

# University of Oregon Northeast Central Campus Diagnosis

University of Oregon  
University Planning Office  
December 1999

**University of Oregon  
Northeast Central Campus Diagnosis**

This diagnosis was prepared by the  
University Planning Office

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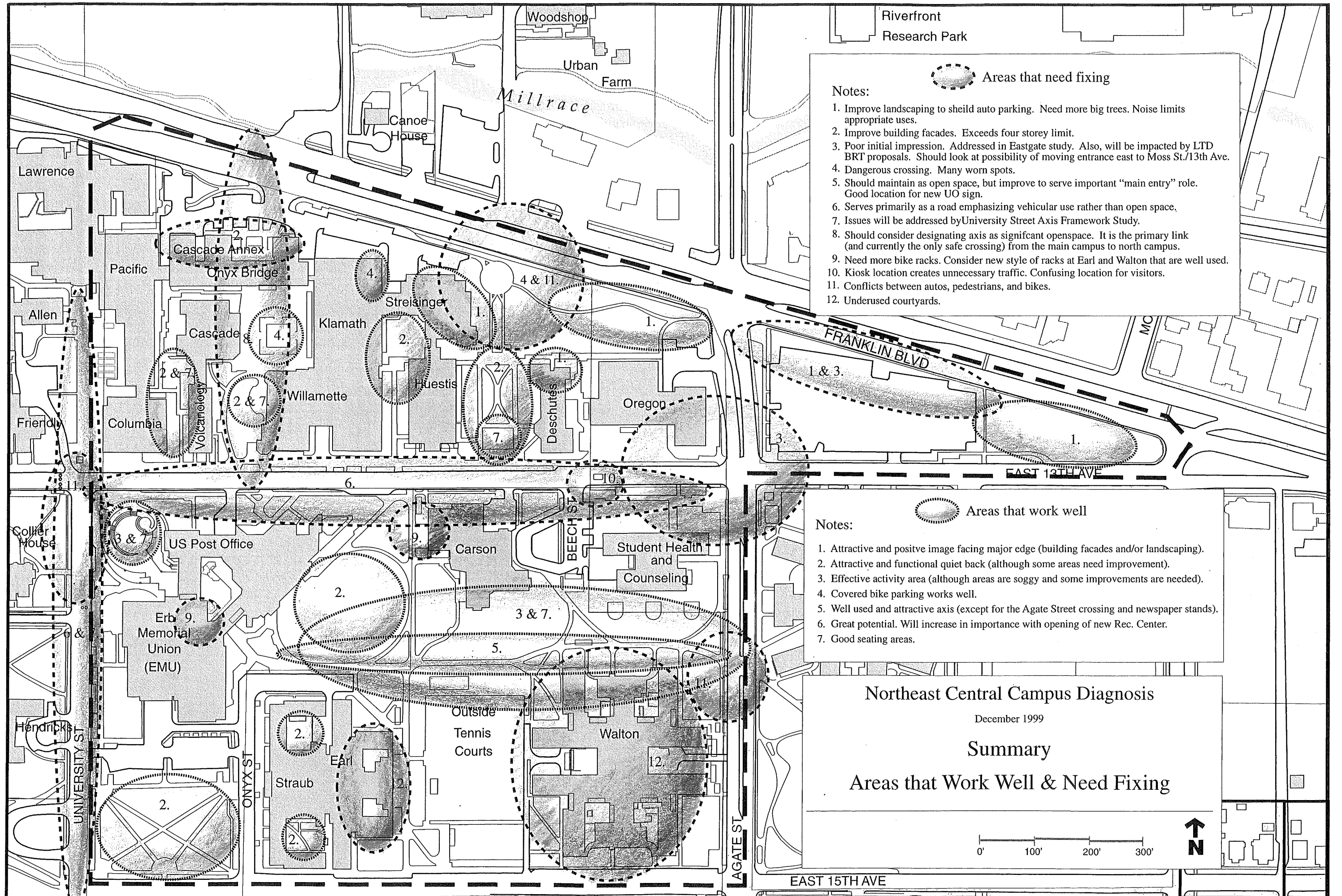
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Riverfront  
Research Park

- Notes:**
- 1. Improve landscaping to shield auto parking. Need more big trees. Noise limits appropriate uses.
  - 2. Improve building facades. Exceeds four storey 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.
  - 4. Dangerous crossing. Many worn spots.
  - 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. It is the primary link (and currently the only safe crossing) from the main campus to north campus.
  - 9. Need more bike racks. Consider new style of racks at Earl and Walton that are well used.
  - 10. Kiosk location creates unnecessary traffic. Confusing location for visitors.
  - 11. Conflicts between autos, pedestrians, and bikes.
  - 12. Underused courtyards.

**Notes:**

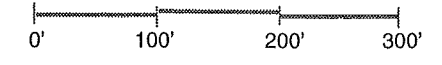
- 1. Attractive and positive image facing major edge (building facades and/or landscaping).
- 2. Attractive and functional quiet back (although some areas need improvement).
- 3. Effective activity area (although areas are soggy and some improvements are needed).
- 4. Covered bike parking works well.
- 5. Well used and attractive axis (except for the Agate Street crossing and newspaper stands).
- 6. Great potential. Will increase in importance with opening of new Rec. Center.
- 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 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.

### 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 Tress

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.

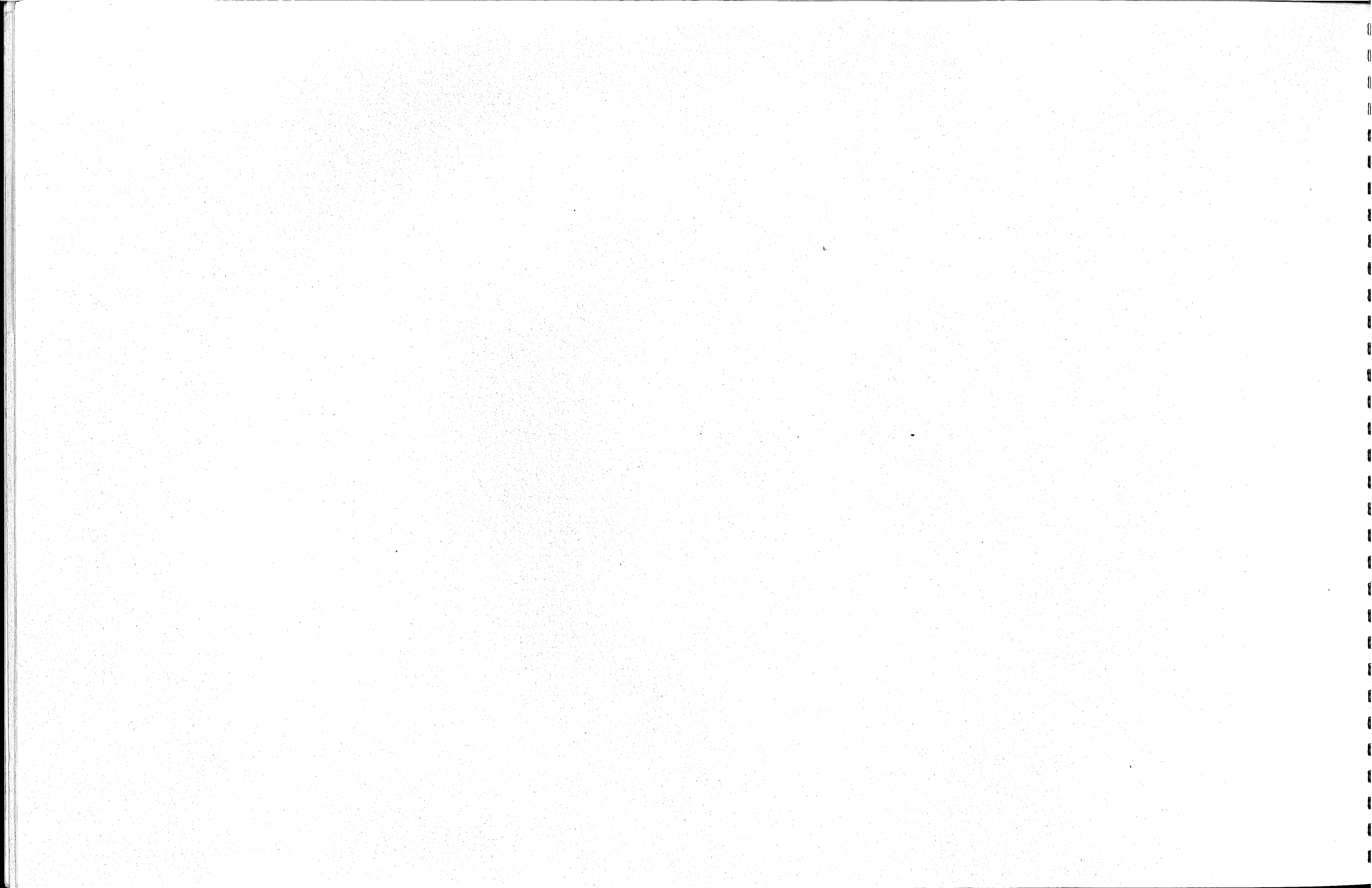
The focus group provided input about the health of the study area at a work session held November 9, 1999. Prior to the meeting, focus group members

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.



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## Diagnosis Maps



## 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 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.

### Identifiable Neighborhood (Areas 14 & 41)

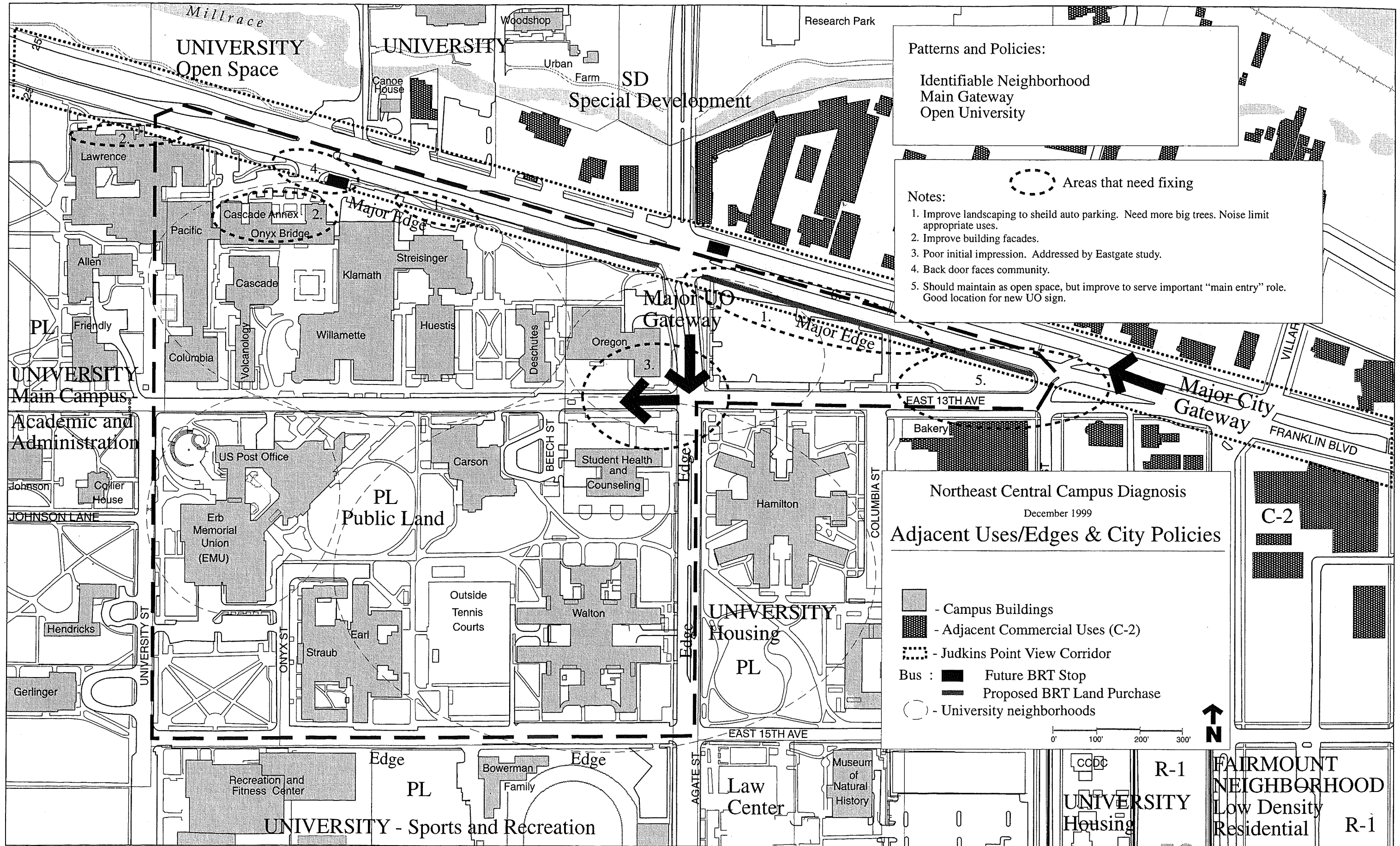
People need an identifiable spatial unit to belong to.

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).



