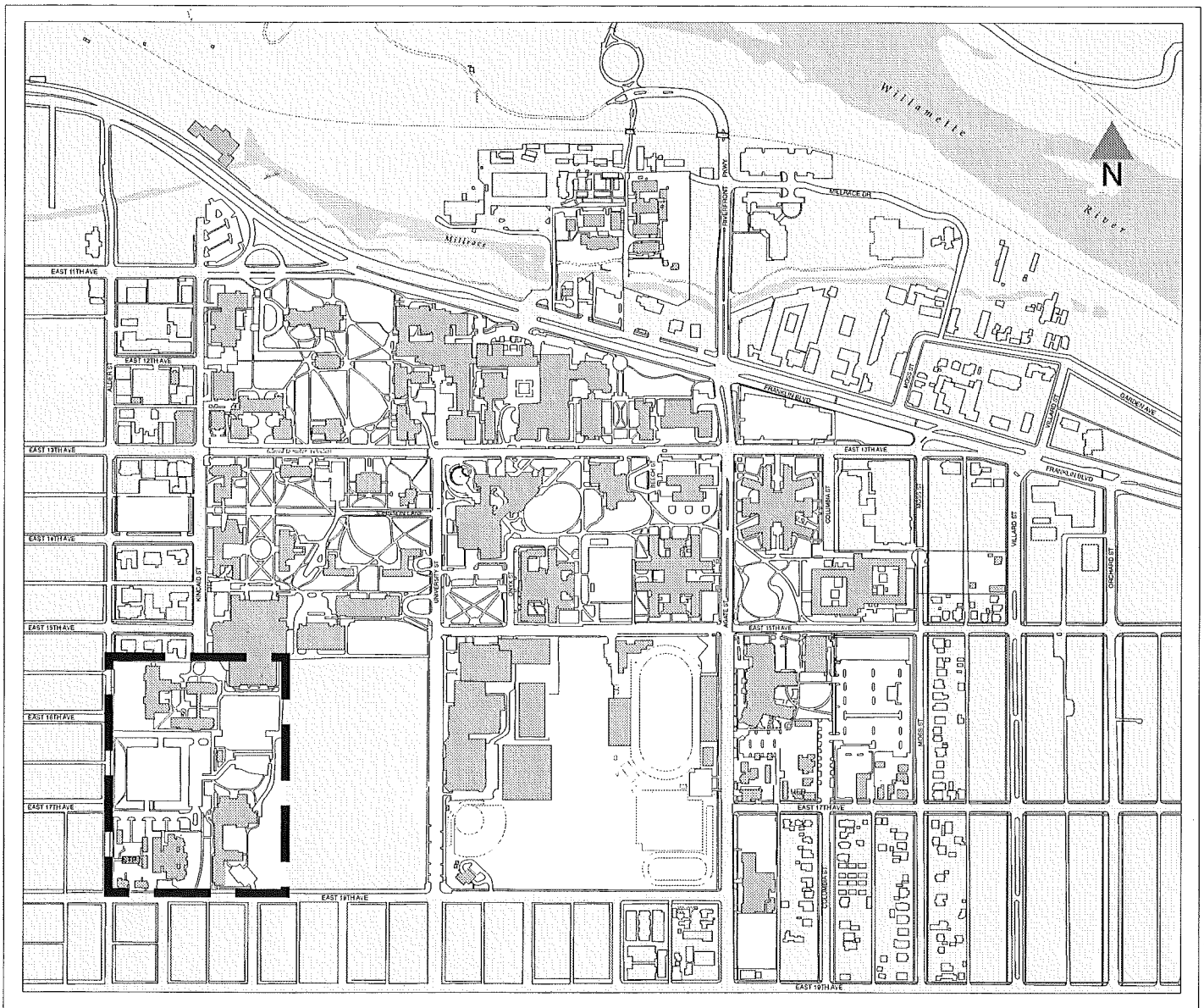


University of Oregon Southwest Campus Diagnosis

University Planning Office
November 2000



University of Oregon
Southwest Campus Diagnosis
November 2000

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University of Oregon

Southwest Campus Diagnosis

Summary of Results

This diagnosis resulted in a series of maps (and related information) that depict the University of Oregon's 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 key areas that need fixing and areas that work well is provided on the preceding page. Maps depicting more specific information about areas that need fixing are provided in subsequent sections.

In addition, suggested revisions to existing policies and patterns and possible new Long Range Campus Development Plan patterns are identified below. Similar revisions were noted in the Northeast Central Campus Diagnosis.

Revisions to Existing Policies

The 1991 Long Range Campus Development Plan specifies that the policies contained in the 1989 Southwest Campus Study are considered Level 2 policies for the southwest area of campus (Analytical Area 16). Many of the Southwest Campus Study policies overlap those contained in the Long Range Campus Development Plan. There are some policies, however, that were not included in the Long Range Campus Development Plan and seem inappropriate to apply only to the southwest campus area.

The following Southwest Campus Study policies should be reviewed to determine if they are still applicable to the southwest area of campus and/or the campus as a whole:

- Automobiles
- Building Thoroughfare
- Circulation Realms
- Courtyards Which Live
- Building Forms
- Campus Gateways
- Neighborhood Boundary

- Network of Paths and Cars
- Night Life
- Quadrangles
- Sacred Sites
- Wings of Light

The full text for the patterns can be found in Appendix A of the Southwest Campus Study: Part 2.

Revisions to Existing Patterns

Some of the existing Long Range Campus Development Plan 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 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.

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 minute walk.

Open University

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.

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.*

*Note: This pattern may develop into a series of patterns related to the campus' tree-scape. A campus tree management plan must first be completed to determine the most appropriate solution.

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 Long Range Campus Development Plan 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 existing Long Range Campus Development Plan.

Finally, the Long Range Campus Development Plan encourages outdoor seating. There is a need for additional outdoor seating in the southwest area of campus, as well as throughout campus. Development of a comprehensive bench plan is suggested to enable quick and effective installation of benches when funds become available (e. g. donors wishing to place a memorial bench on campus).

Project Description and Background

Introduction

This study records the existing conditions of the southwest 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 to determine how the established policies and patterns are working. It is not intended to present the university with specific solutions for individual projects, but to analyze the combined effect past projects have had on the university environment.

Study Area

The study area, defined on the map on the following page, encompasses the southwest portion of campus bounded by the Pioneer Cemetery on the east, 18th Avenue on the south, Alder Street on the west, and the sidewalk north of the College of Education (which defines the UO property line) on the north. The northern boundary extends through the rear addition of the Knight Library.

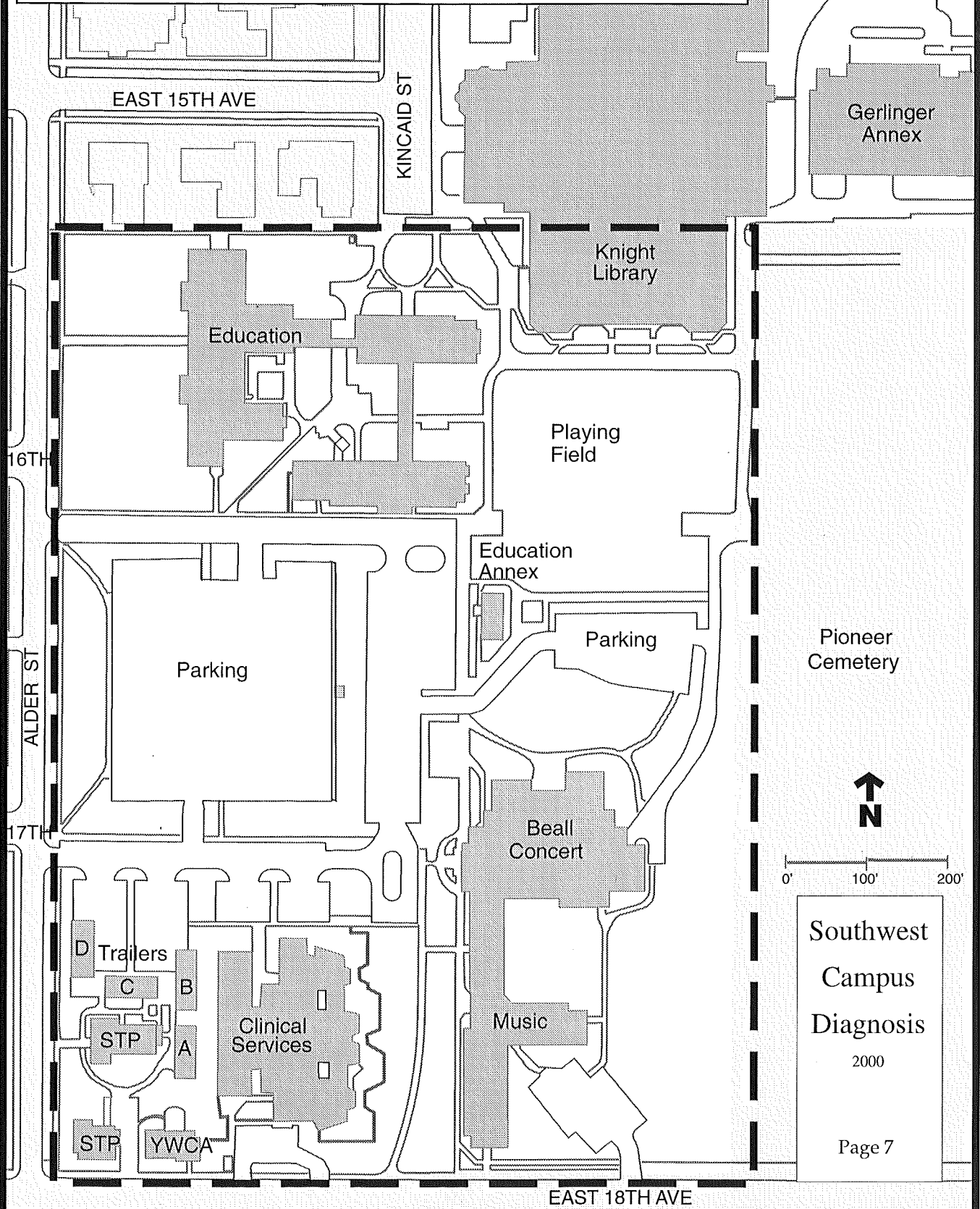
The area includes a variety of uses. It is home to the School of Music and the College of Education including Clinical Services. This area also includes a playing field and parking spaces for several hundred cars. The far southwestern corner of the site contains houses used by the YWCA and the Specialized Training Program. Future plans for development will have an impact on all portions of this study area.

Background

To be effective, a diagnosis of the overall campus should be completed in advance of capital construction projects to anticipate necessary improvements and to incorporate them into future projects. The large size of the campus, however, makes a campus-wide diagnosis impractical. Therefore, instead of an overall diagnosis, the campus has been divided into manageable sections (to be revised 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. The first diagnosis study, completed in 1999, covered the northeast central region of campus.

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, without a previous diagnosis study, improvements to surrounding areas are difficult to address during the design phase because they may not have been anticipated, and their costs are seldom included in the funding for capital construction projects.

Study Area Boundary



Gerlinger Annex

Knight Library

Education

Playing Field

Education Annex

Parking

Parking

Pioneer Cemetery

Beall Concert

Music

Clinical Services

D Trailers

C

B

STP

A

STP

YWCA



0' 100' 200'

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Before the diagnosis studies, studies of areas larger than a development site occurred occasionally. In reference to the study area, the Southwest Campus Study, completed in 1989, recorded existing conditions, assessed future needs and established policy statements intended to guide development in the southwest campus area. Other smaller studies have included diagnoses of portions of the area as noted in the Past Projects and Studies Map on the following page.

Process

This 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. 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 August 9, 2000. Prior to the meeting, focus group members were asked to take a tour of the area to acquaint themselves with, or remind themselves of, the opportunities and issues that relate to this area (Appendix A). 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.

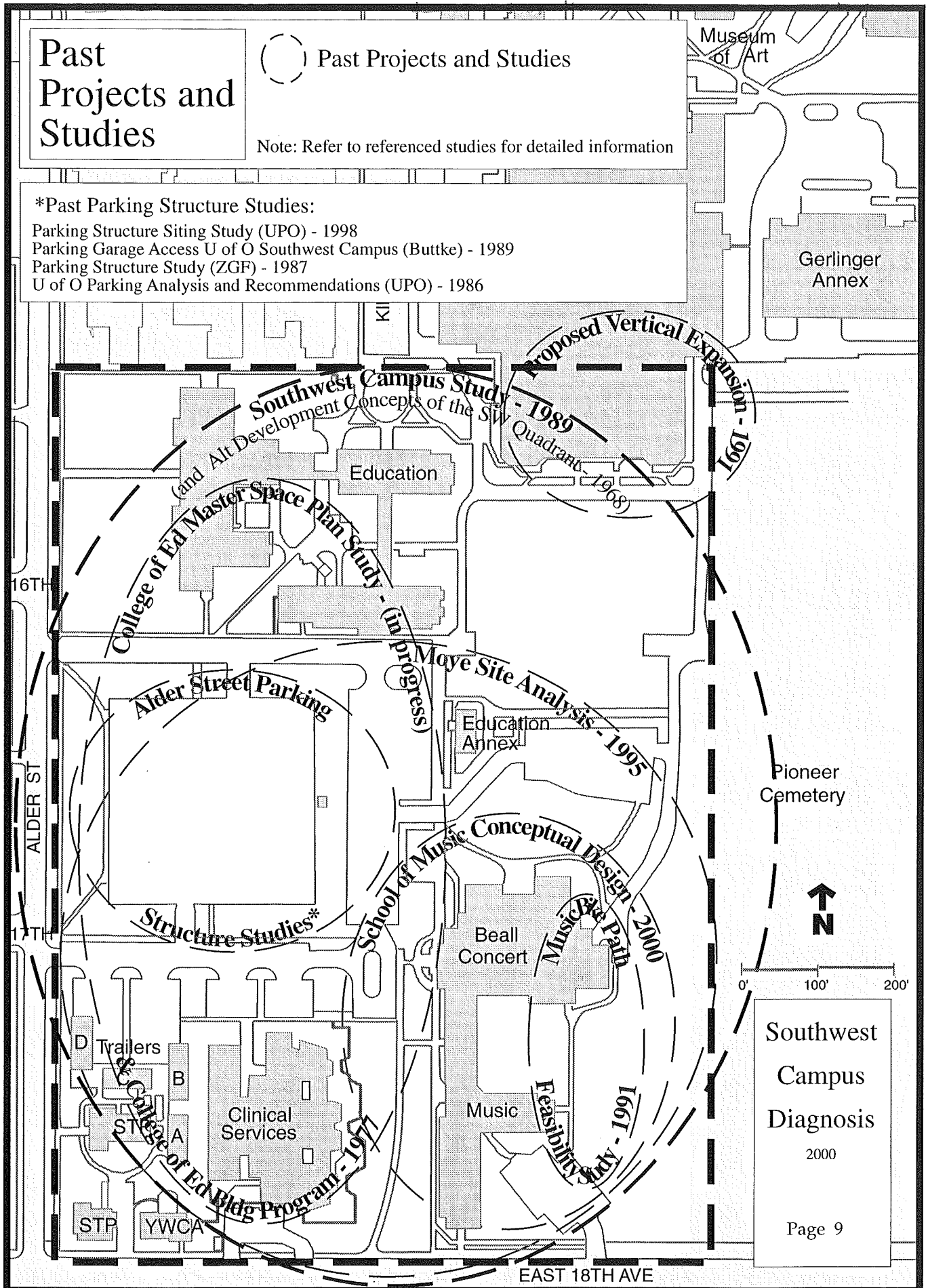
Past Projects and Studies

() Past Projects and Studies

Note: Refer to referenced studies for detailed information

*Past Parking Structure Studies:

- Parking Structure Siting Study (UPO) - 1998
- Parking Garage Access U of O Southwest Campus (Buttke) - 1989
- Parking Structure Study (ZGF) - 1987
- U of O Parking Analysis and Recommendations (UPO) - 1986



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Land Development Policies

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

Land Development Policies – Special Conditions: Area 16

This area, sometimes identified as the Southwest Campus, includes facilities used primarily by the College of Education and the School of Music. A major field space used for instruction for physical education, by Music for marching band practice, and for organized and informal recreational activities also is situated in the area. Some of the currently planned addition to the Knight Library will occupy a portion of the area.

