# Table of Contents

- Map: Summary of Key Areas that Need Fixing & Work Well ........................................ 1
- Summary of Results ........................................................................................................... 2
- Revisions to Existing Patterns & New Patterns
- Project Description ............................................................................................................ 4
- Diagnosis Maps ................................................................................................................. 5

## Neighborhoods and Edges
- Map: Adjacent Uses/Edges & City Policies
- Analytical Areas - Land Development Policies
- Map: Analytical Areas

## Density and Development
- Map: Density and Development

## Landscape - Plant Materials
- Map: Tree Canopy
- Map: Topography

## Open Spaces
- Map: Open Spaces
- Map: Open Space Uses
- Map: Positive Outdoor Space

## Pathways and Transportation
- Map: Pedestrian Pathways
- Map: Bike Paths and Racks
- Map: Vehicle Routes and Parking
- Map: Pathways

## Buildings and Building Uses
- Map: Building Uses
- Map: Building Height and Complexes
- Map: Potential Historic Buildings and Sites

## Service Areas and Infrastructure
- Map: Service Areas and Access
- Map: Noise
- Map: Utilities

## Appendices
- Appendix A: Map: Past Projects and Studies ................................................................. 35
- Appendix B: LRCDP Adopted Patterns ........................................................................... 36
- Appendix C: Focus Group Letter and Area Tour ............................................................ 40
- Appendix D: Judkin's Point .............................................................................................. 43
- Appendix E: Land Development Policies ....................................................................... 44
- Appendix F: Number of Auto Parking Spaces ............................................................... 46
- Appendix G: Building Occupants and Use Categories .................................................... 47

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Northeast Central Campus Diagnosis
Areas that need fixing

Notes:
1. Improve landscaping to shield auto parking. Need more big trees. Noise limits appropriate uses.
2. Improve building facades. Exceeds four story limit.
3. Poor initial impression. Addressed in Eastgate study. Also, will be impacted by LTD BRT proposals. Should look at possibility of moving entrance east to Moss St./13th Ave.
5. Should maintain as open space, but improve to serve important "main entry" role. Good location for new UO sign.
6. Serves primarily as a road emphasizing vehicular use rather than open space.
7. Issues will be addressed by University Street Axis Framework Study.
8. Should consider designating axis as significant openspace. Is the primary link (and currently the only safe crossing) from the main campus to the north campus.
9. Need more bike racks. Consider new style of racks at Earl and Walton that are well used.
11. Conflicts between autos, pedestrians, and bikes.
12. Underused courtyards.

Areas that work well

Notes:
1. Attractive and positive image facing major edge (building facades and/or landscaping).
2. Attractive and functional quiet back (although some areas need improvement).
3. Effective activity area (although areas are soggy and some improvements are needed).
4. Covered bike parking works well.
5. Well used and attractive axis (except for the Agate Street crossing and newspaper stands).
7. Good seating areas.

Northeast Central Campus Diagnosis
December 1999

Summary
Areas that Work Well & Need Fixing
University of Oregon
Northeast Central Campus Diagnosis

Summary of Results

This diagnosis resulted in a series of maps (and related information) that depict the current Long Range Campus Development Plan's policies/patterns and existing conditions overlaid with information describing which areas need fixing in the study area. A summary map showing areas that need fixing and areas that work well are included in this section.

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

Revisions to Existing Patterns

Some of the existing patterns do not relate to current practice. Further review of the following patterns is recommended to determine if they should be revised or removed when addressing development in the study area and in the campus setting as a whole:

Building Complex

When human organizations are housed in enormous buildings, the human scale vanishes, and people stop identifying with the staff who work there as personalities, and think only of the entire institution as an impersonal monolith, staffed with "personnel." Therefore: To maintain human scale in public buildings, make them small, not more than 3 to 4 storeys high; not more than 9,000 square feet in total indoor area; not more than 3000 square feet to a story. If more than one small building is being made, to house related functions, the buildings should be conceived as a collection, connected by arcades, paths, bridges.

Mini-Buses

Public transportation must be able to take people from any point to any other point within the metropolitan area. Therefore: Establish a system of small taxi like buses, carrying up to six people each, radio-controlled, on call by telephone, able to provide point-to-point service according to the passengers' needs, and supplemented by a computer system which guarantees minimum detours, and minimum waiting times. Make bus stops for the mini-buses every 600 feet in each direction, and equip these bus stops with a phone for dialing a bus.

Parking Spaces

As the university grows, there is a great danger that parking will overwhelm the university environment. But if the parking is too far away, it can easily degrade teaching and learning.
Therefore: For every building with N staff offices and M workstations, provide 0.25M metered short term spaces, 300 feet from the building, in the direction away from the university center; and N (0.67—0.57P) commuter spaces 500 feet away from the building, also in the direction away from the university center, where P is the percentage of staff who live within 15 minutes walk.

Student Housing Distribution

When students live too far from campus, they cannot be part of university life. Therefore: Locate all student housing within a one mile radius of the center of the university in the following proportions: 25 per cent integrated with academic activities within a 1500 foot radius of the center (See Living-Learning circle); 25 per cent in a ring between 1500 and 2500 feet of the center; 50 per cent in a ring between 2500 and 5000 feet of the center.

Living-Learning Circle

Students who want to live closely related to the university want their housing integrated with the university yet most off-campus housing provided today is zoned off from academic departments. Therefore: Provide housing for 25 per cent of the student population within the 3000 foot inner university diameter. Do not zone this housing off from academic departments—instead alternate the two so that there are never more than two or three student communities, nor more than 300 feet of academic functions, before each is interrupted by the other.

New Patterns

The following new patterns are recommended for further evaluation and consideration for the study area and the campus as a whole:

Large Canopy Trees

Large canopy trees, a distinguishing feature of the campus, are diminishing in number as development occurs and remaining open spaces are not large enough to accommodate large trees. Therefore: Consider whether the massing and shape of the proposed building or addition provides adequate space for large canopy trees.

Environmental Sustainability

There is a need to address the impacts our actions have on the environment locally and globally. Therefore: Take into consideration the environmental sustainability of proposed development. (note: this pattern could develop into a series of patterns or policies)
Future Expansion

It is inevitable that buildings continually change and expand over time to adapt to changing user needs. Therefore: Consider the possibility of future expansion when designing a new building or addition.

In addition, policies in the Long Range Campus Development Plan are applied in a manner similar to patterns and many are often translated into patterns by project user groups. If users find it easier to understand and apply patterns, one way to clarify the LRCDP might be to officially translate frequently referenced policies into patterns including:

- open space framework (quadrangles, axes and malls),
- compatibility with adjacent buildings,
- seven minute walking circle,
- historic preservation,
- energy conservation,
- disabled access,
- durable construction and materials,
- landscape features,
- density,
- utility systems,
- adequate storage, and
- designated service areas.

More detailed information related to these new patterns could then be provided in the Long Range Campus Development Plan as currently exists.
Project Description

Introduction

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

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

The principle of diagnosis establishes that in order to provide a general context to direct the regenerative processes of continuous adaptation and repair, a periodic analysis of the present state of the campus is required. (p. 12)

This diagnostic study is only one step in the planning process to guide future development. As stated by Christopher Alexander in his book The Oregon Experiment, “The diagnosis tells us what is wrong, now, in the present” (p. 157). The diagnosis is not intended to establish policies and patterns, but determines how the established policies and patterns are working. It is not intended to present the university with specific solutions for individual projects, but analyzes the combined effect past projects have had on the university environment.