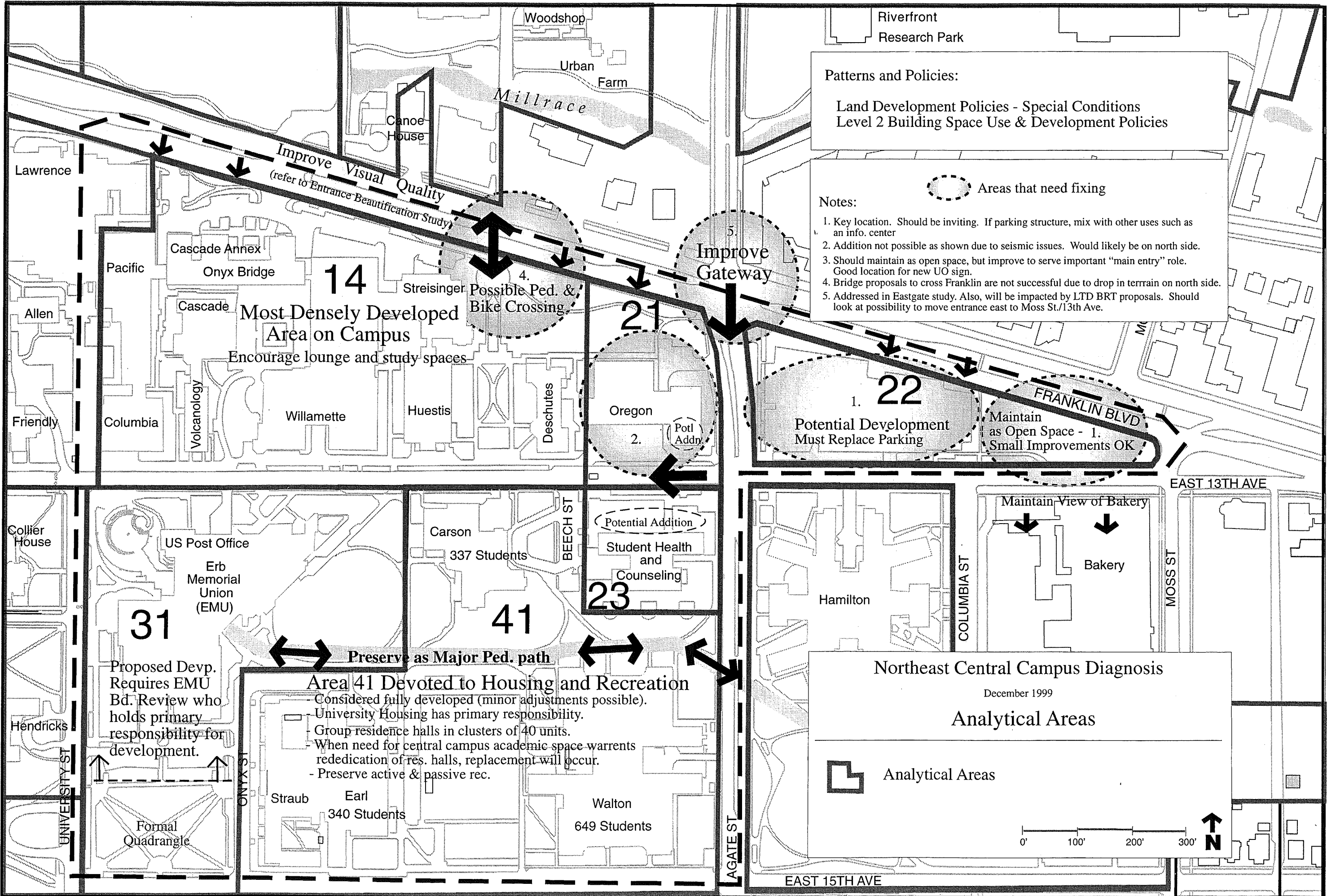


Analytical Areas - Land Development Policies

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)



Patterns and Policies:  
 Land Development Policies - Special Conditions  
 Level 2 Building Space Use & Development Policies

Notes:

- 1. Key location. Should be inviting. If parking structure, mix with other uses such as an info. center
- 2. Addition not possible as shown due to seismic issues. Would likely be on north side.
- 3. Should maintain as open space, but improve to serve important "main entry" role. Good location for new UO sign.
- 4. Bridge proposals to cross Franklin are not successful due to drop in terrain on north side.
- 5. Addressed in Eastgate study. Also, will be impacted by LTD BRT proposals. Should look at possibility to move entrance east to Moss St./13th Ave.

**14**  
 Most Densely Developed Area on Campus  
 Encourage lounge and study spaces

**21**  
 Oregon  
 2. Potl Addn.

**22**  
 Potential Development Must Replace Parking  
 Maintain as Open Space - 1. Small Improvements OK

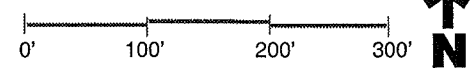
**23**  
 Potential Addition  
 Student Health and Counseling

**31**  
 Proposed Devp. Requires EMU Bd. Review who holds primary responsibility for development.

**41**  
 Area 41 Devoted to Housing and Recreation  
 - Considered fully developed (minor adjustments possible).  
 - University Housing has primary responsibility.  
 - Group residence halls in clusters of 40 units.  
 - When need for central campus academic space warrants rededication of res. halls, replacement will occur.  
 - Preserve active & passive rec.

Northeast Central Campus Diagnosis  
 December 1999  
 Analytical Areas

Analytical Areas



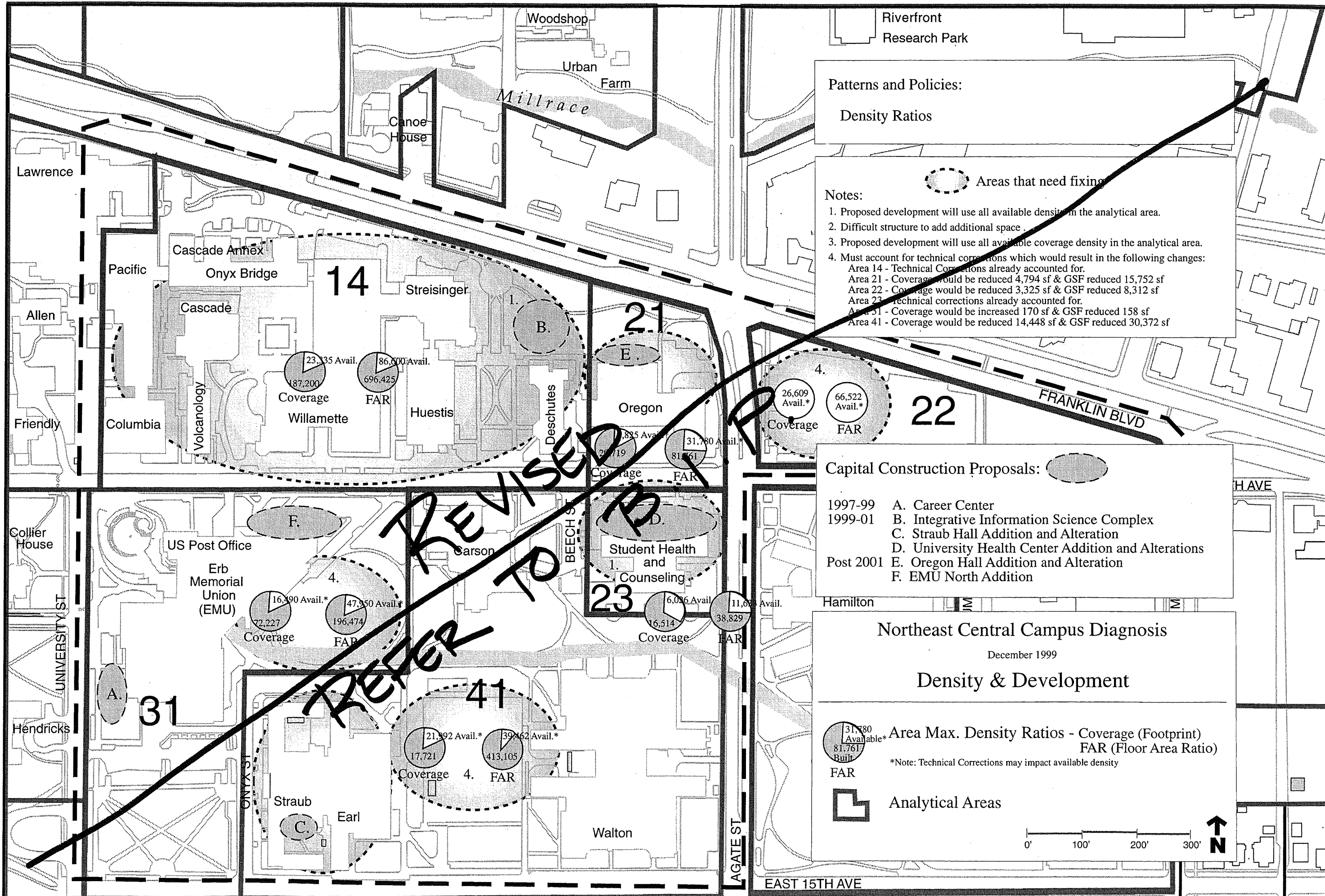


Density and Development

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



**Patterns and Policies:**  
Density Ratios

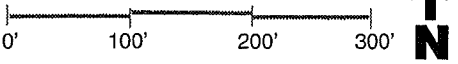
- Notes:**
- 1. Proposed development will use all available density in the analytical area.
  - 2. Difficult structure to add additional space.
  - 3. Proposed development will use all available coverage density in the analytical area.
  - 4. Must account for technical corrections which would result in the following changes:  
 Area 14 - Technical Corrections already accounted for.  
 Area 21 - Coverage would be reduced 4,794 sf & GSF reduced 15,752 sf  
 Area 22 - Coverage would be reduced 3,325 sf & GSF reduced 8,312 sf  
 Area 23 - Technical corrections already accounted for.  
 Area 31 - Coverage would be increased 170 sf & GSF reduced 158 sf  
 Area 41 - Coverage would be reduced 14,448 sf & GSF reduced 30,372 sf

- Capital Construction Proposals:**
- 1997-99 A. Career Center
  - 1999-01 B. Integrative Information Science Complex
  - C. Straub Hall Addition and Alteration
  - D. University Health Center Addition and Alterations
  - Post 2001 E. Oregon Hall Addition and Alteration
  - F. EMU North Addition

**Northeast Central Campus Diagnosis**  
December 1999  
**Density & Development**

Area Max. Density Ratios - Coverage (Footprint)  
 FAR (Floor Area Ratio)  
 \*Note: Technical Corrections may impact available density

Analytical Areas



Landscape - Plant Materials

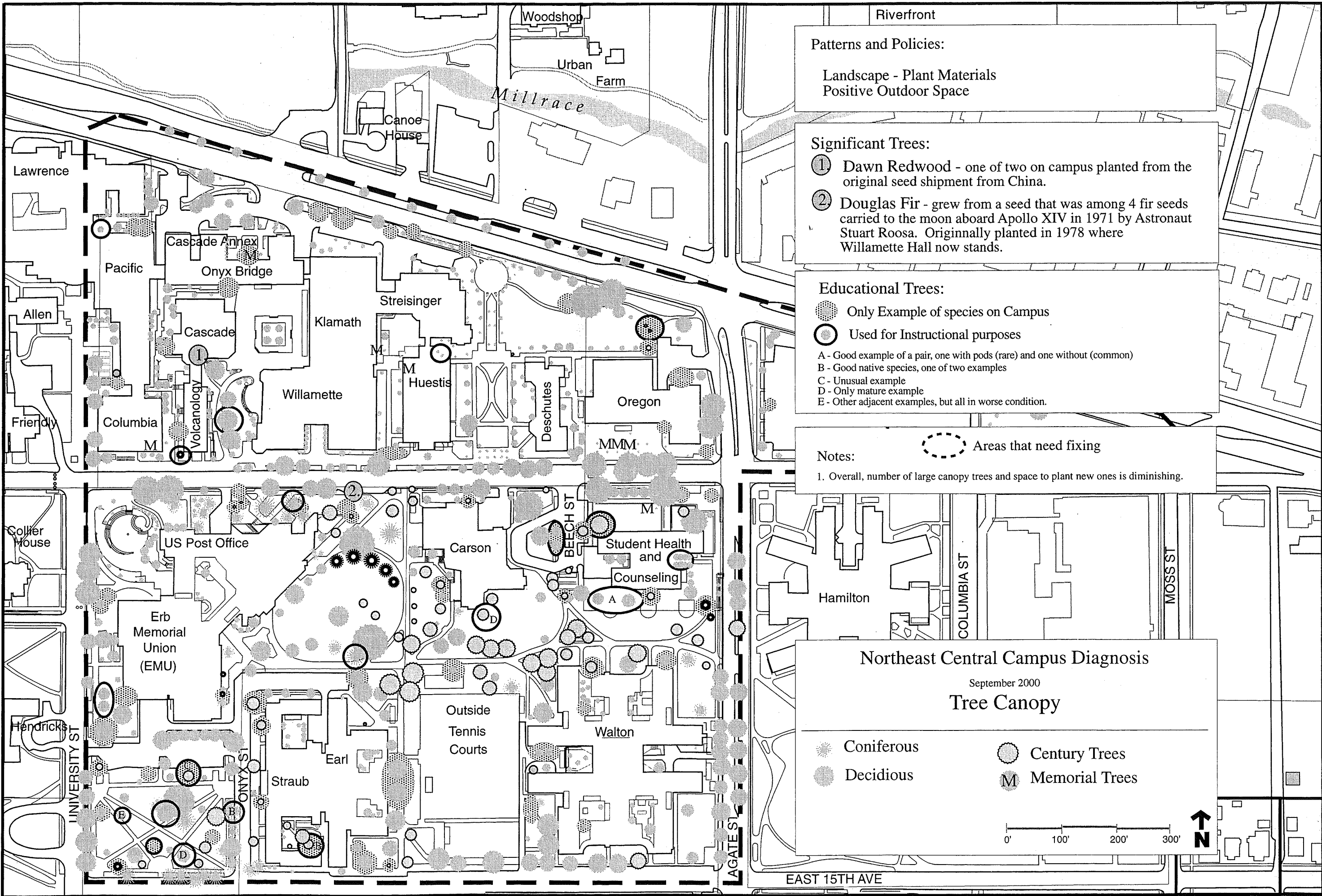
The map(s) in this section address the following Long Range Campus Development Plan's patterns and policies:

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 mature example  
 E - Other adjacent examples, but all in worse condition.