1. The policies articulated in the *Southwest Campus Study Part 1: Policy Statements and Implementation* (May 1989), except those specifically related to the addition of a parking structure on the Alder Street site, are by this reference accepted as Level 2 policies for this area.

Level 2 Building Space Use and Development 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.

LRCDP Density Ratios

Capital Construction Proposals

City of Eugene Policies and Standards

Analytical Areas

16 - Analytical Areas
(the entire study area comprises area 16)

 Designated open Spaces



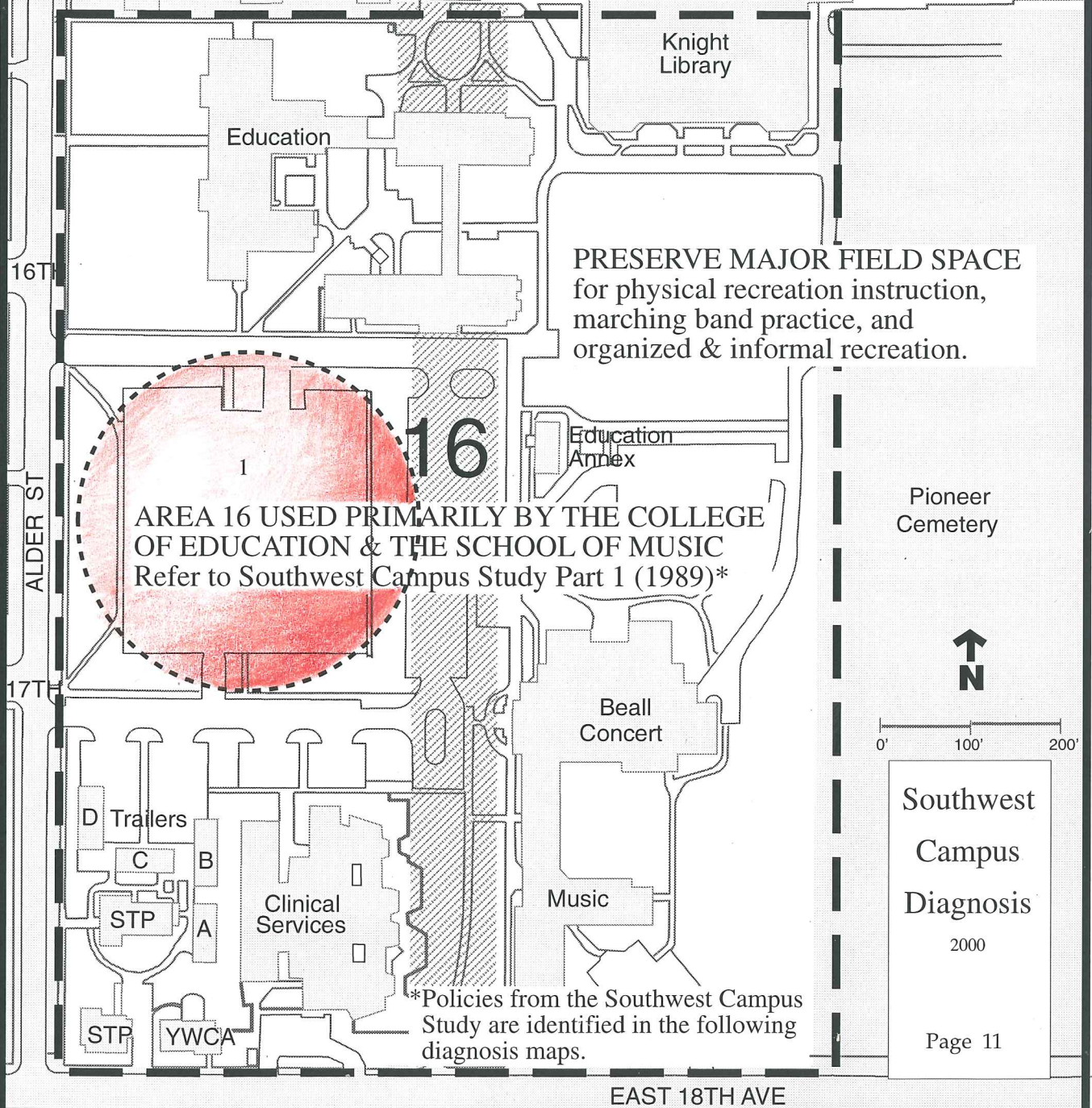
Areas that need fixing

Notes:

1. Potential parking structure not mentioned in LRCDP.

Patterns and Policies:

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



Gerlinger Annex

Knight Library

Education

PRESERVE MAJOR FIELD SPACE
for physical recreation instruction,
marching band practice, and
organized & informal recreation.

16T

17T

ALDER ST

16

AREA 16 USED PRIMARILY BY THE COLLEGE OF EDUCATION & THE SCHOOL OF MUSIC
Refer to Southwest Campus Study Part 1 (1989)*

Education Annex

Pioneer Cemetery



0' 100' 200'

D Trailers

C

B

STP

A

Clinical Services

Beall Concert

Music

STP

YWCA

*Policies from the Southwest Campus Study are identified in the following diagnosis maps.

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EAST 18TH AVE

Density & Development

Capital Construction Proposals



- 1999-01 A. School of Music Add. & Alt. Master Plan
- Post 2001 B. Education Add. & Alteration Phase II
- C. Knight Library Expansion

Refer to the current BIP for additional information

Area 16 Maximum Density Ratios



Coverage (Footprint)



FAR (Floor Area Ratio)

Refer to the current BIP for additional information

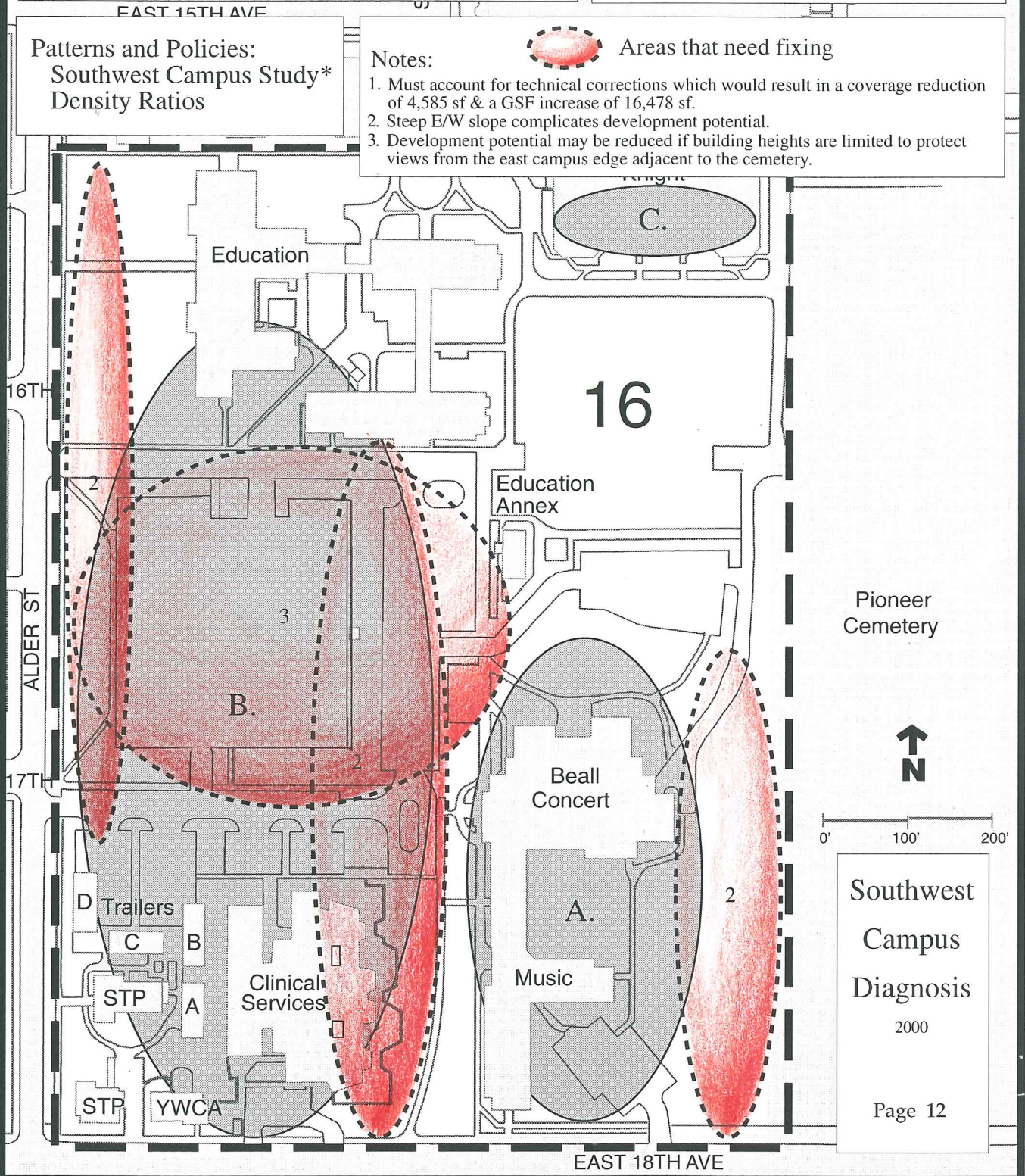
Patterns and Policies: Southwest Campus Study* Density Ratios

Notes:

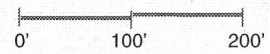


Areas that need fixing

1. Must account for technical corrections which would result in a coverage reduction of 4,585 sf & a GSF increase of 16,478 sf.
2. Steep E/W slope complicates development potential.
3. Development potential may be reduced if building heights are limited to protect views from the east campus edge adjacent to the cemetery.



Pioneer Cemetery



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Open Spaces

The maps 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

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 such as 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.

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.

Public Outdoor Room

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.

Landscape Policies - Plant Materials

Tree Canopy

-  Coniferous
-  Century Trees
-  Deciduous
-  Memorial Trees



Patterns and Policies:
 Southwest Campus Study*
 Landscape - Plant Materials
 Positive Outdoor Space

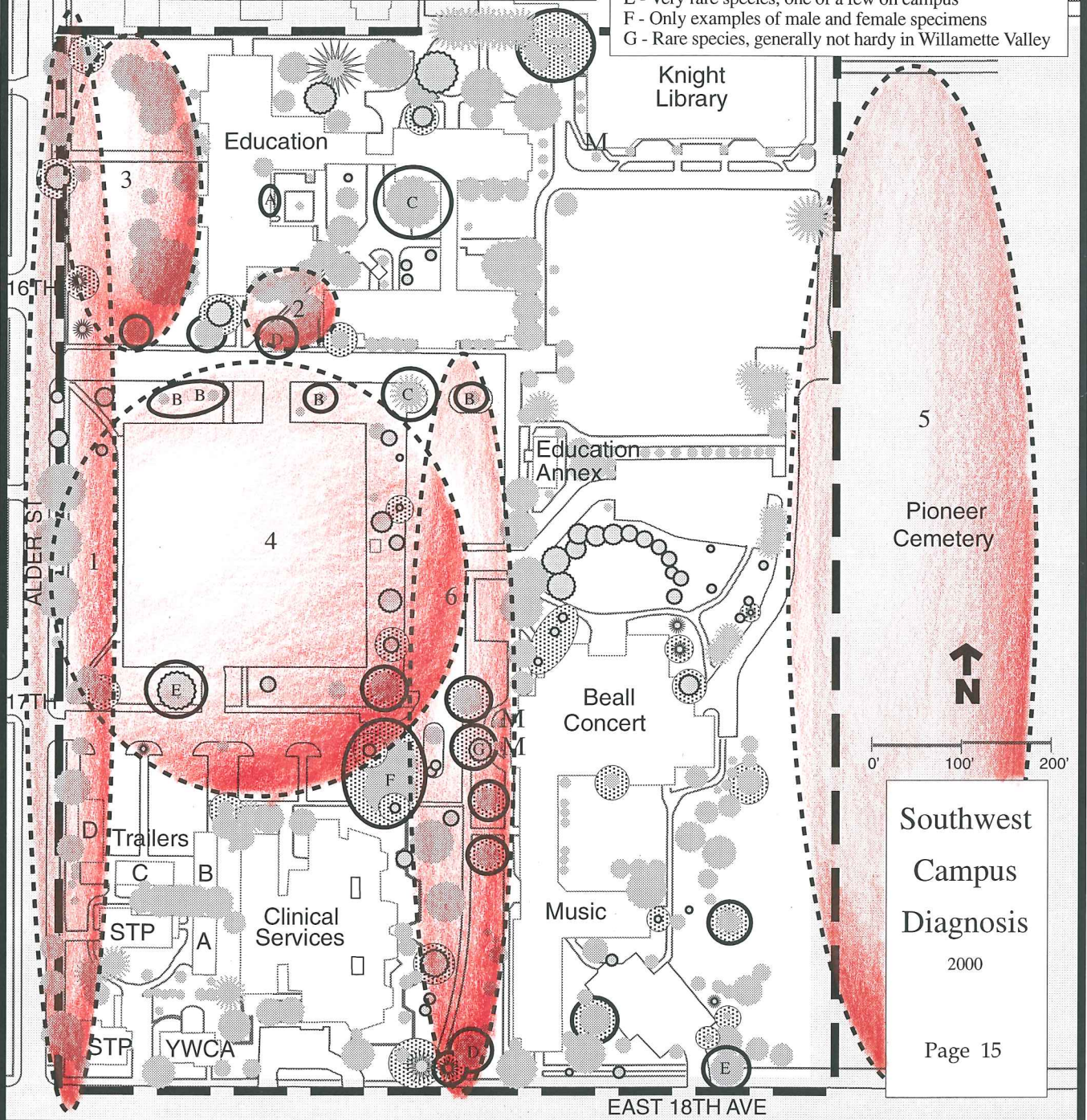
 Areas that need fixing

Notes:

1. Need street trees.
2. Compaction of tree roots from pedestrians traveling off pathways.
3. Need irrigation for new trees.
4. More trees needed to soften impact of parking area.
5. Preserve view of cemetery trees and landscaping.
6. Define views and designated open spaces with trees.