Study Area

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

Background

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

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

Process

The study was conducted primarily by University Planning Office staff. In addition, a focus group was formed to gather input from the area’s users. Prior to engaging the focus group, applicable Long Range Campus Development Plan patterns and policies were identified (refer to Appendix B). A series of base data maps showing existing conditions related to these policies and patterns were prepared to assist in determining whether the Long Range Campus Development Plan’s policies and patterns are effective in the study area.

The focus group provided input about the health of the study area at a work session held November 9, 1999. Prior to the meeting, focus group members

Northeast Central Campus Diagnosis
were asked to take a tour of the area to acquaint themselves, or remind themselves, of the opportunities and issues that relate to this area (Appendix C). Following the work session all members were encouraged to send additional written comments and follow up conversations with focus group members were held as necessary. Comments from focus group members were incorporated into the series of diagnosis maps contained in this report that depict areas that need fixing and areas that work well.
Neighborhoods and Edges

The map(s) in this section address the following Long Range Campus Development Plan's patterns and policies:

Main Gateways
Any part of a town—large or small—which is to be identified by its inhabitants as a precinct of some kind, will be reinforced, helped in its distinctness, marked, and made more vivid, if the paths which enter it are marked by gateways where they cross the boundary.
Therefore: Mark every boundary in the city which has important human meaning—the boundary of a building cluster, a neighborhood, a precinct—by great gateways where the major entering paths cross the boundary.

Open University (Areas 13, 14, 21 & 22)
When a university is built up as a campus, separated by a hard boundary from the town, it tends to isolate its students from the townpeople, and in a subtle way takes on the character of a glorified high school.
Therefore: Encourage the dissolution of the boundary between university and town.
Encourage parts of the town to grow up within the university, and parts of the university to grow up within the town.

Identifiable Neighborhood (Areas 14 & 41)
People need an identifiable spatial unit to belong to.
Therefore: Help people to define the neighborhoods they live in, not more than 300 yards across, with no more than 400 or 500 inhabitants. In existing cities, encourage local groups to organize themselves to form such neighborhoods. Give the neighborhoods some degree of autonomy as far as taxes and land controls are concerned. Keep major roads outside these neighborhoods.

City of Eugene Policies and Standards
Note: The 1999 proposed revisions to the City of Eugene Land Use Code will eliminate the section addressing Judkin's Point Site Line Height Restrictions (refer to Appendix D).
Patterns and Policies:

Identifiable Neighborhood
Main Gateway
Open University

Areas that need fixing

Notes:
1. Improve landscaping to shield auto parking. Need more big trees. Noise limit appropriate uses.
2. Improve building facades.
3. Poor initial impression. Addressed by Eastgate study.
5. Should maintain as open space, but improve to serve important "main entry" role. Good location for new UO sign.

Northeast Central Campus Diagnosis
December 1999
Adjacent Uses/Edges & City Policies

- Campus Buildings
- Adjacent Commercial Uses (C-2)
- Judkins Point View Corridor
Bus: - Future BRT Stop
      - Proposed BRT Land Purchase
- University neighborhoods
Analytical Areas - Land Development Policies

The map(s) in this section address the following Long Range Campus Development Plan's patterns and other related policies:

Land Development Policies - Special Conditions (refer to Appendix E for full text)

Level 2 Building Space Use and Development Policies (refer to Appendix E for full text)
Density and Development

The map(s) in this section address the following Long Range Campus Development Plan's patterns and other related policies:

Density Ratios
Capital Construction Proposals
Landscape - Plant Materials

The map(s) in this section address the following Long Range Campus Development Plan’s patterns and policies:

Positive Outdoor Space
Outdoor spaces which are merely “left over” between buildings will, in general, not be used. Therefore: Always place buildings, arcades, trees, and walls, so that the outdoor spaces they form are convex in plan. But never enclose an outdoor space on all sides—instead connect outdoor spaces to one another so that it is possible to see and walk from one to the next in more than one way.

Landscape Policies - Plant Materials
- Grades
Patterns and Policies:
Landscape - Plant Materials
Positive Outdoor Space

Significant Trees:
1. Dawn Redwood - one of two on campus planted from the original seed shipment from China.
2. Douglas Fir - grew from a seed that was among 4 fir seeds carried to the moon aboard Apollo XIV in 1971 by Astronaut Stuart Roosa. Originally planted in 1978 where Willamette Hall now stands.

Educational Trees:
- Only Example of species on Campus
- Used for Instructional purposes
A. Good example of a pair, one with pods (rare) and one without (common)
B. Good native species, one of two examples
C. Unusual example
D. Only native example
E. Other adjacent examples, but all in worse condition.

Notes:
1. Overall, number of large canopy trees and space to plant new ones is diminishing.

Northeast Central Campus Diagnosis
September 2000
Tree Canopy

- Coniferous
- Deciduous
- Century Trees
- Memorial Trees
Patterns and Policies:

Landscape - Grades: Squares and courtyards should be level to the eye but sloped for drainage to equal a gradient of 1.75%-2.25%. Gradients should not exceed 20% for other lawns and 33% for planted areas.

Notes:
1. Steep terrain separates building from open space.
2. Landscaped area with high retaining wall is not effective.
3. Steep slopes in busy area create challenging access and landscaping problems. Many worn dirt paths.
4. Flat area has considerable drainage problems.

Northeast Central Campus Diagnosis
October 1999

Topography

Topo lines (1 foot increments)
Open Spaces

The map(s) in this section address the following Long Range Campus Development Plan's patterns and policies:

Accessible Green
When people work extremely close to large open green areas, they visit them and use them often; but even a fairly short distance will discourage them.
Therefore: Provide a green outdoor park, at least 60,000 square feet in area, at least 150 feet across in the narrowest direction, within 600 feet of every building in the University.

Activity Nodes
When buildings are spread evenly across a campus, they do not generate small centers of public life around them. They do nothing to help the various "neighborhoods" on the campus coalesce.
Therefore: When locating buildings, place them in conjunction with other buildings to form small nodes of public life. Create a series of these nodes throughout the university, in contrast to the quiet, private outdoor spaces between them, and knit these nodes together with a network of pedestrian paths.

Family of Entrances
When a person arrives in a complex of offices or services or workshops, or in a group of related houses, there is a good chance he will experience confusion unless the whole collection is laid out before him, so that he can see the entrance of the place where he is going.
Therefore: Lay out the entrances to form a family. This means:
1. They form a group, are visible together, and each is visible from all the others.
2. They are all broadly similar, for instance all porches, or all gates in a wall, or all marked by a similar kind of doorway.

Local Sports (Areas 13, 31 & 41)
You cannot get a good education in a place which runs like a factory, with a hectic work pace, and never the chance for a relaxing physical diversion.
Therefore: Arrange sports facilities on campus, so that every point is within 400 to 500 feet of a place which is designed for sports and leisure a swimming pool, gym, sauna, tennis courts, etc.

Main Entrance
Placing the main entrance (or main entrances) is perhaps the single most important step you take during the evolution of a building plan.
Therefore: Place the main entrance of the building at a point where it can be seen immediately from the main avenues of approach and give it a bold, visible shape which stands out in front of the building.

