world through the creation and transfer of knowledge in the liberal arts, the natural and social sciences, and the professions. It is the Association of American Universities flagship institution of the Oregon University System.

The university is a community of scholars dedicated to the highest standards of academic inquiry, learning, and service. Recognizing that knowledge is the fundamental wealth of civilization, the university strives to enrich the public that sustains it through

- a commitment to undergraduate education, with a goal of helping the individual learn to question critically, think logically, communicate clearly, act creatively, and live ethically;
- a commitment to graduate education to develop creators and innovators who will generate new knowledge and shape experience for the benefit of humanity;
- a recognition that research, both basic and applied, is essential to the intellectual health of the university, as well as to the enrichment of the lives of Oregonians, by energizing the state’s economic, cultural, and political structure;
- the establishment of a framework for lifelong learning that leads to productive careers and to the enduring joy of inquiry;
- the integration of teaching, research, and service as mutually enriching enterprises that together accomplish the university’s mission and support its spirit of community;
- the acceptance of the challenge of an evolving social, political, and technological environment by welcoming and guiding change rather than reacting to it;
- a dedication to the principles of equality of opportunity and freedom from unfair discrimination for all members of the university community and an acceptance of true diversity as an affirmation of individual identity within a welcoming community;
- a commitment to international awareness and understanding, and to the development of a faculty and student body that are capable of participating effectively in a global society;
- the conviction that freedom of thought and expression is the bedrock principle on which university activity is based;
- the cultivation of an attitude toward citizenship that fosters a caring, supportive atmosphere on campus and the wise exercise of civic responsibilities and individual judgment throughout life, and
- a continuing commitment to affordable public higher education.
Appendix B: Oregon Experiment Principles

The University of Oregon’s Campus Plan reaffirms the six basic principles articulated in The Oregon Experiment as the underlying premises of this Plan.

ORGANIC ORDER: The campus emerges through a process, not from a map.
ORGANIC ORDER emerges gradually from separate actions guided by shared values and processes. This melding of individual actions into a cohesive whole comes not from a predetermined fixed-image map, but from the application of a process guided by explicitly debated and approved basic policies or “patterns,” which articulate the shared traditions and understandings of the university community.

INCREMENTAL GROWTH: Development occurs in large and small pieces.
The precept of INCREMENTAL GROWTH (originally known as piecemeal growth) acknowledges that the development of the campus occurs gradually as the result of individual acts of new construction, repair, rehabilitation, and remodeling taking place over time. The principle suggests that the campus needs both large and small projects and needs both new construction and repair that allow for continuous care and improvement in order to create a complete and healthy campus environment.

PATTERNS: Shared design statements guide the planning process.
PATTERNS establish a means of articulating commonly held values about the campus environment. Patterns are design statements that describe and analyze project-related issues and suggest ways in which those issues might be resolved. Patterns that are to be considered and addressed at various levels are identified in appropriate places in this Plan.

DIAGNOSIS: Assessing existing conditions informs ongoing improvements.
DIAGNOSIS establishes a process of periodic analysis or diagnosis of the present state of the campus to guide its repair and improvement. The principle of diagnosis is embodied in the provisions of this document related to Area and Site Diagnosis Studies and Academic Planning Coordination (which includes the Biennial Capacity Plan).

PARTICIPATION: User involvement must prevail throughout the planning process.
The principle of PARTICIPATION is reaffirmed as the cornerstone of the university’s planning process and is viewed as an extension of a long-established history of shared governance at the university. It occurs on each project (as defined by this Plan) principally through a user group appointed by the chair of the Campus Planning Committee. This principle also is embodied in the review processes articulated in this Plan.

COORDINATION: Working together benefits the campus as a whole.
COORDINATION recognizes that the university as a whole has interests that must be represented, and that coordination of separate development activities is essential if they are to result in a cohesive campus. The Campus Planning Committee is charged with the responsibility for providing this function and is authorized to establish rules and procedures for discharging this responsibility.
Appendix C: Assumptions

The Campus Plan is based on a number of assumptions:

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

2. Buildings and the spaces within them belong to the State of Oregon and are allocated for use by the university to various programs and activities within the university, in accord with the requirements of relevant Oregon Administrative Rules and Statutes. The physical plant of the university is intended to support the institution's mission, and it should be responsive to its programmatic needs.

3. Existing organizational and working relationships among the university, other state agencies, and local governments, will continue essentially unchanged.