Educational Trees

-  Only Example of Species on Campus
-  Used for Instructional Purposes
- A - Only example of mountain laurel shrub (*Kalmia*)
- B - Good young ginkgo specimens (male/female)
- C - Good example of species
- D - Female ginkgo, messy but significant specimen
- E - Very rare species, one of a few on campus
- F - Only examples of male and female specimens
- G - Rare species, generally not hardy in Willamette Valley



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Potential Open Spaces

-  LRCDP Designated Open Space
-  Other Significant Open Space
-  Main Entrances
-  Minor Entrances

 Areas that need fixing

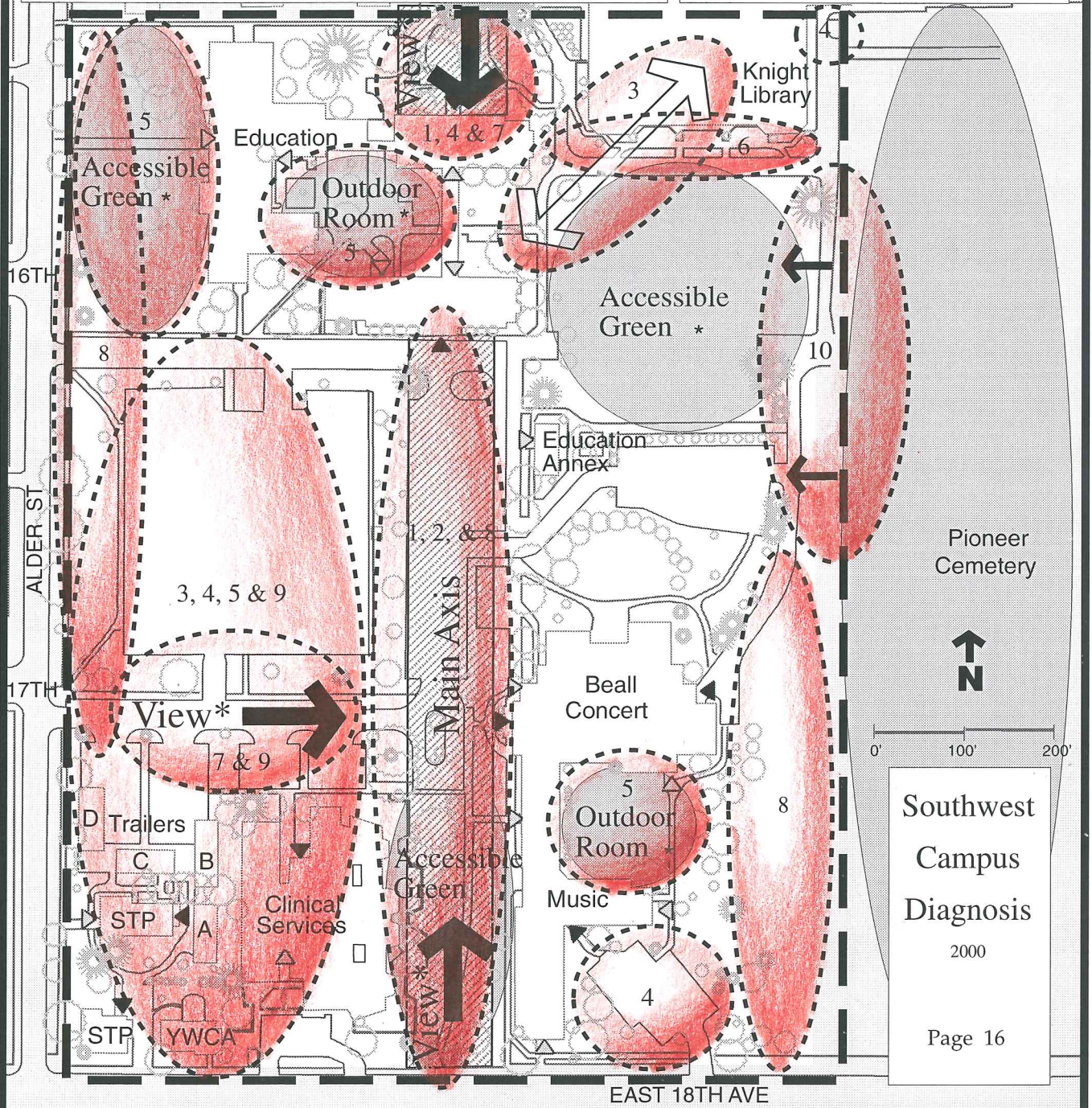
Notes:

1. Open space not well defined by buildings, entrances and/or landscaping.
2. Serves mainly as a road/parking emphasizing vehicular use rather than open space.
3. Lack of connection to main campus.
4. Not identified as UO. Need better signage, landscaping and/or design.
5. Needs better landscaping and/or irrigation.
6. Weedy gravel.
7. Ineffective view corridor.
8. Substantial E/W slope.
9. Should consider designating open space axes connecting the SW area and protecting views.
10. Preserve view from cemetery to city if can.

Patterns and Policies:





Preserve and complete the open space framework of quadrangles, malls, axis & other open spaces.


Southwest Campus Study* Main Entrances
 Accessible Green Family of Entrances
 Promenade



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Potential Open Space Uses

-  LRCDP Designated Open Space
-  Active Uses
-  Passive Uses
-  Sunny South Facing Areas

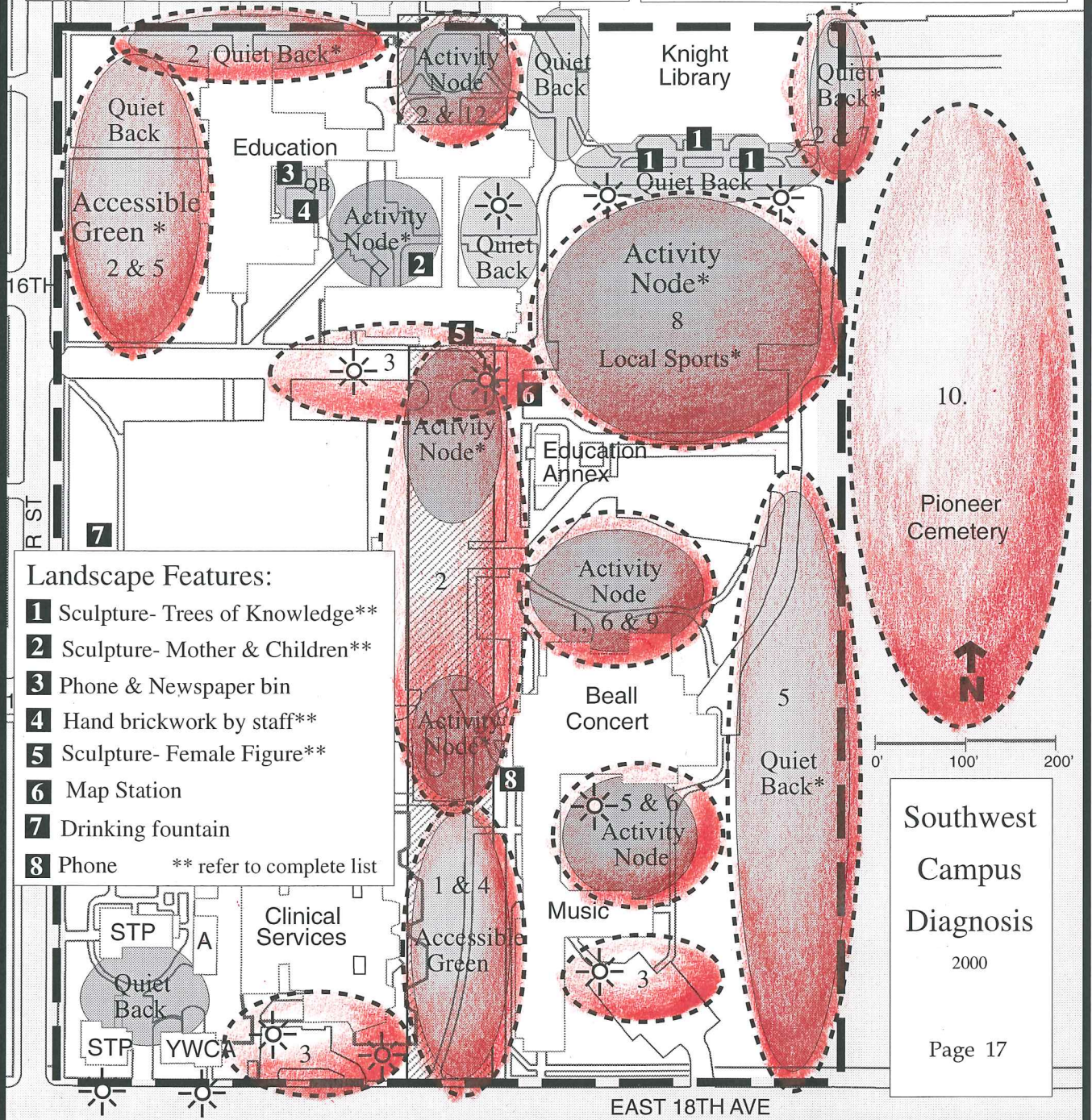
 Areas that need fixing

Notes:

1. Soggy conditions limit use.
2. Not a destination - pass through or parking.
3. Take better advantage of south facing outdoors.
4. Used mostly early spring. Need sun/shade mix.
5. Used mostly as open space to look at from inside.
6. Not used for concerts as intended.
7. Disrupted by OPS vehicles.
8. Noise from marching band and summer camp bothers neighboring uses.
9. North side is cold. Too steep.
10. Cemetery used as open space - not owned by UO. Safety concerns.

Patterns and Policies:

- Southwest Campus Study*
- Accessible Green
- Quiet Back
- Activity Nodes
- Local Sports
- South Facing Outdoors
- Promenade



Landscape Features:

- 1** Sculpture- Trees of Knowledge**
 - 2** Sculpture- Mother & Children**
 - 3** Phone & Newspaper bin
 - 4** Hand brickwork by staff**
 - 5** Sculpture- Female Figure**
 - 6** Map Station
 - 7** Drinking fountain
 - 8** Phone
- ** refer to complete list






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Additional Notes on Landscape Features in the Southwest Campus Area

(numbers correspond to the Open Space map depicting their location)

1. Sculpture – Description: Series of three free-standing copper sculptures depicting growing books
Title: Trees of Knowledge
Artist: Wayne Chabre
Date: 1990?
2. Sculpture - Description: Free standing cast bronze of a female figure
Title: Emergence
Artist: Don Ecklund
Date: 1982
3. NA
4. Walkway – Description: Handmade brick walkway
Title: Untitled
Artist: Education Staff and children participating in the gifted and talented program
Date: 1980
5. Sculpture - Description: Free standing cast bronze of a female figure with children
Title: New Horizons
Artist: Don Ecklund
Date: 1982

Potential Positive Open Spaces & Seating


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

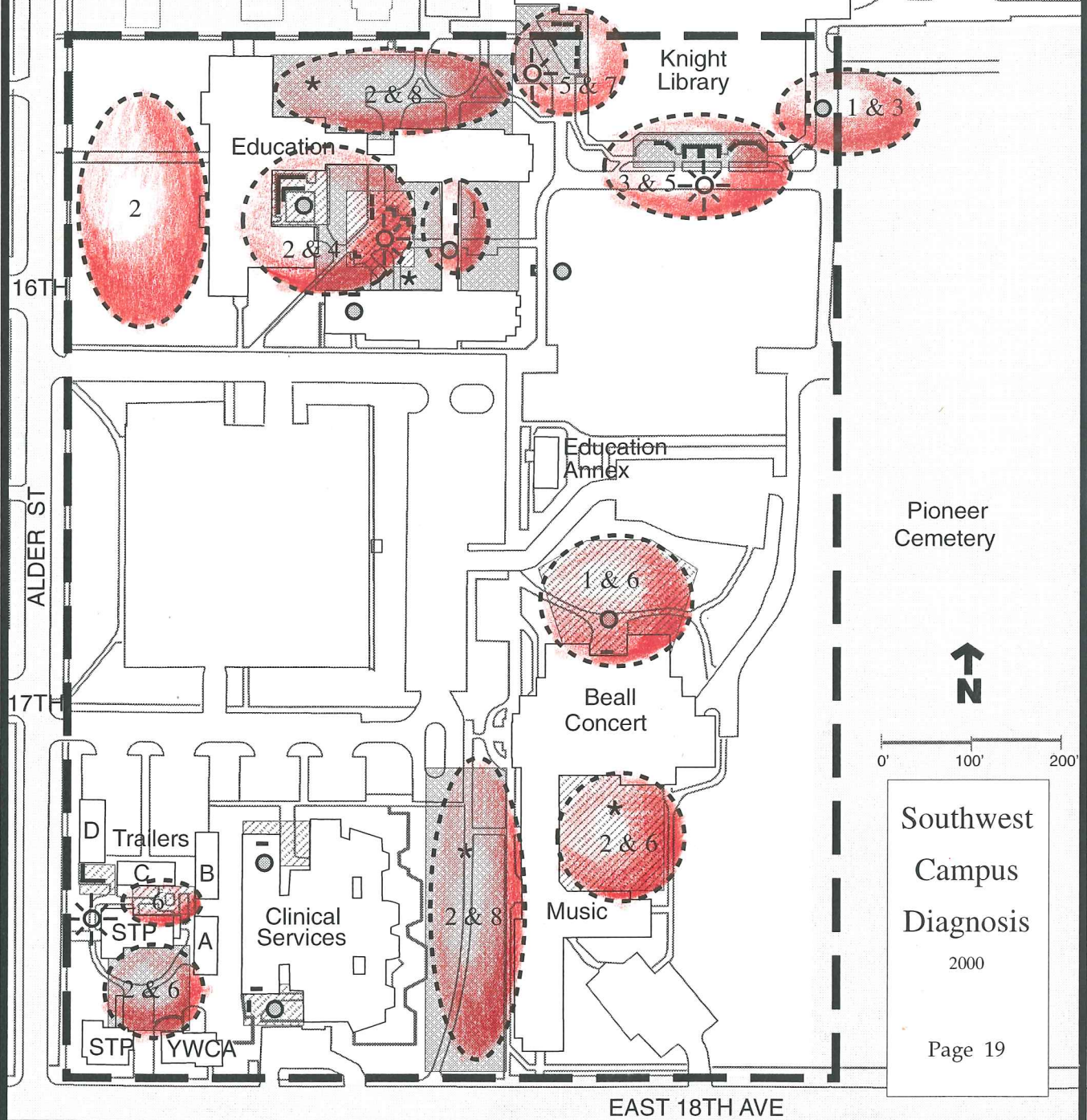
Patterns and Policies:

Positive Outdoor Space
Public Outdoor Rooms
Small Public Squares
Southwest Campus Study*

Notes:

1. Seating not well used.
2. Need for seating.
3. More seating than necessary.
4. Seating needs repairs.
5. Area hot in the afternoon.
6. Positive outdoor spaces do not work for concerts as designed. Area north of Beall used for classes and informal sitting.
7. Adjacent to delivery area.
8. Positive Outdoor space does not function as such.