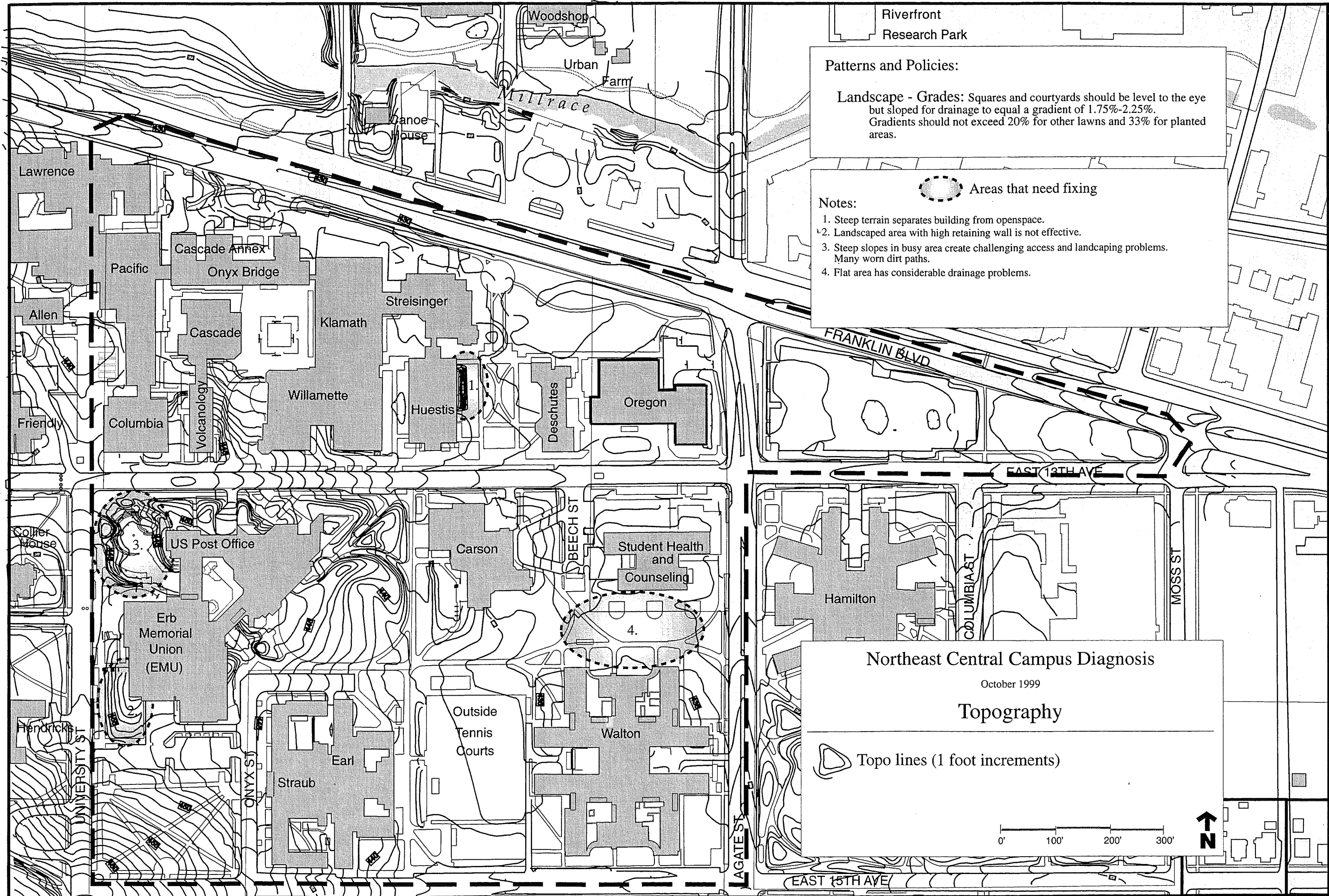
Notes:  
 ○ Areas that need fixing  
 1. Overall, number of large canopy trees and space to plant new ones is diminishing.

Northeast Central Campus Diagnosis  
 September 2000  
 Tree Canopy

● Coniferous  
 ● Deciduous  
 ● Century Trees  
 M Memorial Trees

0' 100' 200' 300'

↑ N



Riverfront  
Research Park

**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.



Areas that need fixing

**Notes:**

1. Steep terrain separates building from openspace.
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 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.

### 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 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.

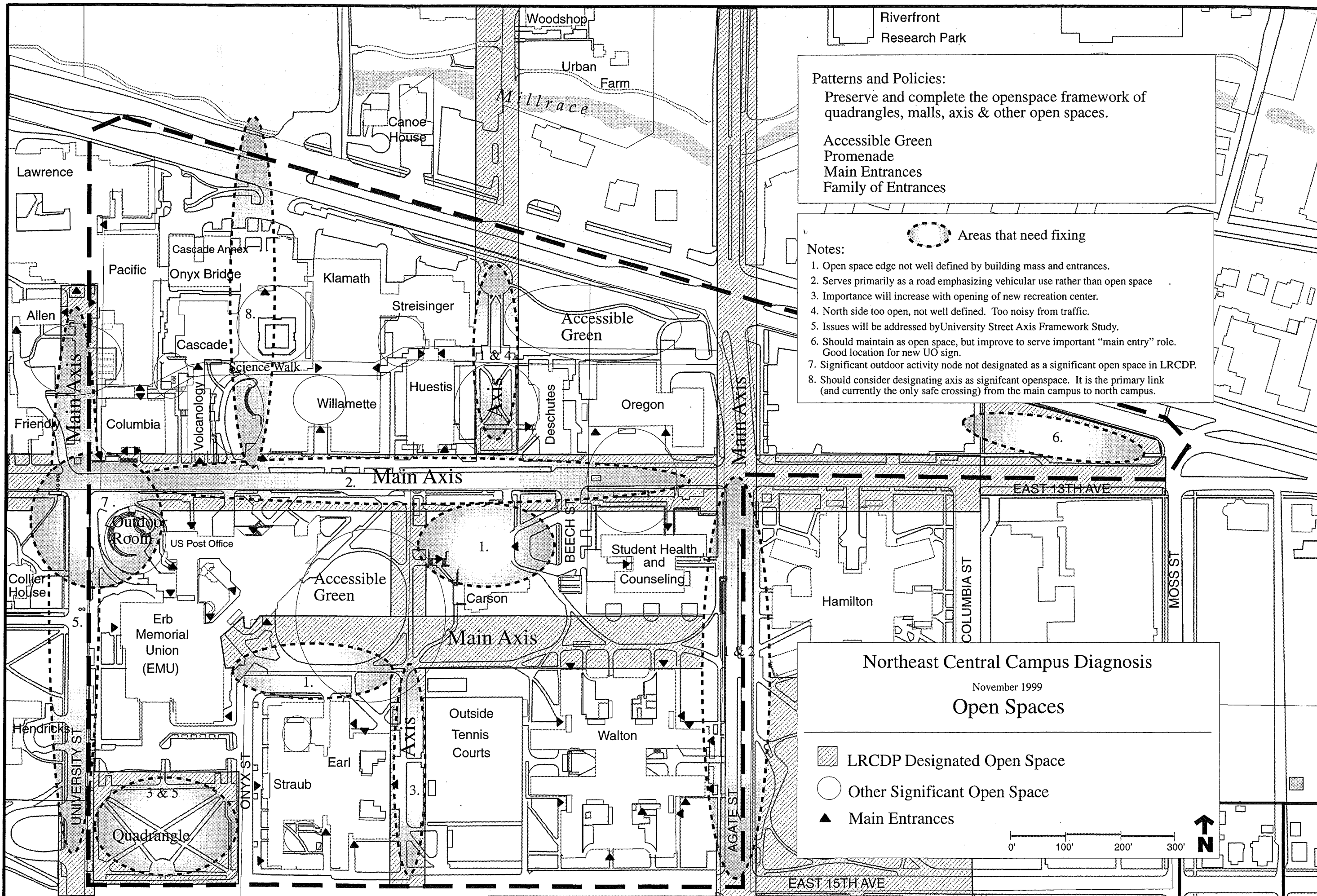
Therefore: Make a public square much smaller than you would at first imagine; usually no more than 45 to 60 feet across, never more than 70 feet across. This applies only to its width in the short direction. In the long direction it can certainly be longer.

### 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.





**Patterns and Policies:**  
 Preserve and complete the openspace framework of quadrangles, malls, axis & other open spaces.

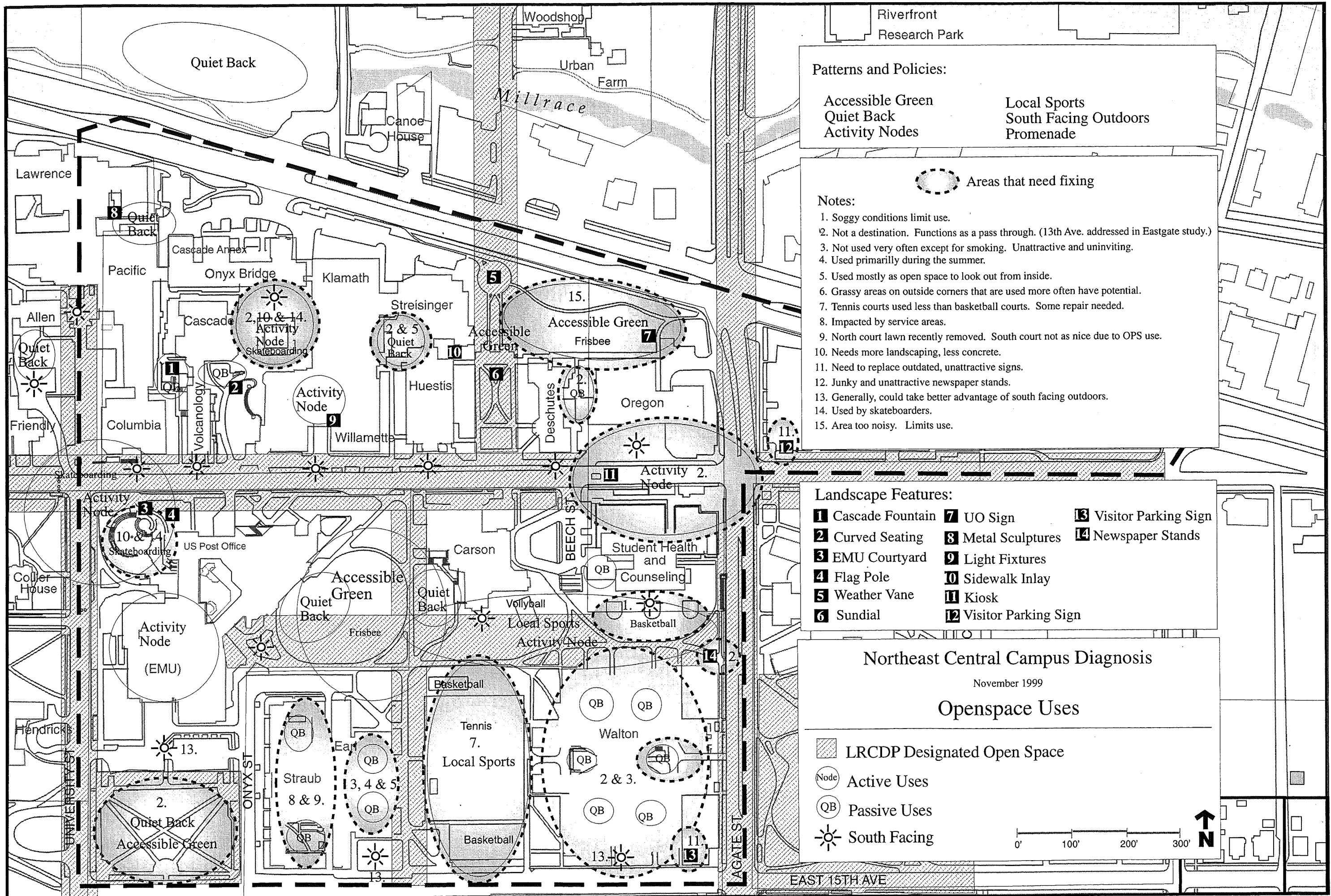
**Accessible Green**  
 Promenade  
 Main Entrances  
 Family of Entrances

- Notes:**
- 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. Good location for new UO sign.
  - 7. Significant outdoor activity node not designated as a significant open space in LRCDP.
  - 8. Should consider designating axis as significant openspace. 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

0' 100' 200' 300'



**Patterns and Policies:**

Accessible Green	Local Sports
Quiet Back	South Facing Outdoors
Activity Nodes	Promenade

**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.
- 10. Needs more landscaping, less concrete.
- 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	7 UO Sign	13 Visitor Parking Sign
2 Curved Seating	8 Metal Sculptures	14 Newspaper Stands
3 EMU Courtyard	9 Light Fixtures	
4 Flag Pole	10 Sidewalk Inlay	
5 Weather Vane	11 Kiosk	
6 Sundial	12 Visitor Parking Sign	