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

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

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

Appendix D: Future “To Do” Items

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

1. Revise the UO Long Range Campus Transportation Plan.

2. Review ways to improve the link between the academic planning process and the physical development planning process. Develop strategies to review existing uses and establish a plan to maximize existing space based upon the Space Use and Organization policy refinements.

3. Build upon recent efforts (Heritage Landscape Plan) to develop more detailed analysis of the existing and desired campus character, in particular of open spaces. Determine how to extend these characteristics to newer areas of campus to create a cohesive campus environment. Pay attention to campus edges and town/gown interactions.

4. Better define development plans and policies for UO development outside the Approved Campus Boundaries as appropriate.
Appendix E: Oregon State Requirements

In 2011 SB 242 was adopted (it became operative January 1, 2012). It redefined the Oregon University System as the public university system with more authority and independence to manage affairs, operations, and obligations. It exempts Oregon University System from certain laws relating to state agencies. It allows universities to be established as Independent Institutions of Higher Education.

In 2014 the University of Oregon became a public university governed by an independent board. A public university governed by an independent board has greater autonomy from the Oregon University System. Also, it is not considered a unit of local or municipal government or a state agency, board, commission or institution for purposes of state statutes or constitutional provisions.

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

Appendix F: Planning Process to Update the Plan in 2005

The goal of the Campus Plan Update project was to update the 1991 Long Range Campus Development Plan (LRCDP), while maintaining its fundamental concepts, so that it would effectively guide the next ten years of campus development.

The LRCDP was almost fifteen years old at the beginning of the update process. It had guided the university through an active period of development and improvements resulting in a noticeably enhanced campus environment. Although the fundamental concepts of the LRCDP remained effective, portions of the 1991 document needed to be evaluated for potential improvements, and outdated information needed to be revised.

The university’s emphasis on user participation was evident throughout the update process and remains a key part of the updated Campus Plan. Opportunities for input began in the summer of 2004 with meetings among key campus and community members, who defined the scope of the update and the participatory process. A core Advisory Group representing faculty, staff, and students, the Campus Planning Committee, Campus Operations, and others served as a review body throughout development of the first draft. A wide range of individuals and groups reviewed the first draft between January 2005 and the Campus Planning Committee’s public hearing on April 12, 2005. In addition to the public hearing, over twenty events and meetings were held including an open house, focus group meetings, a follow-up Advisory Group meeting, Campus Planning Committee workshops and meetings, key-party follow-up meetings, and presentations to the University Senate, Faculty Advisory Committee, and Space Advisory Group.

Following the public hearing, the Campus Planning Committee completed its review of the updated Plan, taking into consideration all input provided by interested parties. It forwarded a recommendation to approve the updated Plan to the university president, who provided final approval May 31, 2005. The final Campus Plan was submitted to the City of Eugene, which affirmed that the Campus Plan is in compliance with the Metropolitan Area General Plan on July 12, 2005. (Refer to Appendix K.)

Subsequent amendments followed the Plan amendment process (refer to Appendix K).
Appendix G: Historic Standards for Rehabilitation

Secretary of the Interior’s Standards for Rehabilitation (Department of Interior regulations, 36 CFR 67)

1. A property shall be used for its historic purpose or be placed in a new use that requires minimal change to the defining characteristics of the building and its site and environment.
2. The historic character of a property shall be retained and preserved. The removal of historic materials or alteration of features and spaces that characterize a property shall be avoided.
3. Each property shall be recognized as a physical record of its time, place, and use. Changes that create a false sense of historical development, such as adding conjectural features or architectural elements from other buildings, shall not be undertaken.
4. Most properties change over time; those changes that have acquired historic significance in their own right shall be retained and preserved.
5. Distinctive features, finishes, and construction techniques or examples of craftsmanship that characterize a property shall be preserved.
6. Deteriorated historic features shall be repaired rather than replaced. Where the severity of deterioration requires replacement of a distinctive feature, the new feature shall match the old in design, color, texture, and other visual qualities and, where possible, materials. Replacement of missing features shall be substantiated by documentary, physical, or pictorial evidence.
7. Chemical or physical treatments, such as sandblasting, that cause damage to historic materials shall not be used. The surface cleaning of structures, if appropriate, shall be undertaken using the gentlest means possible.
8. Significant archeological resources affected by a project shall be protected and preserved. If such resources must be disturbed, mitigation measures shall be undertaken.
9. New additions, exterior alterations, or related new construction shall not destroy historic materials that characterize the property. The new work shall be differentiated from the old and shall be compatible with the massing, size, scale, and architectural features to protect the historic integrity of the property and its environment.
10. New additions and adjacent or related new construction shall be undertaken in such a manner that if removed in the future, the essential form and integrity of the historic property and its environment would be unimpaired.