 Areas that need fixing



Pioneer Cemetery



0' 100' 200'

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EAST 18TH AVE

Topography

 Topo lines
(1 foot increments)



Areas that need fixing

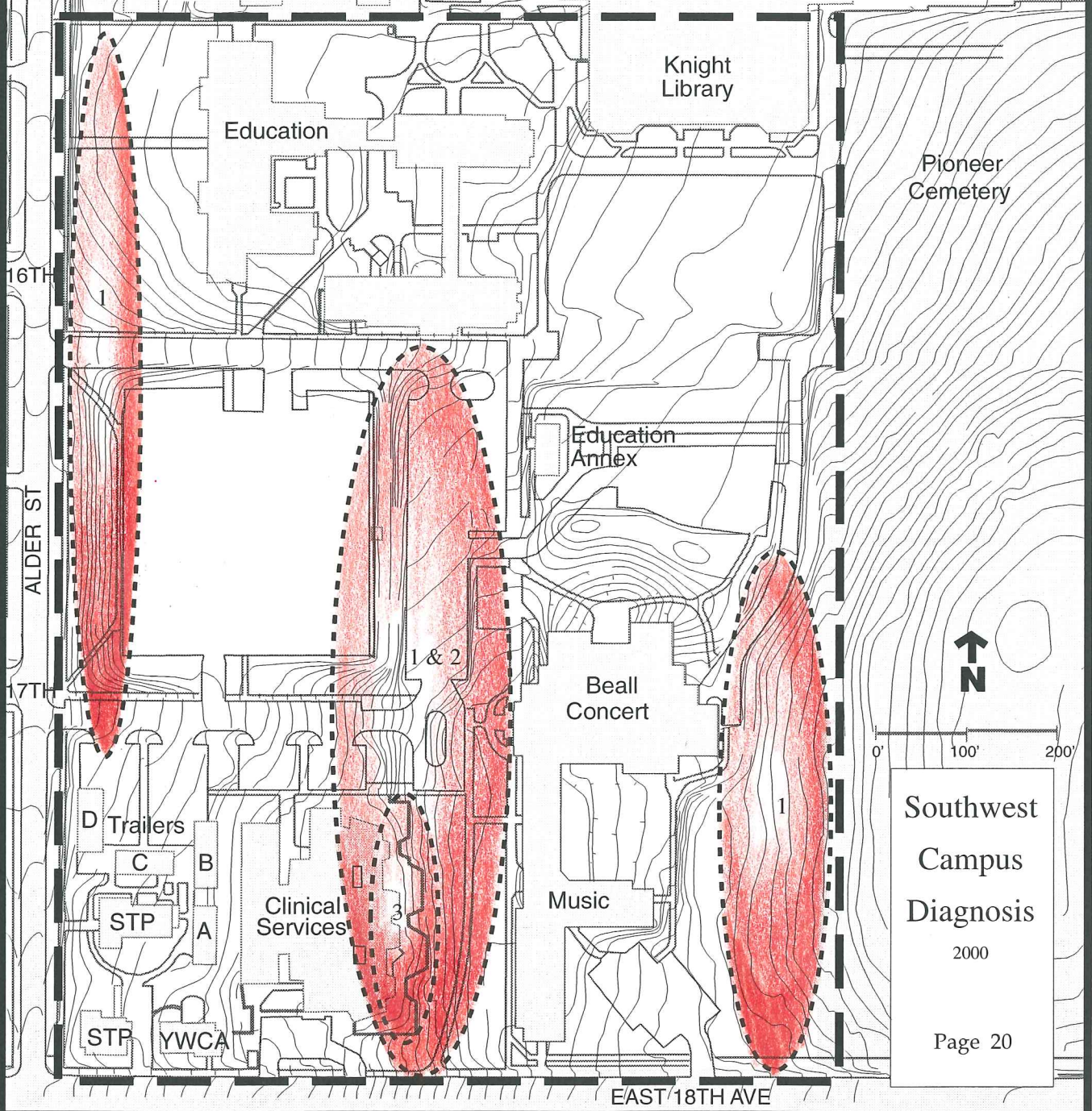
Notes:

1. Steep E/W slope complicates development potential.
2. Steep terrain separates existing (and potential building sites) from open space and makes it difficult to establish an effective open space axis.
3. High retaining wall creates a barrier.

Patterns and Policies:

Southwest Campus Study*

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.



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Adjacent Uses/Edges and City Policies

The maps 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.

Adjacent Uses/Edges

Buildings:

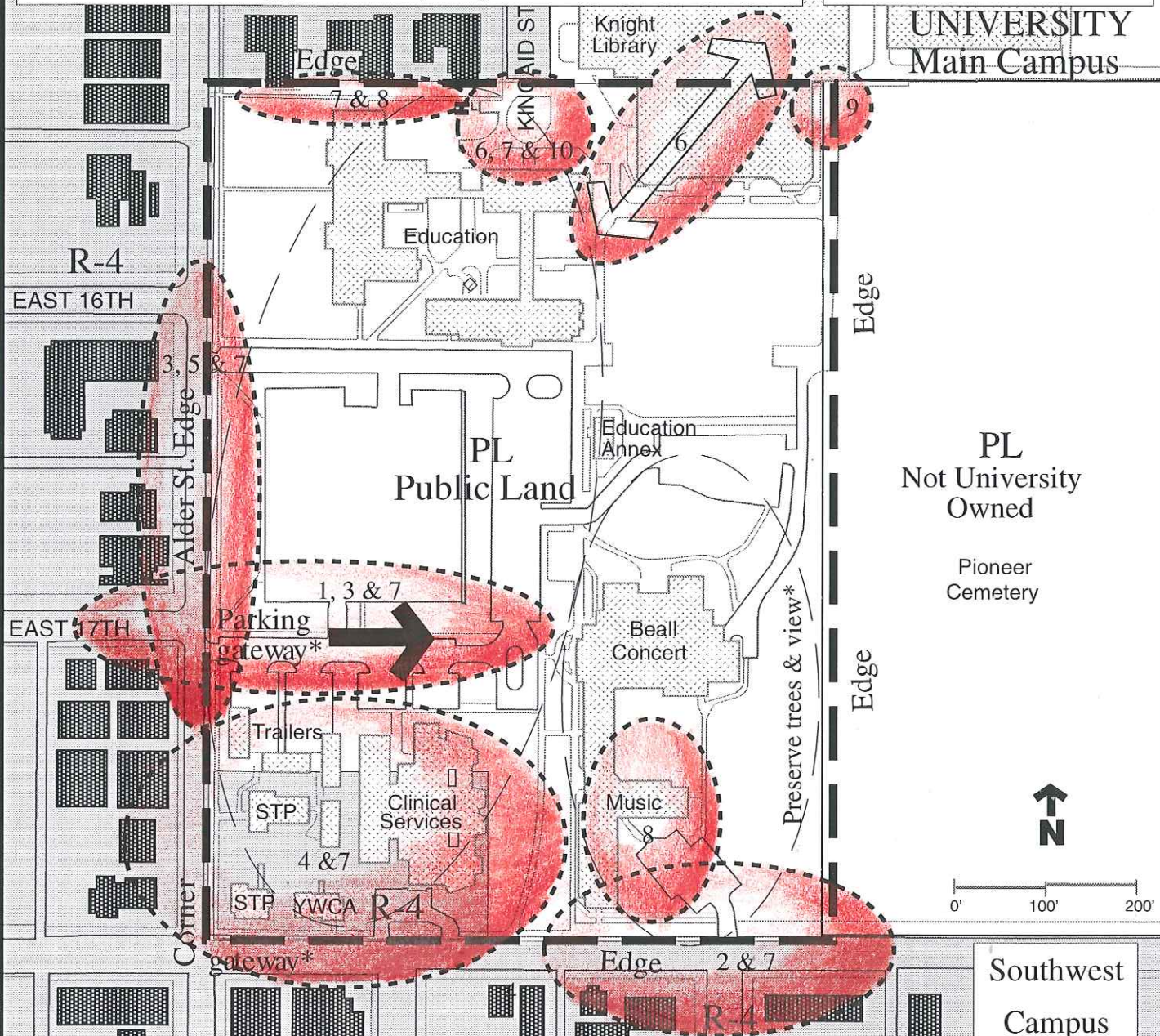
- Campus Buildings
- Adjacent Residential
- University Neighborhoods

Uses:

- Public Land (PL)
- High Density Residential (R-4)

Patterns and Policies:

- Identifiable Neighborhood
- Main Gateway
- Open University
- Southwest Campus Study*



Notes:

Areas that need fixing

1. Very difficult to direct visitors to parking/bldgs - one-way streets, no direct access from 18th, and unclear parking signage.
2. Music noise complaints from residential neighbors.
3. Unappealing view of campus.
4. Need to rezone UO owned R-4 land to PL. Relation to Education "neighborhood" poorly defined.
5. Narrow City sidewalk.
6. Lack of SW area connection to main campus.
7. Not identified as UO. Need much better signage, landscaping and building design to identify gateway.
8. Security and/or safety edge issues.
9. Tight area. Pathway partially on cemetery land. Gravesite in pathway.
10. Cluttered with off-campus parking. Purchase Kincaid?

Southwest Campus Diagnosis

2000

Pathways and Transportation

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

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, one to two 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.

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.

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.

Path Shape

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.

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 (one in six 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.

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.

Disabled Access Policies

Pedestrian Pathways

Pedestrian: Major
 Minor
 Worn

Main Entrances
 Minor Entrances

Bus Stops

Patterns and Policies:

SW Campus Study*
 Path Shape
 Promenade
 Main Entrances

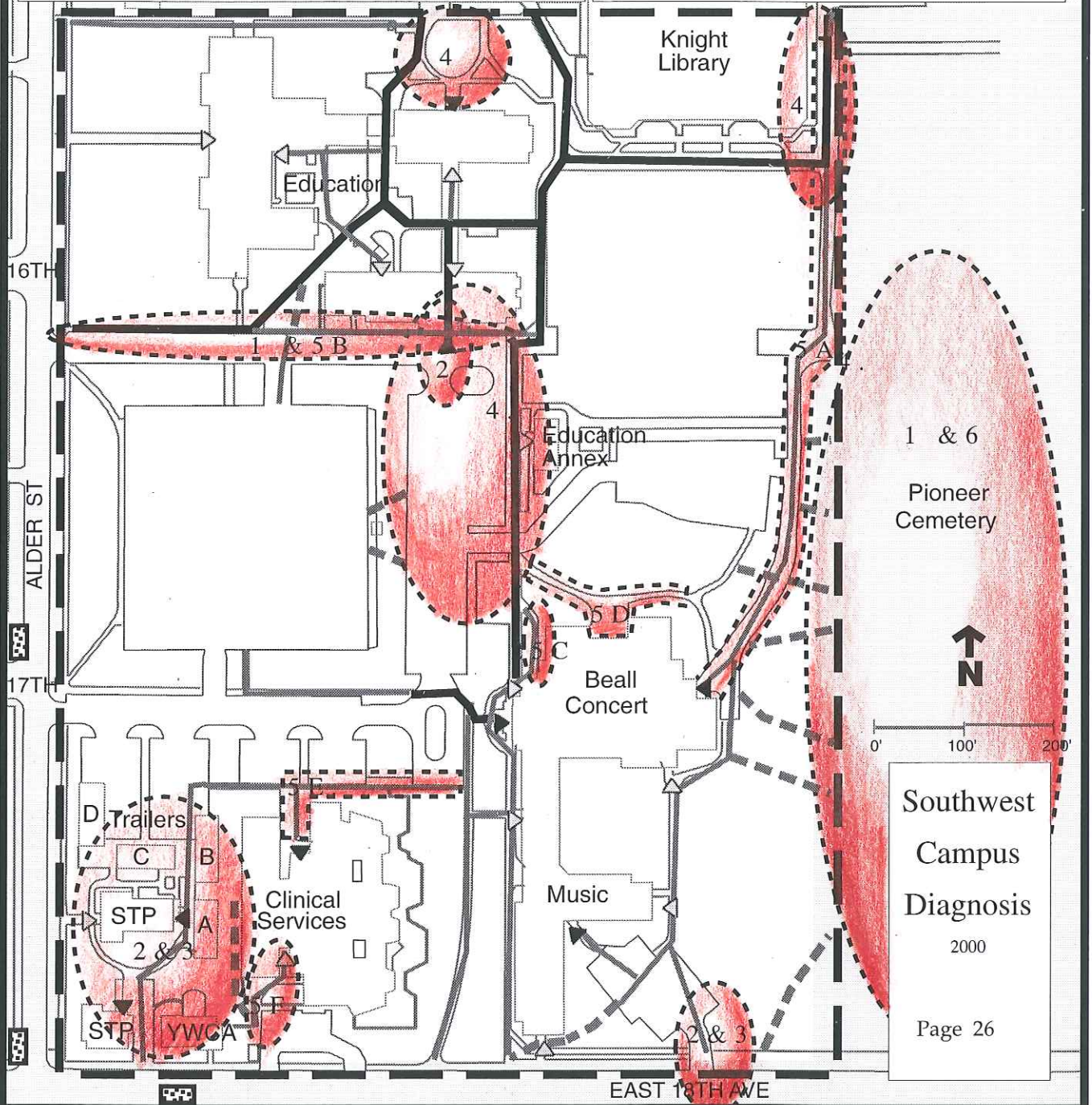
Paths and Goals
 Disabled Access
 University Streets
 Site Repair

Notes:



Areas that need fixing

1. Worn Paths (see:).
2. Dangerous crossing. Poor connection to ped. paths.
3. Pedestrians meander through area from off-campus.
4. Lack of SW area connection to main campus. Poor visual connection for pedestrians. Need to rethink where pedestrian traffic should be encouraged.
5. Primary Accessible Route Barriers:
 - A. Frequently used route has rough, uneven pavement.
 - B. Tall curb.
 - C. Inaccessible ramp - slope is greater than 1:12 and does not have proper handrail.
 - D. Inadequate basement access to Music.
 - E. Inaccessible route to main campus.
 - F. Slope greater than 1:20 but does not have proper handrail.
6. Cemetery used as short cut.







