

**AN ENRICHING CAMPUS FRAMEWORK FOR GROWTH**

**UNIVERSITY OF OREGON**  
**CAMPUS PHYSICAL FRAMEWORK VISION**

# PRESENTERS

**Christine Taylor Thompson** – University of Oregon

**Charles Brucker ASLA** – PLACE

**Brodie Bain FAIA AICP** – Perkins+Will

**Robert Sabbatini AICP FASLA**

# OUTLINE

Overview - History, Challenges, and Goals

Engagement Goes Beyond the Plan Document

A Question for You

Open Space and Ecology-Primary Planning Tool

Space, Building Sites, and the Campus Survey

Applying the Framework Vision Plan

What Works. What Could Work Better

Q&A

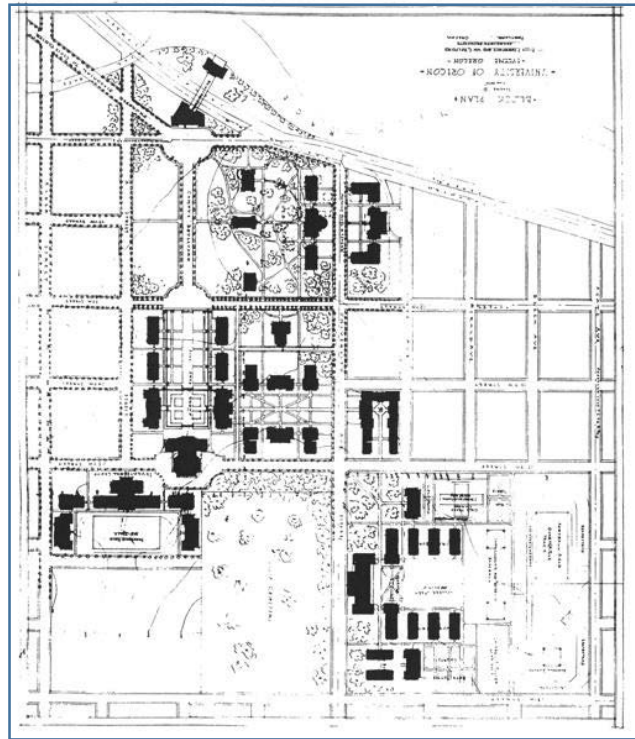


Special Photograph Campus  
Campus Boundary - Proposed

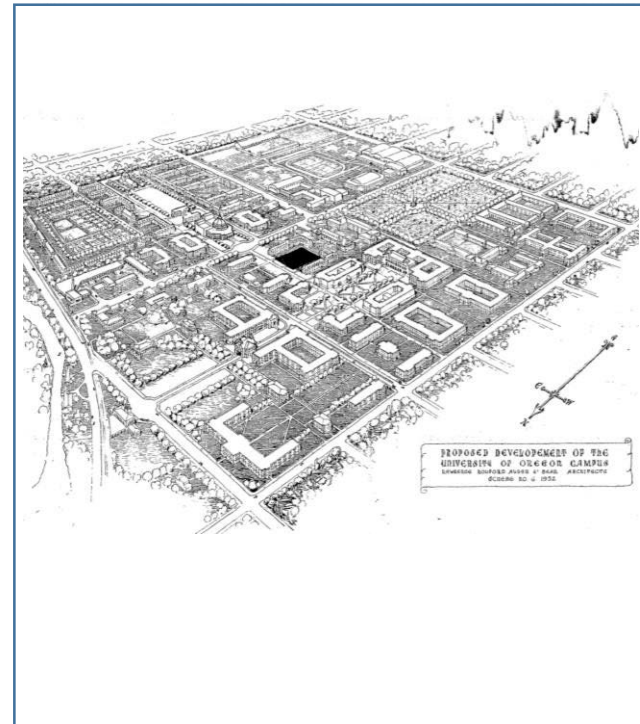
University of Oregon Campus Physical Framework  
UNIVERSITY OF OREGON  
1000 UNIVERSITY AVENUE, SUITE 1000  
EUGENE, OREGON 97403-1000  
503.343.7500

An Enriching Campus Framework for Growth: UNIVERSITY OF OREGON **CAMPUS PHYSICAL FRAMEWORK VISION**

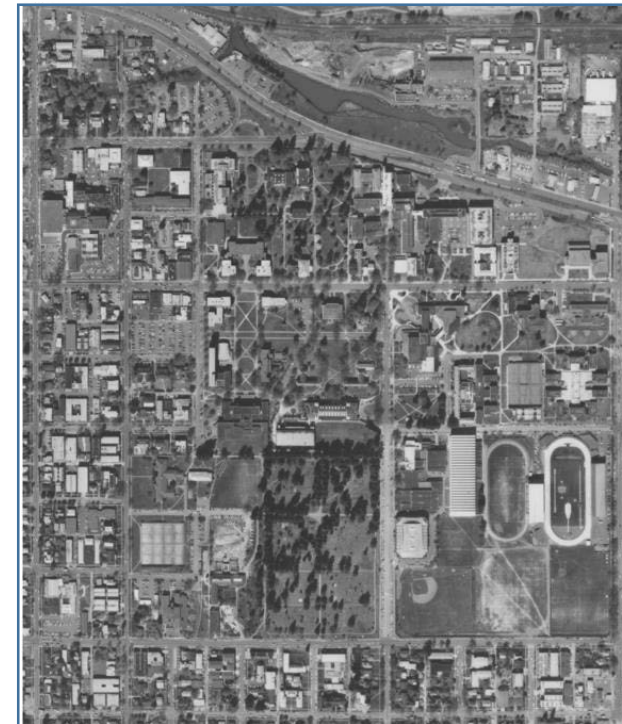
# PAST CAMPUS PLANNING VISIONS & PROCESS



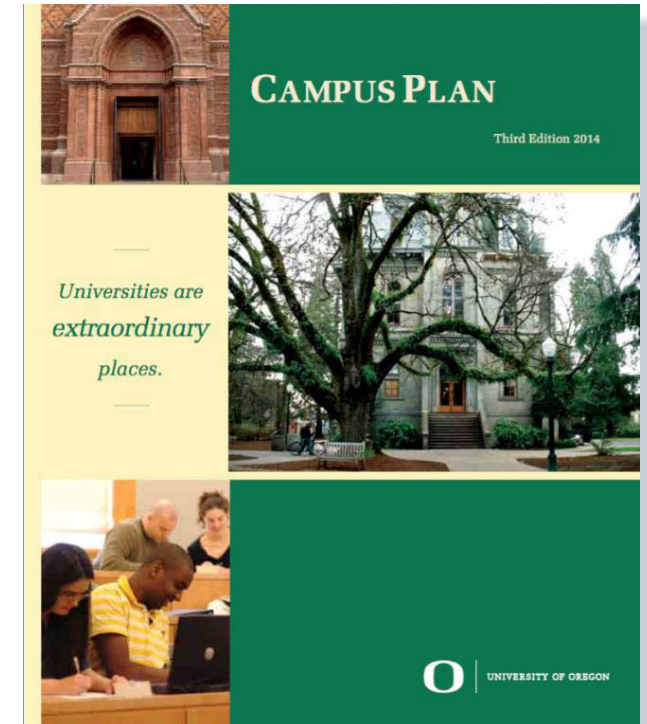
**1914**  
Ellis Lawrence



**1932**  
Ellis Lawrence



**1970s**  
The Oregon Experiment  
Pattern Language  
Planning Process



**1991 & 2005**  
University Staff

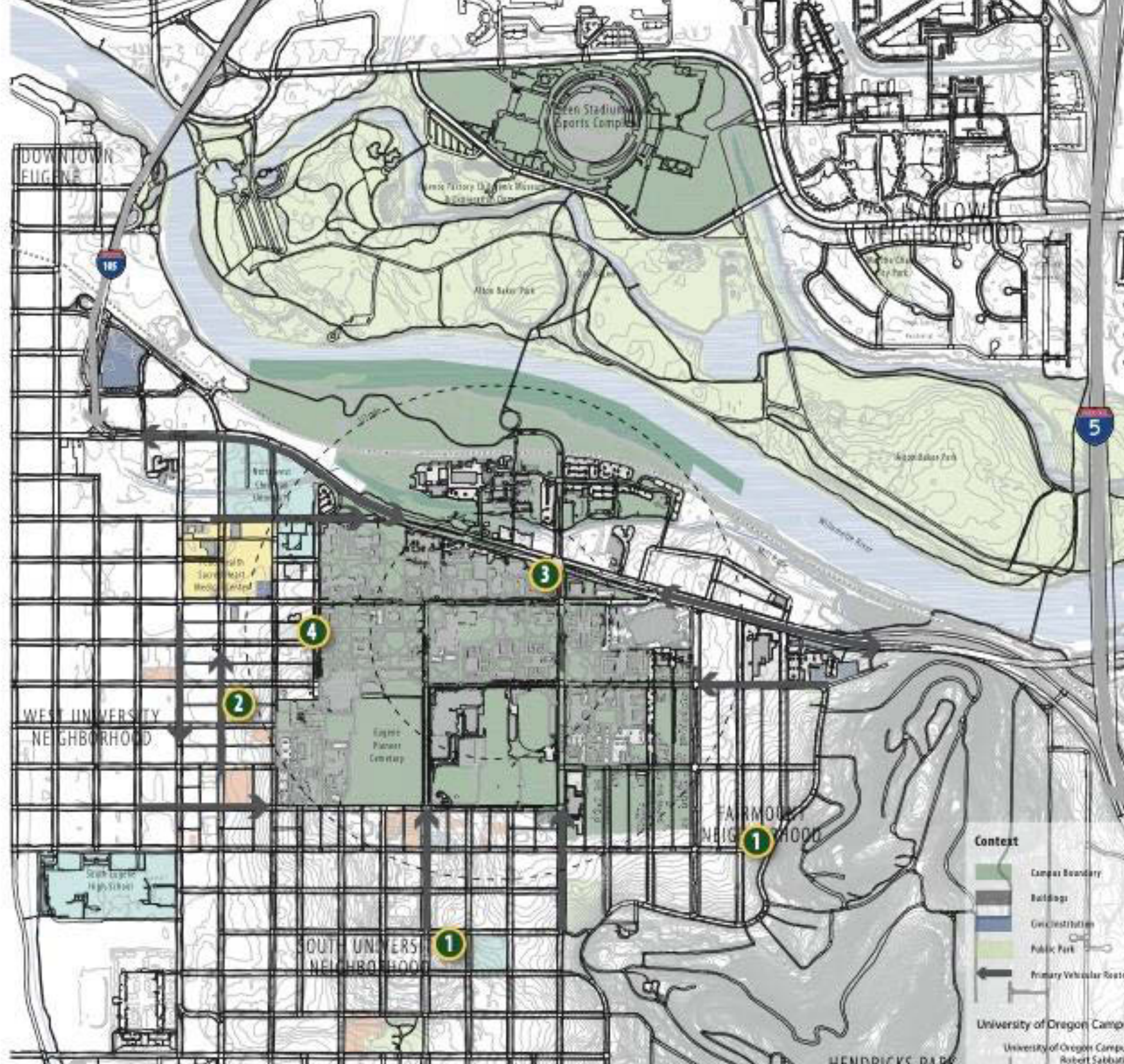
# 2016 CONTEXT

City of Eugene  
168,000 population

Campus  
320 acres

24,500 student FTE

34,000 student FTE  
Potential growth



# CHALLENGES FOR UO

Lacked physical plan for the expanding campus

Needed to understand how growth would affect the physical appearance and experience of the campus

Needed to refine a series of metrics used to evaluate density, building coverage, height, etc.

First time in 40 years that the university brought in outside consultants to comprehensively plan the campus

Unique primary criterion was a landscape-centric focus

# PROJECT GOAL

To create a comprehensive physical framework vision of open spaces and buildings, which will bring greater specificity to the *Campus Plan*, better inform decisions on how to accommodate growth and change, and preserve the beauty and functionality of the campus.



# THE FUNDAMENTAL QUESTION WE ASKED OURSELVES AND THE CAMPUS COMMUNITY

Can the campus accommodate growth while respecting and enhancing its beauty and culture demonstrated in its landscape and ensemble of buildings?

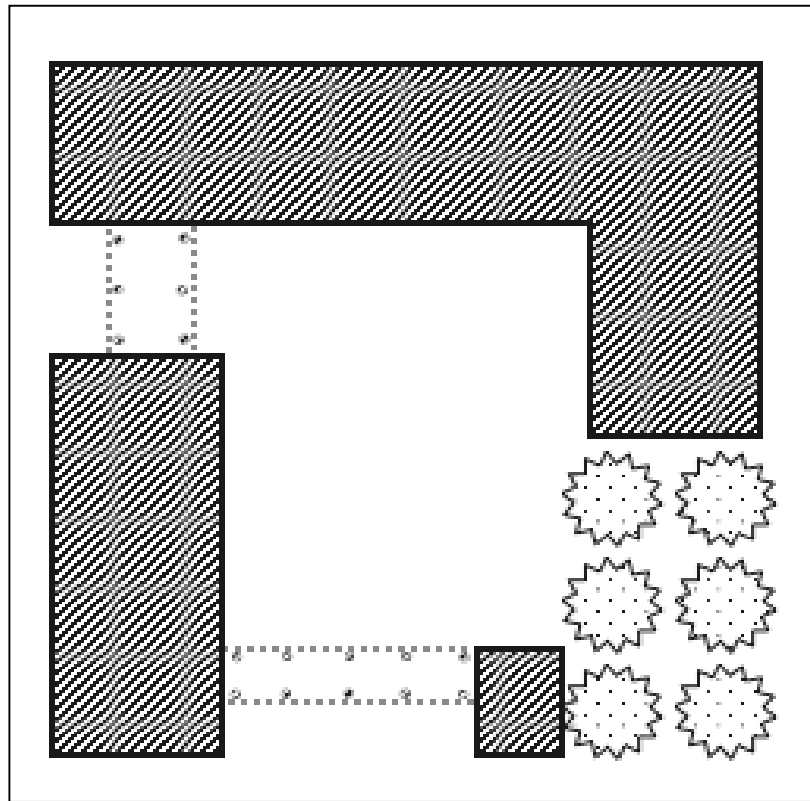
# ENGAGEMENT GOES BEYOND THE PLAN DOCUMENT



An Enriching Campus Framework for Growth: UNIVERSITY OF OREGON **CAMPUS PHYSICAL FRAMEWORK VISION**

# ENGAGEMENT GOES BEYOND THE PLAN DOCUMENT

## TIE TO CAMPUS CULTURE: WHO IS THE UNIVERSITY OF OREGON?

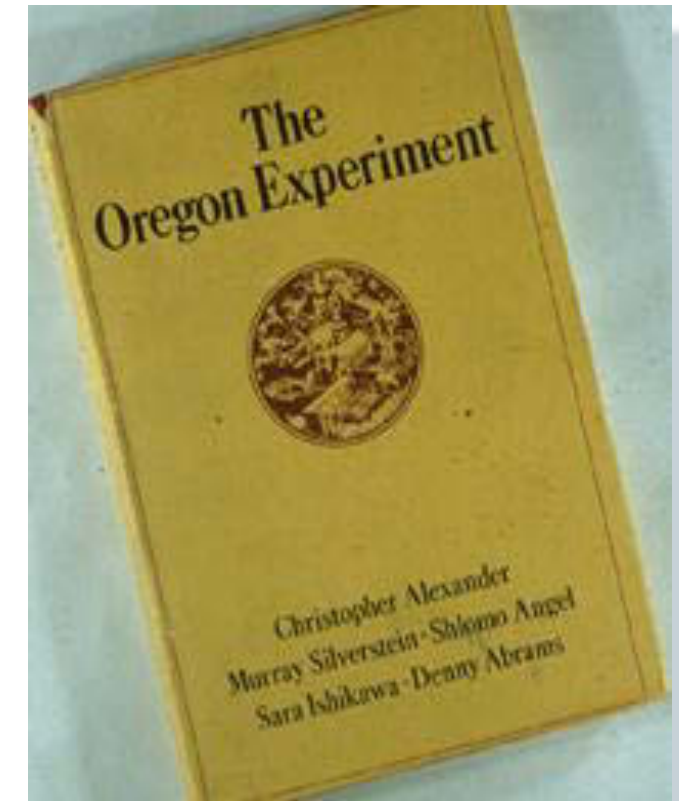


Pattern: Positive Outdoor Space

Patterns are:

Commonly held values as they pertain to the campus environment and design.