Positive Outdoor Space
Outdoor spaces which are merely "left over" between buildings will, in general, not be used.
Therefore: Always place buildings, arcades, trees, and walls, so that the outdoor spaces they form are convex in plan. But never enclose an outdoor space on all sides—instead connect outdoor spaces to one another so that it is possible to see and walk from one to the next in more than one way.

Public Outdoor Room (Areas 13, 14, 31 & 41)
There are very few spots along the streets of modern towns and neighborhoods where people can hang out, comfortably, for hours at a time.
Therefore: In every neighborhood and work community, make a piece of the common land into an outdoor room—a partly enclosed place, with some roof, columns, without walls, perhaps with a trellis place it beside an important path and within view of many homes and workshops.

Quiet Backs
Any one who has to work in noise, in offices with people all around, needs to be able to pause and refresh himself with quiet in a more natural situation.
Therefore: Give the buildings in the busy parts of town a quiet "back" behind them and away from the noise. Build a walk along this quiet back, far enough from the building so that it gets full sunlight, but protected from noise by walls and distance and buildings. Make certain that the path is not a natural shortcut for busy foot traffic, and connect it up with other walks, to form a long ribbon of quiet alleys which converge on the local pools and streams and the local greens.

Site Repair
Buildings must always be built on those parts of the land which are in the worst condition, not the best.
Therefore: On no account place buildings in the places which are most beautiful. In fact, do the opposite. Consider the site and its buildings as a single living eco-system. Leave those areas that are the most precious, beautiful, comfortable, and healthy as they are, and build new structures in those parts of the site which are least pleasant now.

Small Public Squares
A town needs public squares; they are the largest, most public rooms, that the town has. But when they are too large, they look and feel deserted.
Therefore: Make a public square much smaller than you would at first imagine; usually no more than 45 to 60 feet across, never more than 70 feet across. This applies only to its width in the short direction. In the long direction it can certainly be longer.

South Facing Outdoors
People use open space if it is sunny, and don't use it if it isn't, in all but desert climates.
Therefore: Place buildings so that the open space intended for use is on the south side of the buildings; avoid putting open space in the shadow of buildings, and never let a deep strip of shade separate a sunny area from the building which it serves.

Northeast Central Campus Diagnosis
Patterns and Policies:
Preserve and complete the openspace framework of quadrangles, malls, axis & other open spaces.
Accessible Green
Promenade
Main Entrances
Family of Entrances

Areas that need fixing
1. Open space edge not well defined by building mass and entrances.
2. Serves primarily as a road emphasizing vehicular use rather than open space.
3. Importance will increase with opening of new recreation center.
4. North side too open, not well defined. Too noisy from traffic.
5. Issues will be addressed by University Street Axis Framework Study.
6. Should maintain as open space, but improve to serve important "main entry" role.
7. Good location for new UO sign.
8. Significant outdoor activity node not designated as a significant open space in LRCDP.
9. Should consider designating axis as significant open space. It is the primary link (and currently the only safe crossing) from the main campus to north campus.

Northeast Central Campus Diagnosis
November 1999
Open Spaces

- LRCDP Designated Open Space
- Other Significant Open Space
- Main Entrances
Patterns and Policies:

Accessible Green
Quiet Back
Activity Nodes

Local Sports
South Facing Outdoors
Promenade

Areas that need fixing

Notes:
1. Soggy conditions limit use.
2. Not a destination. Functions as a pass through. (13th Ave. addressed in Eastgate study.)
3. Not used very often except for smoking. Unattractive and uninviting.
4. Used primarily during the summer.
5. Used mostly as open space to look out from inside.
6. Grassy areas on outside corners that are used more often have potential.
7. Tennis courts used less than basketball courts. Some repair needed.
8. Impacted by service areas.
9. North court lawn recently removed. South court not as nice due to OPS use.
11. Need to replace outdated, unattractive signs.
12. Junky and unattractive newspaper stands.
13. Generally, could take better advantage of south facing outdoors.
14. Used by skateboarders.
15. Area too noisy. Limits use.

Landscape Features:
1. Cascade Fountain
2. Curved Seating
3. EMU Courtyard
4. Flag Pole
5. Weather Vane
6. Sundial
7. UO Sign
8. Metal Sculptures
9. Light Fixtures
10. Sidewalk Inlay
11. Kiosk
12. Visitor Parking Sign
13. Newspaper Stands

Northeast Central Campus Diagnosis
November 1999

Openspace Uses

LRCDP Designated Open Space
Active Uses
Passive Uses
South Facing
Patterns and Policies:
Positive Outdoor Space
Public Outdoor Rooms
Small Public Squares

Notes:
- Areas that need fixing

1. Overall, most seating used primarily during the summer.
2. Overall, benches often used by smokers resulting in need for ashtrays.
3. Seating not well used.
4. Need for better seating.
5. Seating blocked by bike parking.
6. Public outdoor rooms/positive outdoor space do not work as such.
7. No access.
8. Seating blocked by bike parking.
9. Balcony areas are not well used especially since food service removed from upper level.
10. Cigarette smoke enters air intake.

Northeast Central Campus Diagnosis
December 1999
Seating and Positive Outdoor Space

- Positive Outdoor Space
- Public Outdoor Rooms/Small Public Squares
- Sitting Walls
- Sunny
- Shady

1 100 200 300
0
Pathways and Transportation

The map(s) in this section address the following Long Range Campus Development Plan's patterns and other related policies:

Path Shape (Areas 13, 14, 31 & 41)

Streets should be for staying in, and not just for moving through, the way they are today.
Therefore: Make a bulge in the middle of a public path, and make the ends narrower, so that the path forms an enclosure which is a place to stay, not just a place to pass through.

Promenade

Each subculture needs a center for its public life: a place where you can go to see people, and to be seen.
Therefore: Encourage the gradual formation of a promenade at the heart of every community, linking the main activity nodes, and placed centrally, so that each point in the community is within 10 minutes' walk of it. Put main points of attraction at the two ends, to keep a constant movement up and down.

University Streets

Large agglomerations of departments and heavily centralized academic facilities kill variety, academic freedom, and student opportunities for learning.
Therefore: Concentrate the major functions of the university—the offices, labs, lecture halls, sports, student quarters—along university streets; streets that are public and essentially pedestrian, 20 to 30 feet wide, with all the university activity opening off them; always locate new buildings to amplify and extend the university streets.

Bike Paths and Racks

Bikes are cheap, healthy, and good for the environment; but they are threatened by cars on major roads; and they threaten pedestrians on pedestrian paths.
Therefore: Build a system of paths designated as "bike paths," with the following properties: The bike paths are marked clearly with a special, easily recognizable surface (for example, a red asphalt surface). Bike paths always coincide either with local roads, or major pedestrian paths. Where the system coincides with a local road, its surface may simply be a part of the road and level with it. Where the system coincides with a pedestrian path, the bike path is separate from that path and a few inches below it. The system of bike paths comes within 100 feet of every building, and every building has a bike rack near its main entrance.

Local Transport Area

The impact of the car on social life is devastating; it keeps us off the streets and far away from each other. The first step in bringing the car under control is to stop using it for local trips.
Therefore: Embed the university in a local transport area, 1 to 2 miles in diameter. Within this area, except for very special cases, encourage local trips to be made on foot, bikes, scooters, carts, perhaps even on horseback. Adapt paths and roads to these modes of travel, and keep the streets for cars slow and circuitous. At the edge of the local transport area build high speed ring roads.

loops Local Roads

Through traffic destroys the tranquility and the safety of pedestrian areas. This is especially true in university districts, where the creation of quiet precincts is crucial to the work.
Therefore: To bring the traffic and the pedestrian world into the right balance, make the local roads that serve the area form a system of loops or cul-de-sacs, so that through traffic is impossible.