Appendix H: Historic Resources

Summary of Historic Rankings and Designations for Open Spaces, Trees, Structures, and Buildings (NOTE: This list does not include all individual landscape features such as educational and memorial trees, plaques, memorials and sculptures. Please contact Campus Planning, Design and Construction.)
### Open Spaces

<table>
<thead>
<tr>
<th>No.</th>
<th>Building Name</th>
<th>Address</th>
<th>Site #</th>
<th>Street</th>
<th>Historic Designation</th>
<th>City Of</th>
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### Memorials

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### South Campus

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### Historic Trees

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| 520 | DEADY HALL    | Old Campus | Primary/ | Non- |**
| 5  | ESSLINGER HALL | 1525 University St. | Tertiary | Non- |**
| 33 | GERLINGER ANNEX | 484 University St. | Non- | Non- |**
| 62 | GERLINGER HALL | 468 University St. | Primary | Register |**
| 11 | HAMILTON HALL | 855 E. 13th Ave. | Secondary | Non- |**
| 85 | COMPLEX WEST  | 1365 Agate St. | Contributing | Non- |**
| 84 | GRANDSTAND    | 1580 E. 15th Ave. | Primary | Register |**
| 128 | HENDRICKS HALL | 1408 University St. | Non- | Non- |**
| 71 | HUEJSTEIN HALL | 1425 E. 13th Ave. | Non- | Primary/ |**
| 40 | MUSEUM OF ART | 430 Johnson Lane St. | Primary/ | Landmark |**
| 24 | BUILDING      | 1020 University St. | Tertiary | Primary/ |**
| 16 | JOHNSON HALL  | 1098 E. 13th Ave. | Landmark | Register |**
| 16 | KLAMATH HALL  | 1370 Franklin Blvd. | Non- | Contributing |**
| 38 | KNIGHT LIBRARY | 1501 Kincad St. | Non- | Non- |**
| 18 | LAWRENCE HALL | 1870 Kincad St. | Non- | Non- |**
| 1  | LAWRENCE HALL  | 1900 Franklin Blvd. | Secondary | Non- |**
| 20 | MCKENZIE HALL | 1101 Kincad St. | Secondary | Non- |**
| 30 | HOUSE         | 1101 Kincad St. | Secondary | Non- |**
| 80 | MILITARY SCIENCE | 1679 Agate St. | Non- | Contributing |**
| 87 | MONTAUK HOUSE | 1117 Moss St. | Non- | Contributing |**
| 602 | ONIX BRIDGE  | 1230 Franklin Blvd. | Non- | Contributing |**
| 37 | OREGON HALL   | 1585 E. 13th Ave. | Contributing | Non- |**
| 42 | PACIFIC HALL  | 1210 Franklin Blvd. | Contributing | Non- |**
| 35 | PETERSON HALL | 1355 E. 13th Ave. | Secondary | Non- |**
| 8  | PRINCE LUCICEN | 1151 McKeown St. | Primary | Non- |**
| 80 | CAMPBELL HALL | 1415 Kincad St. | Contributing | Non- |**
| 8  | ROMANSON HOUSE | 2020 Franklin Blvd. | Contributing | Non- |**
| 7  | THEATRE       | 1109 Ln | Non- | Contributing |**