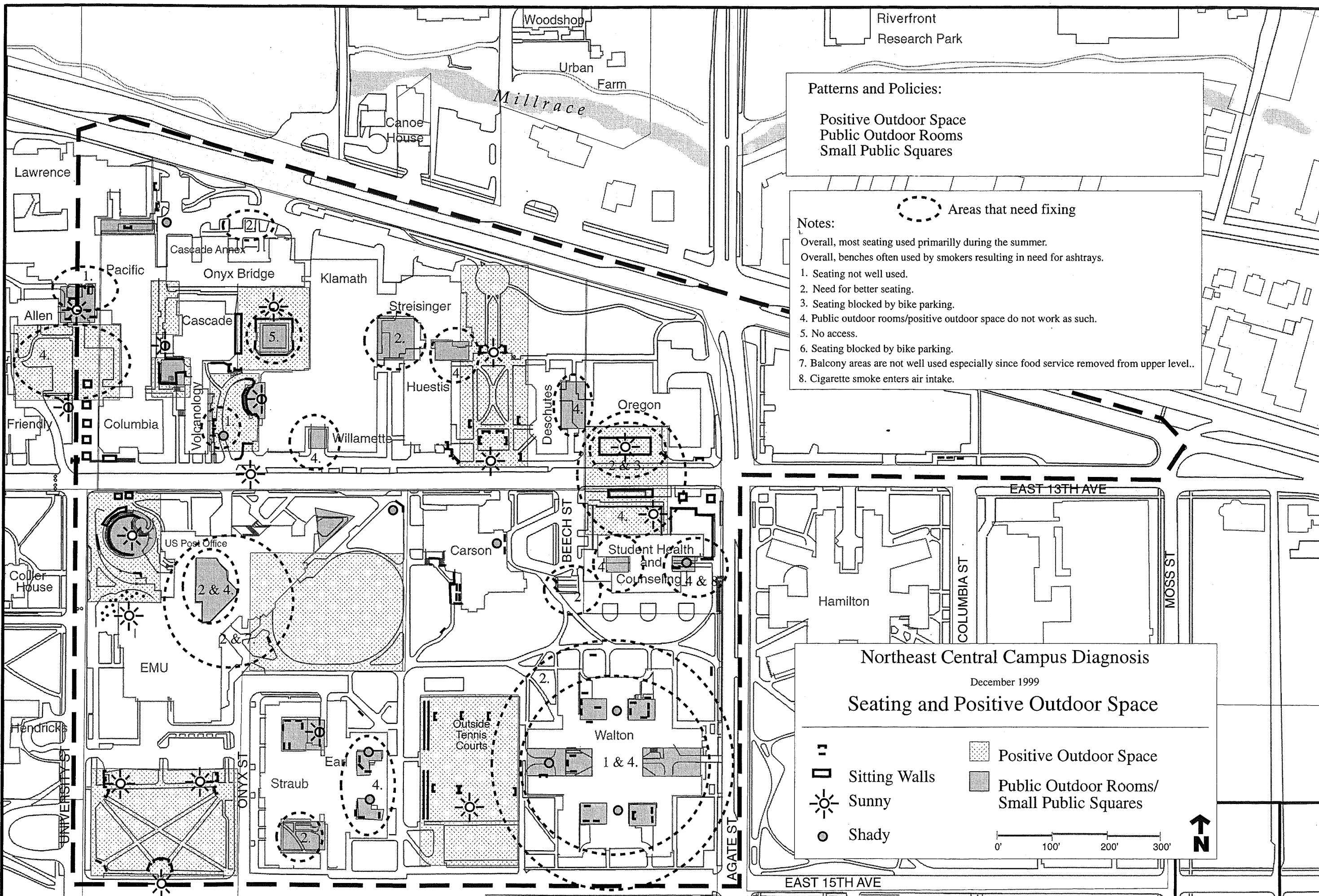
**Northeast Central Campus Diagnosis**  
November 1999

**Openspace Uses**

LRCDP Designated Open Space
Active Uses
Passive Uses
South Facing

0' 100' 200' 300'





**Patterns and Policies:**

- Positive Outdoor Space
- Public Outdoor Rooms
- Small Public Squares

○ Areas that need fixing

**Notes:**

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

**Northeast Central Campus Diagnosis**

December 1999

**Seating and Positive Outdoor Space**

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



## 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.

### Looped Local Roads

Through traffic destroys the tranquillity 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.

### 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.

### 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.

## 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.

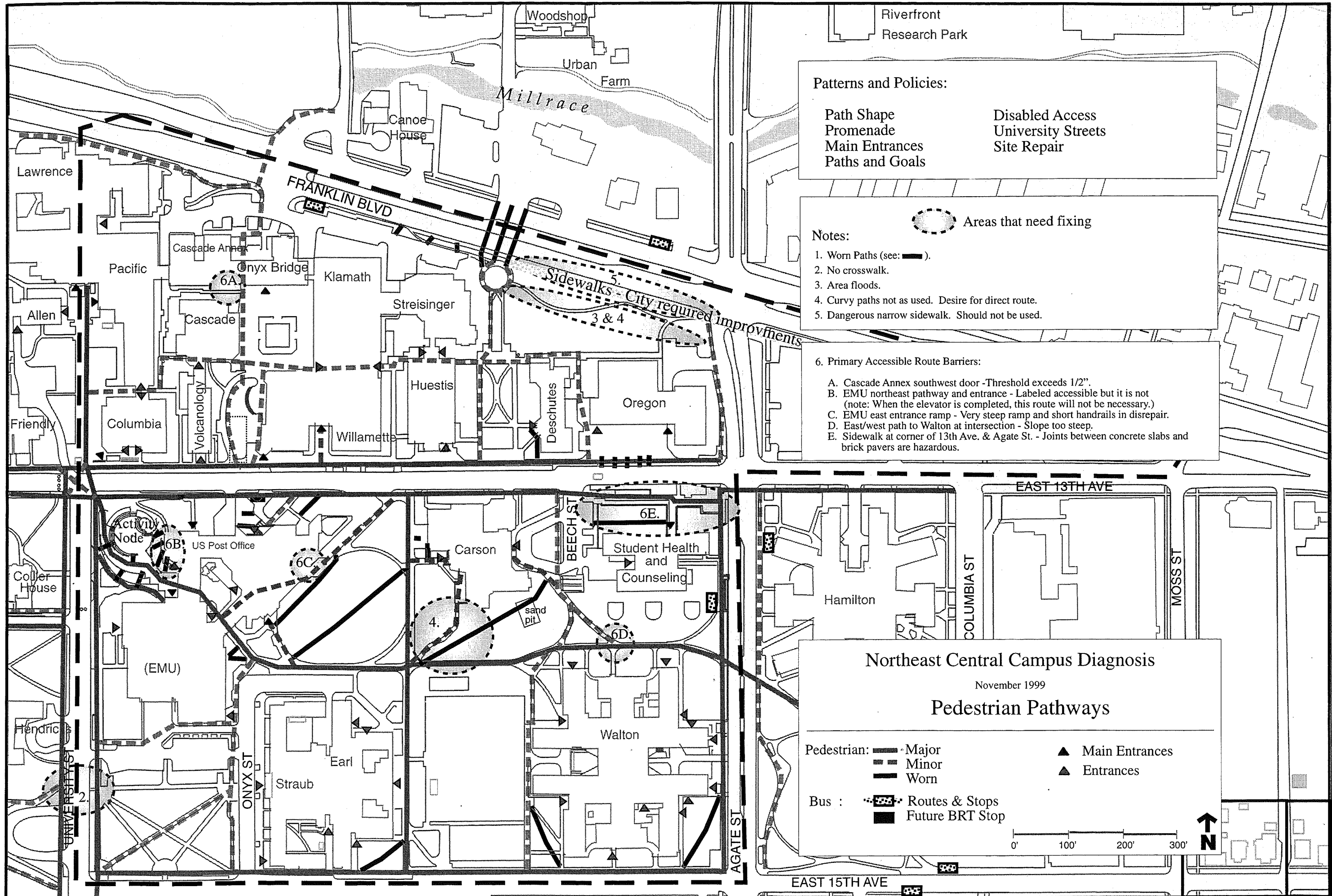
## T Junctions

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





**Patterns and Policies:**

Path Shape	Disabled Access
Promenade	University Streets
Main Entrances	Site Repair
Paths and Goals	

**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:**

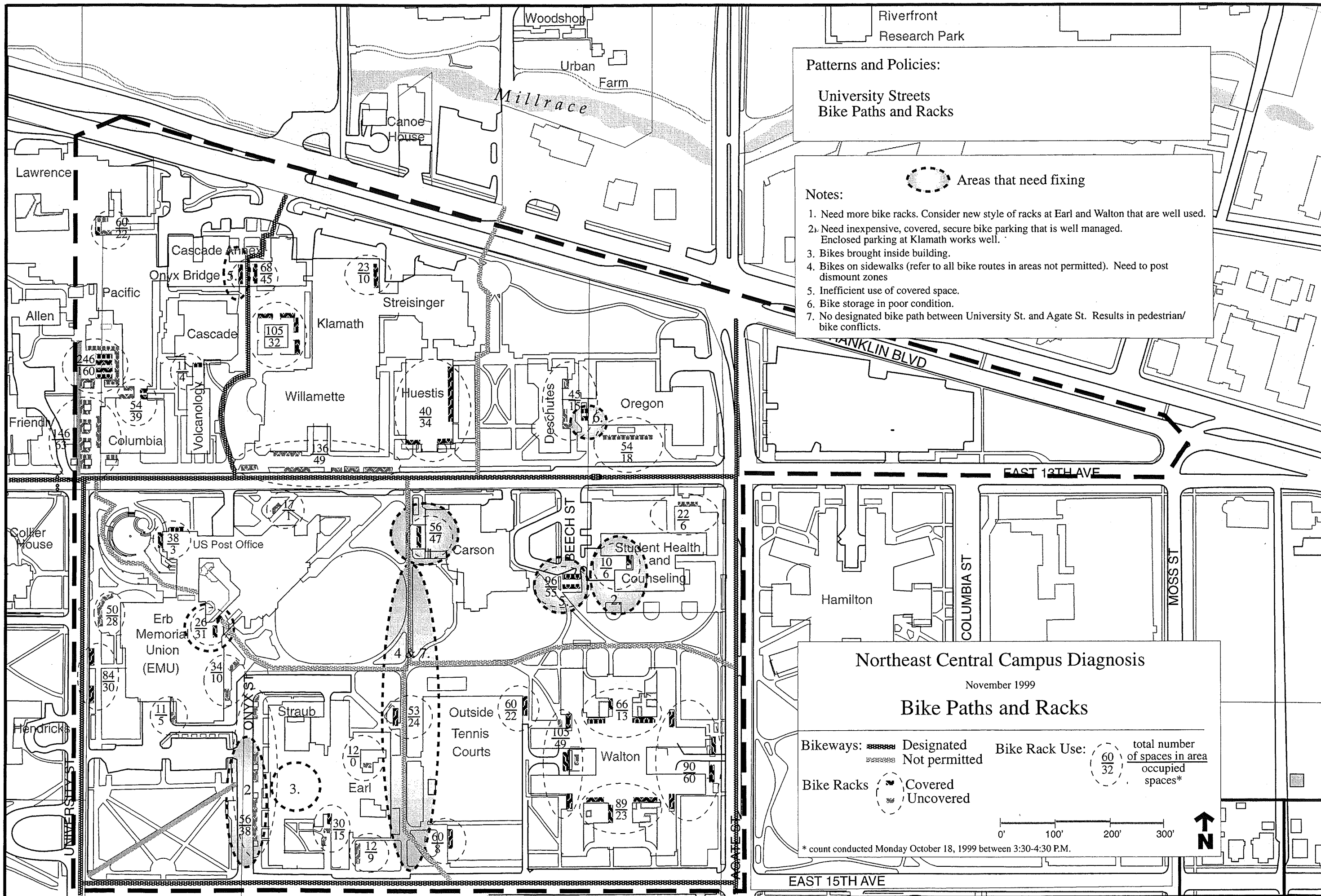
- A. Cascade Annex southwest door - Threshold exceeds 1/2".
- B. EMU northeast pathway and entrance - Labeled accessible but it is not (note: When the elevator is completed, this route will not be necessary.)
- C. EMU east entrance ramp - Very steep ramp and short handrails in disrepair.
- D. East/west 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**

Pedestrian:  Major	Main Entrances
Minor	Entrances
Worn	
Bus:  Routes & Stops	
Future BRT Stop	

0' 100' 200' 300'