Mini-Buses

Public transportation must be able to take people from any point to any other point within the metropolitan area.
Therefore: Establish a system of small taxis-like buses, carrying up to six people each, radio-controlled, on call by telephone, able to provide point-to-point service according to the passengers' needs, and supplemented by a computer system which guarantees minimum detours, and minimum waiting times. Make bus stops for the mini-buses every 600 feet in each direction, and equip these bus stops with a phone for dialing a bus.

Parking Spaces

As the university grows, there is a great danger that parking will overwhelm the university environment. But if the parking is too far away, it can easily degrade teaching and learning.
Therefore: For every building with N staff offices and M workstations, provide 0.25M metered short term spaces, 300 feet from the building, in the direction away from the university center; and N (0.67—0.57P) commuter spaces 300 feet away from the building, also in the direction away from the university center, where P is the percentage of staff who live within 15 minutes walk.

Path Network

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

Paths and Goals

The layout of paths will seem right and comfortable only when it is compatible with the process of walking. And the process of walking is far more subtle than one might imagine.
Therefore: To lay out paths, first place goals at natural points of interest. Then connect the goals to one another to form the paths. The paths may be straight, or gently curving between goals; their paving should swell around the goal. The goals should never be more than a few hundred feet apart.

Northeast Central Campus Diagnosis
Road Crossings
Where paths cross roads, the cars have power to frighten and subdue the people walking, even when the people walking have the legal right-of-way. Therefore: At any point where a pedestrian path crosses a road that has enough traffic to create more than a two second delay to people crossing, make a "knuckle" at the crossing; narrow the road to the width of the through lanes only; continue the pedestrian path through the crossing about a foot above the roadway; put in islands between lanes; slope the road up toward the crossing (1 in 6 maximum); mark the path with a canopy or shelter to make it visible.

Shielded Parking
Large parking structures full of cars are inhuman and dead buildings—no one wants to see them or walk by them. At the same time, if you are driving, the entrance to a parking structure is essentially the main entrance to the building—and it needs to be visible. Therefore, Put all large parking lots, or parking garages, behind some kind of natural wall, so that the cars and parking structures cannot be seen from outside. The wall which surrounds the cars may be a building, connected houses, or housing hills, earth berms, or shops. Make the entrance to the parking lot a natural gateway to the buildings which it serves, and place it so that you can easily see the main entrance to the building from the entrance to the parking.

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

T Junctions
Traffic accidents are far more frequent where two roads cross than at T junctions. Therefore: Lay out the road system so that any two roads which meet at grade, meet in three-way T junctions as near go degrees as possible. Avoid four-way intersections and crossing movements.

Disabled Access

Northeast Central Campus Diagnosis
Areas that need fixing

Notes:
1. Worn Paths (see: □)
2. No crosswalk.
3. Area floods.
4. Curvy paths not as used. Desire for direct route.
5. Dangerous narrow sidewalk. Should not be used.

6. Primary Accessible Route Barriers:
   A. Cascade Annex southwest door - Threshold exceeds 1.5".
   B. EMU northeast pathway and entrance - Labeled accessible but it is not (note: When the elevator is completed, this route will not be necessary.)
   C. EMU east entrance ramp - Very steep ramp and short handrails in disrepair.
   D. East/west path to Walton at intersection - Slope too steep.
   E. Sidewalk at corner of 13th Ave. & Agate St. - Joints between concrete slabs and brick pavers are hazardous.

Northeast Central Campus Diagnosis
November 1999

Pedestrian Pathways

- Major
- Minor
- Worn

- △ Main Entrances
- ▲ Entrances

Bus: ▶ Routes & Stops
[Future BRT Stop]
Riverfront Research Park

Patterns and Policies:
University Streets
Bike Paths and Racks

Areas that need fixing

Notes:
1. Need more bike racks. Consider new style of racks at Earl and Walton that are well used.
2. Need inexpensive, covered, secure bike parking that is well managed. Enclosed parking at Klamath works well.
4. Bikes on sidewalks (refer to all bike routes in areas not permitted). Need to post dismount zones.
5. Inefficient use of covered space.
7. No designated bike path between University St. and Agate St. Results in pedestrian/bike conflicts.

Northeast Central Campus Diagnosis
November 1999

Bike Paths and Racks

Bikeways: Designated
Not permitted

Bike Rack Use:

Covered
Uncovered

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Northeast Central Campus Diagnosis
December 1999

Vehicle Routes and Parking

Auto:
- Major
- Minor

Bus:
- Routes & Stops
- Future BRT Stop

Parking:
- Reserved, Visitor, Student, Faculty, and Service*
- Meters*
- City Meters

* Refer to appendix F for a breakdown of number of spaces
Buildings and Building Uses

The map(s) in this section address the following Long Range Campus Development Plan’s patterns and other related policies:

Arcades (Areas 13, 14, 31 & 41)
Arcades-covered walkways at the edge of buildings, which are partly inside the building, partly outside-play a vital role in the way that group territory and the society-at-large interact.
Therefore: Whenever paths pass beside buildings, create deep arcades over the paths, and open the group territory inside the building to these arcades. Gradually knit these arcades together until they form a covered system of paths throughout the community.

Building Complex
When human organizations are housed in enormous buildings, the human scale vanishes, and people stop identifying with the staff who work there as personalities, and think only of the entire institution as an impersonal monolith, staffed with ‘personnel.’
Therefore: To maintain human scale in public buildings, make them small, not more than 3 to 4 storeys high; not more than 9,000 square feet in total indoor area; not more than 3000 square feet to a story. If more than one small building is being made, to house related functions, the buildings should be conceived as a collection, connected by arcades, paths, bridges.

Connected Buildings
Isolated buildings are symptoms of a disconnected sick society.
Therefore: Connect your building up, wherever possible, to the existing buildings round about. Do not keep set backs between buildings; instead, try to form new buildings as continuations of the older buildings.

Four Storey Limit
There is abundant evidence to show that high buildings make people crazy.
Therefore: In any urban area, no matter how dense, keep the majority of buildings four stories high or less. It is possible that certain buildings should exceed this limit, but they should never be buildings for human habitation.

Seven Minute Walk

Architectural Style

Historic Preservation

Northeast Central Campus Diagnosis
Northeast Central Campus Diagnosis
December 1999

Building Height and Complexes

1 Story
2 Stories
3 Stories
4 Stories
5 Stories

Building Complex/Connected Buildings
Arcades
Potential Historic Buildings and Sites

Listed below are buildings and sites within the study area identified as having some level of historic significance. The numbers correspond to the area map depicting historic features.