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Bike Paths & Racks

Bikeways:  Designated
 Not permitted

Bike Racks:  Covered
 Uncovered

Bike Rack Use: $\frac{3}{20}$ occupied spaces**
total number of spaces in area

** count conducted Thursday, April 13, 2000 at 1:00 P.M.

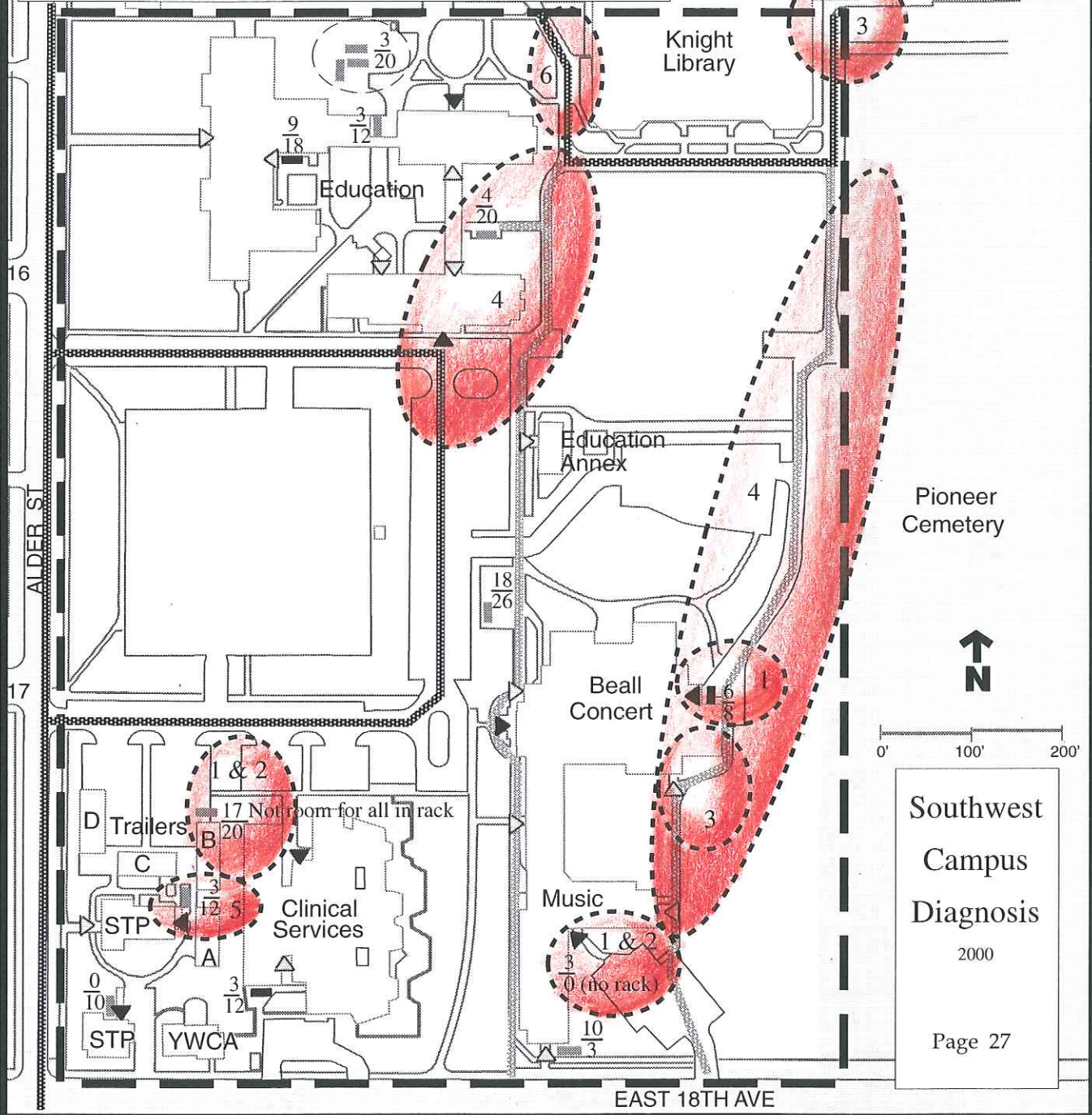


Areas that need fixing

Notes:

1. Need additional bike racks.
2. Need covered bike parking.
3. Dangerous curves and tight corners with limited visibility.
4. No designated bike path between main campus and 18th Ave/Alder St. Need to provide designated bike paths & post dismount zones. Bike paths are particularly important due to distance from main campus.
5. Bike racks in poor condition.
6. Bikes ride too quickly on path.

Patterns and Policies: SW Campus Study*
University Streets Bike Paths and Racks



Vehicle Routes & Parking

Auto Routes: Major Minor
 Auto: Resrvd: Visitor, Fac., Student & Service*
 Parking: Meters**
 City Meters

Bus Routes & Stops:

* Refer to appendix D for a breakdown of number of spaces*



Areas that need fixing

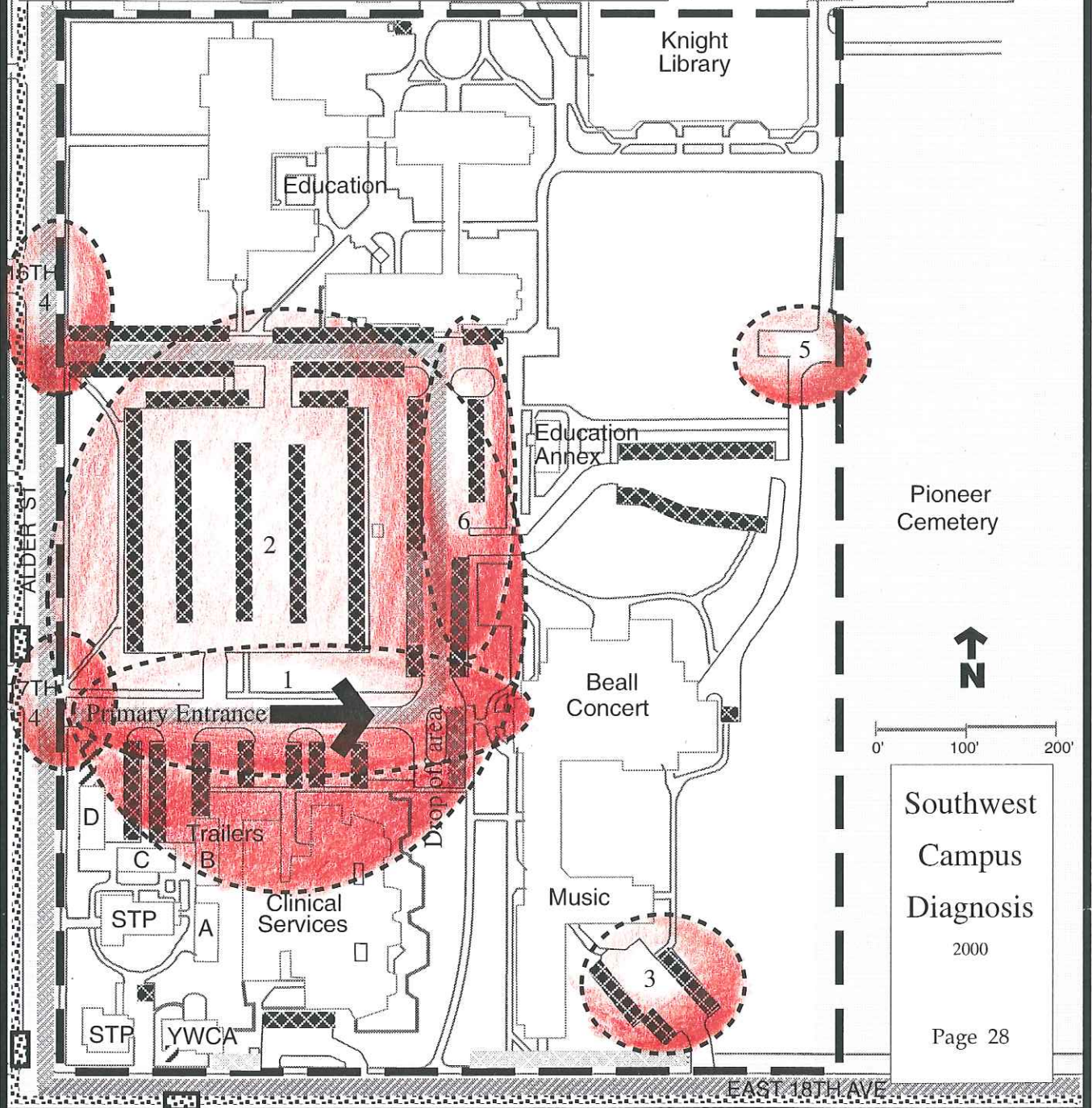
Notes:

1. Very difficult to direct visitors to parking due to one-way streets, no direct access from 18th, and unclear parking signage.
2. Parking is unattractive and dominates the area. Also, confusing signage.
3. Small parking lot used as a turn around.
4. Drivers go the wrong way on one-way Alder to get to 16th and 17th. Streets not aligned.
5. Must maintain vehicular access to cemetery.
6. Poorly designed parking area in designated open space.

Patterns and Policies:

University Streets
 Local Transport Area
 Looped Local Roads

SW Campus Study*
 (Drop off areas)
 Parking Spaces
 T-junctions
 Small Parking Lots



Pioneer Cemetery








0' 100' 200'

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All Pathways

Auto:  Major
 Minor

Pedestrian:  Major
 Minor
 Worn
Bikeways:  Designated
 Not permitted

Bus Routes & Stops: 

* Refer to Appendix D for a breakdown of number of spaces

Patterns and Policies:

Path Network
 University Streets
 Road Crossings

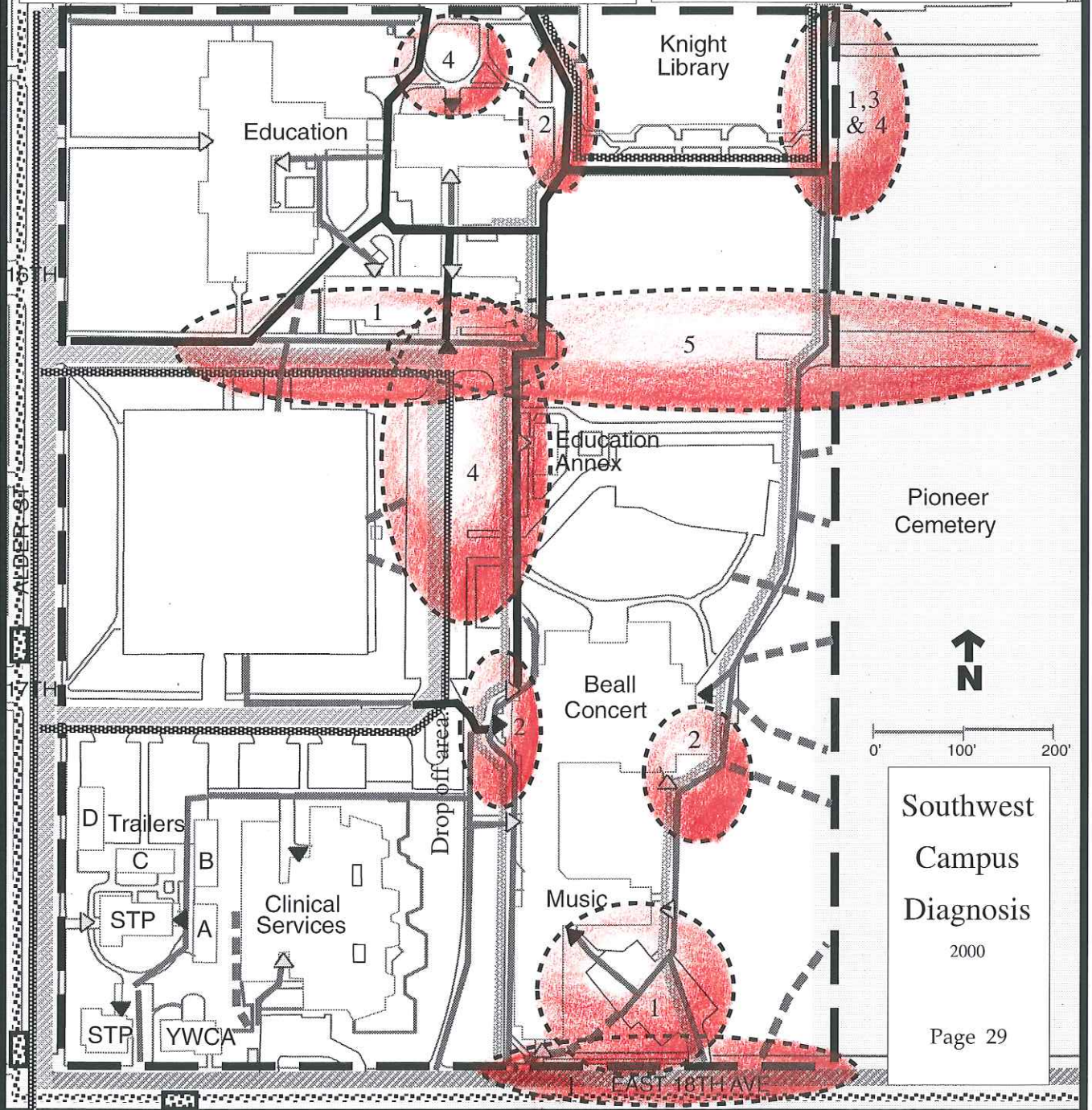
SW Campus Study*
 Local Transport Area



Areas that need fixing

Notes:

1. Conflicts between vehicles, pedestrians & bikes.
2. Conflicts between pedestrians and bikes.
3. Partial UO-owned, narrow pathway serves as primary pathway.
4. Lack of SW area connection to main campus. At a minimum, need better signage.
5. Historic cemetery east/west grid connection to city grid disrupted by campus development.



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Buildings and Building Uses

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

Arcades

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 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.

Fabric of Departments [OE 12]

Over-emphasis on the individuality of departments helps to fragment knowledge by keeping it in watertight compartments. Yet each department does require its own identity.

Therefore: Give each department a clearly identified home base, but spread the parts of the department within a radius of 500 feet, so that they interlock with the parts of other departments. No one of these parts should contain less than five faculty offices.

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 storeys 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.

Small Student Unions [OE 17]

When a single building on campus is designated as student territory, it raises the feeling that the rest of campus is not student territory.

Therefore: Create many small student unions across campus—one for every 500 to 1,000 students, and so placed that there are no classrooms or offices farther than two minutes from the nearest one. Give each small center at least a coffee bar and lounge/reading room, and an area of roughly $2.5 N$ square feet, where N is the number of people it serves.