Statements that describe design issues and suggest ways to resolve them.



Origins: Christopher Alexander's Pattern Language & Oregon Experiment (1974)

# ENGAGEMENT GOES BEYOND THE PLAN DOCUMENT

## TIE TO CAMPUS CULTURE: WHO IS THE UNIVERSITY OF OREGON?

Strong stakeholder-oriented engagement



1970s



1990s



2010s

# ENGAGEMENT GOES BEYOND THE PLAN DOCUMENT

## TIE TO CAMPUS CULTURE: WHO IS THE UNIVERSITY OF OREGON?

### Process-oriented

- Not a fixed image plan
- Focus on patterns and principles

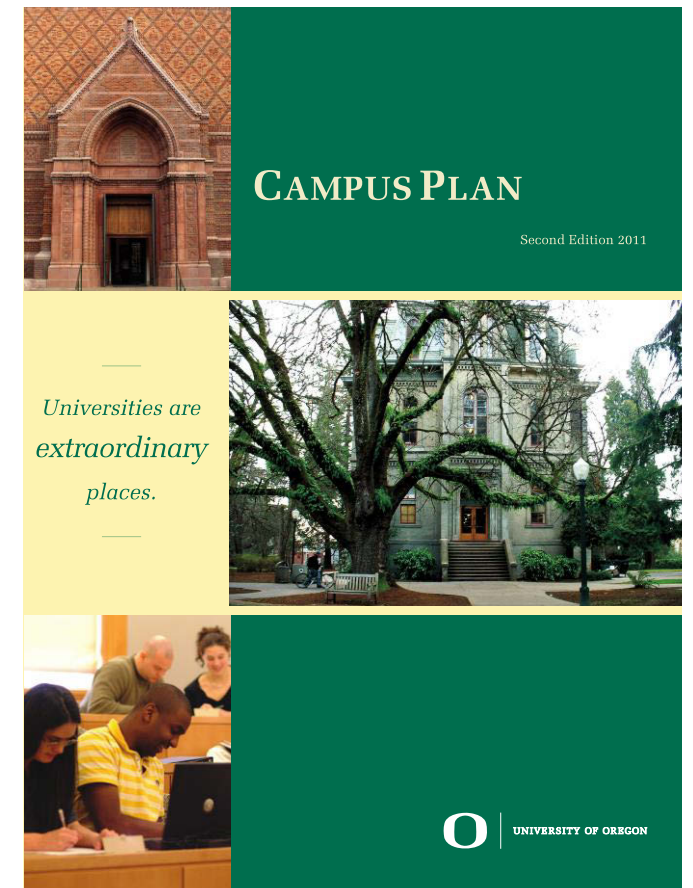
### Adapted over time

#### Framework of 12 Principles:

- |                                     |                        |
|-------------------------------------|------------------------|
| 1. <b>Process and Participation</b> | 7. Architectural Style |
| 2. Open-spaces                      | 8. Universal Access    |
| 3. Densities                        | 9. Transportation      |
| 4. Space Use                        | 10. Sustainability     |
| 5. Displaced Uses                   | 11. Patterns           |
| 6. Maintenance and Service          | 12. Special Conditions |



Principle 2: Open-space Framework



Current: Campus Plan

# ENGAGEMENT GOES BEYOND THE PLAN DOCUMENT

## CAMPUS FRAMEWORK VISION PROJECT (FVP): ENGAGEMENT

Tied to Campus Planning Process  
Coordinated by UO  
Campus Planning Committee

Project-specific  
Advisory Committee  
Open houses  
Web page  
Stakeholder groups  
MyCampus Survey



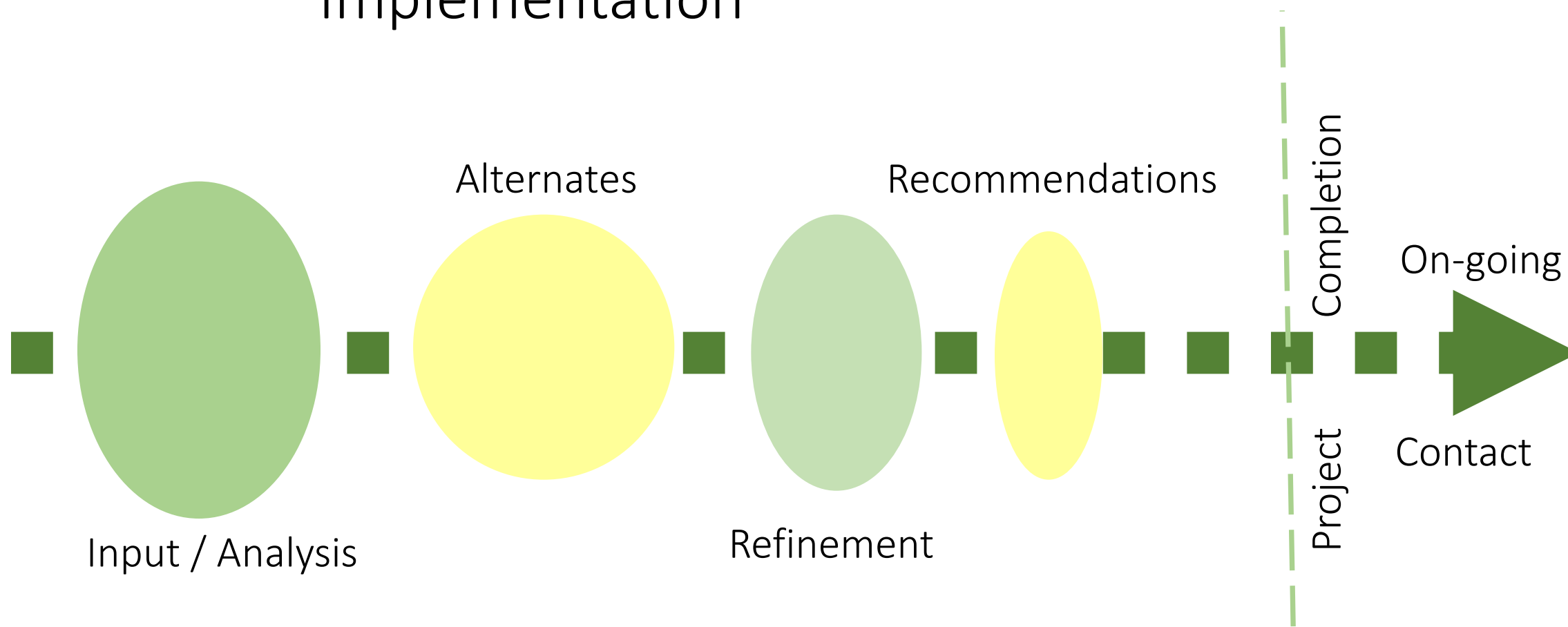
# ENGAGEMENT GOES BEYOND THE PLAN DOCUMENT

## CAMPUS FRAMEWORK VISION PROJECT (FVP): ENGAGEMENT

Not just the project process

Planning solutions

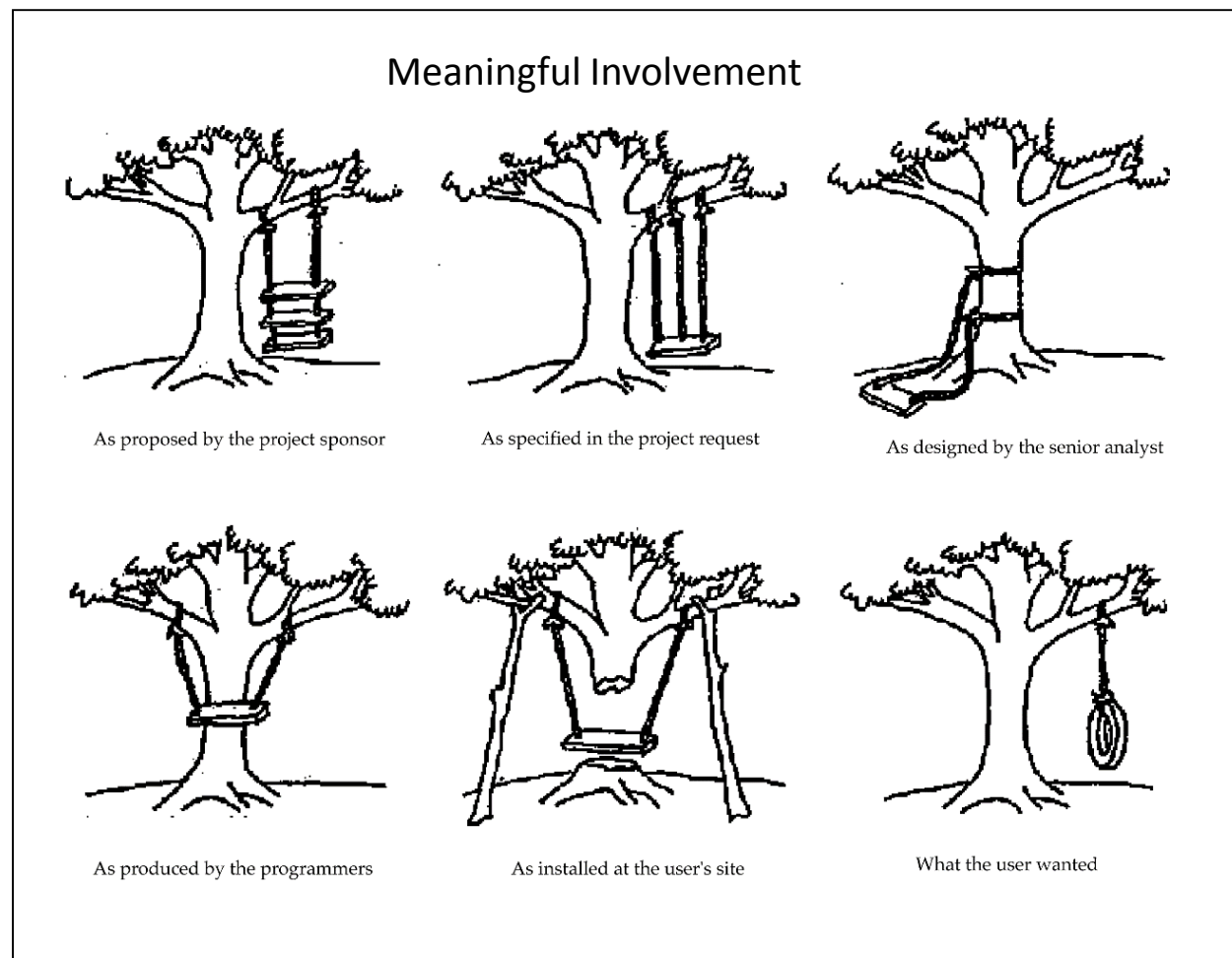
Implementation



# ENGAGEMENT GOES BEYOND THE PLAN DOCUMENT

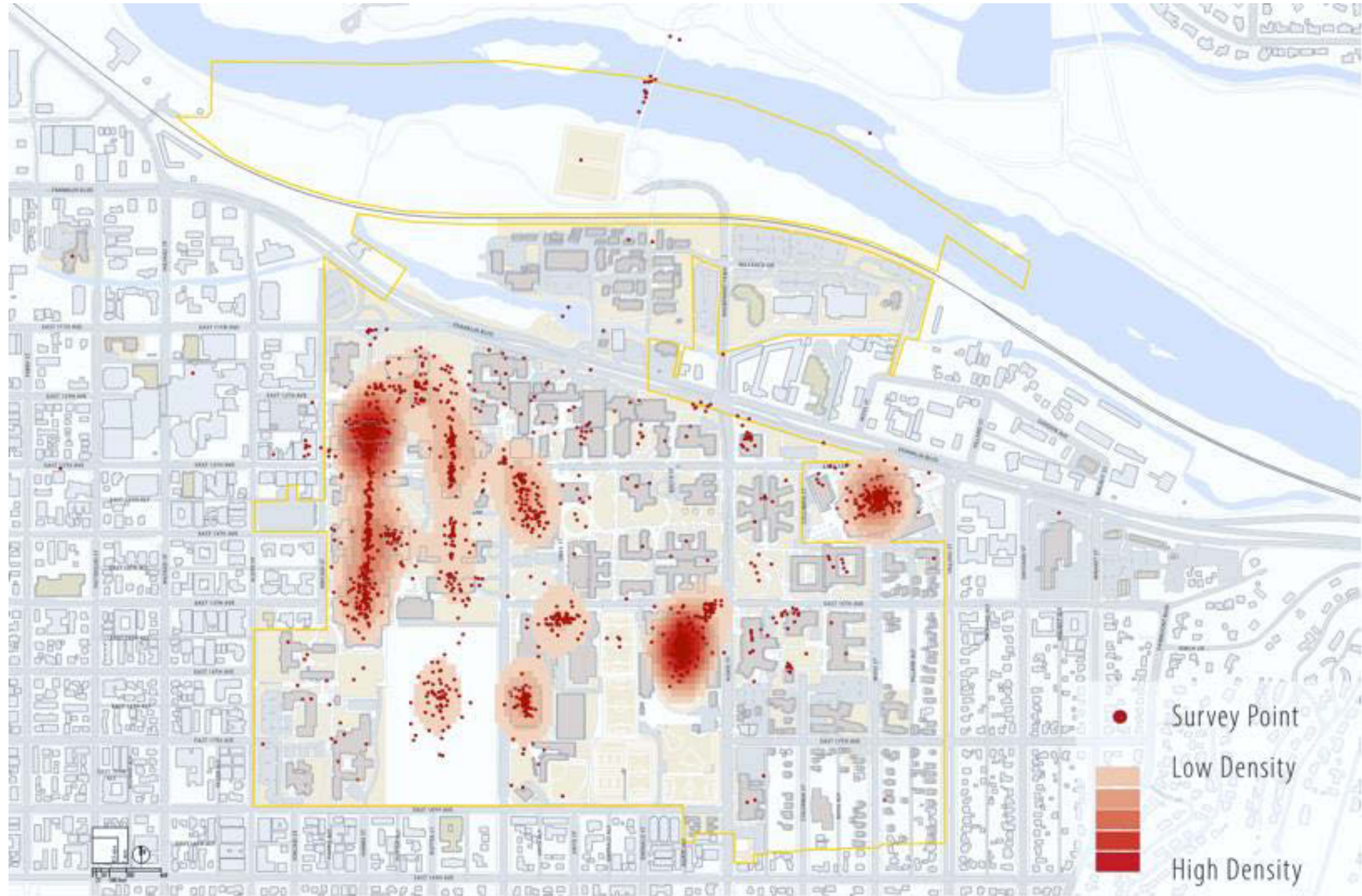
1. What does engagement mean to you?
2. When does it start and when does it end?
3. How do you measure success?