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| 619 | 1859 E. 15th Ave | Secondary |**
| 529 | 3857 E. 17th Ave | Secondary |**
| 579 | 3859 E. 17th Ave | Secondary |**
| 511 | 1727 Columbia St. | Secondary |**
| 511 | 1727 Columbia St. | Secondary |**
| 627 | 1748 Columbia St. | Secondary |**
| 581 | 1753 Columbia St. | Secondary |**
| 569 | 1786 Columbia St. | Secondary |**
| 524 | 1798 Columbia St. | Secondary |**
| 527 | 1799 Columbia St. | Secondary |**
| 630 | 1800 Columbia St. | Secondary | Non- |**
| 560 | 1804 Columbia St. | Secondary | Non- |**
| 579 | 1819 Columbia St. | Secondary | Non- |**
| 534 | 1841 Moss St. | Secondary | Non- |**
| 579 | 1857 Moss St. | Secondary | Non- |**
| 619 | 1829 Moss St. | Secondary | Non- |**
| 628 | 1866 Moss St. | Secondary | Non- |**
| 628 | 1868 Moss St. | Secondary | Non- |**
| 610 | 1809 Moss St. | Secondary | Non- |**
| 579 | 1860 Moss St. | Secondary | Non- |**
| 598 | 1875 Moss St. | Secondary | Non- |**
| 530 | 1802 Moss St. | Secondary | Non- |**
| 533 | 1802 Moss St. | Secondary | Non- |**
| 529 | 1803 Moss St. | Secondary | Non- |**
| 589 | 1848 Moss St. | Secondary | Non- |**
| 575 | 1480 Villard St. | Secondary | Non- |**
| 563 | 1498 Villard St. | Secondary | Non- |**
| 503 | 1528 Villard St. | Secondary | Non- |**
| 542 | 1560 Villard St. | Secondary | Non- |**
| 515 | 1572 Villard St. | Secondary | Non- |**
| 576 | 1584 Villard St. | Secondary | Non- |**
| 556 | 1598 Villard St. | Secondary | Non- |**
| 548 | 1602 Villard St. | Secondary | Non- |**
| 539 | 1618 Villard St. | Secondary | Non- |**
| 551 | 1633 Villard St. | Secondary | Non- |**
| 604A | 1692 Villard St. | Primary | Non- |**
| 604B | 1694 Villard St. | Primary | Non- |**
| 549 | 1734 Villard St. | Primary | Non- |**
| 577 | 1746 Villard St. | Primary | Non- |**
| 609 | 1778 Villard St. | Primary | Non- |**

** Listed on the National Register of Historical Places.
University of Oregon
Designated and Potential Historic Resources

Designated Historic Resources
Designated as a City Landmark, National Landmark, or listed in the National Register of Historic Places:
- Buildings
- Sites

Potential Historic Resources
Potentially eligible for listing in the National Register of Historic Places according to a survey or OSBHE assessment:
- Primary or secondary ranked Buildings and Sites
- Contributing Buildings and Sites
  (only eligible if part of a historic district)

Significant Campus Trees
(according to the 4.0 Survey of Landscape Areas)

- Deciduous Tree
- Coniferous Tree

1. Port Orford cedar
2. Sitka spruce
3. Douglas/firs
4. Giant sequoia
5. Giant cryptomela
6. Black walnut
7. Ohio buckeye
8. Smoothleaf aln
9. Dawn redwood
10. Douglas/firs
11. Douglas/firs
12. Douglas/firs
13. Douglas/firs
14. European linden
15. Black walnut
16. Pyramidal English oaks
17. Condon oak
18. European linden
19. Big leaf maple
20. Threadleaf Japanese maple
21. Sequoia
22. Dawn redwood
23. Ponderosa Pine
24. Big leaf maple
25. Coast redwoods
26. Sitka spruce
27. Grand fir
28. Ponderosa Pine
29. Douglas firs
30. Douglas firs
31. Scarlet oaks

For more information, refer to the appropriate designated open space survey form(s) contained in the 4.0 Survey of Landscape Areas.

University-owned Properties Outside Campus Boundaries
1. Cottrell House, Portland:
   Potentially eligible for listing in the National Register.
2. McMorran House (President’s Residence), Eugene:
   Potentially eligible for listing in the National Register.
3. Watson House, Portland:
   National Landmark.
4. Lew Williams Dealership, Eugene:
   On National Register.