University Shape and Diameter [OE 4]

When a university is too spread out, people cannot make use of all it offers; on the other hand, a diameter for the university based strictly on the 10 minute class break is needlessly restrictive.

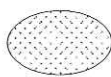
Therefore: Plan all classes, evenly distributed, within a circular zone not more than 3,000 feet in diameter. Place non-class activities such as athletic fields, research offices, administration within a wider circle, not more than 5,000 feet in diameter.

Seven Minute Walk Policy

Architectural Style Policies

Historic Preservation Policies

Building Heights & Complexes



Building Complex/
Connected Buildings

▄▄▄▄▄ Arcades



Areas that need fixing

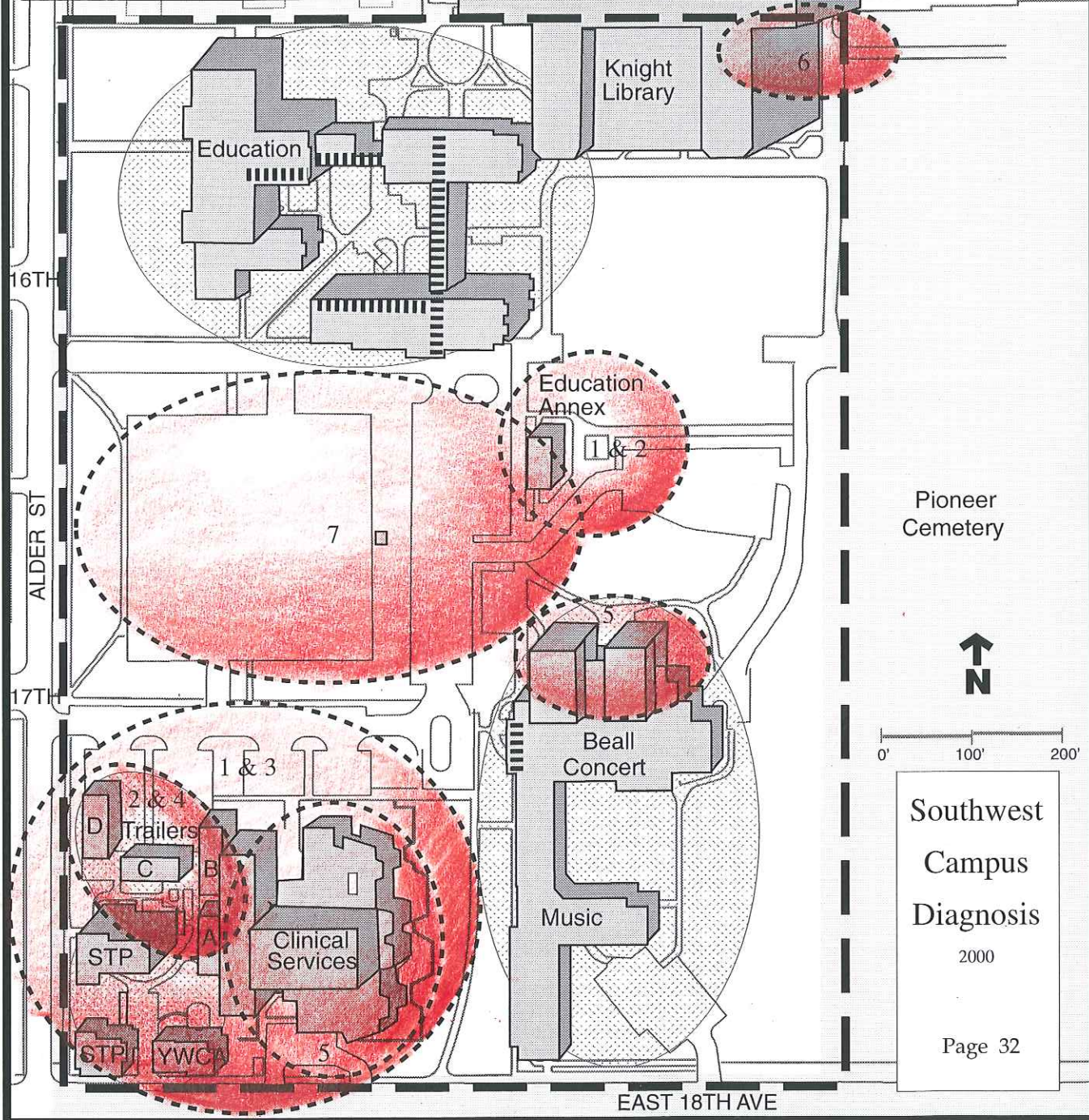
Notes:

1. Isolated buildings are not part of a building complex.
2. Single story, stand-alone building is inefficient use of space.
3. Building design does not relate to UO architectural style.
4. Poor quality "temporary" trailers.
5. Barren, uninviting facade.
6. Tight dark corner along primary route.
7. Should consider limiting building heights to protect views from the east campus edge along the cemetery towards the cityscape.

Patterns and Policies:

Four Story Limit
Building Complex

Connected Buildings
Arcades



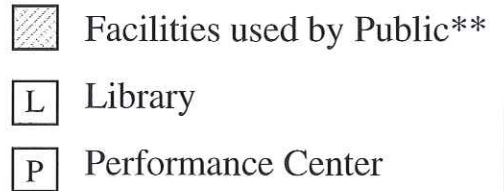
Pioneer Cemetery



0' 100' 200'

Southwest
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Building Uses



PLC Seven Minute Walking Circles
 Note: The area is completely within the Education and Clinical Services walking circles

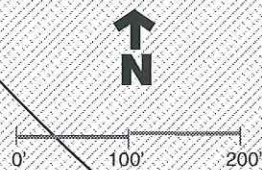
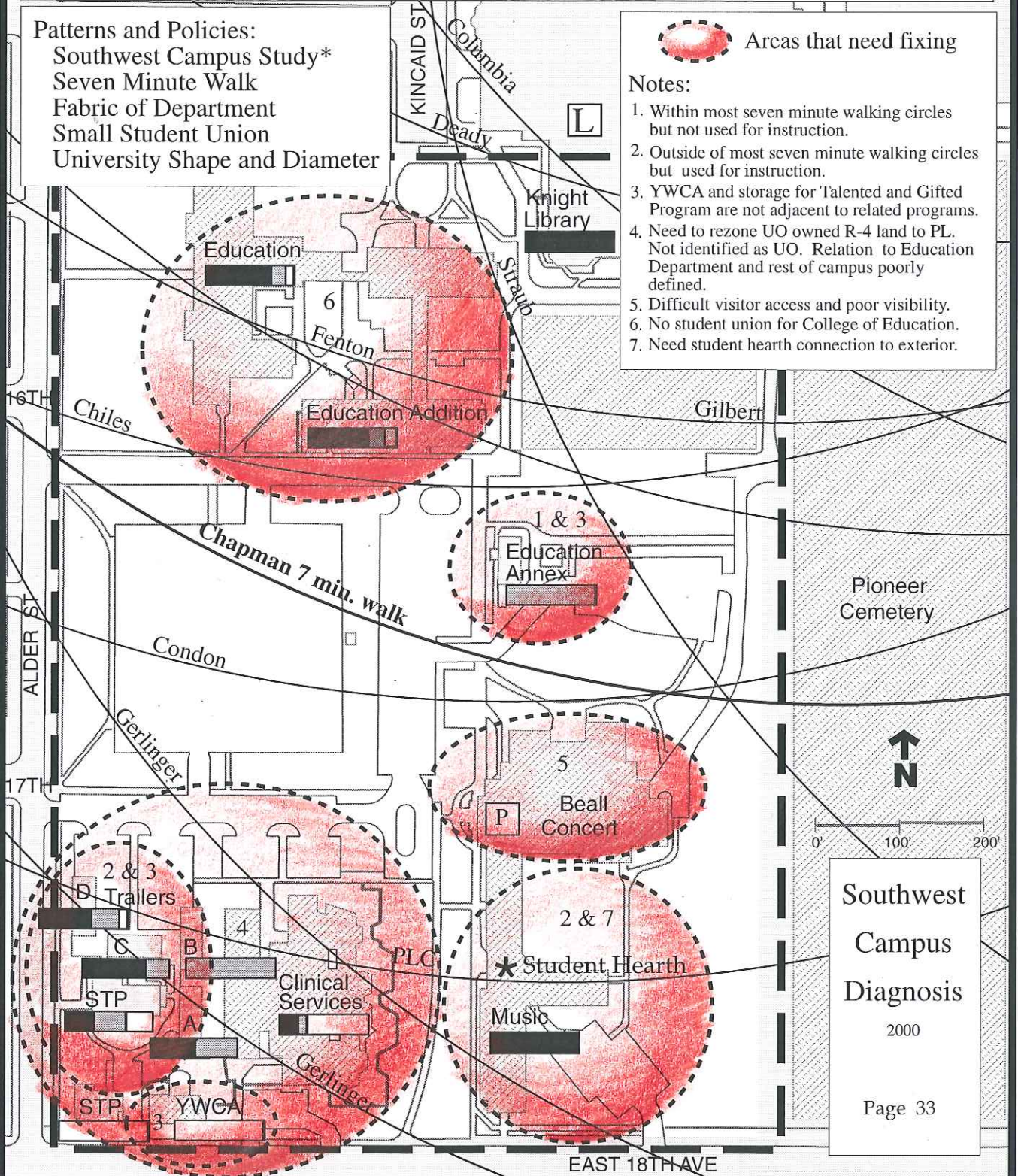
**Refer to Appendix C for a complete list of building occupants and definitions of use categories

Patterns and Policies:
 Southwest Campus Study*
 Seven Minute Walk
 Fabric of Department
 Small Student Union
 University Shape and Diameter

Areas that need fixing

Notes:

1. Within most seven minute walking circles but not used for instruction.
2. Outside of most seven minute walking circles but used for instruction.
3. YWCA and storage for Talented and Gifted Program are not adjacent to related programs.
4. Need to rezone UO owned R-4 land to PL. Not identified as UO. Relation to Education Department and rest of campus poorly defined.
5. Difficult visitor access and poor visibility.
6. No student union for College of Education.
7. Need student hearth connection to exterior.



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Southwest Campus Diagnosis

Facilities Used by the General Public

Athletic Field	pick-up games, summer sports camps
Clinical Services Building	child care, counseling, assessments/ evaluations
Education	night classes, counseling, assessments/ evaluations
Knight Library	research, classes, browsing, I.M.C.
Music Building and Beall Hall	performances, practices, summer camps
Pioneer Cemetery*	burials, visitations, passive recreation
YWCA	YWCA office

*not University property

SW Diagnosis

DEPARTMENTS OCCUPYING BUILDINGS (5/00)				
Building		Department	Dept NASF	Total Bldg NSF
29	Clinical Services Building	Ctr on Human Development	24,560	
		Gen'l Classrooms	1,624	
				41,152
7	Education	Education	19,444	
		General Classrooms	3,155	
				30,575
41	Education Addition	Education	6,519	
		General Classrooms	3,080	
				15,754
48	Education Annex	Education	1,157	1,157
18	Knight Library	Facilities Services	983	
		Library	263,470	
		Media Services	16,873	
		Student Union	200	
				349,280
25	Music	Facilities Services	72	
		Music	36,388	
				60,183
603	Specialized Training 1761	Gen'l Classrooms	781	
		Specialized Training	4,177	
				6,684
582	Specialized Training 1791	Specialized Training	2,216	2,446
55	Trailer A	Education	1,208	1,256
54	Trailer B	Education	1,092	1,245
57	Trailer C	Education	1,012	1,332
58	Trailer D	Specialized Training	977	1,236
533	YWCA	EC Cares	966	
		YWCA	312	
				1,394
				513,694

Potential Historic Buildings and Sites


 Buildings

 Sites

Numbers refer to separate list

Patterns and Policies:

Architectural Style
Historic Preservation

 Areas that need fixing

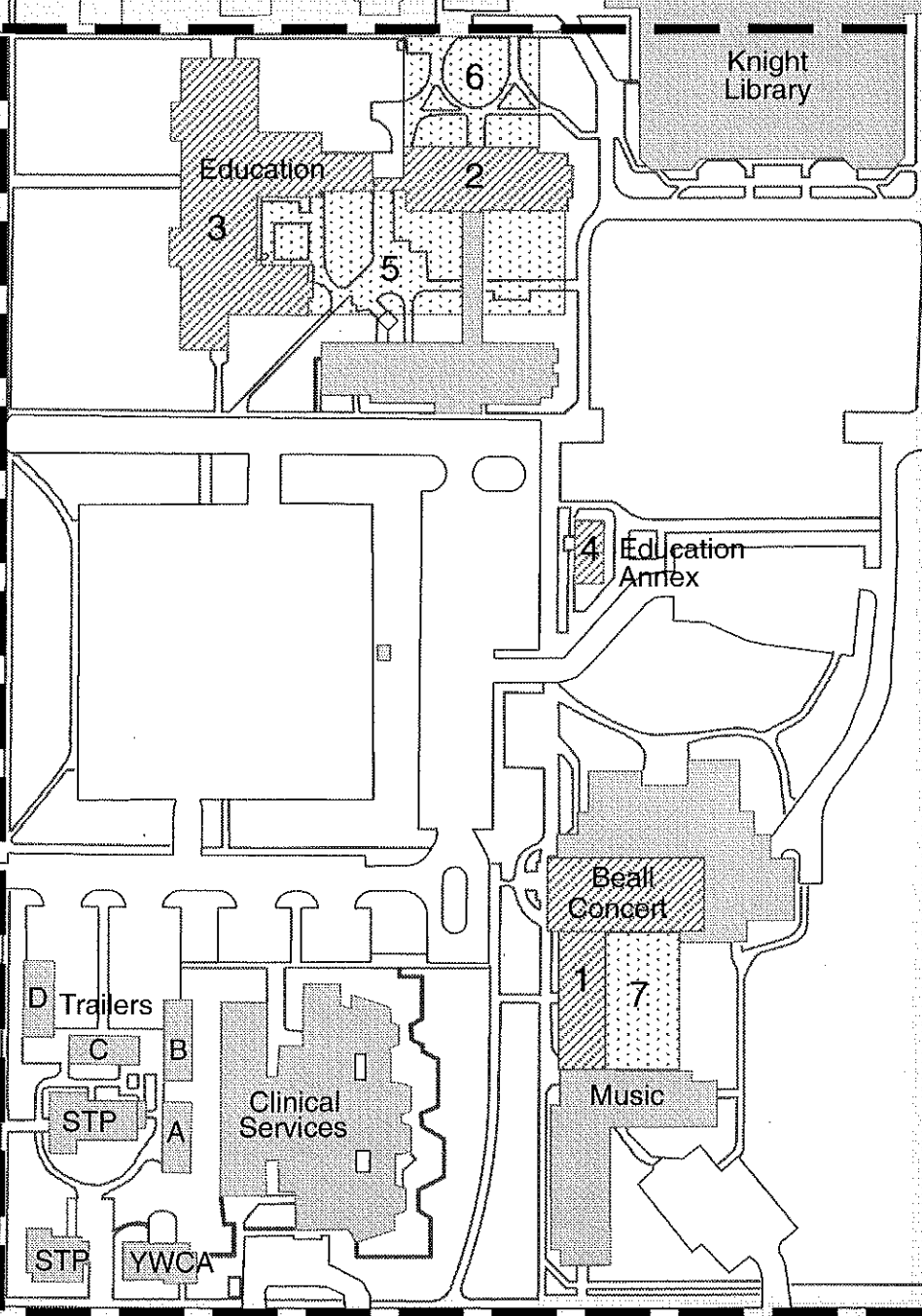
Notes:

Overall: Need to maintain historic buildings and sites.