Buildings:

1. Carson Hall - 1948 Architect: Lawrence, Tucker and Wallman
   Original Use: Women’s Dormitory
   Current Use: Student Dormitory
   Alterations/Additions: The kitchen/dining area of Carson Hall has undergone a series of remodels, the most recent in 1995 by Robertson Sherwood. In 1986, Brockmeyer McDonnell Architects oversaw an exterior restoration project.
   Condition: good
   Listings:
   University of Oregon 1992 Historically Significant Properties Map
   Ellis Lawrence Building Inventory - Secondary ranking

2. Powerhouse - 1923 Architect: Lawrence and Holford
   Original Use: Power House, later art studios
   Current Use: AAA offices
   Alterations/Additions: The stack was razed and the interior converted to art studios in 1951-2 after the new power house was completed.
   Condition: good
   Listings:
   University of Oregon 1992 Historically Significant Properties Map
   Ellis Lawrence Building Inventory - Secondary ranking
   Oregon Inventory of Historic Properties - 1980

3. Straub Hall - 1928 Architect: Lawrence and Holford
   Original Use: Men’s Dormitory
   Current Use: University classrooms and offices
   Alterations/Additions: Interior alterations occurred in 1974 when it was converted to classrooms and offices for Psychology and Linguistics. This included partitioning the dining room into classrooms. Earl Hall was added in 1954.
   Condition: good
   Listings:
   University of Oregon 1992 Historically Significant Properties Map
   Ellis Lawrence Building Inventory - Secondary significance

4. Volcanology - 1935 Architect: Lawrence, Holford and Allyn
   Original Use: Infirmary
   Current Use: University classrooms and offices
   Alterations/Additions: The exterior fire escape stairs and penthouse were added in 1951 by Lawrence, Tucker and Wallman and a concrete rear addition, designed by W. W. Wilson, was added in 1964. The interior was substantially renovated in 1969 by Banks Upshaw.
   Condition: good
   Listings:
   University of Oregon 1992 Historically Significant Properties Map
   Ellis Lawrence Building Inventory - Secondary significance

Sites:

5. Straub Hall Inner Courtyards - 1928 Architect: Lawrence and Holford
   Original Use: courtyards
   Current Use: courtyards and service area
   Alterations/Additions: A portion of the south courtyard was remodeled to accommodate the Office of Public Safety. Portions of both courtyards now act as building service areas. Earl Hall was added in 1954.
   Condition: fair
   Listings:
   University of Oregon 1992 Historically Significant Properties Map
   Ellis Lawrence Building Inventory - Secondary significance (listed with structure)
   Ad Hoc Advisory Committee on Historic Buildings (1974) - Secondary significance
   Historic Diagnosis Report (1980)

6. Straub Quadrangle - 1928 Architect: Lawrence and Holford
   Original Use: original site of Stanton farmhouse
   Current Use: quadrangle
   Alterations/Additions: Should be researched
   Condition: good
   Listings:
   University of Oregon 1992 Historically Significant Properties Map
   Ad Hoc Advisory Committee on Historic Buildings (1974) - Secondary significance
   Historic Diagnosis Report (1980)

Northeast Central Campus Diagnosis
Service Areas and Infrastructure

The map(s) in this section address the following Long Range Campus Development Plan's patterns and other related policies:

Service Areas
Utilities
Infrastructure
Northeast Central Campus Diagnosis
December 1999

Past Projects and Studies

Note: Refer to referenced studies for detailed information
University of Oregon
Northeast Central Campus Diagnosis

The following are Long Range Campus Development Plan adopted patterns that are applicable to the study area:

Open Space Uses:

Accessible Green
When people work extremely close to large open green areas, they visit them and use them often; but even a fairly short distance will discourage them.
Therefore: Provide a green outdoor park, at least 60,000 square feet in area, at least 150 feet across in the narrowest direction, within 600 feet of every building in the University.

Activity Nodes
When buildings are spread evenly across a campus, they do not generate small centers of public life around them. They do nothing to help the various 'neighborhoods' on the campus to coalesce.
Therefore: When locating buildings, place them in conjunction with other buildings to form small nodes of public life. Create a series of these nodes throughout the university, in contrast to the quiet, private outdoor spaces between them, and knit these nodes together with a network of pedestrian paths.

Family of Entrances
When a person arrives in a complex of offices or services or workshops, or in a group of related houses, there is a good chance he will experience confusion unless the whole collection is laid out before him, so that he can see the entrance of the place where he is going.
Therefore: Lay out the entrances to form a family. This means:
1. They form a group, are visible together, and each is visible from all the others.
2. They are all broadly similar, for instance all porches, or all gates in a wall, or all marked by a similar kind of doorway.

Local Sports (Areas 13, 31 & 41)
You cannot get a good education in a place which runs like a factory, with a hectic work pace, and never the chance for a relaxing physical diversion. Therefore: Arrange sports facilities on campus, so that every point is within 400 to 500 feet of a place which is designed for sports and leisure a swimming pool, gym, sauna, tennis courts, etc.

Positive Outdoor Space
Outdoor spaces which are merely ‘left over’ between buildings will, in general, not be used. Therefore: Always place buildings, arcades, trees, and walls, so that the outdoor spaces they form are convex in plan. But never enclose an outdoor space on all sides—instead connect outdoor spaces to one another so that it is possible to see and walk from one to the next in more than one way.

Public Outdoor Room (Areas 13, 14, 31 & 41)
There are very few spots along the streets of modern towns and neighborhoods where people can hang out, comfortably, for hours at a time.
Therefore: In every neighborhood and work community, make a piece of the common land into an outdoor room—a partly enclosed place, with some roof, columns, without walls, perhaps with a trellis; place it beside an important path and within view of many homes and workshops.

Quiet Backs
Any one who has to work in noise, in offices with people all around, needs to be able to pause and refresh himself with quiet in a more natural situation.
Therefore: Give the buildings in the busy parts of town a quiet ‘back’ behind them and away from the noise. Build a walk along this quiet back, far enough from the building so that it gets full sunlight, but protected from noise by walls and distance and buildings. Make certain that the path is not a natural shortcut for busy foot traffic, and connect it up with other walks, to form a long ribbon of quiet alleyways which converge on the local pools and streams and the local greens.

Site Repair
Buildings must always be built on those parts of the land which are in the worst condition, not the best.
Therefore: On no account place buildings in the places which are most beautiful. In fact, do the opposite. Consider the site and its buildings as a single living eco-system. Leave those areas that are the most precious, beautiful, comfortable, and healthy as they are, and build new structures in those parts of the site which are least pleasant now.

Small Public Squares
A town needs public squares; they are the largest, most public rooms, that the town has. But when they are too large, they look and feel deserted.
Therefore: Make a public square much smaller than you would at first imagine; usually no more than 45 to 60 feet across, never more than 70 feet across. This applies only to its width in the short direction. In the long direction it can certainly be longer.

South Facing Outdoors
People use open space if it is sunny, and don’t use it if it isn’t, in all but desert climates.
Therefore: Place buildings so that the open space intended for use is on the south side of the buildings; avoid putting open space in the shadow of buildings; and never let a deep strip of shade separate a sunny area from the building which it serves.

Northeast Central Campus Diagnosis
Neighborhoods and Edges:

Identifiable Neighborhood (Areas 14 & 41)
People need an identifiable spatial unit to belong to.
Therefore: Help people to define the neighborhoods they live in, not more than 300 yards across, with no more than 400 or 500 inhabitants. In existing cities, encourage local groups to organize themselves to form such neighborhoods. Give the neighborhoods some degree of autonomy as far as taxes and land controls are concerned. Keep major roads outside these neighborhoods.

Main Gateways
Any part of a town—large or small—which is to be identified by its inhabitants as a precinct of some kind, will be reinforced, helped by its distinctness, marked, and made more vivid, if the paths which enter it are marked by gateways where they cross the boundary.
Therefore: Mark every boundary in the city which has important human meaning—the boundary of a building cluster, a neighborhood, a precinct—by great gateways where the major entering paths cross the boundary.