WHAT WE HEARD - USER GROUP MEETING 2





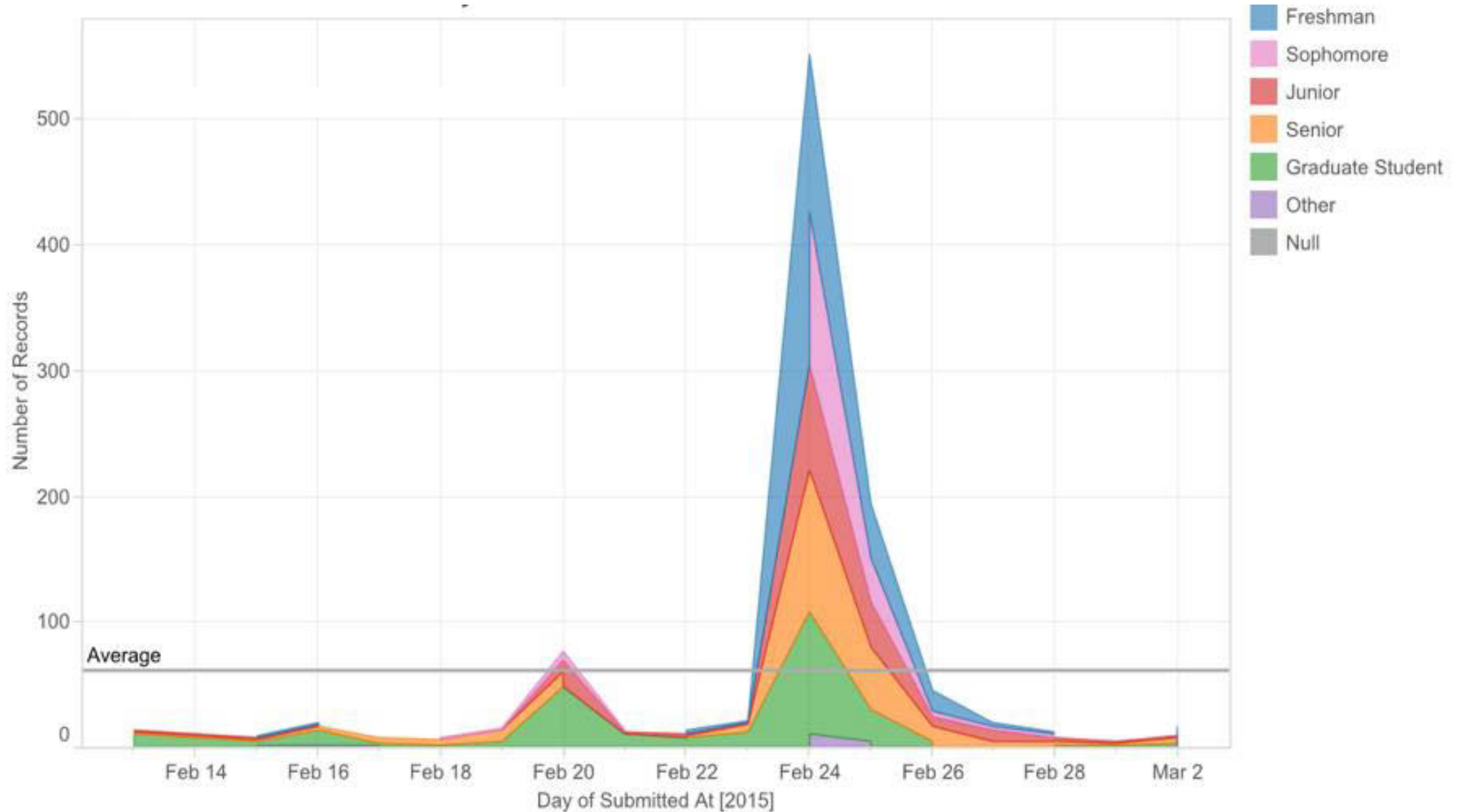
# CAMPUS SURVEY



An Enriching Campus Framework for Growth: UNIVERSITY OF OREGON **CAMPUS PHYSICAL FRAMEWORK VISION**

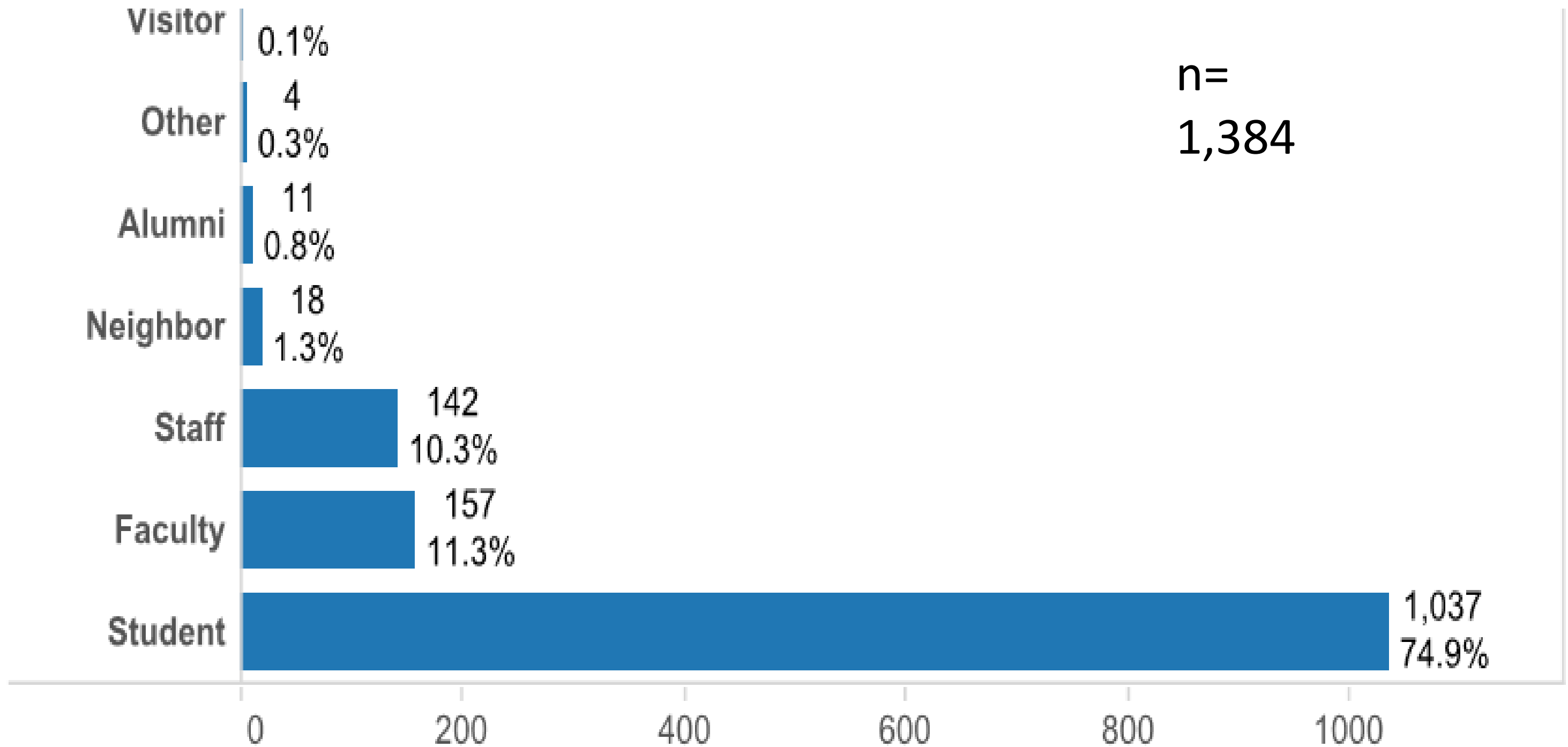
# CAMPUS SURVEY

## WHEN DID STUDENTS TAKE THE SURVEY?

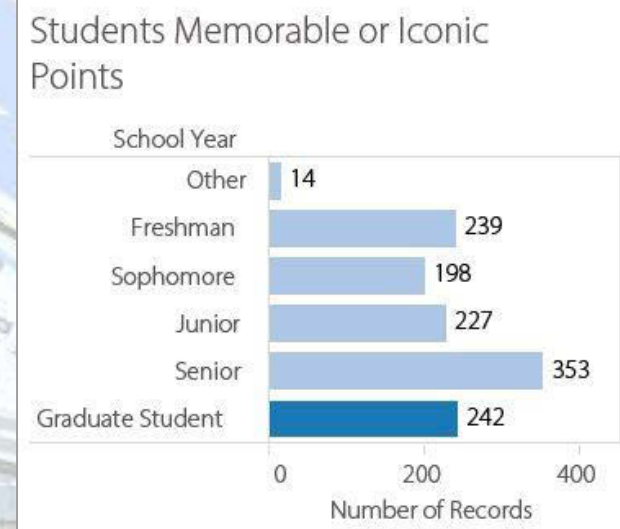
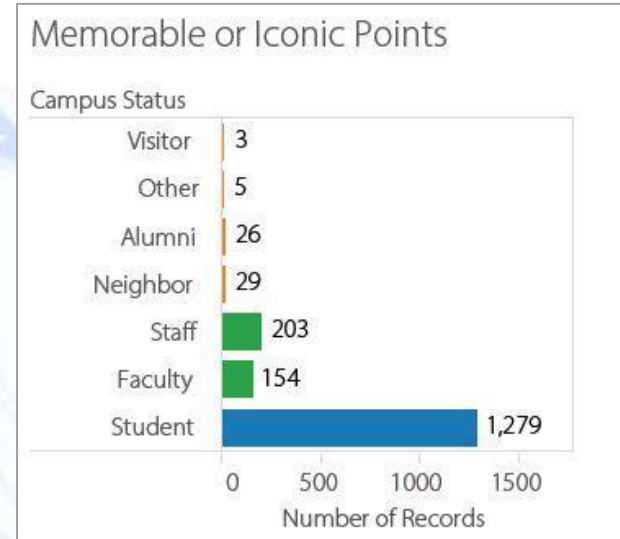
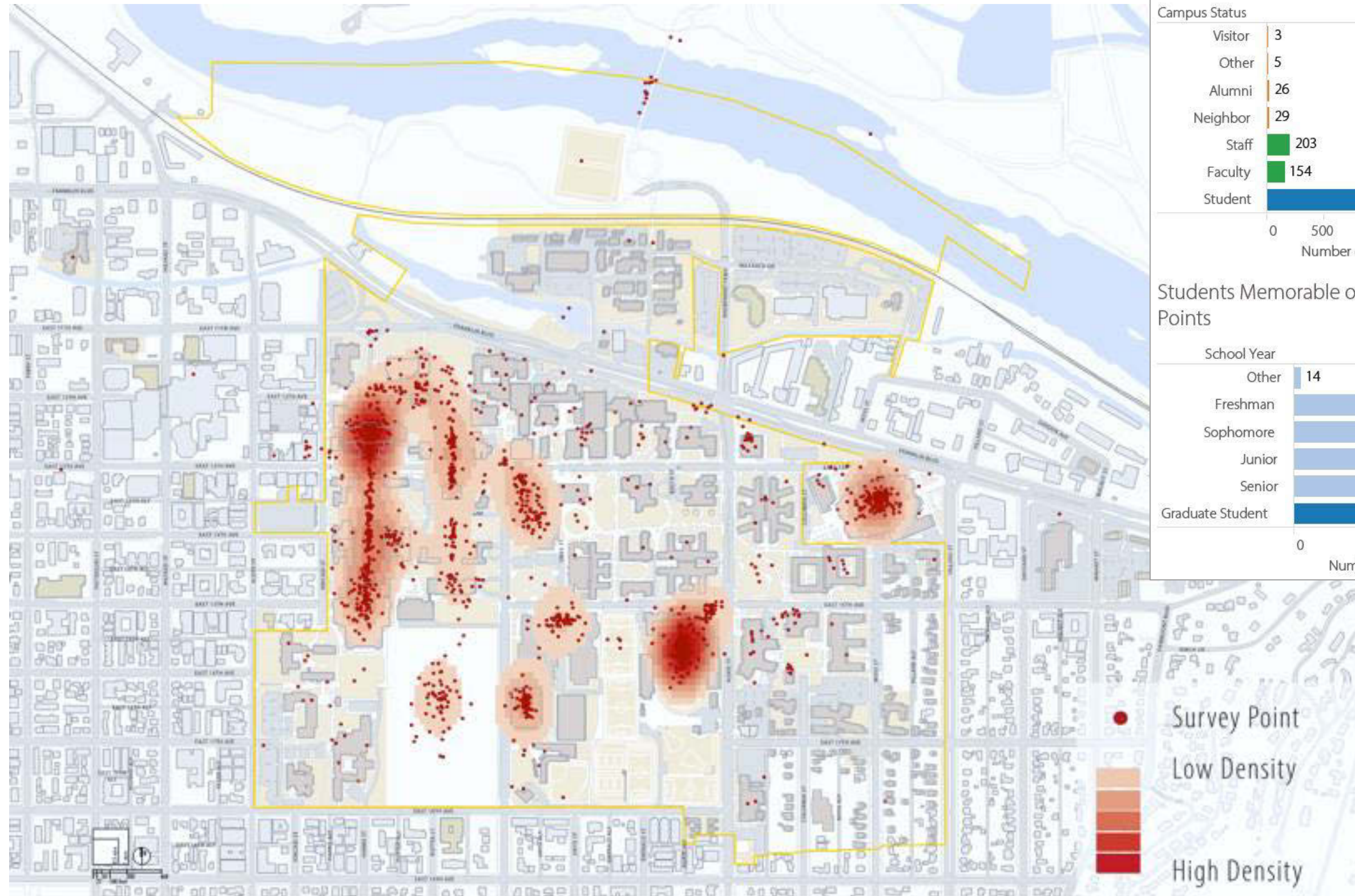