For more information, refer to the appropriate designated open space survey form(s) contained in the 4.0 Survey of Landscape Areas.
Appendix I: University-owned Properties Outside Campus Boundaries (as of July 2014):

- Aubrey Watzek House, Portland
- Autzen Stadium Complex (including Len Casanova Athletic Center, Ed Moshofsky Sports Center, PK Park, Hatfield-Dowlin Complex, and the Randy & Susie Pape Complex), Eugene
- Cheryl Ramberg Ford and Allyn Ford Alumni Center, Eugene
- EC Cares Building, Eugene
- Fleet Services Building, Eugene
- George Cottrell House, Portland
- H. P. Barnhart Hall, Eugene
- Matthew Knight Arena, Eugene
- McMorran House (President’s Residence), Eugene
- Oregon Institute of Marine Biology, Charleston
- Parking Lot 52 (NE corner of Walnut Street and 15th Avenue), Eugene
- Pine Mountain Observatory, Bend Area
- Rainier Building, Eugene
- Riley Hall, Eugene
- Romania Warehouse (Lew Williams Dealership), Eugene
- The Shire: John Yeon Preserve for Landscape Studies, Columbia River Gorge, Washington
- Spencer View Family Housing, Eugene
- UO Annex and storage building, Eugene
- UO Portland Center (White Stag Block), Portland

Appendix J: City of Eugene Related Planning and Transportation Documents

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

2. West University Refinement Plan, adopted by the Eugene City Council April 14, 1982 by Resolution No. 3644;
3. Riverfront Park Study, adopted by the Eugene City Council September 9, 1985 by Ordinance No. 19347;
4. 19th and Agate Special Area Study, adopted by the Eugene City Council July 11, 1988 by Ordinance No. 19564;
5. Fairmount/University of Oregon Special Area Study adopted by the Eugene City Council September 27, 1982 and updated March 8, 2004 by Ordinance No. 20312;
6. Transplan (The Eugene-Springfield Metropolitan Area Transportation Plan), 2002; and
7. Central Area Transportation Study (CATS), 2004.

Appendix K: City’s Finding of Consistency (Plan and Amendments)

The City of Eugene letter on the following page affirms that the 2005 Campus Plan is in compliance with the Metropolitan Area General Plan Campus Plan. All subsequent amendments approved prior to the adoption of SB 242 (2011) were reviewed by the City of Eugene to ensure compliance with the Metropolitan Area General Plan. Amendments include:

02/27/2008 - Historic Landscapes
05/20/2009 - Welcoming to All pattern
10/12/2009 - LISB Open-space Framework
02/04/2010 - EC Open-space Framework

Following adoption of SB 242, formal city review of each Plan amendment was not required. However, all campus development must still comply with the Metropolitan Area General Plan. Amendments approved after the adoption of SB 242 include:

05/26/2011 - Oregon Model for Sustainable Development (OMSD)
06/12/2013 - Central Kitchen EC Open-space Framework
06/12/2013 - NE Campus Allowed Density
07/17/2014 - OMSD Update
07/23/2014 - EMU Green Open Space

All listed amendments were incorporated into the Plan.
July 8, 2005

Chris Ramey, Director and Architect
University Planning Office
1276 University of Oregon
Eugene, Oregon 97403-1276

RE: Review of updated Campus Plan for conformance with the Eugene-Springfield Metropolitan Area General Plan, applicable Neighborhood Refinement Plans and Special Area Studies.

Dear Chris:

You have requested review of the final draft of the updated Campus Plan to determine whether it is in conformance with the local acknowledged Comprehensive Plan, as required by OAR 580-050-0001. The Campus Plan is an update of the 1991 Long Range Campus Development Plan, which was determined by the City of Eugene to be in conformance with the local acknowledged Comprehensive Plan. Subsequent amendments to the plan were also found to be in conformance.

The Campus Plan update includes revisions and improvements in the following categories: overall intent and readability; review process/site selection; designated open spaces; design area boundaries and densities; space use, walking circles, and active-use open spaces; transportation; patterns; and design area special conditions. These revisions and improvements have a negligible impact as they relate to the local acknowledged Comprehensive Plan.

As such, and in accordance with OAR 580-050-0001, I find that the updated Campus Plan is consistent with the Eugene-Springfield Metropolitan Area General Plan and the applicable neighborhood refinement plans and special area studies, including the Fairmount/University of Oregon Special Area Study.

Sincerely,

[Signature]
Steve Nystrom
Interim Planning Director
Appendix L: Walking Circles - Additional Maps
Walking circles generally represent the distance a student can travel within the 10-minute class break. It assumes about 7 minutes of walking time at 3 miles per hour. This data is not exact; it is meant to be a reference tool to help assess the location of the campus’ instructional core.

- Classroom Buildings
- Straub Hall Walking Circle
- Willamette Hall Walking Circle
- Clinical Services Walking Circle

Note: Thirty-six (36) classroom buildings were included in the study. This map shows walking circles from 3 of these buildings.