Open University (Areas 13, 14, 21 & 22)
When a university is built up as a campus, separated by a hard boundary from the town, it tends to isolate its students from the townspeople, and in a subtle way takes on the character of a glorified high school.
Therefore: Encourage the dissolution of the boundary between university and town. Encourage parts of the town to grow up within the university, and parts of the university to grow up within the town.

Pedestrian Pathways:

Path Shape (Areas 13, 14, 31 & 41)
Streets should be for staying in, and not just for moving through, the way they are today.
Therefore: Make a bulge in the middle of a public path, and make the ends narrower, so that the path forms an enclosure which is a place to stay, not just a place to pass through.

Promenade
Each subculture needs a center for its public life: a place where you can go to see people, and to be seen.
Therefore: Encourage the gradual formation of a promenade at the heart of every community, linking the main activity nodes, and placed centrally, so that each point in the community is within 10 minutes’ walk of it. Put main points of attraction at the two ends, to keep a constant movement up and down.

University Streets
Large agglomerations of departments and heavily centralized academic facilities kill variety, academic freedom, and student opportunities for learning.
Therefore: Concentrate the major functions of the university—the offices, labs, lecture halls, sports, student quarters—along university streets; streets that are public and essentially pedestrian, 20 to 30 feet wide, with all the university activity opening off them; always locate new buildings to amplify and extend the university streets.

Transportation:

Bike Paths and Racks
Bikes are cheap, healthy, and good for the environment; but they are threatened by cars on major roads; and they threaten pedestrians on pedestrian paths.
Therefore: Build a system of paths designated as 'bike paths,' with the following properties: The bike paths are marked clearly with a special, easily recognizable surface (for example, a red asphalt surface). Bike paths always coincide either with local roads, or major pedestrian paths. Where the system coincides with a local road, its surface may simply be a part of the road and level with it. Where the system coincides with a pedestrian path, the bike path is separate from that path and a few inches below it. The system of bike paths comes within 100 feet of every building, and every building has a bike rack near its main entrance.

Local Transport Area
The impact of the car on social life is devastating: it keeps us off the streets and far away from each other. The first step in bringing the car under control is to stop using it for local trips.
Therefore: Embed the university in a local transport area, 1 to 2 miles in diameter. Within this area, except for very special cases, encourage local trips to be made on foot, bikes, scooters, carts, perhaps even on horseback. Adapt paths and roads to these modes of travel, and keep the streets for cars slow and circuitous. At the edge of the local transport area build high speed ring roads.

Looped Local Roads
Through traffic destroys the tranquility and the safety of pedestrian areas. This is especially true in university districts, where the creation of quiet precincts is crucial to the work.
Therefore: To bring the traffic and the pedestrian world into the right balance, make the local roads that serve the area form a system of loops or cul-de-sacs, so that through traffic is impossible.

Mini-Buses
Public transportation must be able to take people from any point to any other point within the metropolitan area.
Therefore: Establish a system of small taxi like buses, carrying up to six people each, radio-controlled, on call by telephone, able to provide point-to-point service according to the passengers' needs, and supplemented by a computer system which guarantees minimum detours, and minimum waiting times. Make bus stops for the mini-buses every 600 feet in each direction, and equip these bus stops with a phone for dialing a bus.

Northeast Central Campus Diagnosis
Parking Spaces
As the university grows, there is a great danger that parking will overwhelm the university environment. But if the parking is too far away, it can easily degrade teaching and learning.
Therefore: For every building with N staff offices and M workstations, provide 0.25M metered short term spaces, 300 feet from the building, in the direction away from the university center; and N (0.67—0.57) commuter spaces 500 feet away from the building, also in the direction away from the university center, where P is the percentage of staff who live within 15 minutes walk.

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

Paths and Goals
The layout of paths will seem right and comfortable only when it is compatible with the process of walking. And the process of walking is far more subtle than one might imagine.
Therefore: To lay out paths, first place goals at natural points of interest. Then connect the goals to one another to form the paths. The paths may be straight, or gently curving between goals; their paving should swirl around the goal. The goals should never be more than a few hundred feet apart.

Road Crossings
Where paths cross roads, the cars have power to frighten and subdue the people walking, even when the people walking have the legal right-of-way.
Therefore: At any point where a pedestrian path crosses a road that has enough traffic to create more than a second delay to people crossing, make a "knuckle" at the crossing: narrow the road to the width of the through lanes only; continue the pedestrian path through the crossing about a foot above the roadway; put in islands between lanes; slope the road up toward the crossing (1 in 6 maximum); mark the path with a canopy or shelter to make it visible.

Shielded Parking
Large parking structures full of cars are inhuman and dead buildings—no one wants to see them or walk by them. At the same time, if you are driving, the entrance to a parking structure is essentially the main entrance to the building—and it needs to be visible.
Therefore: Put all large parking lots, or parking garages, behind some kind of natural wall, so that the cars and parking structures cannot be seen from outside. The wall which surrounds the cars may be a building, connected houses, or housing hills, earth berms, or shops. Make the entrance to the parking lot a natural gateway to the buildings which it serves, and place it so that you can easily see the main entrance to the building from the entrance to the parking.

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

T Junctions
Traffic accidents are far more frequent where two roads cross than at T junctions.
Therefore: Lay out the road system so that any two roads which meet at grade, meet in three-way T junctions as near 90 degrees as possible. Avoid four-way intersections and crossing movements.

Buildings:

Arcades (Areas 13, 14, 31 & 41)
Arcade-covered walkways at the edge of buildings, which are partly inside the building, partly outside—play a vital role in the way that group territory and the society-at-large interact.
Therefore: Whenever paths pass beside buildings, create deep arcades over the paths, and open the group territory inside the building to these arcades. Gradually knit these arcades together until they form a covered system of paths throughout the community.

Building Complex
When human organizations are housed in enormous buildings, the human scale vanishes, and people stop identifying with the staff who work there as personalities, and think only of the entire institution as an impersonal monolith, staffed with 'personel.'
Therefore: To maintain human scale in public buildings, make them small, not more than 3 to 4 storeys high; not more than 9,000 square feet in total indoor area; not more than 3,000 square feet to a story. If more than one small building is being made, to house related functions, the buildings should be conceived as a collection, connected by arcades, paths, bridges.

Connected Buildings
Isolated buildings are symptoms of a disconnected sick society.
Therefore: Connect your building up, wherever possible, to the existing buildings round about.
Do not keep set backs between buildings; instead, try to form new buildings as continuations of the older buildings.

Main Entrance
Placing the main entrance (or main entrances) is perhaps the single most important step you take during the evolution of a building plan.
Therefore: Place the main entrance of the building at a point where it can be seen immediately from the main avenues of approach and give it a bold, visible shape which stands out in front of the building.

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

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

Operable Windows
Human beings who work in confined spaces such as offices over an eight hour or more span do not flourish in a mechanically-supported work environment. Mechanically sustained environments are sterile at best and stifling at worst.
Therefore: In the absence of compelling reasons to the contrary, all exterior windows of University buildings must be able to be opened wholly or in part.

Housing:

Student Housing Distribution (Area 41)
When students live too far from campus, they cannot be part of university life.
Therefore: Locate all student housing within a one mile radius of the center of the university in the following proportions: 25 per cent integrated with academic activities within a 1500 foot radius of the center (See Living learning circle); 25 per cent in a ring between 1500 and 2500 feet of the center; 50 per cent in a ring between 2500 and 5000 feet of the center.