# CAMPUS SURVEY

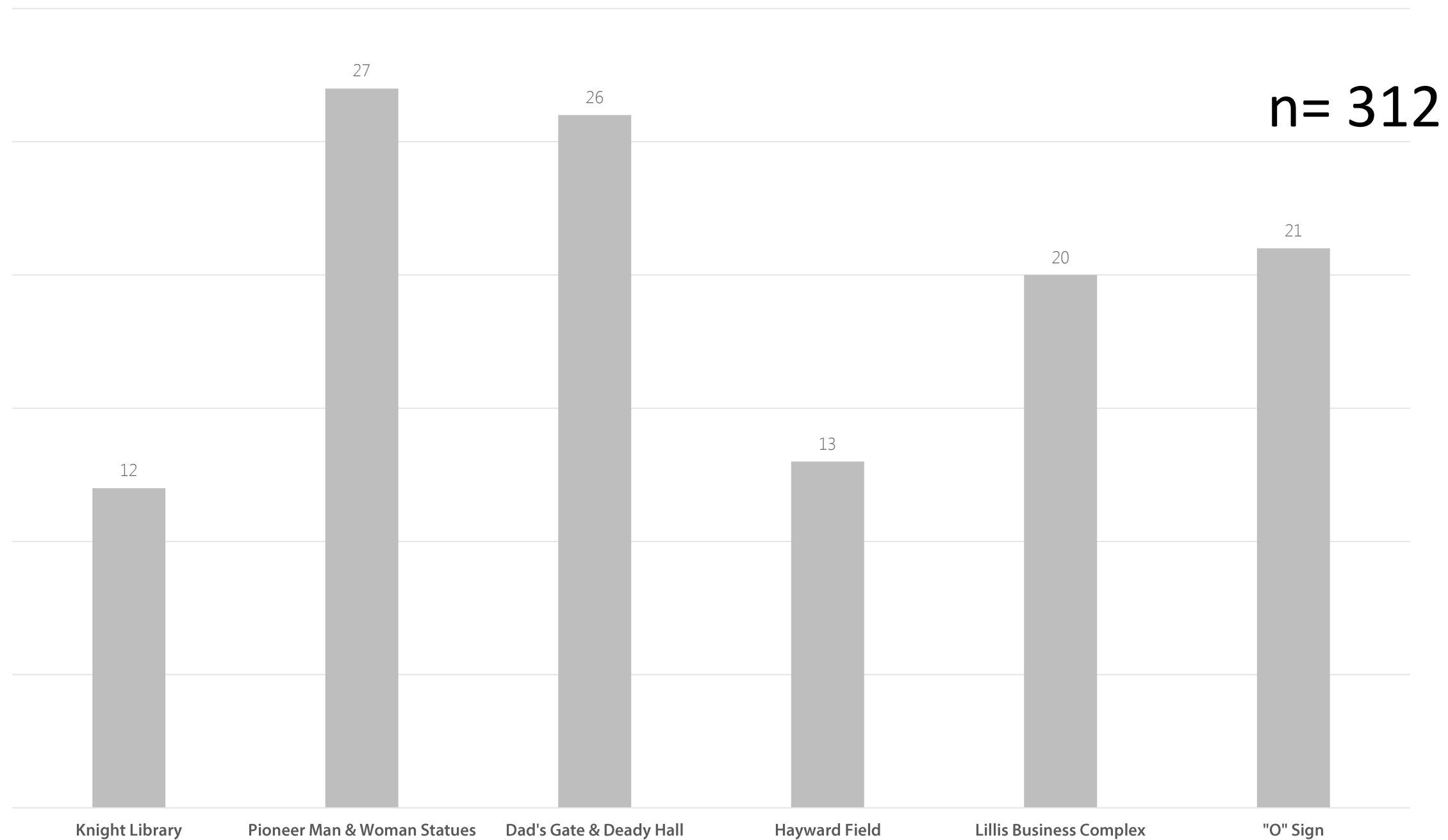
## CAMPUS AFFILIATION



# CAMPUS SURVEY MEMORABLE OR ICONIC SPACES

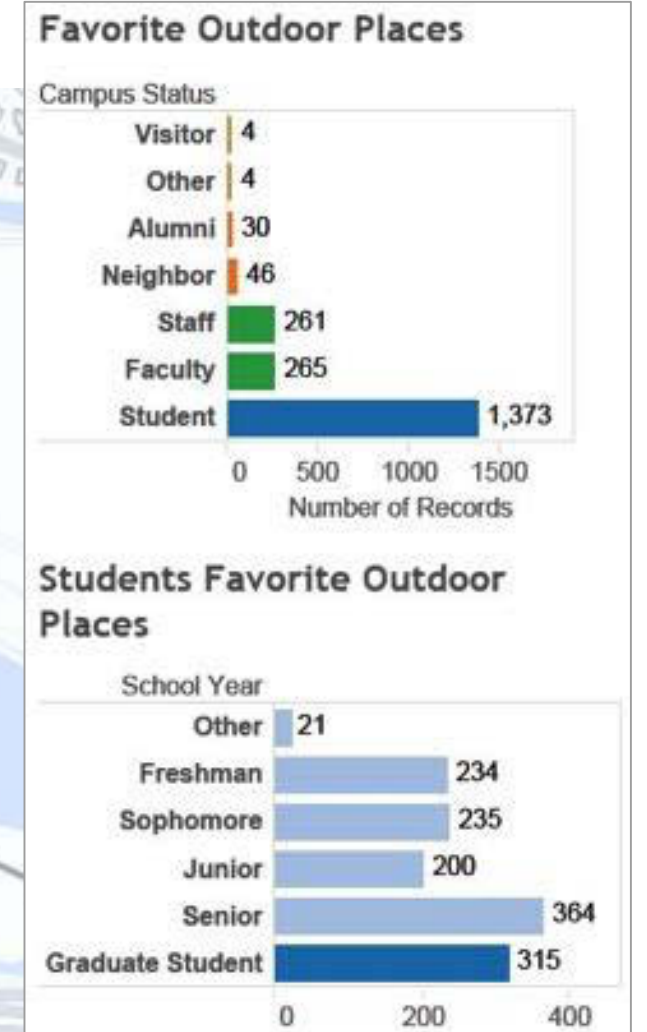
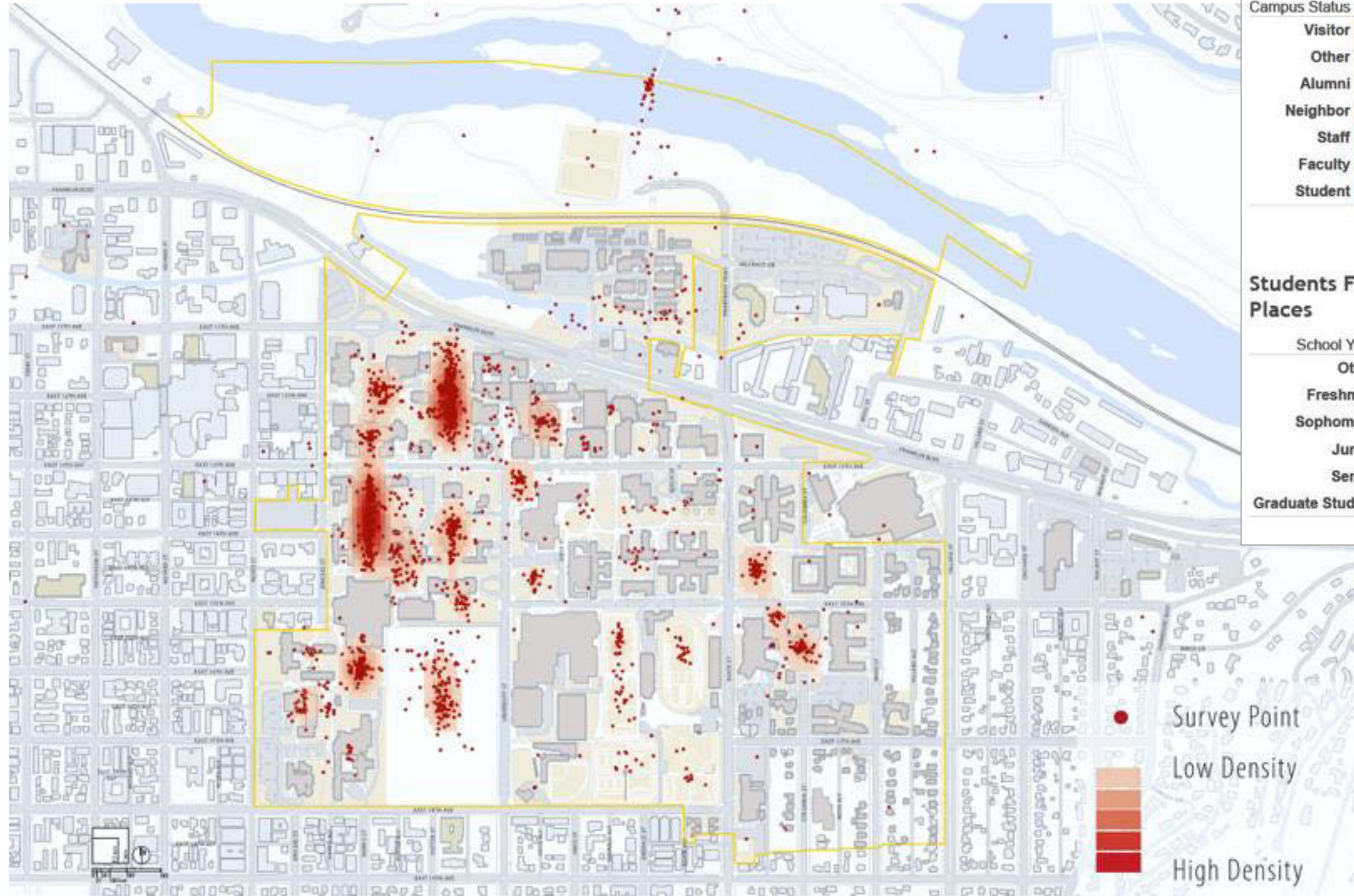


# CAMPUS SURVEY MEMORABLE OR ICONIC SPACES

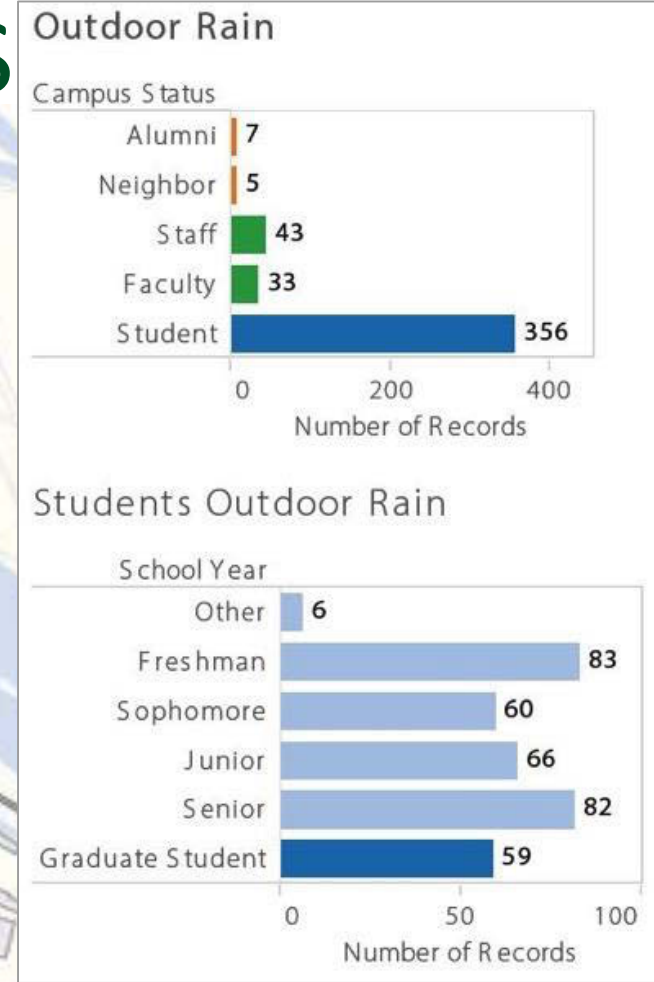
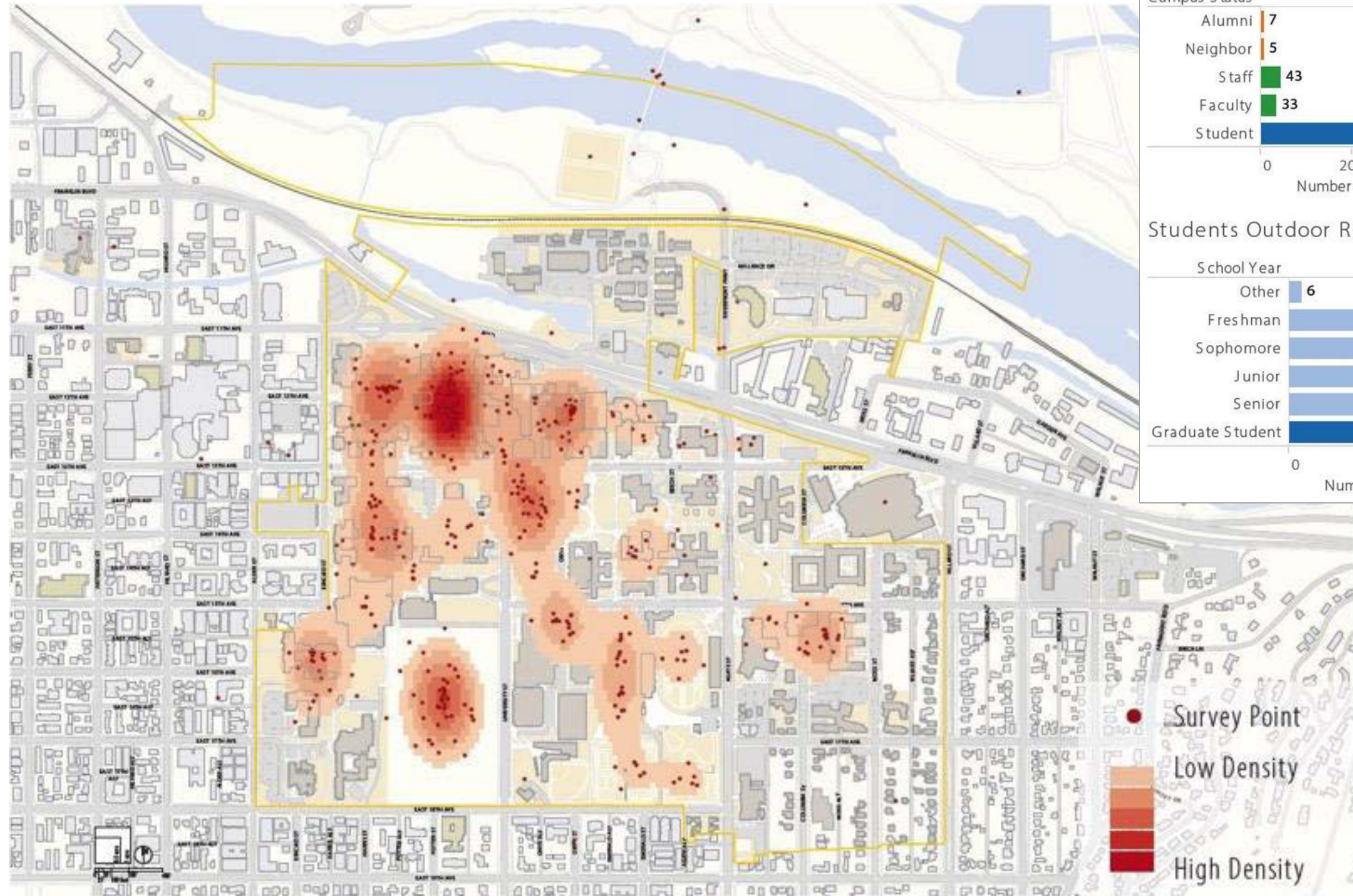


*“Love the front of Lillis, with the O and the solar panels.  
Would even more benches be possible?”*