Patterns and Policies:  
 University Streets  
 Bike Paths and Racks

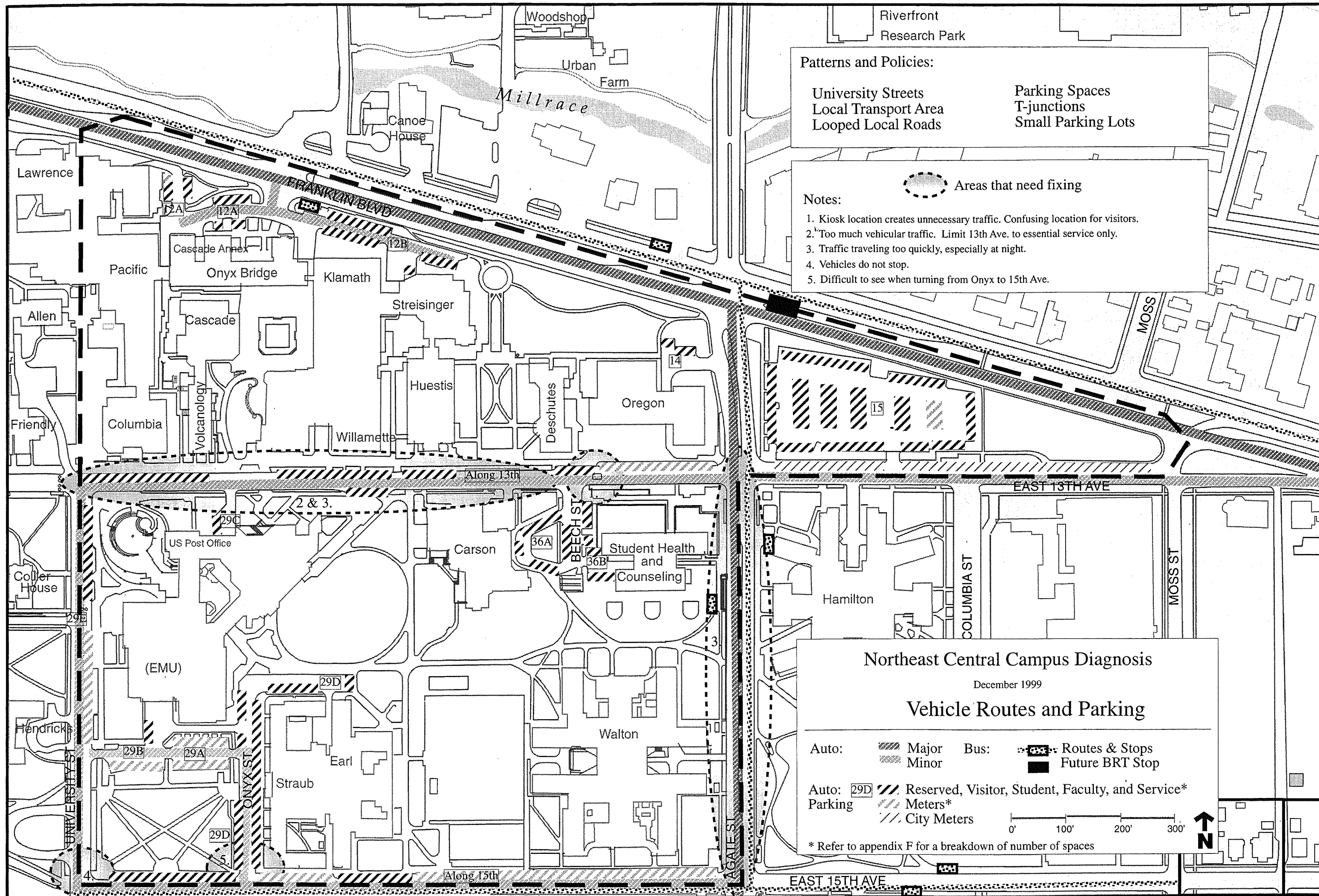
- Notes:
- 1. Need more bike racks. Consider new style of racks at Earl and Walton that are well used.
  - 2. Need inexpensive, covered, secure bike parking that is well managed. Enclosed parking at Klamath works well.
  - 3. Bikes brought inside building.
  - 4. Bikes on sidewalks (refer to all bike routes in areas not permitted). Need to post dismount zones.
  - 5. Inefficient use of covered space.
  - 6. Bike storage in poor condition.
  - 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	Bike Rack Use:	total number of spaces in area
	Not permitted		occupied spaces*
Bike Racks	Covered	60	
	Uncovered	32	

\* count conducted Monday October 18, 1999 between 3:30-4:30 P.M.



**Patterns and Policies:**

University Streets  
Local Transport Area  
Looped Local Roads

Parking Spaces  
T-junctions  
Small Parking Lots

**Notes:**

Areas that need fixing

1. Kiosk location creates unnecessary traffic. Confusing location for visitors.
2. Too much vehicular traffic. Limit 13th Ave. to essential service only.
3. Traffic traveling too quickly, especially at night.
4. Vehicles do not stop.
5. Difficult to see when turning from Onyx to 15th Ave.

**Northeast Central Campus Diagnosis**

December 1999

**Vehicle Routes and Parking**

Auto: Major Minor    Bus: Routes & Stops Future BRT Stop

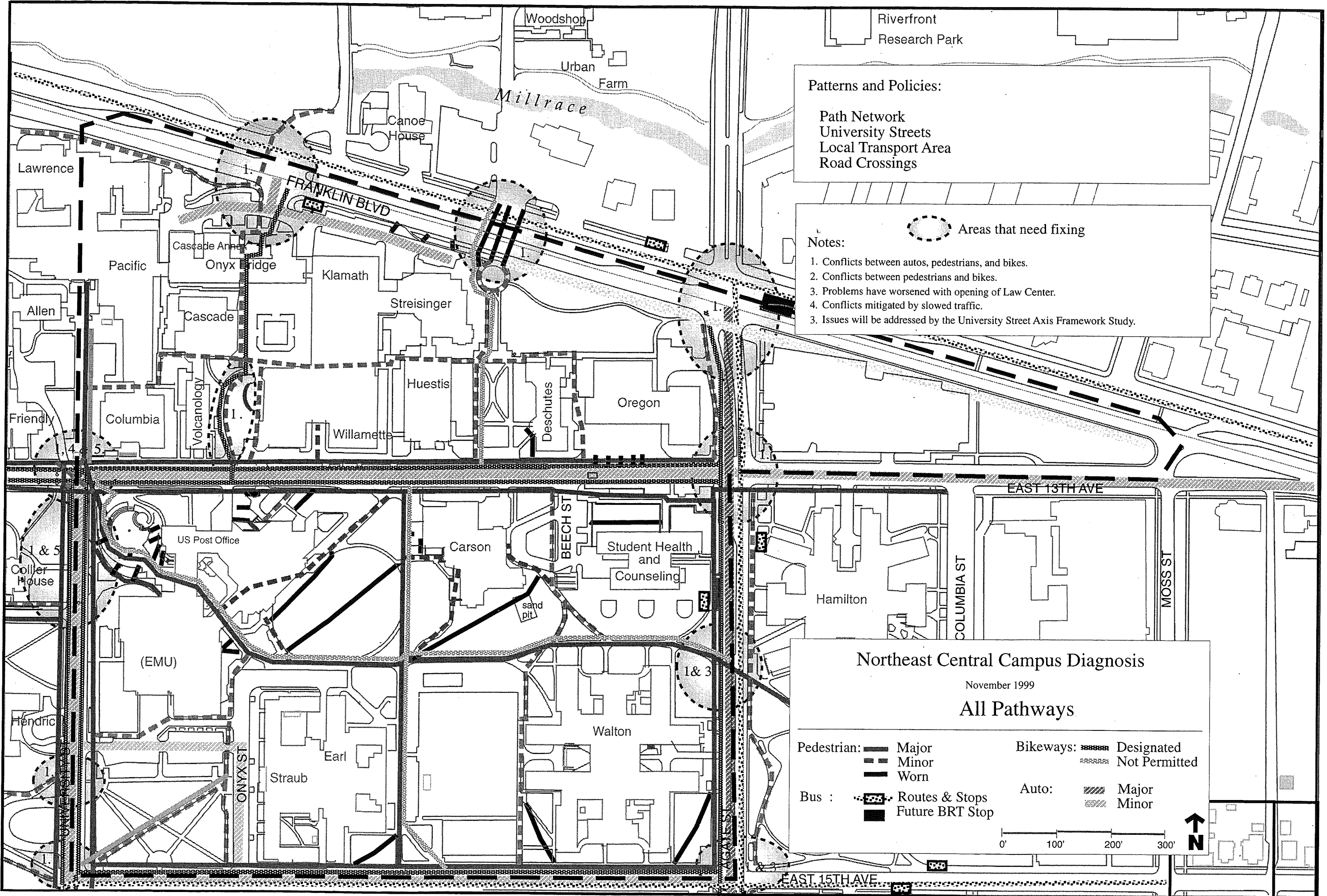
Auto: Reserved, Visitor, Student, Faculty, and Service\*  
Parking: Meters\* City Meters

0' 100' 200' 300'

\* Refer to appendix F for a breakdown of number of spaces







Patterns and Policies:  
 Path Network  
 University Streets  
 Local Transport Area  
 Road Crossings

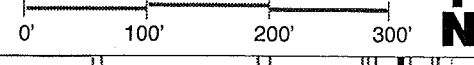
Notes:

○ Areas that need fixing

1. Conflicts between autos, pedestrians, and bikes.
2. Conflicts between pedestrians and bikes.
3. Problems have worsened with opening of Law Center.
4. Conflicts mitigated by slowed traffic.
5. Issues will be addressed by the University Street Axis Framework Study.

**Northeast Central Campus Diagnosis**  
 November 1999  
**All Pathways**

Pedestrian:	Major	Bikeways:	Designated
	Minor		Not Permitted
	Worn		
Bus :	Routes & Stops	Auto:	Major
	Future BRT Stop		Minor



## 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.

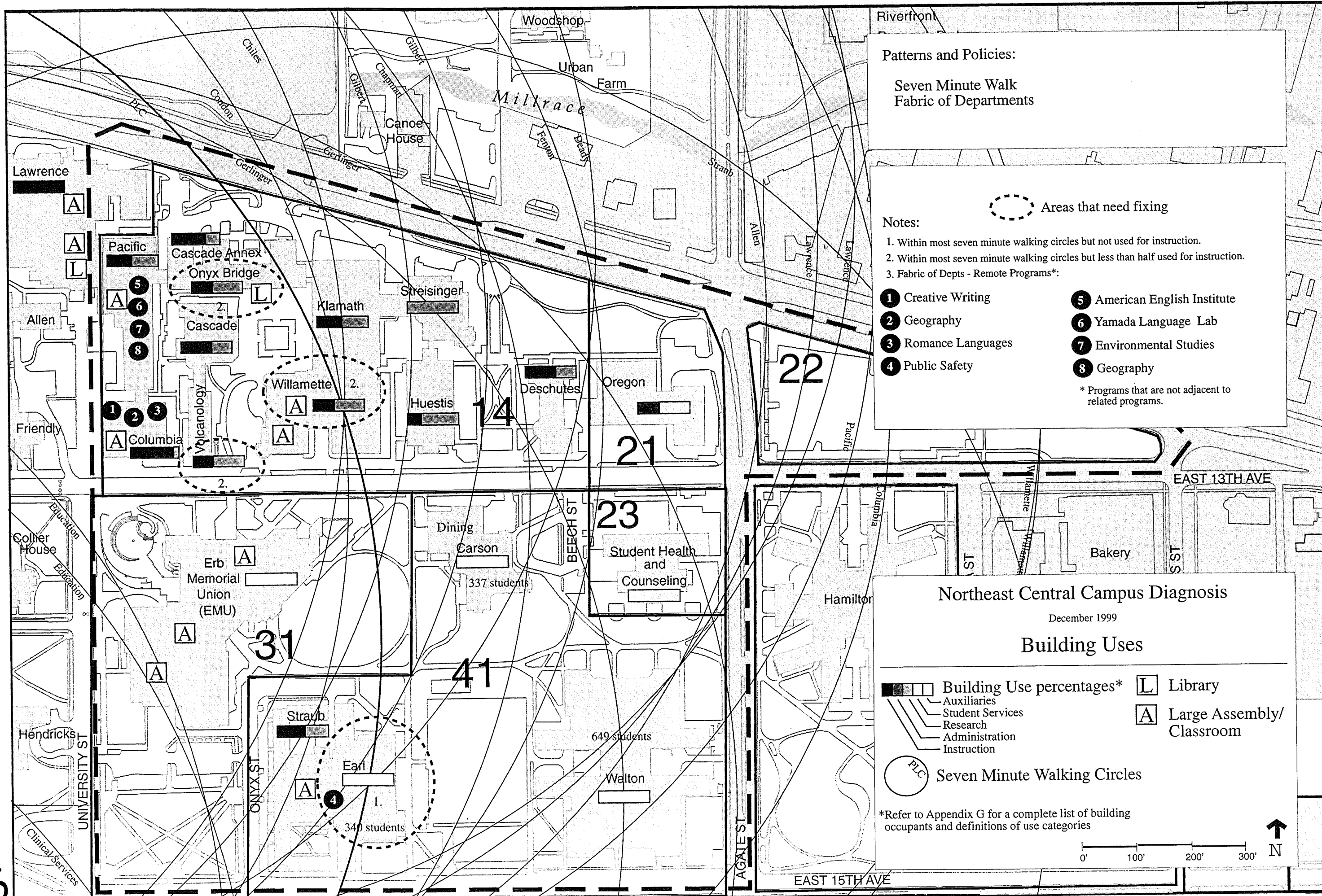
Therefore: In any urban area, no matter how dense, keep the majority of buildings four stories high or less. It is possible that certain buildings should exceed this limit, but they should never be buildings for human habitation.

### Seven Minute Walk

### Architectural Style

### Historic Preservation





Patterns and Policies:  
 Seven Minute Walk  
 Fabric of Departments

Notes:

- 1. Within most seven minute walking circles but not used for instruction.
- 2. Within most seven minute walking circles but less than half used for instruction.
- 3. Fabric of Depts - Remote Programs\*:

- |                     |                              |
|---------------------|------------------------------|
| 1 Creative Writing  | 5 American English Institute |
| 2 Geography         | 6 Yamada Language Lab        |
| 3 Romance Languages | 7 Environmental Studies      |
| 4 Public Safety     | 8 Geography                  |

\* Programs that are not adjacent to related programs.