Living-Learning Circle
Students who want to live closely related to the university want their housing integrated with the university yet most on-campus housing provided today is zoned off from academic departments.
Therefore: Provide housing for 25 per cent of the student population within the 3000 foot inner university diameter. Do not zone this housing off from academic departments—instead alternate the two so that there are never more than two or three student communities, nor more than 300 feet of academic functions, before each is interrupted by the other.
Focus Group Members

Jane Brubaker
Basak Cakici
Becky Goodrich
Bill Holstrom
Ron Kellett
Bob Petit
Rand Stamm
Tom Urban
Bruce Wilson
Nancy Wright

Facilities Services, Campus & Grounds
Grad. Student, Architecture (and campus housing resident)
Psychology, Business Manager
Grad. Student, PPPM (campus housing resident)
Architecture
University Health, Administrator (Eastgate Study participant)
Public Safety
Craft Center, Director
Institute Molecular Biology, lab manager
University Housing, Director Facilities & Cap.
Improvement

SAMPLE LETTER

November 3, 1999

Jane Brubaker
Facilities Services
University of Oregon

Dear Jane:

Thank you for agreeing to serve on the focus group for the Northeast Central Campus Diagnosis. This is the first study of its kind and I appreciate your willingness to participate. Your efforts will help to preserve the character of the campus as well as facilitate future improvements.

The focus group meeting is scheduled for November 9, 1999 from 10:00 A.M. to 12:00 P.M. in Willamette Hall Room 350 (go up the main stairs/elevator to the third floor and proceed around the open walkway to the southeast corner of the atrium). The purpose of the meeting is to gather your input on the health of this area of campus.

Prior to the meeting, please take time to review the attached information (project description and draft sample maps) and complete the tour to acquaint yourself, or remind yourself, of the opportunities and issues that relate to this area.

I look forward to seeing you. If you have questions, please contact me at 6-5572.

Sincerely,

Christine Thompson
University Planning

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

Please note: A study is underway to assess the condition and potential improvements for University Street from Lawrence Hall to 18th Street (including Straub quadrangle). Therefore, this diagnosis will not focus on University Street issues.

1. **Science Library Courtyard.** How is it used? What characteristics do you like? What characteristics don't you like?

2. **Franklin Blvd. edge.** How/where do people cross Franklin? What image does the UO project to the community?

3. **North end of the science green near Franklin Blvd.** What are the pedestrian and bike routes? How are the open spaces used, both the linear green space extending to 13th Ave. and land along Franklin Blvd.? Is noise a problem?

4. **Parking lot at Franklin and Agate.** What is the quality of the landscaping? What areas along Franklin need improvement? Do you consider this a significant location within the University?

5. **Corner of 13th and Agate.** This is the site of the recent Eastgate study that looked at ways to improve this area. What existing features need fixing?

6. **Agate Street.** Does Agate Street function as a major campus open space axis for pedestrians? Does it feel like part of campus? Is there a connection to the area east of Agate?

7. **Walkway from the EMU to student housing.** Are the sports areas used? Is the walkway safe? Are there adequate seating areas?

8. **Benches at south end of science axis at 13th Ave.** Would you consider this a good place to have lunch? What is the impact of the Carson Hall service delivery area?

9. **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 it function well as a major campus open space axis?

10. **Onyx Street north of Straub and Straub North Courtyard.** What is the impact of the parking and service areas?

11. **Straub South Courtyard.** What are the characteristics of the landscaping and historic qualities?

12. **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?

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

14. **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
City of Eugene Judkin's Point Site Line Height Restrictions

The following describes the City of Eugene Land Use Code section addressing the Judkins Point View Corridor. Proposed revisions to the Land Use Code will eliminate these requirements.

9.536 Building Height Exceptions. In addition to other restrictions on building heights imposed under this code, the following building height limitations apply. Building height exemptions allowed under this section shall not excuse shadow-casting point height limitations required under the solar access provisions of this code.

(d) Height limitations are hereby established to protect the view to and from the Judkin's Point area in the city as follows:

Area I. Buildings and structures within the 25-foot special setback shall be required to obtain a conditional use permit prior to building permit approval on all property within the following boundaries: A strip of property along the north margin of Franklin Boulevard running from a point that is perpendicular to the intersection of Franklin Boulevard with Alder Street and on the north margin of Franklin Boulevard to the west margin of Interstate 5 and extending 25 feet north of the north margin of Franklin Boulevard; also a strip of property along the south margin of Franklin Boulevard running from a point that is perpendicular to the intersection of Franklin Boulevard with Alder Street and on the south margin of Franklin Boulevard, to the west margin of Riverview Avenue and extending 25 feet south of the south margin of Franklin Boulevard.

Area II. Buildings and structures are hereby limited to a 40-foot height restriction provided that the commission may grant Conditional Use Permits to allow properly spaced and designed buildings which exceed the 40-foot height limitation, on all property within the following boundaries: Beginning at the intersection of the center line of Walnut Street and the south margin of Franklin Boulevard; thence southerly along said center line of Walnut Street to its intersection with the center line of 15th Avenue; thence easterly along a line projected along the said center line of 15th Avenue to the center line of Birch Lane; thence easterly along the said center line of Birch Lane to its intersection with the center line of Skyline Boulevard; thence northeasterly in a straight line to the intersection of the south margin of Franklin Boulevard and the center line of Sylvan Street.

The exceptions provided for in this section shall not apply to these requirements. Elevations shall be based on the mean sea level.
Long Range Campus Development Plan (excerpt)

V. Land Development Policies

Level 2 - Special Conditions:

Area 14
Most of the University's facilities devoted to supporting research and instruction in the sciences are located in this area. As the result of a major facilities improvement program undertaken between 1984 and 1991, the area is the most densely developed of any area on campus. Even so, modest increases in footprint and gross floor area are possible. The area now includes eleven separate buildings, most of which are connected to one another. Because of its proximity to Franklin Boulevard, a major state highway route, the area is highly visible to the general public. For many people traveling through the community, it may be the only visual impression of the University campus.

1. The University should take advantage of every opportunity to improve the visual qualities of the area from Franklin Boulevard. This Plan adopts by reference the City of Eugene's Entrance Beautification Study as it affects the Franklin Boulevard area.

2. Science Green, the quadrangle planned as part of the Science Facilities Additions and Alterations project, is intended to ultimately provide an opportunity for connection to Gallery Street on the north side of Franklin Boulevard. This area is to be protected and enhanced and should be given serious consideration as a location for a pedestrian and bicycle crossing of Franklin Boulevard.

Areas 21, 22 and 23
These areas are occupied by Oregon Hall, the Student Health Center, and a major parking lot. These areas combine to provide a main entrance to the campus from Franklin Boulevard. The eventual expansion of Oregon Hall by the addition of two floors to the tower part of the building and a small addition to the Student Health Center are contemplated, as is the development of a portion of Area 22 for a major campus building.

1. The University should take advantage of every opportunity to improve the visual qualities of the area from Franklin Boulevard. This Plan adopts by reference the City of Eugene's Entrance Beautification Study as it affects the Franklin Boulevard area.

2. The areas collectively provide an opportunity for the development of a major gateway to the campus, and plans for improvements in any of these areas should respond to that opportunity. Approaches to the intersection of 13th and Agate, as well as the intersection itself, are particularly important in this respect.