16TH

ALDER ST

17TH



Gerlinger Annex

Knight Library

Education

Education Annex

Beall Concert

Music

Clinical Services

Trailers

STP

YWCA

8
Pioneer Cemetery



0' 100' 200'

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EAST 18TH AVE

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. School of Music – 1921 & 1924, Architect: Lawrence and Holford
Original Use: University auditorium, classrooms
Current Use: University auditorium, offices
Alterations/Additions: Additions were added to the south in 1948 by Wick, Hilgers & Scoot, and to the rear in 1955 by Wick & Hilgers. Interior remodeling occurred in 1977 by Broome, Oringdulph, O'Toole & Rudolf. Major additions were planned with Christopher Alexander in 1977, but the design was not built.
Condition: good
Listings: University of Oregon 1992 Historically Significant Properties Map
Lawrence Building Inventory - Primary ranking
City of Eugene survey - Primary Ranking
Historic Continuity – A Diagnosis Report (1980)
2. School of Education, East Building – 1921, Architect: Lawrence and Holford
Original Use: University classrooms, offices
Current Use: University classrooms, offices
Alterations/Additions: Many miscellaneous interior alterations. Lawrence made a proposal for adding attic story rooms in 1930, and a rear attic projection was added in 1960. The complex of buildings includes the old University High School (west) and the 1980 addition (south) and connecting covered walkway designed by Willard Martin which completed the courtyard, an early application of the Oregon Experiment.
Condition: good
Listings: University of Oregon 1992 Historically Significant Properties Map
Ellis Lawrence Building Inventory - Secondary ranking
3. School of Education, West Building – 1921, Architect: Lawrence and Holford
Original Use: Junior High School and University High School
Current Use: University classrooms and offices
Alterations/Additions: Interior alterations were made to add more classroom space in 1939 and when the high school closed in 1953. The open-air gym was razed (date unknown) and, in 1980, the second floor and dormers were added.
Condition: good
Listings: University of Oregon 1992 Historically Significant Properties Map
Ellis Lawrence Building Inventory - Secondary significance

4. Education Annex – 1922, Architect: Lawrence and Holford
Original Use: Gift Campaign Building (Alumni Holding Co. offices)
Current Use: University offices
Alterations/Additions: Moved from south of Johnson Hall to south of
Education in the 1950s and moved again to its present location in 1979.
Condition: good
Listings: University of Oregon 1992 Historically Significant Properties Map
Ellis Lawrence Building Inventory - Secondary significance

Sites:

5. Education Courtyard – 1921, Architect: Lawrence and Holford
Original Use: courtyard
Current Use: courtyard
Alterations/Additions: The courtyard was completed with the 1980
addition and covered walk. Additional research required.
Condition: good
Listings: Ellis Lawrence Building Inventory - Secondary significance (listed
with structure)
6. Education Open Space to the North – 1921, Architect: Lawrence and Holford
Original Use: entrance and open space
Current Use: entrance and open space
Alterations/Additions: Dumpster enclosure and service parking area
added. Additional research required.
Condition: fair
Listings: Historic Continuity Diagnosis Report - 1978
Ellis Lawrence Building Inventory - incorporated in the UO 1914
Campus Plan.
7. Music Building East Garden and Terrace – 1924, Architect: Lawrence and
Holford
Original Use: garden designed for concerts
Current Use: garden
Alterations/Additions: Additional research required
Condition: good
Listings: Ellis Lawrence Building Inventory - Primary significance (listed
with the structure)
8. Pioneer Cemetery - (not University owned, adjacent to University property)
Original Use: Cemetery
Current Use: Cemetery
Listings: National Register of Historic Places
City of Eugene Historic Landmark
Historic Continuity – A Diagnosis Report (1980)

Service Areas and Infrastructure

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

Service Area Policies


Utility Policies

Infrastructure Policies

Service Areas & Access

-  Elevators
-  Dumpsters

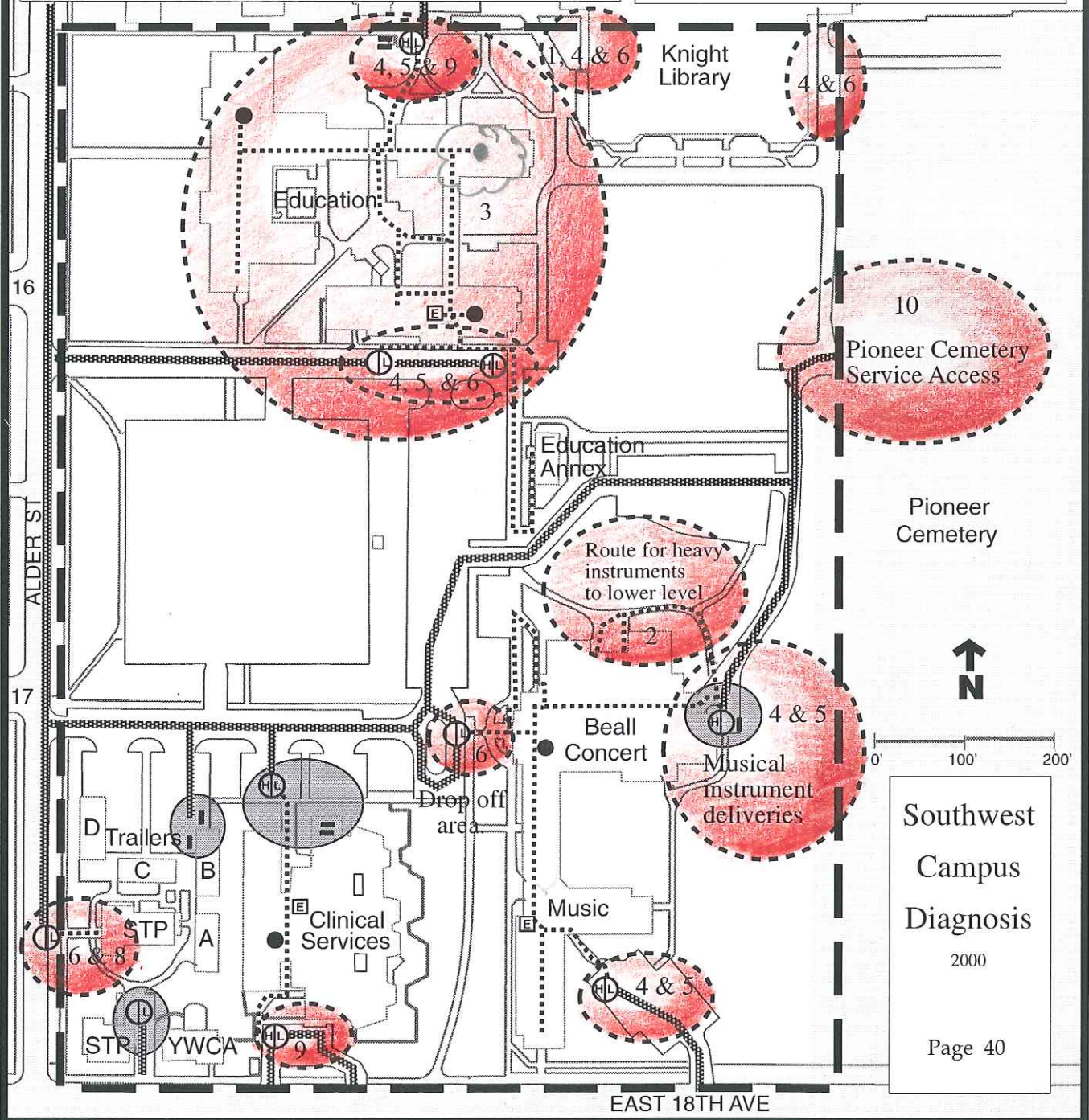
-  Designated Service Areas (LRCDP)
-  Parking/Deliveries:
H-Heavy Deliveries
L-Light (ie. catering, postal, Fed-ex)
-  Vehicle Delivery Route
-  Pedestrian Delivery Route
-  Reception

 Areas that need fixing

Notes:

1. Service area adjacent to seating area.
2. No elevator for heavy deliveries to lower level.
3. No LRCPD designated service area.
4. Service vehicle conflicts with pedestrians, bikes & other vehicles (primarily OPS east of Lib).
5. Service vehicles have inadequate parking space/turn around.
6. Service vehicles use undesignated service area.
7. Air intake adjacent to parking area.
8. Service vehicles park in bike lane.
9. Unattractive service parking and dumpster enclosure in designated open space.
10. Must maintain service access to cemetery.

Patterns and Policies: Service Areas Utilities



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Noise

○ Designated Service Areas (LRCDP)

- Dumpsters

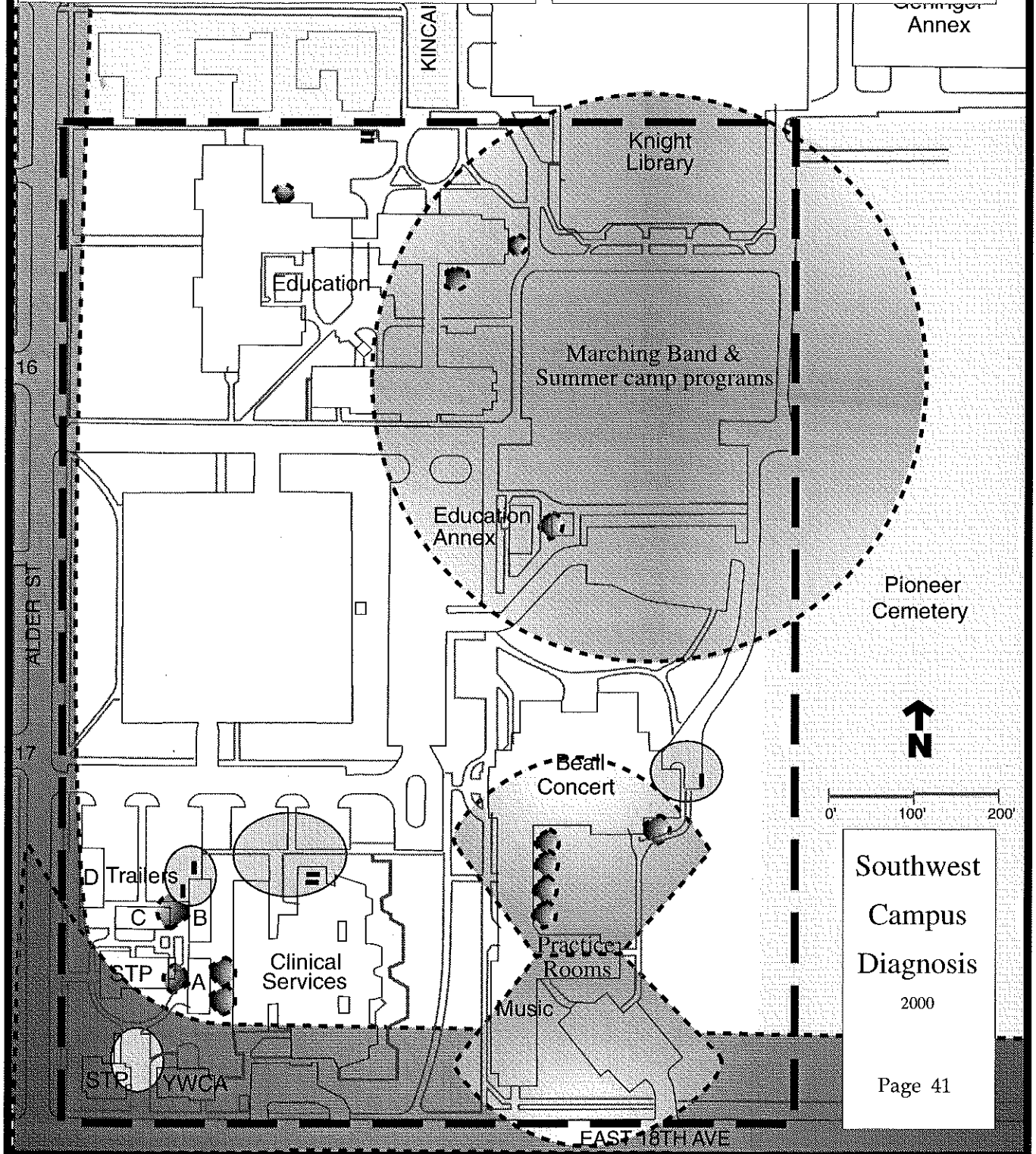
☂ Noise - Air conditioning, fans or other as noted.

⊖ Areas that need fixing

Notes:

Overall: Noise interferes with adjacent uses and sometimes conflicts with "operable window" pattern.