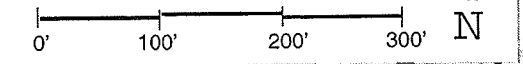
Northeast Central Campus Diagnosis

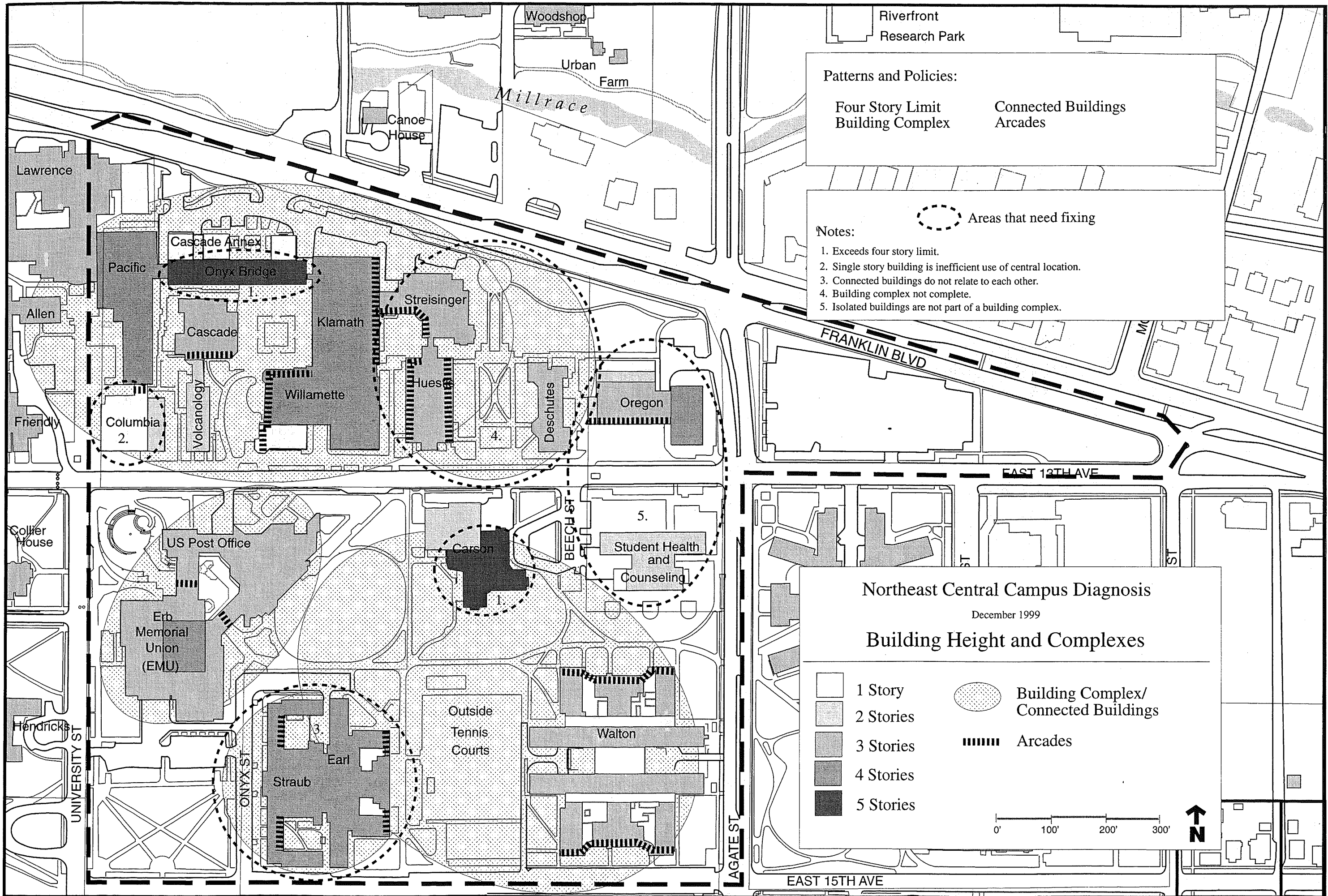
December 1999

Building Uses

- |  |                              |
|--|------------------------------|
|  | Library                      |
|  | Large Assembly/ Classroom    |
|  | Seven Minute Walking Circles |

\*Refer to Appendix G for a complete list of building occupants and definitions of use categories





Patterns and Policies:

Four Story Limit Building Complex      Connected Buildings Arcades

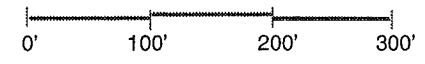
- Notes:
- 1. Exceeds four story limit.
  - 2. Single story building is inefficient use of central location.
  - 3. Connected buildings do not relate to each other.
  - 4. Building complex not complete.
  - 5. Isolated buildings are not part of a building complex.

### Northeast Central Campus Diagnosis

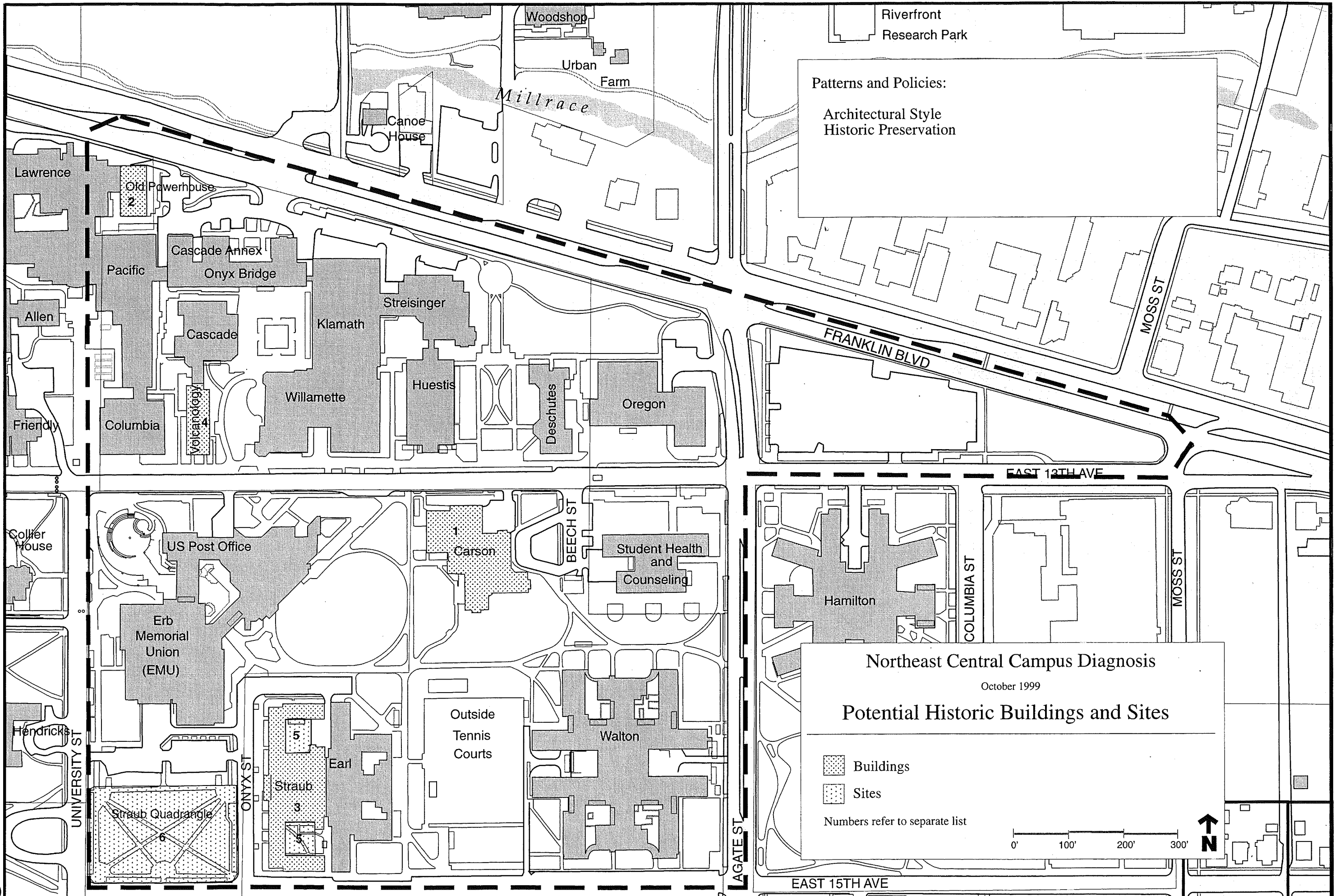
December 1999

### Building Height and Complexes

	1 Story		Building Complex/ Connected Buildings
	2 Stories		Arcades
	3 Stories		
	4 Stories		
	5 Stories		







Patterns and Policies:  
 Architectural Style  
 Historic Preservation

**Northeast Central Campus Diagnosis**  
 October 1999

**Potential Historic Buildings and Sites**

- Buildings
- Sites

Numbers refer to separate list

0' 100' 200' 300'

N

## 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

Ad Hoc Advisory Committee on Historic Buildings (1974) -  
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)