3. Development of a building on the existing parking lot in Area 22 is subject to the Level 1 policy regarding the replacement of existing uses.

4. The triangular open space north of Williams' Bakery and east of Columbia Street is to remain as open space. That parcel should not be landscaped in a way that obscures the view of the bakery, although the installation of a small sitting space and a modest sculptural or water feature would be appropriate improvements.

Area 31
This area includes the Erb Memorial Union and the open space that surrounds it, including a relatively formal open space bounded by the EMU visitors' parking lot, University Street, 15th Avenue, and Onyx Street.

1. In addition to review processes established in Sections II and III of this plan, proposals for development in this area are to be reviewed by the Erb Memorial Union Board of Directors. This policy does not extend to proposals for development in the formal open space south of the EMU visitors' parking lot.

Areas 41 and 42
These areas are devoted exclusively to residential halls and related activity and open spaces. Minor adjustments in footprint and gross floor area are possible, but for all practical purposes, both areas are considered fully developed.

1. Existing recreation spaces, both active and passive, located in these areas are essential elements in the residence hall program and are to be preserved and, wherever possible, enhanced.

2. The promenade that extends from the EMU to the Hamilton/Bean Green is to be preserved as a major pedestrian pathway.

Northeast Central Campus Diagnosis
VI. Building Space Use and Development Patterns

Level 2 Policies:

Areas 11-16
1. Consideration should be given to developing lounge and study space, perhaps including a small coffee bar, in proximity to major classrooms and lecture halls whenever possible, as suggested by the patterns “Small Student Unions” and “Student Workplace.”

2. With respect to the ground floor and mezzanine of Chapman Hall, the policy related to location of administrative offices in central campus buildings is modified. The Level 2 policy adopted with respect to Area 24 applies to these spaces.

Area 31
Primary responsibility for building space use and development planning for the Erb Memorial Union Building rests with the Department of the Erb Memorial Union and the Erb Memorial Union Board of Directors.

Areas 41 and 42
1. Primary responsibility for building space use and development planning of the residence halls rests with the University Housing Department.

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

3. The University desires to encourage development of a sense of community among residence hall residents while maintaining individual privacy. As opportunities arise, consideration should be given to grouping residence hall units into identifiable clusters of about 40 units around shared common spaces.
## Auto Parking

**NORTHEAST CENTRAL CAMPUS DIAGNOSIS STUDY**
**AUTO PARKING**
**10/1/99**

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| TOTAL                      |                           | 9           | 142      | 193      | 186           | 0          | 15      | 26      | 571   |

* Safe ride
** Meters are for visitors only
*** Three reserved for child care
**** City meters
Building Use Categories:

The following principle use codes were used to define use categories for each building on the Building Uses diagnosis map:

**Administration:**
10 General Administration
12 Non-Institutional Administration
13 Sponsored Projects Administration
18 Centralized Services
19 Physical Plant

**Auxiliaries:**
51 Student Union and/or Activities
53 Food Service
54 Bookstore
55 Athletics
56 Residential
57 Recreational

**Instruction:**
01 General and/or Lower Division Formal Instruction
02 Upper Division and/or Graduate Formal Instruction
03 Physical Education Activity
05 Formal Instructional Support
11 Departmental Administration
14 Museums (also may be considered research)
20 Library Reader Space
21 Stacks
22 Audio-Visual Services
23 Library Services and Administration
24 Archives

**Research:**
34 Federal Cooperative Extension
35 Agriculture Experiment Station
36 U. S. Department of Agriculture
37 Forestry Research Laboratory
40 Departmental Research
41 Separately Sponsored Research

**Student Services:**
16 Student Services
50 Health Services (Student)

Northeast Central Campus Diagnosis
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| | CIRCULATION | 26,851 | 26,851 |
| | ENVIRONL HEALTH & SAFETY | 236 | 236 |
| | FACILITIES SERVICES | 270 | 270 |
| | LIBRARY | 21,502 | 21,502 |
| | MOLECULAR BIOLOGY | 20,853 | 20,853 |
| | RESTROOMS | 1,655 | 1,655 |
| | SCIENCE STORES | 2,221 | 2,221 |
| | UNIVERSITY COMPUTING | 9,988 | 9,988 |
| | | | 140,743 |
| 1 LAWRENCE HALL | ARCHITECTURE & ALLIED ARTS | 71,904 | 71,904 |
| | BLDG OPERATIONS | 3,546 | 3,546 |
| | CIRCULATION | 35,306 | 35,306 |
| | GENERAL CLASSROOMS | 6,245 | 6,245 |
| | LIBRARY | 12,120 | 12,120 |
| | RESTROOMS | 1,964 | 1,964 |
| | RETAIL SERVICES | 203 | 203 |
| | | | 131,288 |
| 37 ONYX BRIDGE/ENV HEALTH | AMERICAN ENGLISH INSTITUTE | 747 | 747 |
| | ARCHITECTURE & ALLIED ARTS | 1,350 | 1,350 |
| | BIOLOGY | 9,820 | 9,820 |
| | BLDG OPERATIONS | 3,825 | 3,825 |
| | CHEMISTRY | 11,788 | 11,788 |
| | CIRCULATION | 13,150 | 13,150 |
| | ENVIRONL HEALTH & SAFETY | 2,679 | 2,679 |
| | FACILITIES SERVICES | 20 | 20 |
| | MOLECULAR BIOLOGY | 5,338 | 5,338 |
| | PHYSICS | 611 | 611 |
| | RESTROOMS | 708 | 708 |
| | SCIENCE STORES | 432 | 432 |
| | WHO'S IN HERE NOW? | 304 | 304 |
| | | | 15,072 |

<p>| 42 OREGON HALL | ADMISSIONS | 6,620 | 6,620 |
| | AFFIRMATIVE ACTION | 926 | 926 |
| | BLDG OPERATIONS | 4,260 | 4,260 |
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| | CIRCULATION | 15,766 | 15,766 |
| | FINANCIAL AID | 3,236 | 3,236 |
| | HUMAN RESOURCES | 3,091 | 3,091 |
| | INACTIVE | 1,523 | 1,523 |
| | INTERNAT'L ED &amp; EXCHANGE | 2,667 | 2,667 |
| | MULTICULTURAL AFFAIRS | 1,515 | 1,515 |
| | REGISTRAR | 6,024 | 6,024 |
| | RESTROOMS | 1,340 | 1,340 |
| | STUDENT ACADEMIC ADVISING | 4,510 | 4,510 |
| | STUDENT ACADEMIC AFFAIRS | 1,085 | 1,085 |
| | STUDENT LIFE | 2,919 | 2,919 |
| | STUDENT RETENTION PROGRAMS | 1,290 | 1,290 |
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- Volcanology: 655
- Circulation: 3,084
- Facilities Services: 40
- General Classrooms: 614
- Geology: 7,367
- Physics: 4,697
- Restrooms: 251
- Walton Hall North: 1,728
- University Housing: 68,685
- Walton Hall South: 66,164
- Willamette Hall: 15,438
- Chemistry: 3,017
- Circulation: 33,106
- General Classrooms: 3,845
- Molecular Biology: 4,148
- Physics: 44,769
- Restrooms: 1,965
- Student Union: 171
- Theoretical Science: 6,721
- University: 113,180
- Total: 1,980,133