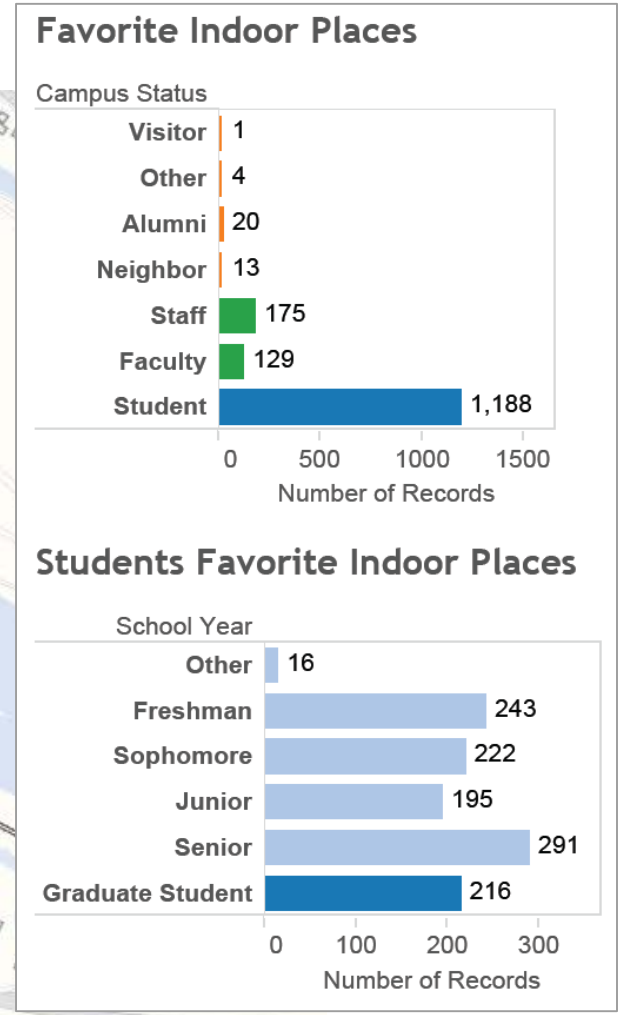
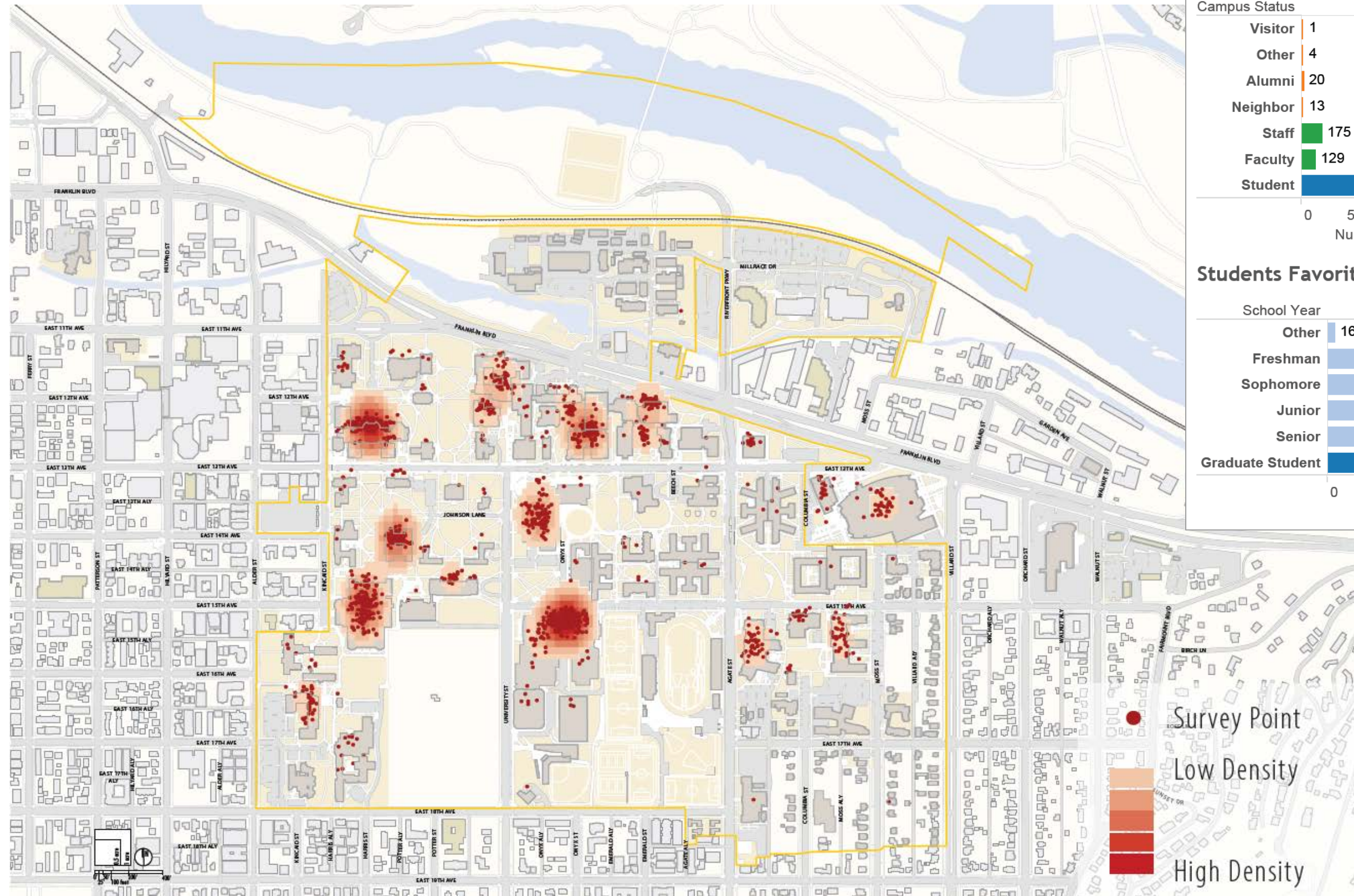
# CAMPUS SURVEY FAVORITE OUTDOOR SPACES



# CAMPUS SURVEY FAVORITE OUTDOOR SPACES WHEN IT RAINS

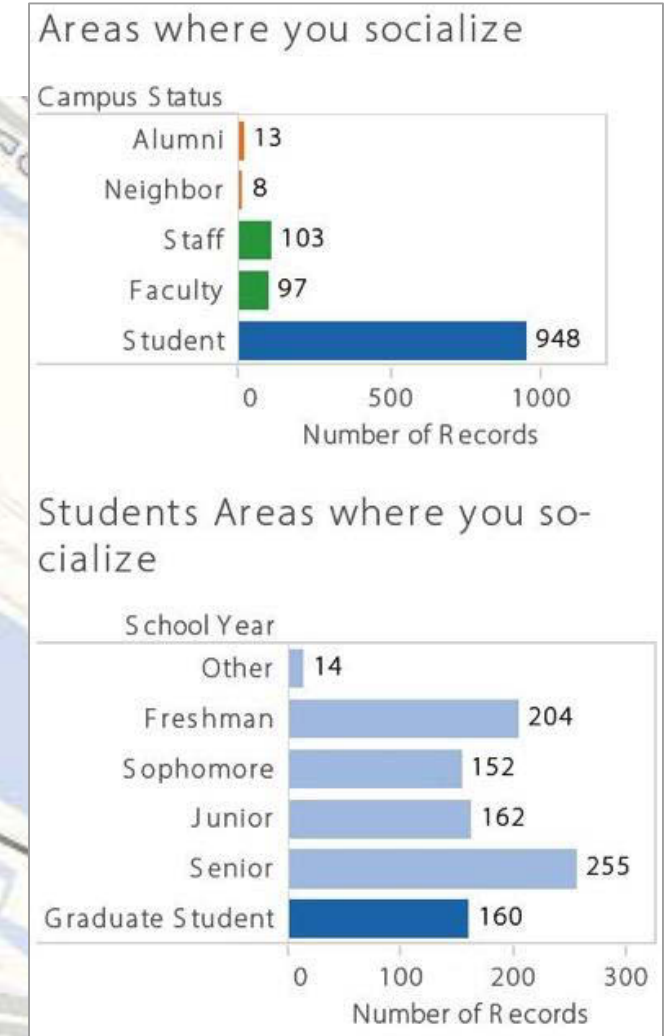
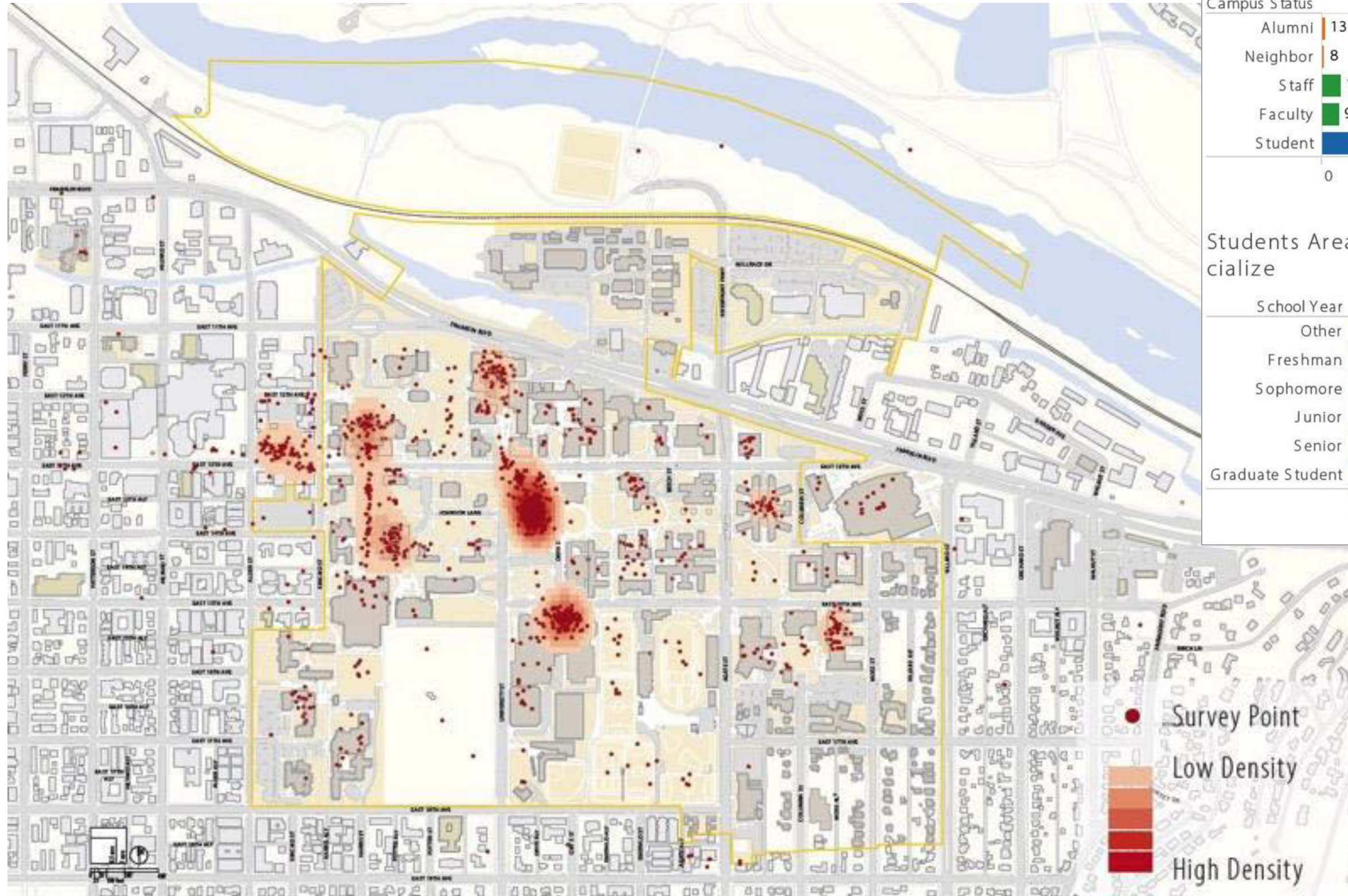


# CAMPUS SURVEY FAVORITE INDOOR SPACES

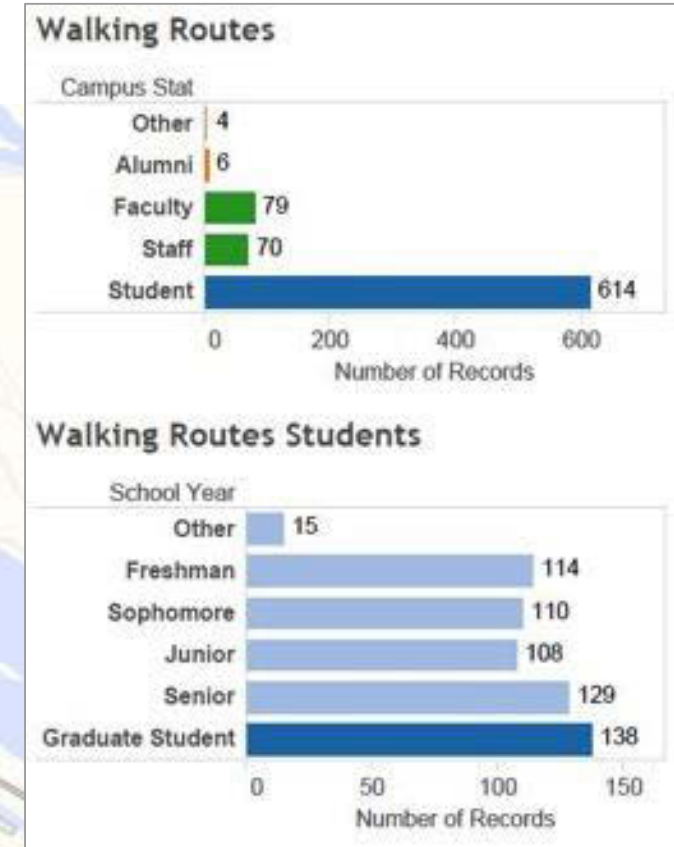
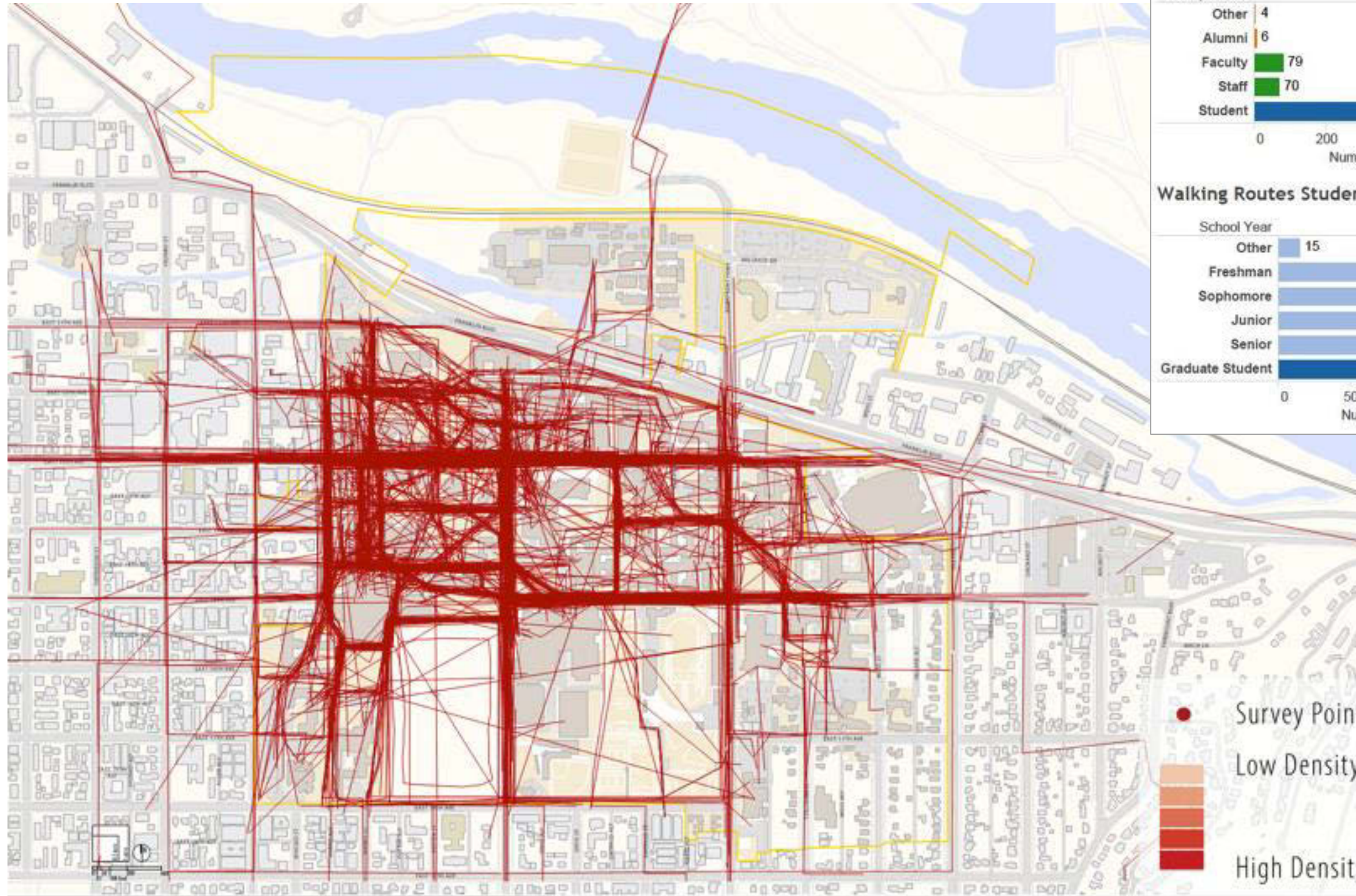