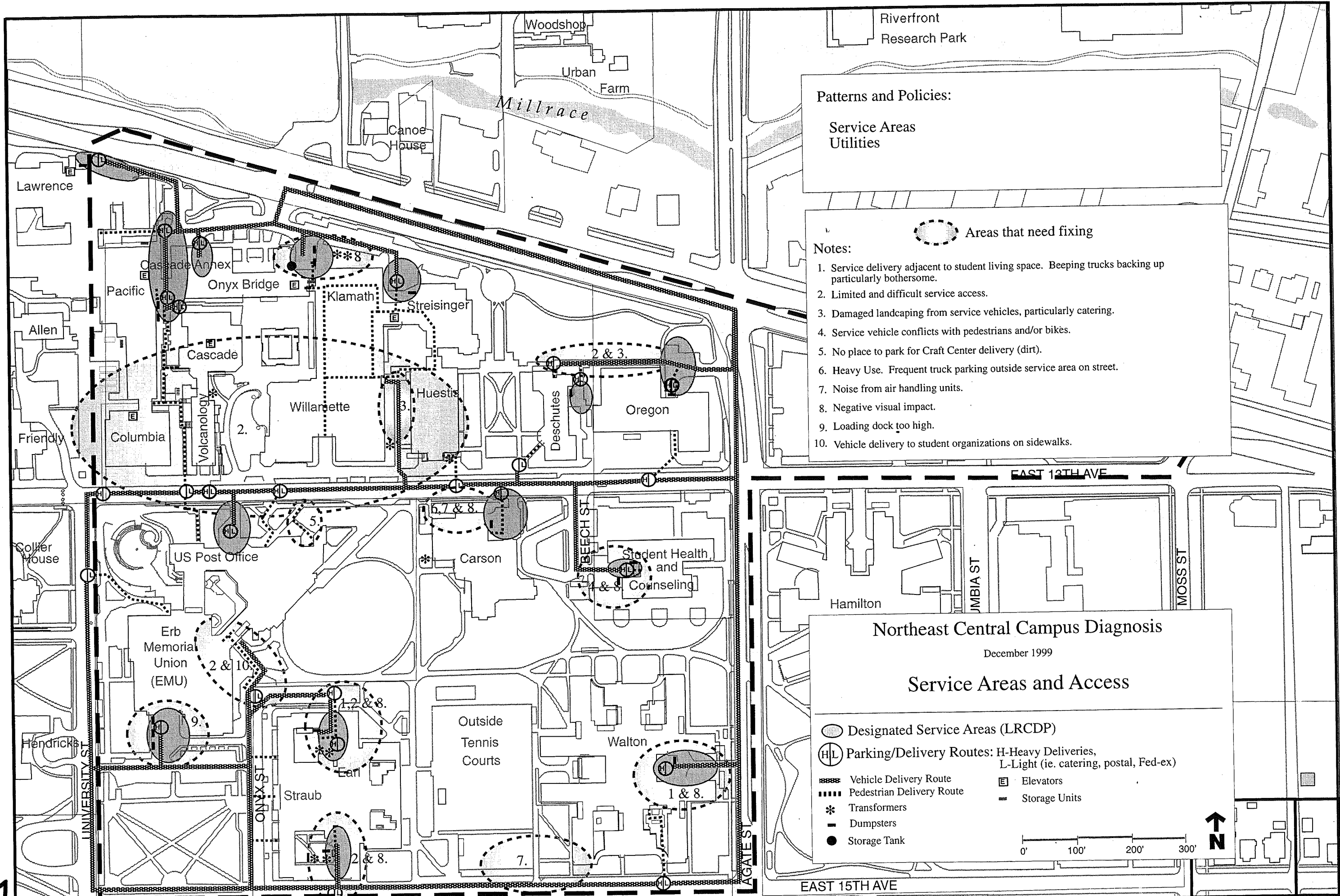
Service Areas and Infrastructure

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

Service Areas

Utilities

Infrastructure



Patterns and Policies:  
 Service Areas  
 Utilities

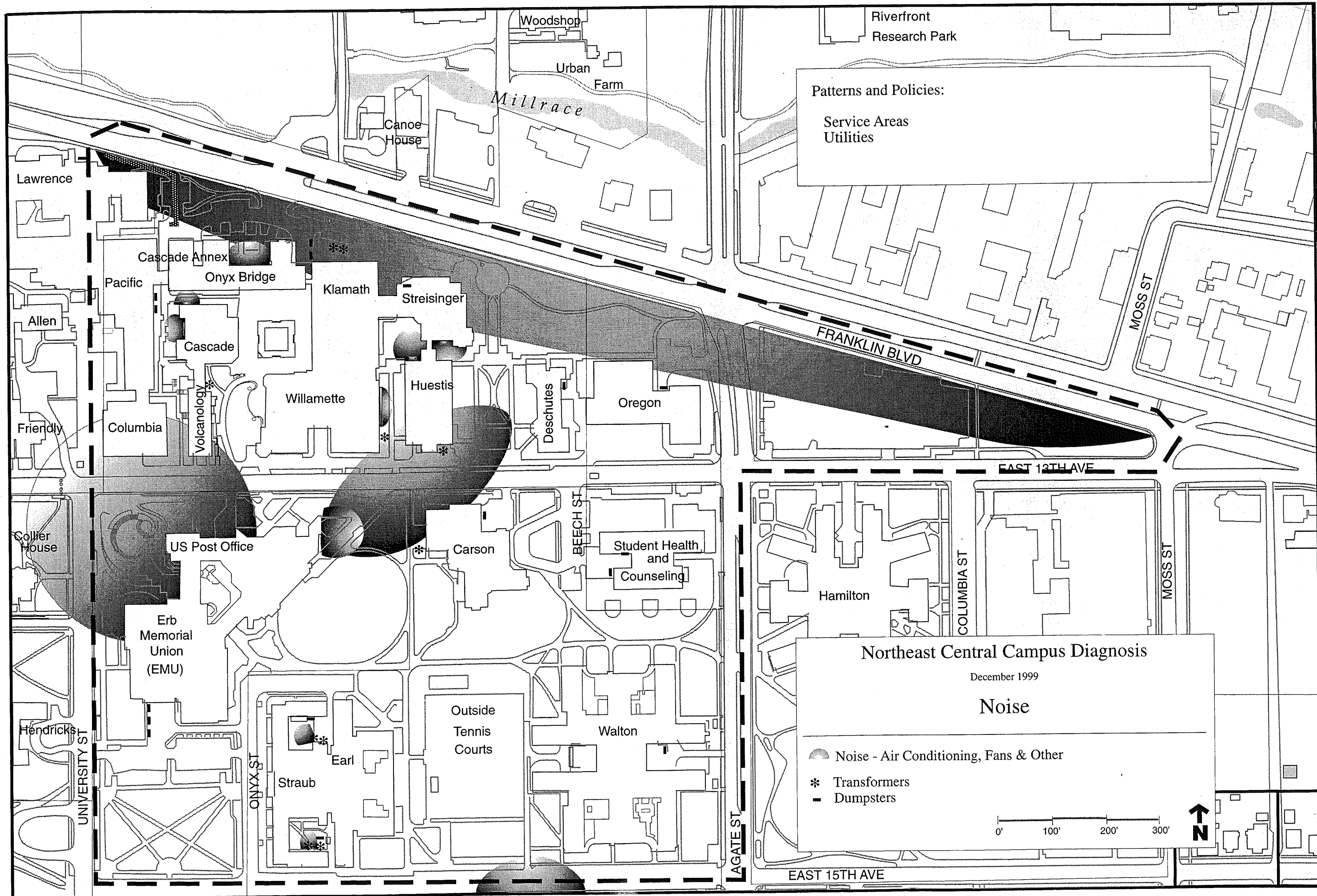
- Notes:
- 1. Service delivery adjacent to student living space. Beeping trucks backing up particularly bothersome.
  - 2. Limited and difficult service access.
  - 3. Damaged landscaping from service vehicles, particularly catering.
  - 4. Service vehicle conflicts with pedestrians and/or bikes.
  - 5. No place to park for Craft Center delivery (dirt).
  - 6. Heavy Use. Frequent truck parking outside service area on street.
  - 7. Noise from air handling units.
  - 8. Negative visual impact.
  - 9. Loading dock too high.
  - 10. Vehicle delivery to student organizations on sidewalks.

**Northeast Central Campus Diagnosis**  
 December 1999  
**Service Areas and Access**

○ Designated Service Areas (LRCDP)  
 (HL) Parking/Delivery Routes: H-Heavy Deliveries, L-Light (ie. catering, postal, Fed-ex)  
 - - - Vehicle Delivery Route  
 - - - Pedestrian Delivery Route  
 \* Transformers  
 - Dumpsters  
 ● Storage Tank  
 □ Elevators  
 - Storage Units

0' 100' 200' 300'

↑ N



Patterns and Policies:  
 Service Areas  
 Utilities

**Northeast Central Campus Diagnosis**  
 December 1999

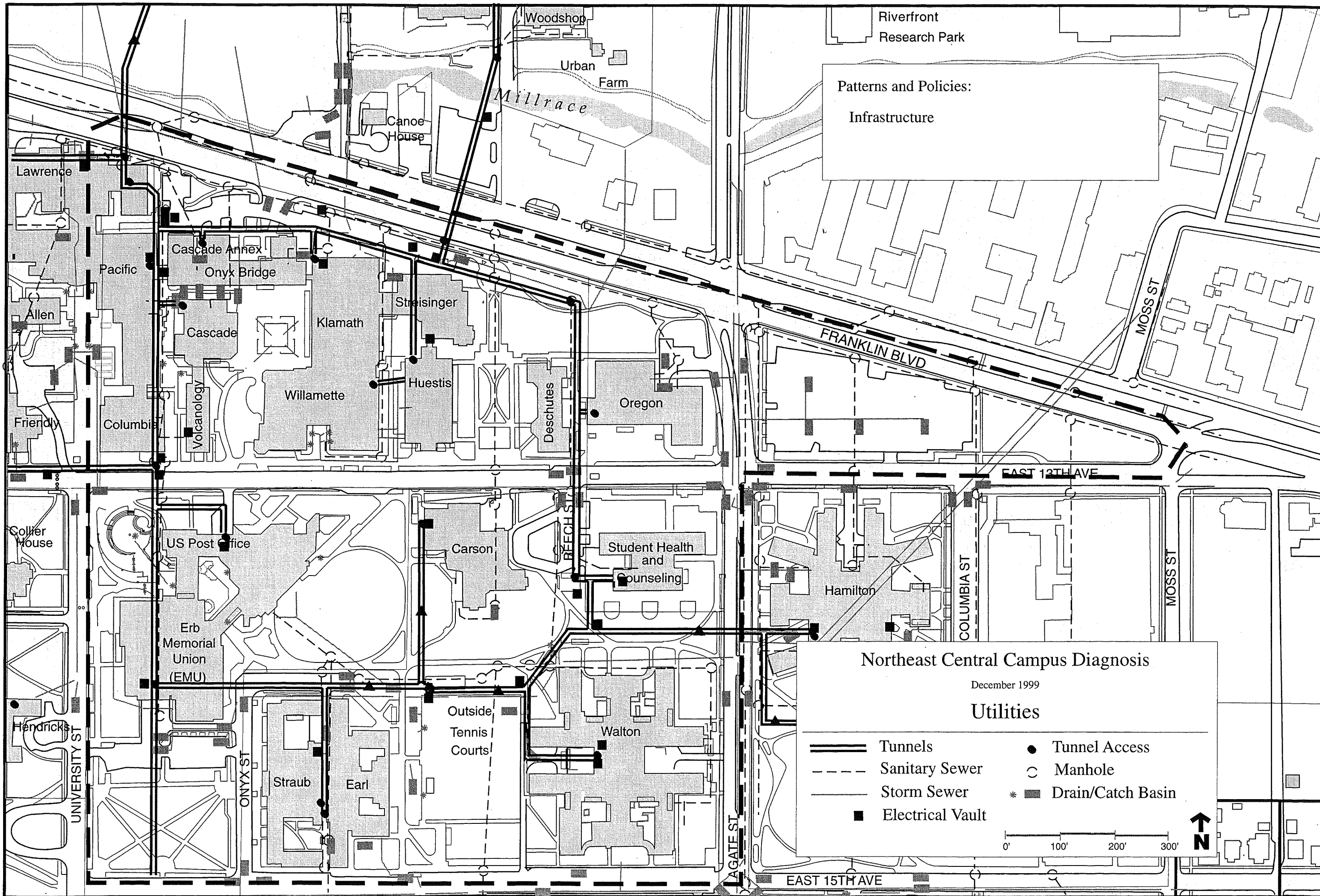
**Noise**

- Noise - Air Conditioning, Fans & Other
- Transformers
- Dumpsters

0' 100' 200' 300'

N





Patterns and Policies:  
Infrastructure

**Northeast Central Campus Diagnosis**  
December 1999

**Utilities**

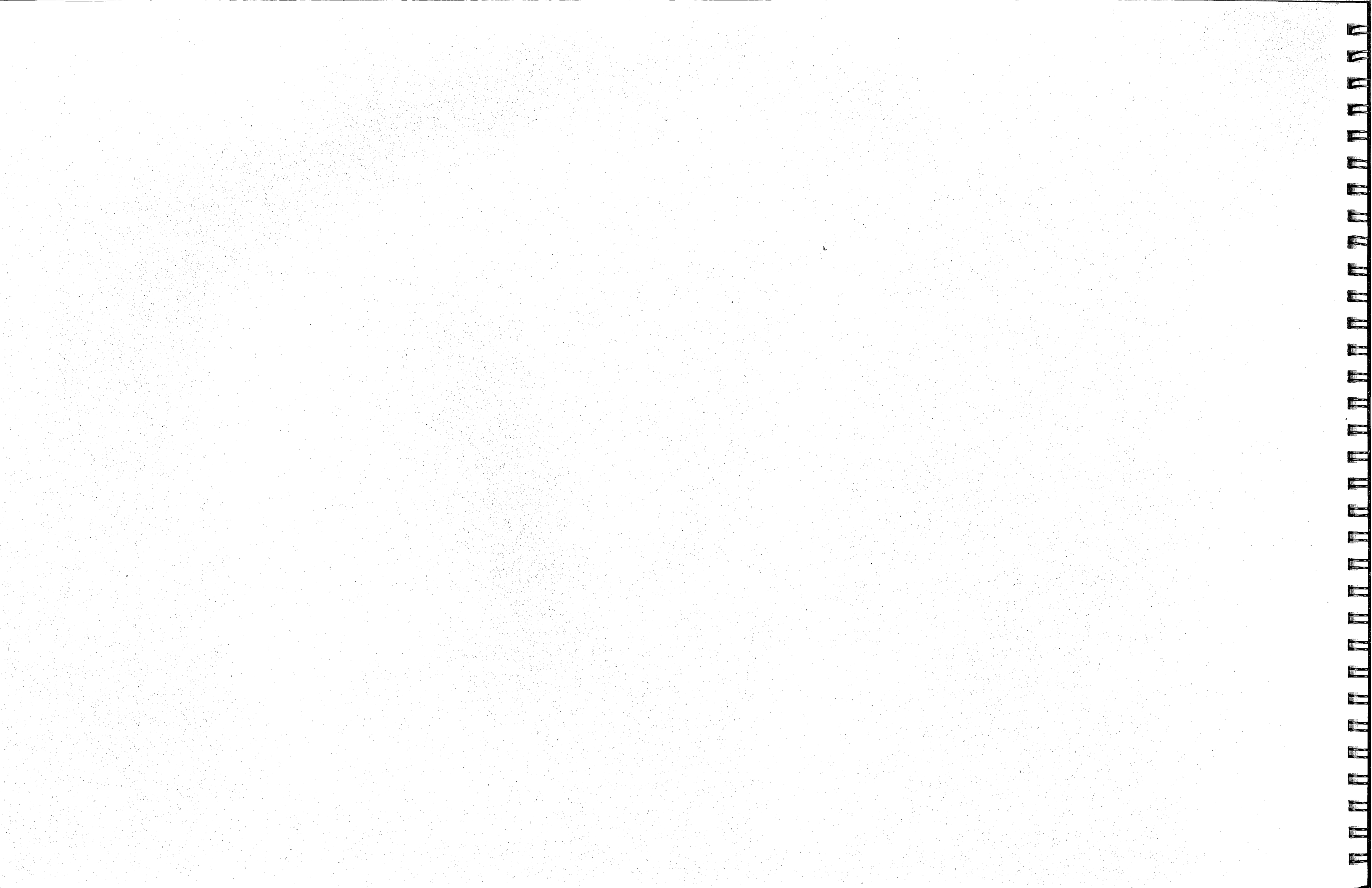
==	Tunnels	●	Tunnel Access
- - -	Sanitary Sewer	○	Manhole
—	Storm Sewer	*	Drain/Catch Basin
■	Electrical Vault		

0' 100' 200' 300'

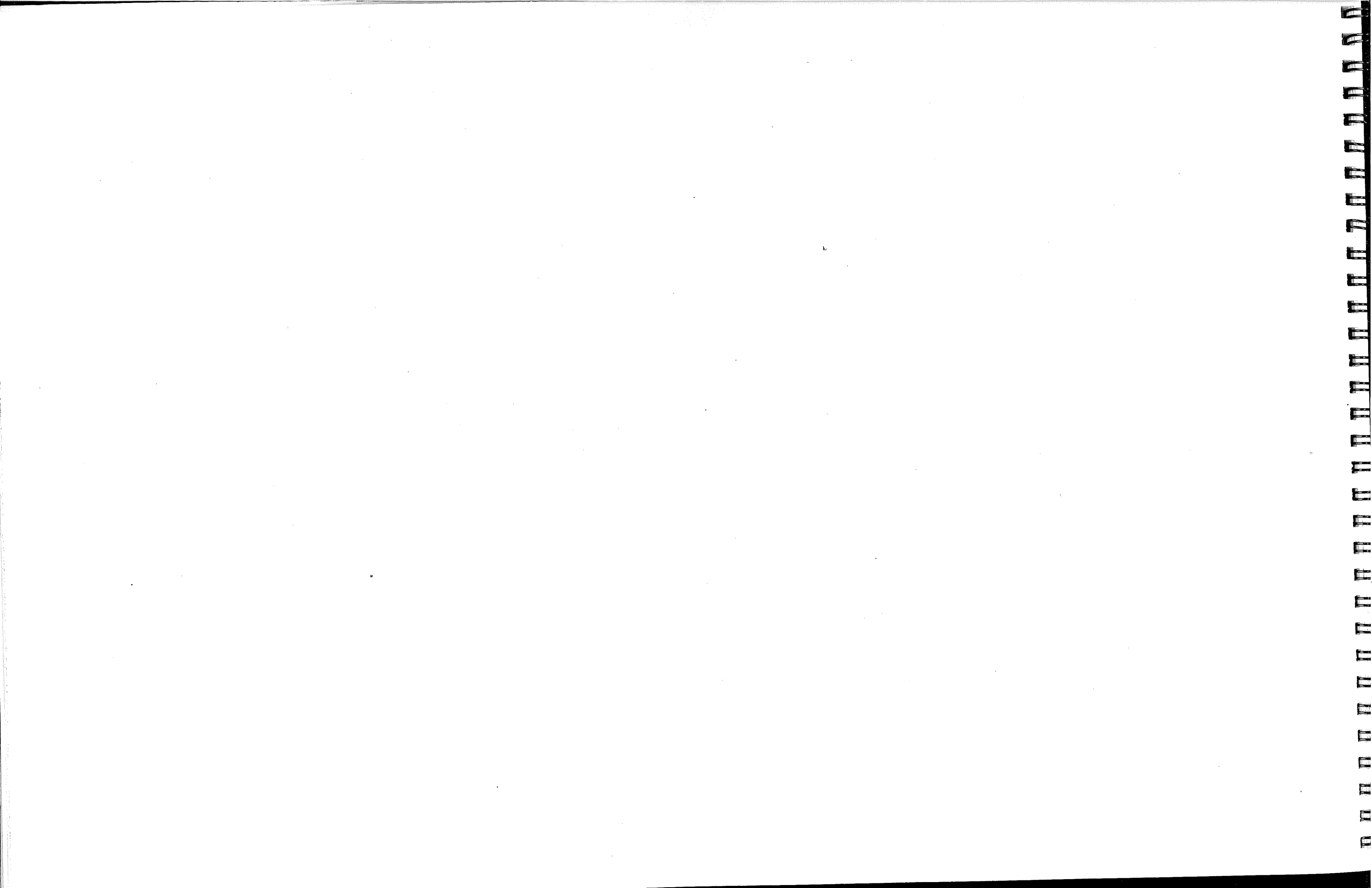
↑ N











## 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.



## 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 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 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

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## 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 tranquillity 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.