Patterns and Policies: Service Areas
Utilities



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Lighting

— Wiring

- Standard Campus Lights
- ▼ Roof or Wall Lights
- ◆ Street Lights

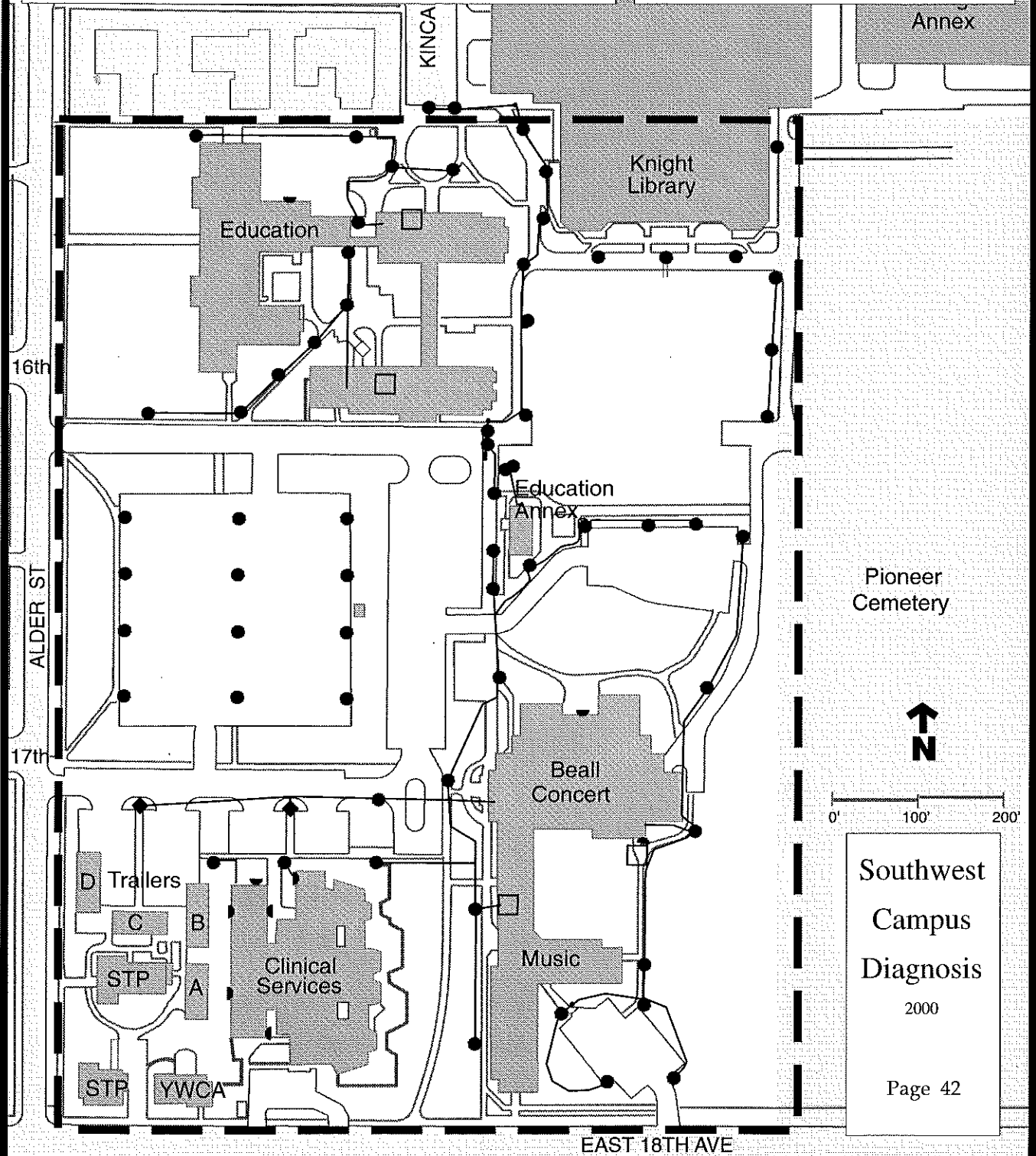


Areas that need fixing

Notes:

Need to complete a night light study to determine areas that need fixing. Refer to data from Facilities Services.

Patterns and Policies: Lighting Infrastructure



Pioneer Cemetery



0' 100' 200'

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EAST 18TH AVE

Utilities

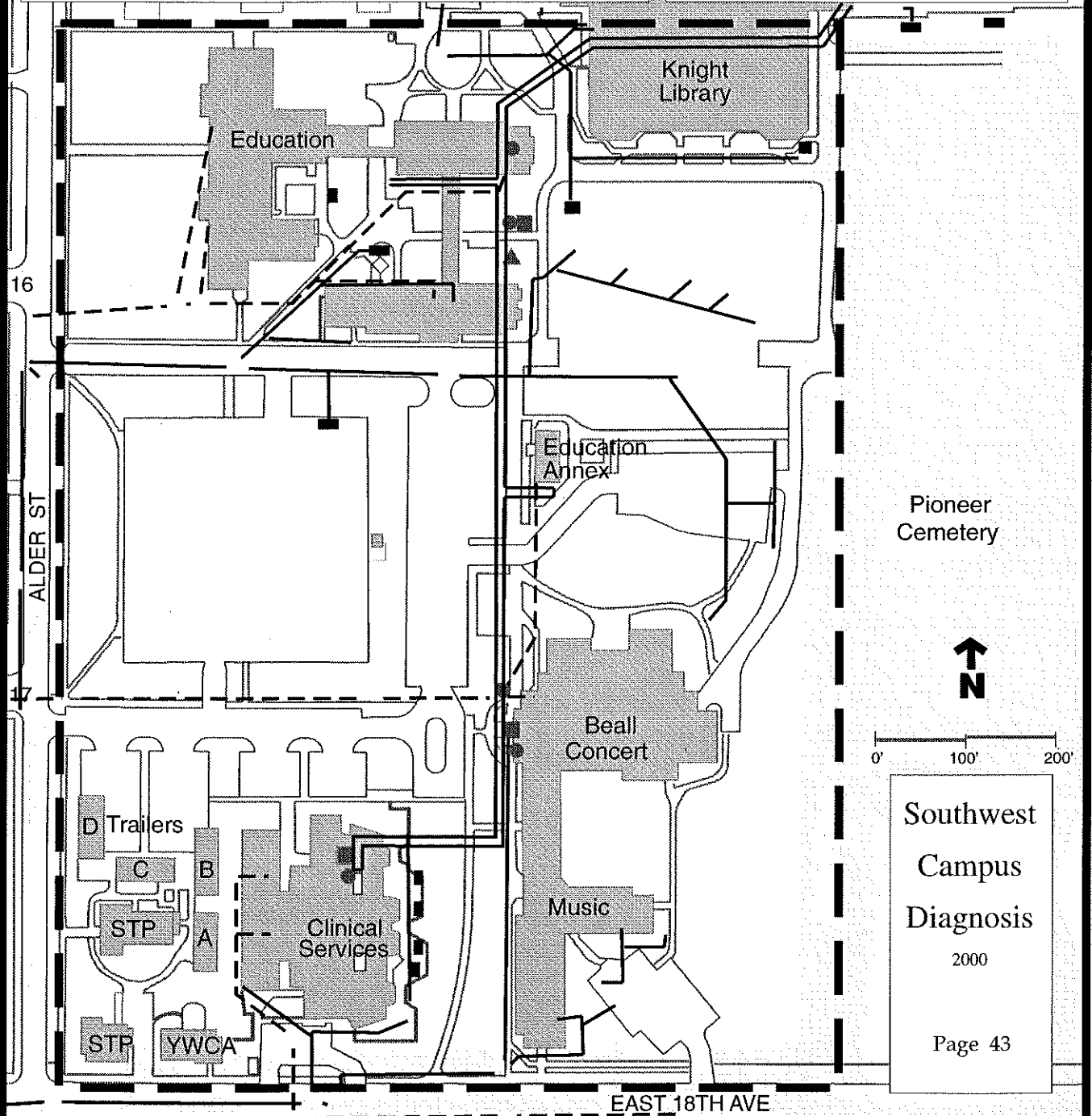
- Drain/Catch Basin
- Electrical Vault

- ==== Tunnels
- Tunnel Access
- - - Sanitary Sewer
- Storm Sewer

○ Areas that need fixing

Notes:

Patterns and Policies: Service Areas
Utilities
Infrastructure



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Appendices

Appendix A: Focus Group Letter and Area Tour

SAMPLE LETTER

August 1, 2000

Andrew Bonamici
Knight Library

Dear Andrew:

Thank you for agreeing to serve on the focus group for the Southwest Campus Diagnosis. This is the second 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 Wednesday, August 9, 2000 from 10:00A.M. to 12:00P.M. in the Education Building, Dean's Conference Room (Room 102 in the NE building). 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

Southwest Campus Diagnosis

July 2000

Walking Tour Guide

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

These questions are just to get you started. Feel free to make any comments that occur to you. As you tour the area, circle areas that need fixing on your map and star the areas that you believe work well.

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

Please bring your completed tour comments to the upcoming focus group meeting.

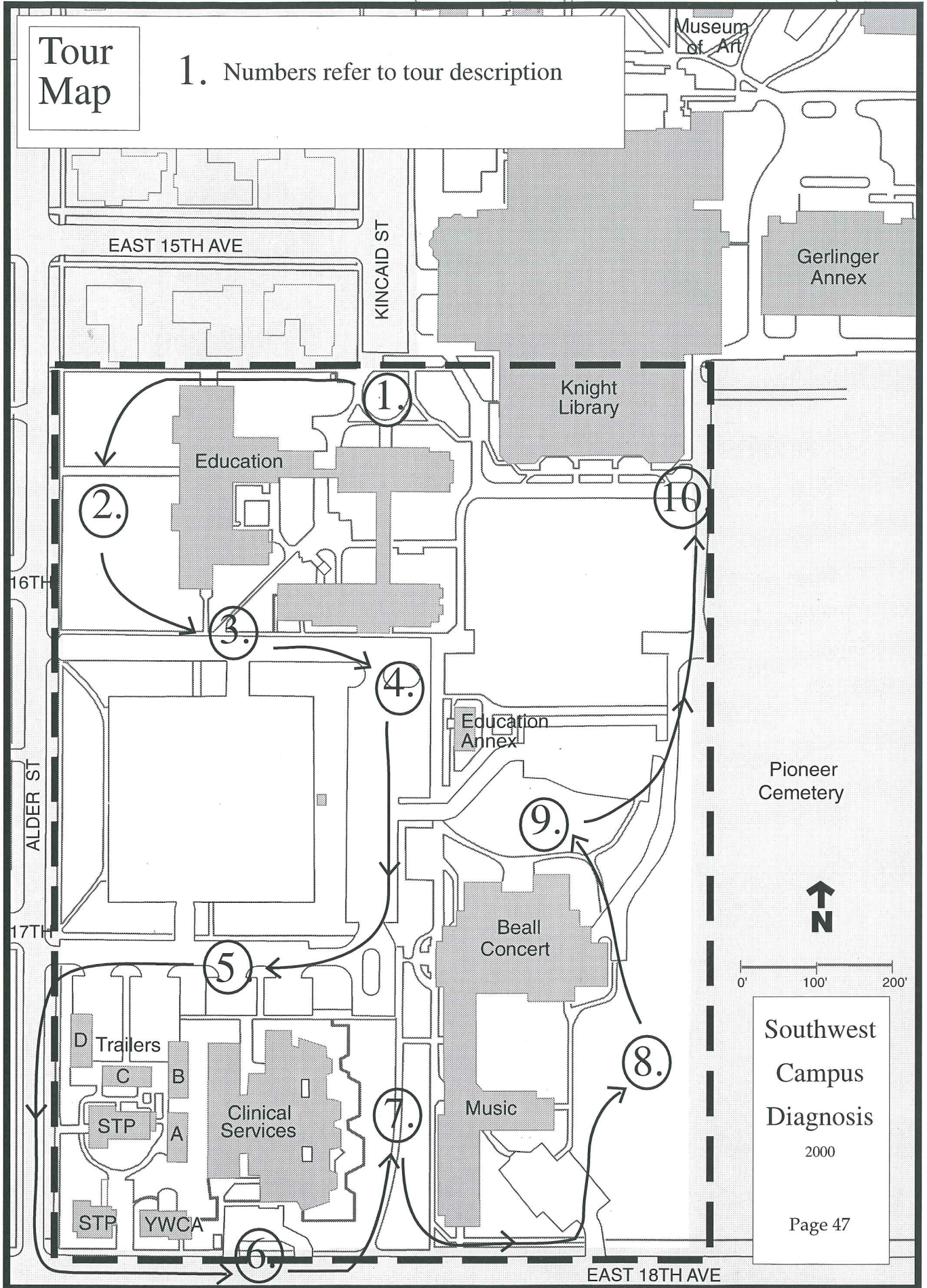
1. Open space at southern terminus of Kincaid Street. Is this campus entrance adequately defined? Does the transition from City to campus work well?
2. Open space west of Education. What function does this space serve? Do you think this is an important open space to preserve? What areas along Alder Street need improvement (you can circle them on your map)?
3. South side of Education. What are the pedestrian and bike routes through this area? Where do people cross the street to get to the parking lot? Does it work?
4. Upper parking lot. Look south towards 18th Ave. What do you see? Is there a visual and pedestrian connection between the main campus and Music?
5. Driveway leading to Beall Hall and parking. Does this drive work well as an entrance to Beall Hall for autos and pedestrians? What is the quality of the landscaping (don't forget to mark up your map)

6. 18th Avenue edge. What image does the UO project to the community? Is noise a problem? Does it feel like part of campus?
7. Open Space between Music and Clinical Services. How is this space used? Are there adequate seating areas? Do you like the look of the Music building? How about Clinical Services?
8. Open Space behind Music. What are the characteristics of the landscaping and historic qualities? Is the walkway safe for bikes and pedestrians? Do you consider the cemetery to be a positive or negative feature?
9. Open Space north of Beall Hall. Would you consider this a good place to have lunch? How about a concert?
10. Walkway along the Library and Pioneer Cemetery. Is this walkway safe? Are benches behind the Library used? Do you feel connected to the main campus when you look southwest towards Music and Clinical Services?
11. Overall, where would you take a visitor if you were touring this part of campus? What areas would you avoid? Where do you spend time yourself in this part of campus? Why? (you can circle problem areas on your map and star those you like)
12. Other comments. (For example, are there places where service deliveries, parking, or landscaping is a problem? Are there areas that need more seating?)

Questions? Call Christine Thompson at 6-5572 or e-mail cthomps@oregon. Please bring your completed tour comments to the upcoming focus group meeting. Thank you!

Tour Map

1. Numbers refer to tour description



Southwest
Campus
Diagnosis
2000

Appendix B: Building Use Categories

The following principal use codes were used to define use categories for each building:

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
- 46 Sponsored Instruction

Public Services:

- 60 Public Services
- 61 Sponsored Public Services

Research:

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

Appendix C: Automobile Parking Space Count

SOUTHWEST CAMPUS DIAGNOSIS STUDY
 AUTO PARKING
 7/31/00

AREA	TYPE		University Metered	Faculty/ Staff/ Visitor	Faculty/ Staff/ Student/ Visitor	Visitor Only	24 min. load/ unload	unmarked	Service	TOTAL
	Handicapped	Reserved								
18 - 16th Ave. Extended East	0	1 *	0	17	0	0	0	0	10	28
19 - Music/Education 66	5	31	6	25	0	0	0	0	0	67
20 - North of Music	2	0	0	30	0	0	0	0	0	32
21A - Clinical Services North	5	10	0	39	0	5	0	0	1	60
21B - Clinical Services South	0	0	0	0	0	0	5	0	1	6
22 - Music South	2	2	0	15	0	0	0	0	1	20
40 - Alder St. Tennis Courts	1	0	0	0	203	0	0	0	3	207
End of Kincaid/Education North	0	0	0	0	0	0	0	0	2	2
Music North East/Loading Dock	0	0	0	0	0	0	0	0	1	1
Beall Turnaround/West entrance	0	0	3	0	0	0	0	0	0	3
STPYWCA area	0	0	0	0	0	0	0	3	0	3
Parking along 18th	0	0	13 **	0	0	0	0	0	0	13
TOTAL	15	44	22	126	203	5	5	3	19	442

* Motorcycle Parking

** City Metered