# CAMPUS SURVEY AREAS WHERE YOU SOCIALIZE



# CAMPUS SURVEY WALKING ROUTES



# ENGAGEMENT /ADVISORY DIVERSE VOICES

Board of Trustees

Advisory Group

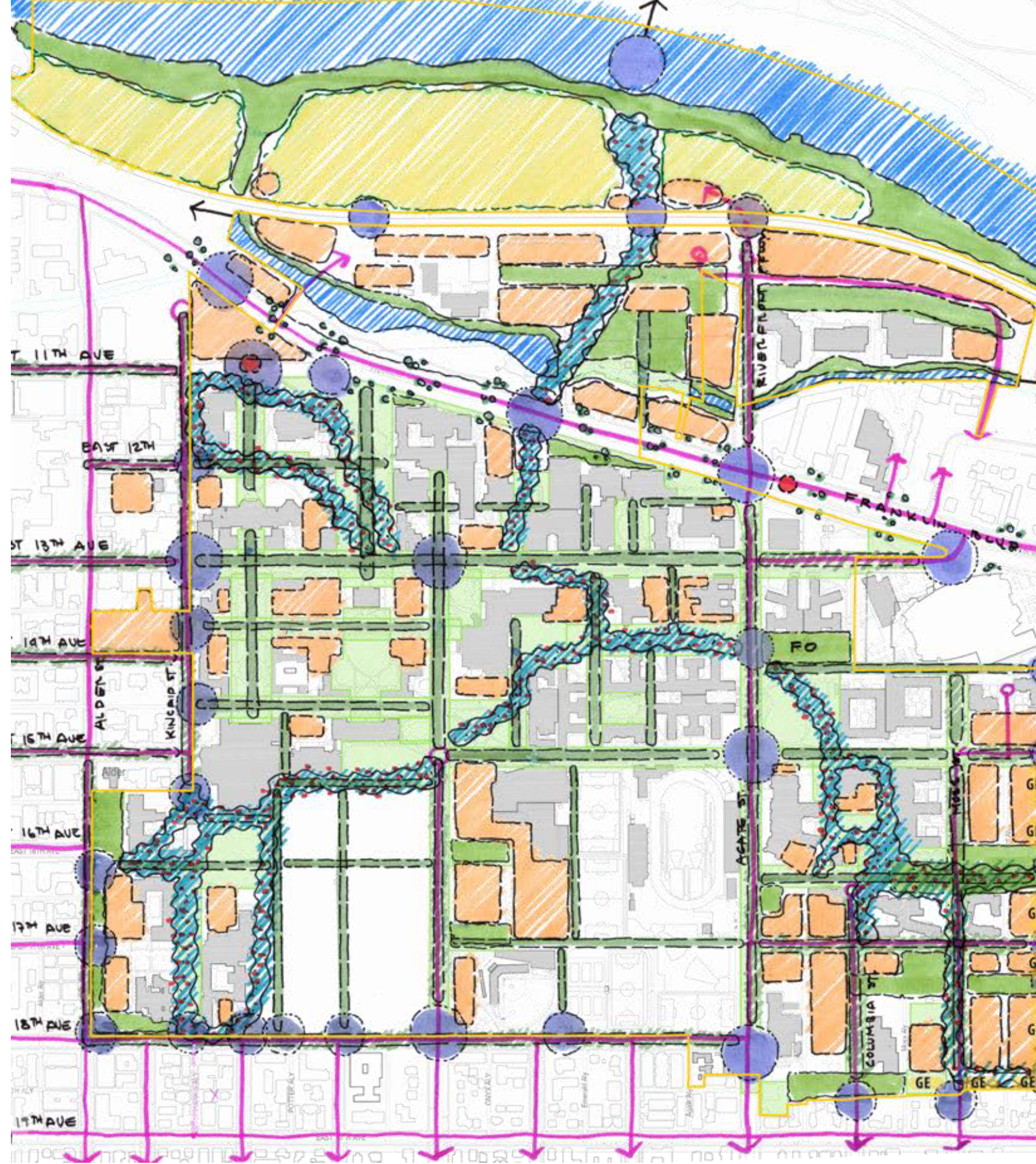
Campus Planning Committee

Management Team

President and Finance Leadership

University Community

Neighbors - City Agencies



# ENGAGEMENT /ADVISORY KNOW YOUR ROLE

## INPUT

-

## DIRECTION

Advisory Group

Campus Planning Committee

Management Team

President & Finance Leadership

**University Community**

Neighbors

City Agencies

Advisory Group

Campus Planning Committee

**Management Team**

President & Finance Leadership

University Community

Neighbors

City Agencies

# CAMPUS PLANNING COMMITTEE

Capital Planning Committee (1969)

(5) Faculty, (5) Administrators

(5) Students, VPs and Deans

Campus Planning and Operations

Role - Advise President

Input on Planning and Development

Process - multiple reviews / vote

Recommend approval to President

Framework not Plan –

no approval required



# CAMPUS PLANNING COMMITTEE

Capital Planning Committee (1969)

(5) Faculty, (5) Administrators

(5) Students, VPs and Deans

Campus Planning and Operations

Role - Advise President

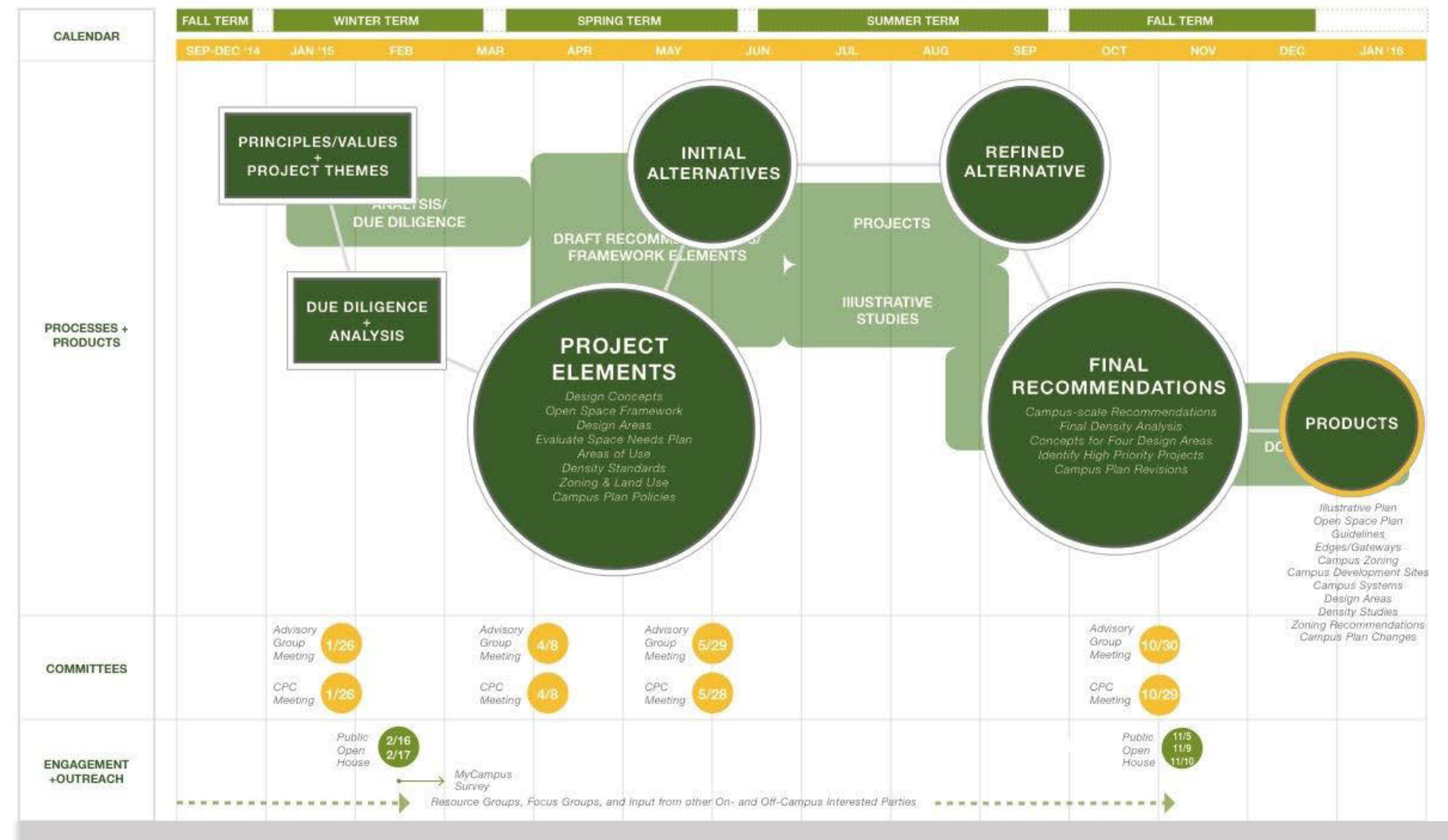
Input on Planning and Development

Process - multiple reviews / vote

Recommend approval to President

Framework not Plan –

no approval required



# CAMPUS PLANNING COMMITTEE

Capital Planning Committee (1969)