## 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.

## 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.

## 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 (I 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)

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.

### 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.

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	Facilities Services, Campus & Grounds
Basak Cakici	Grad. Student, Architecture (and campus housing resident)
Becky Goodrich	Psychology, Business Manager
Bill Holstrom	Grad. Student, PPPM (campus housing resident)
Ron Kellett	Architecture
Bob Petit	University Health, Administrator (Eastgate Study participant)
Rand Stamm	Public Safety
Tom Urban	Craft Center, Director
Bruce Wilson	Institute Molecular Biology, lab manager
Nancy Wright	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



University of Oregon  
Northeast Central Campus Diagnosis  
October 1999

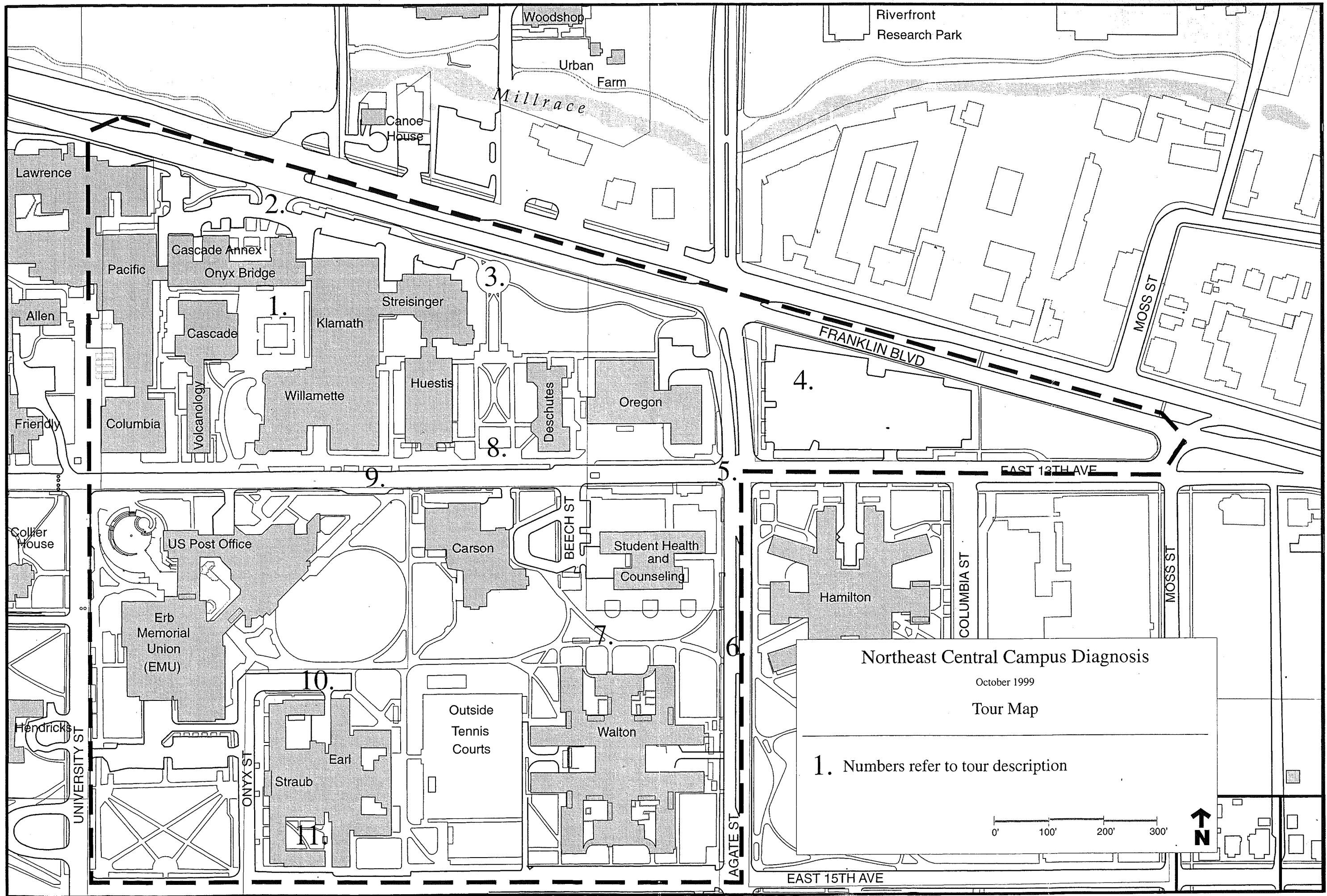
Walking Tour Guide

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



**Northeast Central Campus Diagnosis**  
 October 1999  
 Tour Map

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1. Numbers refer to tour description

0' 100' 200' 300'



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.

#### 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 set-back 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





## 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.

## 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-for-bed 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

AREA	TYPE							TOTAL
	Handicapped	Reserved	Metered	Faculty/ Staff	Fac./Staff/ Student	Visitor	Service	
12A- Lawrence East	1	15	4	3	0	0	1	24
12B - Klamath North	2	18	0	8	0	0	5	33
14 - Oregon Hall North	0	4	0	1	0	0	2	7
15 - 13th/Agate	1	42	16	153	0	6	0	218
29A - EMU Visitors	0	1 *	27 **	0	0	0 **	0	28
29B - EMU Loading Dock	0	0	12 **	0	0	0 **	0	12
29C - EMU Post Office	4	0	0	0	0	0	0	4
29D - Straub/Onyx	0	38 ***	0	0	0	0	3	41
29E - University (east side)	0	6	14	0	0	0	0	20
36A - Carson Turn Around	0	3	0	0	0	9	1	13
36B - University Health Center	1	15	0	0	0	0	0	16
Along 13th Ave.(btwn University & Agate)	0	0	8	21	0	0	8	37
Along 13th Ave. (east of Agate)	0	0	36 ****	0	0	0	0	36
Along 15th Ave. (btwn University & Agate)	0	0	76	0	0	0	6	82
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)

DEPARTMENTS OCCUPYING BUILDINGS			
Building #/Name	Department #/Name	NASF/Dept	Total/Bldg
76 CARSON HALL	UNIVERSITY HOUSING	80,817	
			80,817
28 CASCADE ANNEX	BLDG OPERATIONS	461	
	CIRCULATION	1,246	
	GEOLOGY	3,168	
	RESTROOMS	165	
	TECHNICAL SCIENCE ADMIN	4,025	
			9,065
15 CASCADE HALL	BLDG OPERATIONS	4,304	
	CIRCULATION	7,802	
	GENERAL CLASSROOMS	1,109	
	GEOLOGY	19,810	
	LIBRARY	5,857	
	RESTROOMS	984	
			39,866
36 COLUMBIA HALL	BLDG OPERATIONS	1,820	
	CHEMISTRY	585	
	CIRCULATION	6,376	
	CREATIVE WRITING	2,830	
	GENERAL CLASSROOMS	6,151	
	GEOGRAPHY	1,144	
	GEOLOGY	5,694	
	RESTROOMS	555	
	ROMANCE LANGUAGES	244	
			25,399
44 DESCHUTES HALL	BLDG OPERATIONS	1,027	
	CIRCULATION	6,726	
	COMPUTER & INFO SCIENCE	17,013	
	RESTROOMS	626	
			25,392
73 EARL HALL	UNIVERSITY HOUSING	66,367	
			66,367
33 ERB MEMORIAL UNION	BLDG OPERATIONS	10,389	
	CIRCULATION	35,549	
	POST OFFICE	1,530	
	PRINTING/MAIL SERV	888	
	RESTROOMS	4,295	
	RETAIL ESTABLISHMENTS	5,054	
	STUDENT UNION	119,413	
			177,118
40 HUESTIS HALL	BIOLOGY	33,773	
	BLDG OPERATIONS	6,189	
	CIRCULATION	12,097	
	PSYCHOLOGY	2,197	
	RESTROOMS	900	
			55,156

38 KLAMATH/SCI LIB	BIOLOGY	10,619	
	BLDG OPERATIONS	9,497	
	CHEMISTRY	44,041	
	CIRCULATION	25,851	
	ENVIRON'L HEALTH & SAFETY	236	
	FACILITIES SERVICES	270	
	LIBRARY	21,502	
	MOLECULAR BIOLOGY	20,853	
	RESTROOMS	1,655	
	SCIENCE STORES	2,221	
	UNIVERSITY COMPUTING	3,998	
			140,743
1 LAWRENCE HALL	ARCHITECTURE & ALLIED ARTS	71,904	
	BLDG OPERATIONS	3,546	
	CIRCULATION	35,306	
	GENERAL CLASSROOMS	6,245	
	LIBRARY	12,120	
	RESTROOMS	1,964	
	RETAIL SERVICES	203	
			131,288
37 ONYX BRIDGE/ENV HEALTH	AMERICAN ENGLISH INSTITUTE	747	
	ARCHITECTURE & ALLIED ARTS	1,350	
	BIOLOGY	9,520	
	BLDG OPERATIONS	3,825	
	CHEMISTRY	11,788	
	CIRCULATION	13,150	
	ENVIRON'L HEALTH & SAFETY	2,679	
	FACILITIES SERVICES	20	
	MOLECULAR BIOLOGY	5,338	
	PHYSICS	611	
	RESTROOMS	508	
	SCIENCE STORES	432	
	WHO'S IN HERE NOW?	304	
			50,272
42 OREGON HALL	ADMISSIONS	6,620	
	AFFIRMATIVE ACTION	926	
	BLDG OPERATIONS	4,260	
	BUSINESS AFFAIRS	9,835	
	CIRCULATION	15,766	
	FINANCIAL AID	3,236	
	HUMAN RESOURCES	3,091	
	INACTIVE	1,523	
	INTERNAT'L ED & EXCHANGE	2,667	
	MULTICULTURAL AFFAIRS	1,515	
	REGISTRAR	6,024	
	RESTROOMS	1,340	
	STUDENT ACADEMIC ADVISING	4,510	
	STUDENT ACADEMIC AFFAIRS	1,085	
	STUDENT LIFE	2,919	
	STUDENT RETENTION PROGRAMS	1,290	

		SUMMER SESSION	3,491	
		VENDING MACHINES	289	
		WHO'S IN HERE NOW?	67	
				70,454
35	PACIFIC HALL	AMERICAN ENGLISH INSTITUTE	2,828	
		ARCHITECTURE & ALLIED ARTS	19,262	
		BIOLOGY	14,723	
		BLDG OPERATIONS	10,915	
		BUSINESS AFFAIRS	195	
		CHEMISTRY	4,862	
		CIRCULATION	16,745	
		ENVIRON'L HEALTH & SAFETY	356	
		ENVIRONMENTAL STUDIES	2,169	
		GENERAL CLASSROOMS	6,460	
		GEOGRAPHY	1,660	
		GEOLOGY	3,521	
		MOLECULAR BIOLOGY	260	
		PHYSICS	2,386	
		RESTROOMS	1,731	
		SCIENCE STORES	68	
		TECHNICAL SCIENCE ADMIN	6,922	
		YAMADA LANGUAGE LAB	5,094	
				100,157
72	STRAUB HALL	AMERICAN ENGLISH INSTITUTE	87	
		BLDG OPERATIONS	1,372	
		CIRCULATION	18,845	
		GENERAL CLASSROOMS	4,014	
		LINGUISTICS	2,977	
		PSYCHOLOGY	33,538	
		PUBLIC SAFETY	2,771	
		RESTROOMS	1,760	
				65,364
45	STREISINGER HALL	BIOLOGY	1,284	
		BLDG OPERATIONS	5,466	
		CIRCULATION	8,025	
		INACTIVE	484	
		LOADING DOCK	300	
		MOLECULAR BIOLOGY	19,539	
		RESTROOMS	497	
		VETERINARY SERVICES	5,714	
				41,309
14	UNIVERSITY HEALTH CTR	BLDG OPERATIONS	1,614	
		CIRCULATION	11,295	
		COUNSELING CENTER	4,914	
		RESTROOMS	1,035	
		STUDENT HEALTH CENTER	16,060	
				34,918

15	VOLCANOLOGY	BLDG OPERATIONS	658	
		CIRCULATION	3,084	
		FACILITIES SERVICES	40	
		GENERAL CLASSROOMS	614	
		GEOLOGY	7,367	
		PHYSICS	4,697	
		RESTROOMS	251	
				16,711
78	WALTON HALL NORTH	ARCHIVES	1,728	
		UNIVERSITY HOUSING	68,665	
				70,393
77	WALTON HALL SOUTH	UNIVERSITY HOUSING	66,164	
				66,164
46	WILLAMETTE HALL	BLDG OPERATIONS	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	
				113,180
				1,380,133