(5) Faculty, (5) Administrators

(5) Students, VPs and Deans

Campus Planning and Operations

Role - Advise President

Input on Planning and Development

Process - multiple reviews / vote

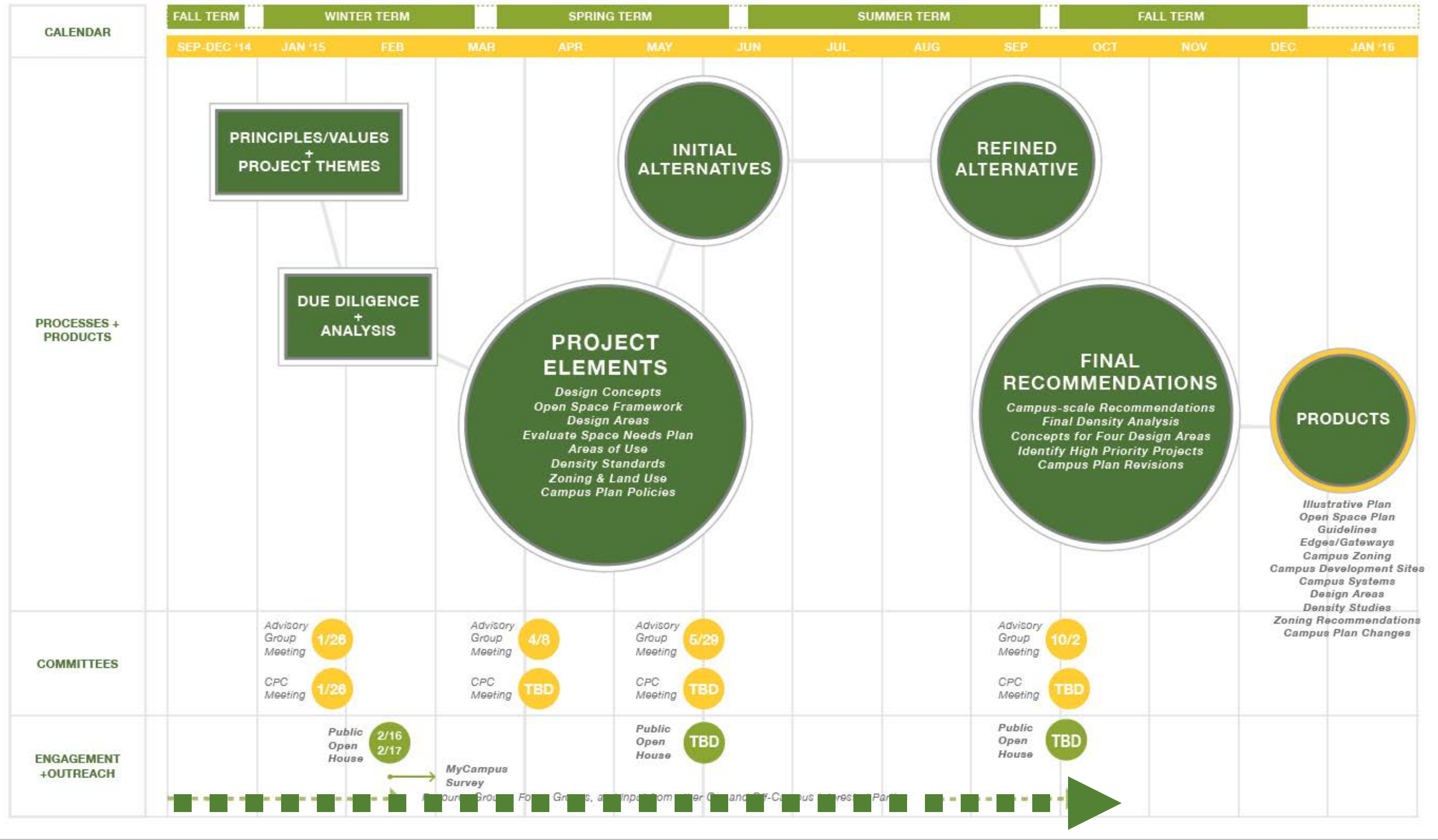
Recommend approval to President

Framework not Plan –

no approval required

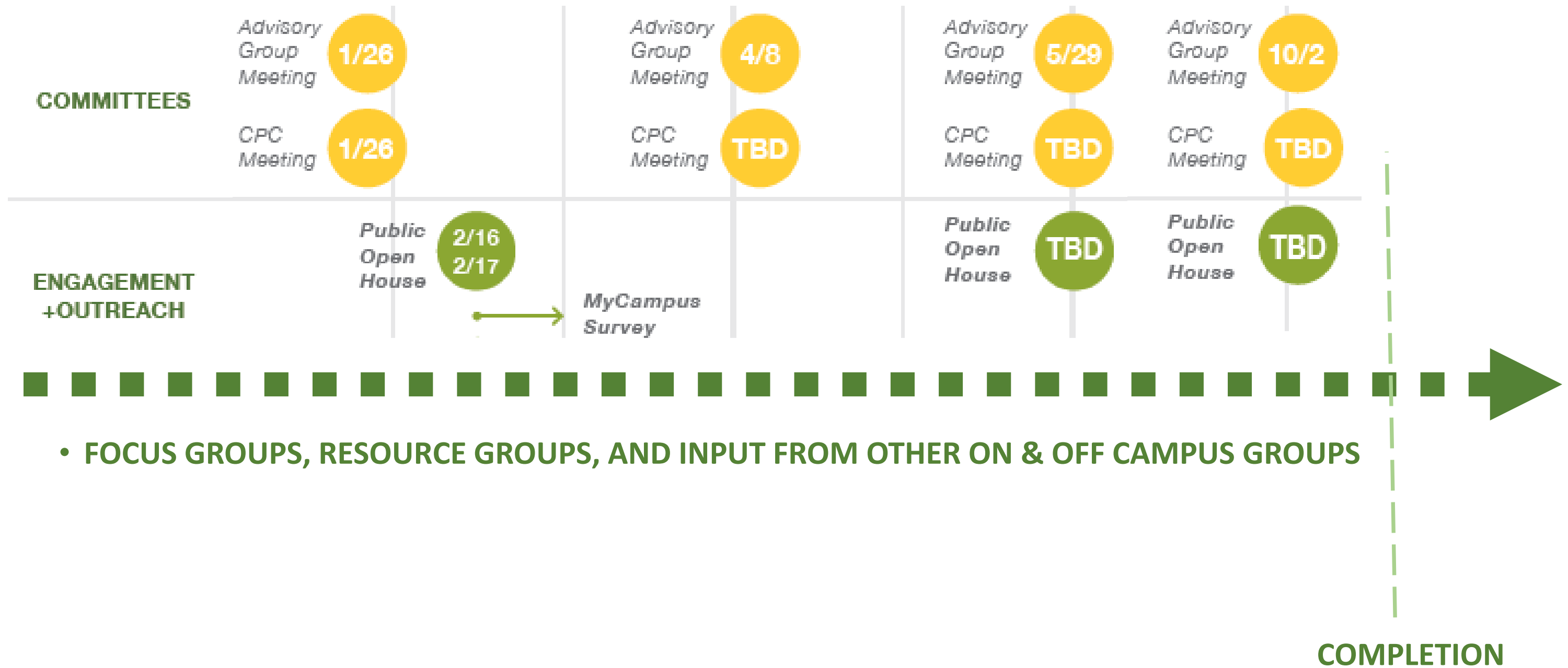


# PROCESS





# PROCESS



# COMMUNITY CONTEXT GO BEYOND THE EDGES

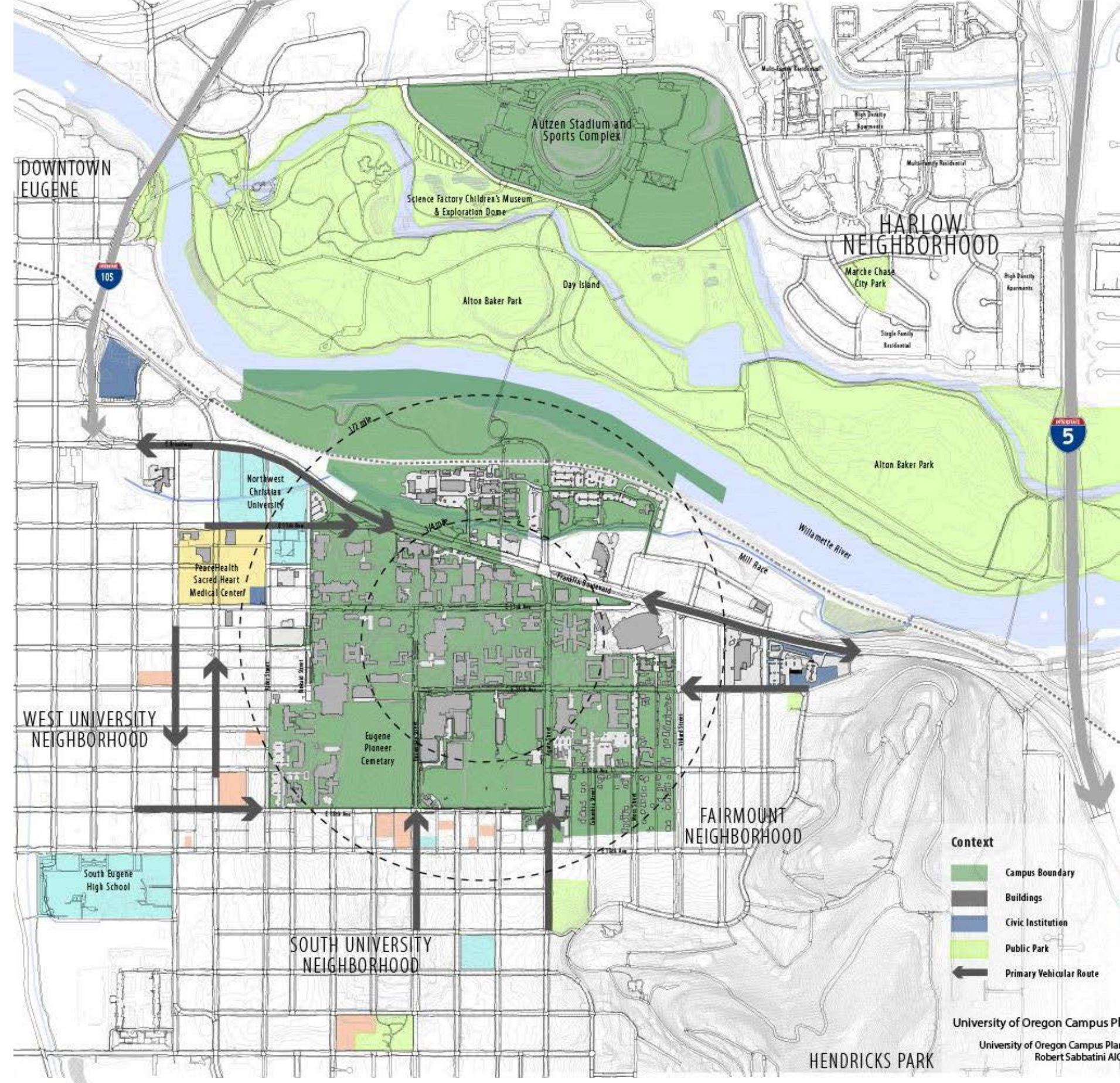
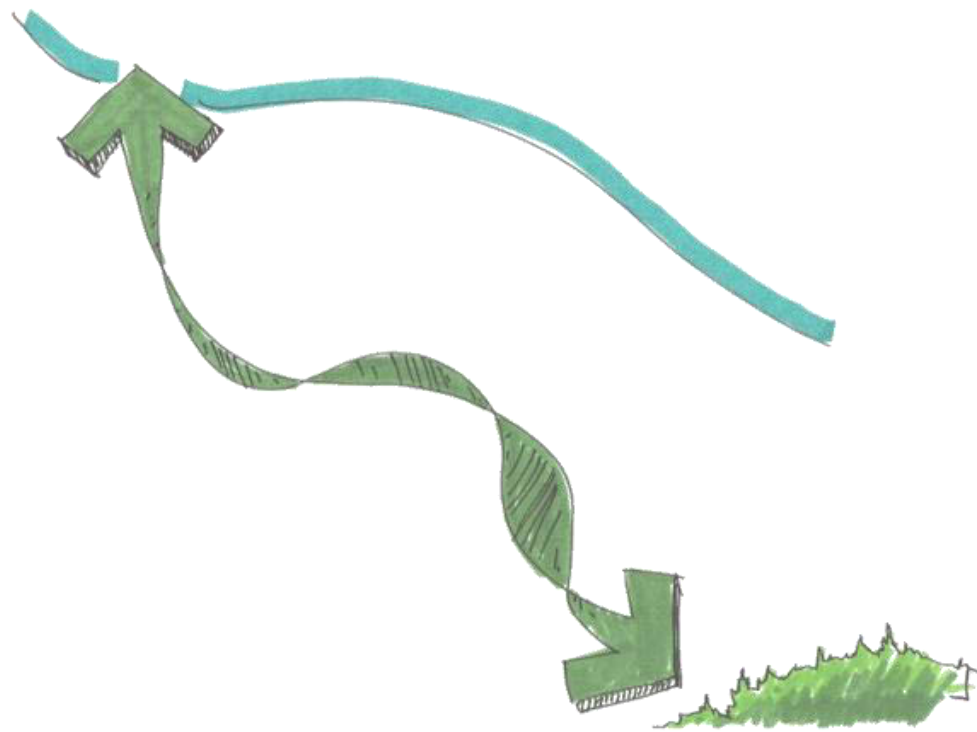
## Important Factors:

Neighborhoods - Stakeholders

Open space connections - Systems

River to the Buttes - Ecology

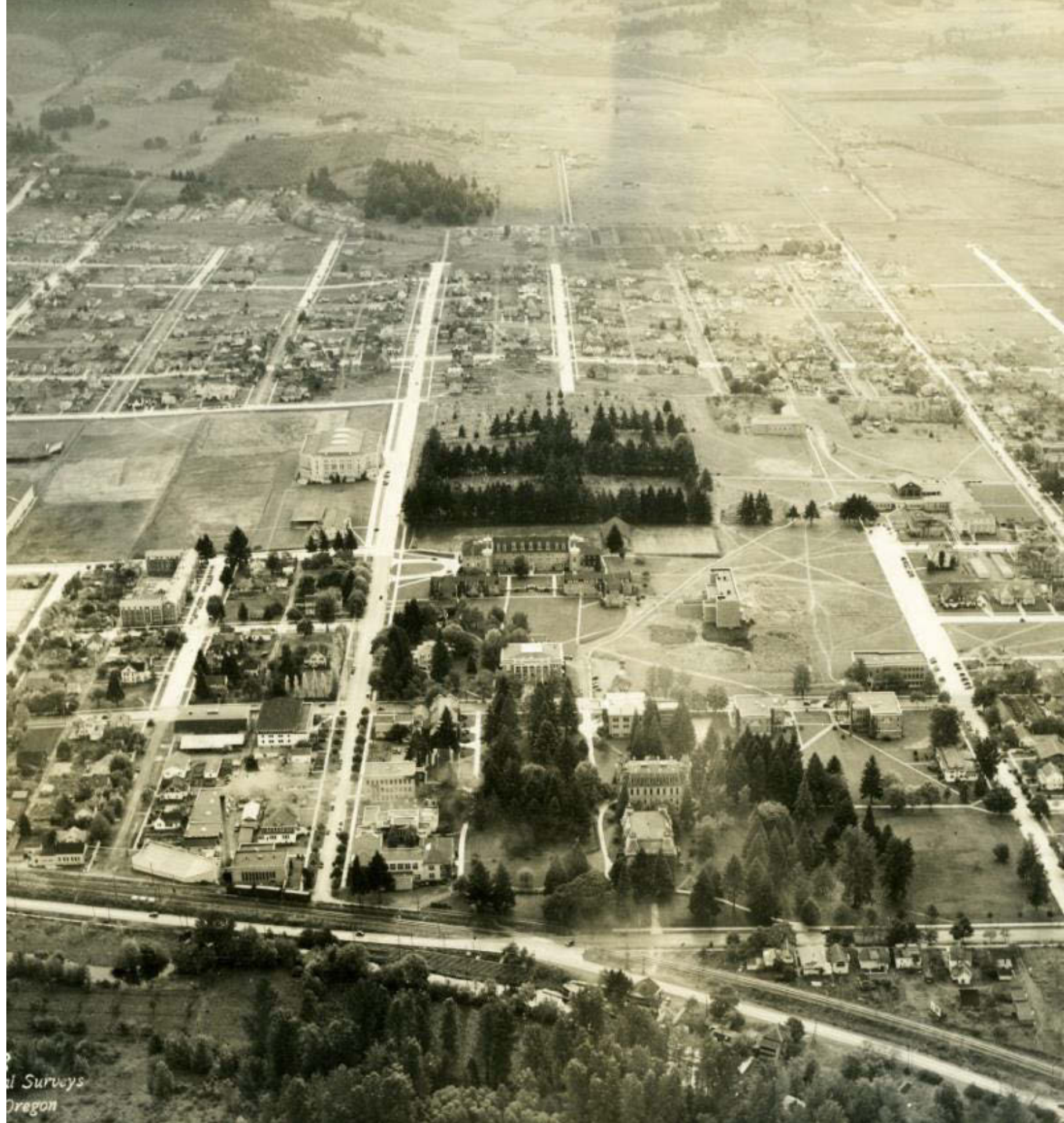
Downtown - Services



# OPEN SPACE & ECOLOGY AS PLANNING TOOL

UO is built upon an open space system spanning multiple eras

Clear distinction in eras can be found in the campus form, character, and scale.

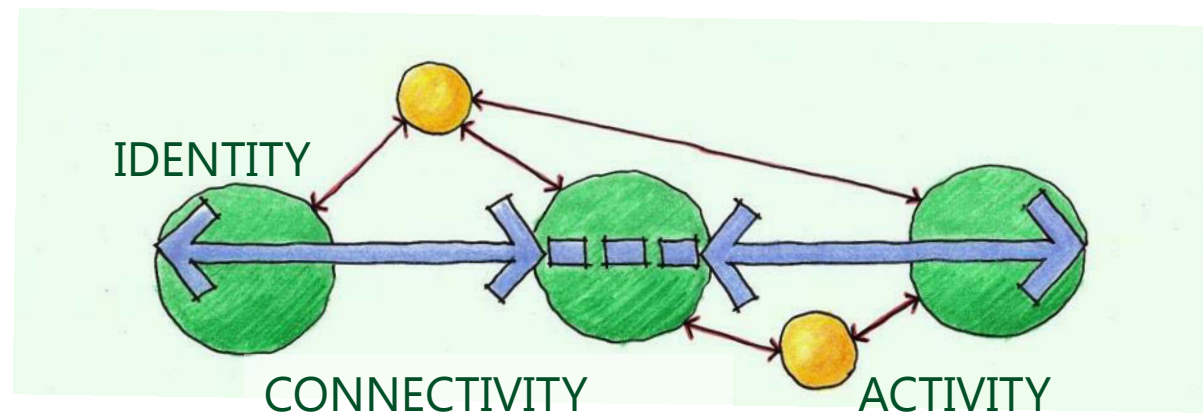


# CAMPUS IDENTITY

## WHAT WE HEARD

Campus is identified by three basic elements:

- heritage trees
- classic architecture
- open space network



# CAMPUS INPUT

## ITERATIVE PROCESS

How retain the character and quality while allowing for growth?

We asked the students, staff, faculty, and community.

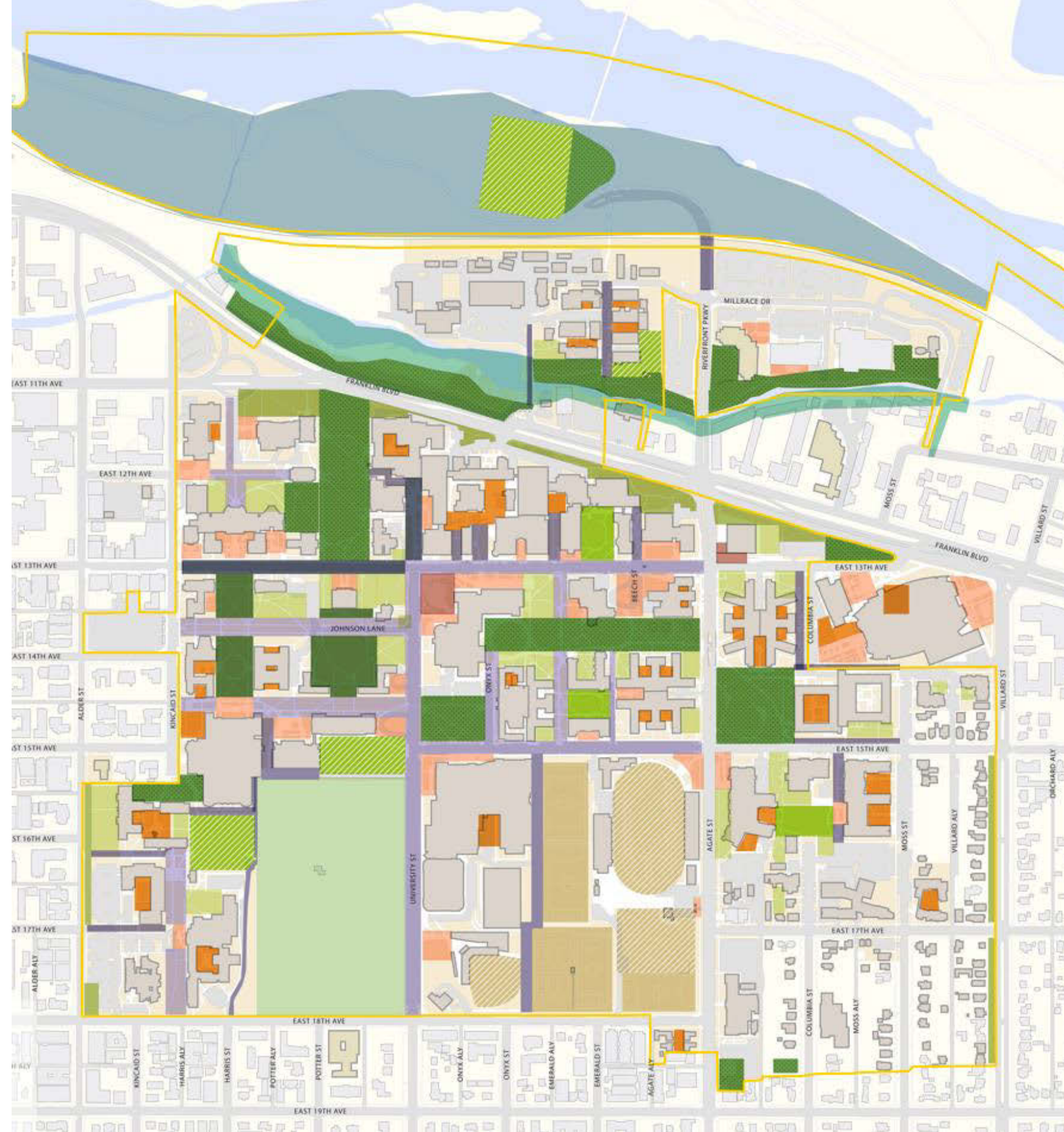
We were supported by the Campus Planning Committee.



# CAMPUS CHARACTER INVENTORY & INTERVIEWS

## Landscape Character - Existing

	Riverfront		Connector
	Millrace Corridor		Link
	Quadrangles		Mall
	Park - like		Forecourt
	Active / Greens		Court
	Cemetery		Plaza
	Yard		Non-accessible/ Athletic Surfaces
	Soft Edge		Campus Boundary

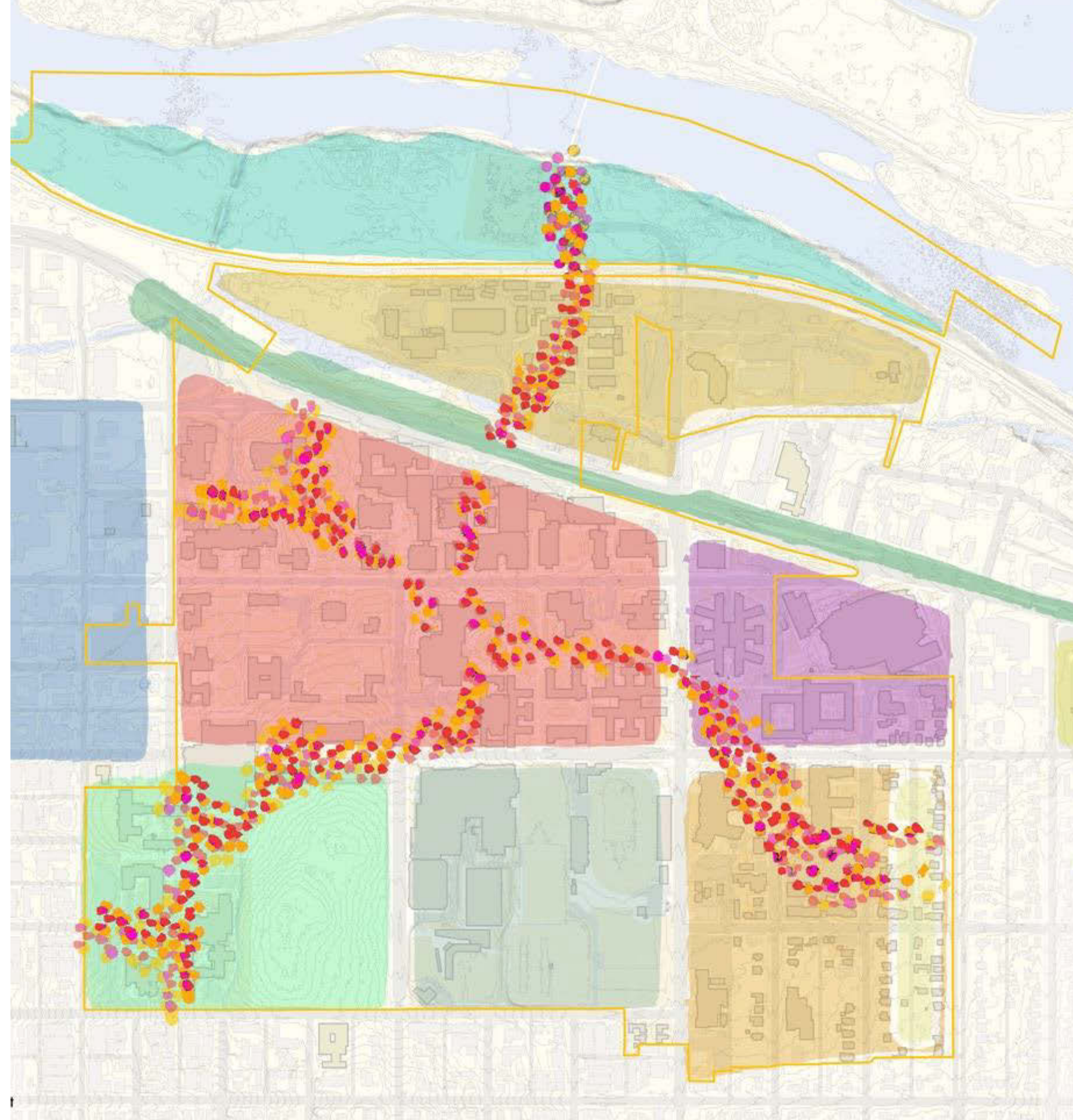


# GARDEN WALK CONNECTIONS

Campus composed of Orthogonal grid transected by organic walks

An outgrowth of the campus community searching for identity – clear connections – and places of active gathering

Connect to the neighbors and larger Eugene community – an open invitation to come onto campus and stroll, explore, expand the Town-Gown world



# FOCUS STUDIES

## TESTING THE FRAMEWORK

Guiding principles

Campus themes

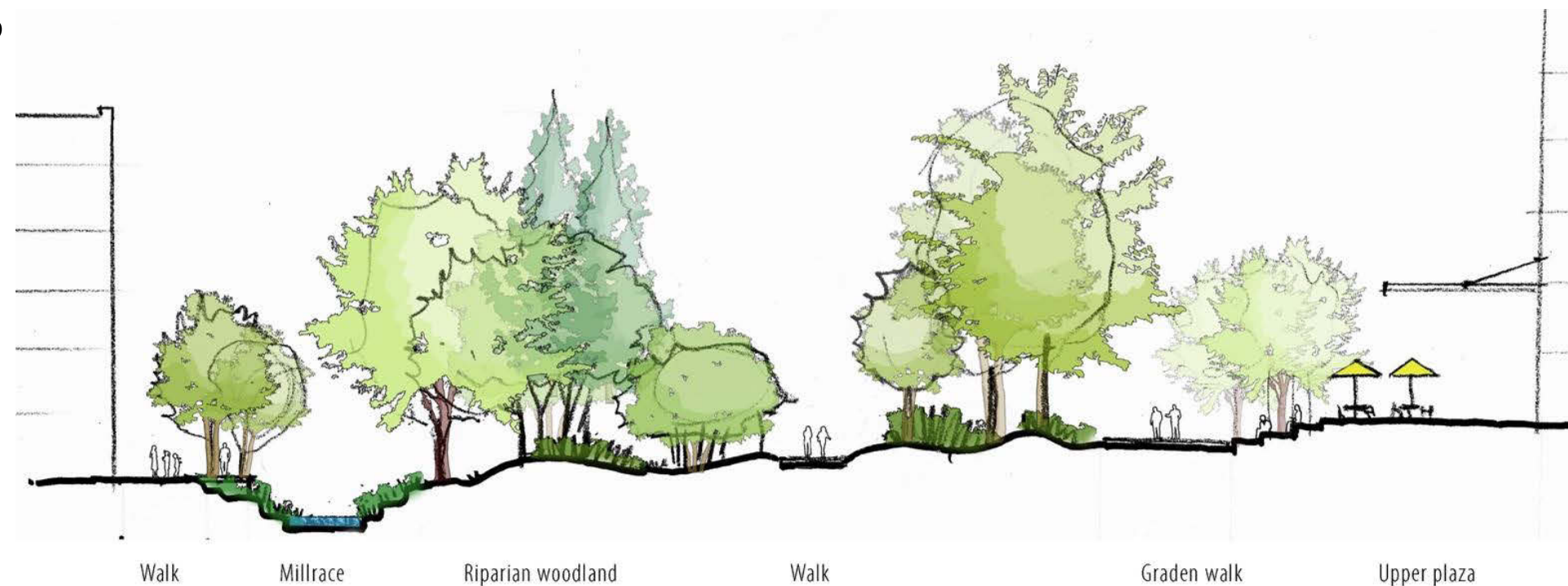
How do we support campus OS

Ecological care

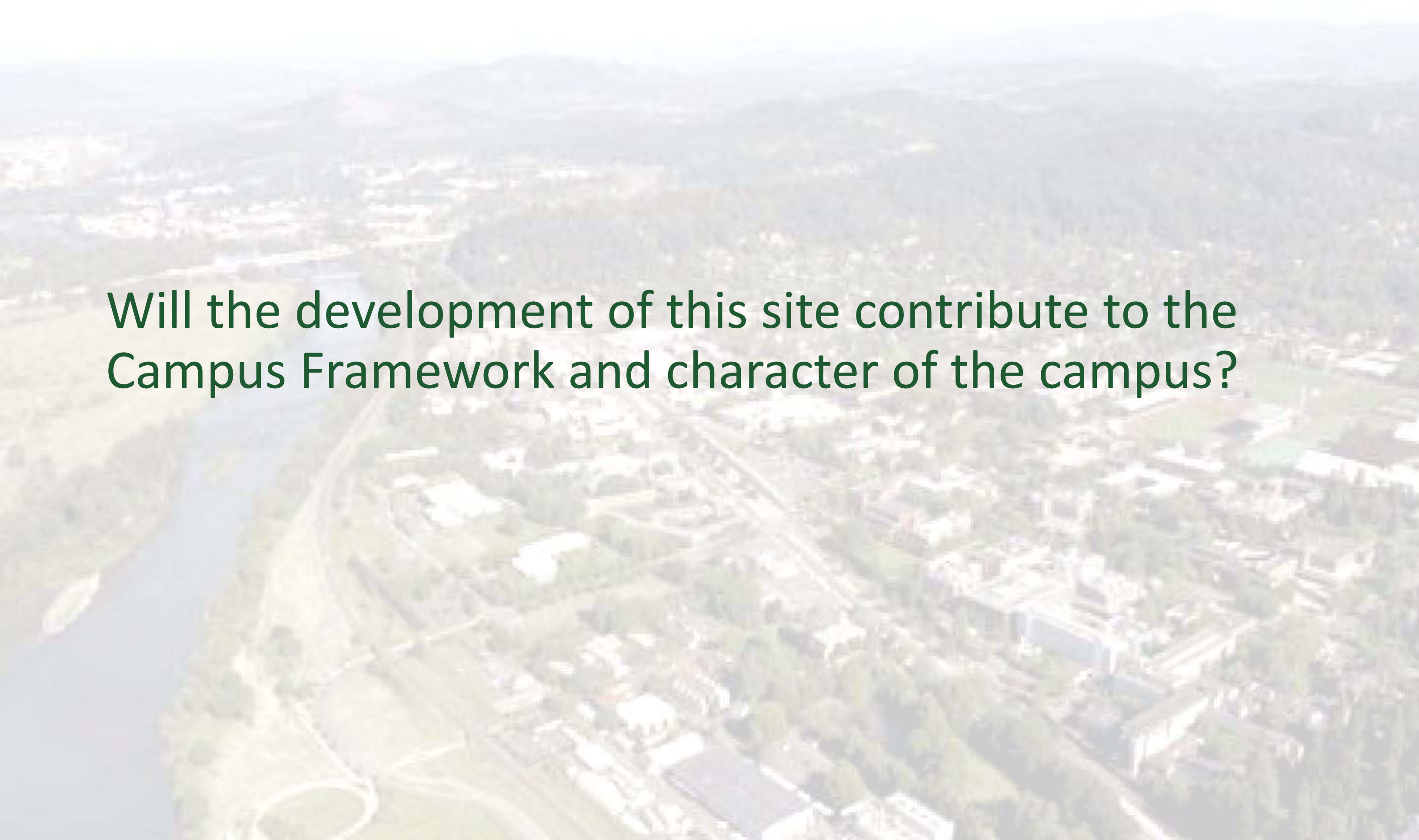
*room for improvement*

Ecological matrix

Potential

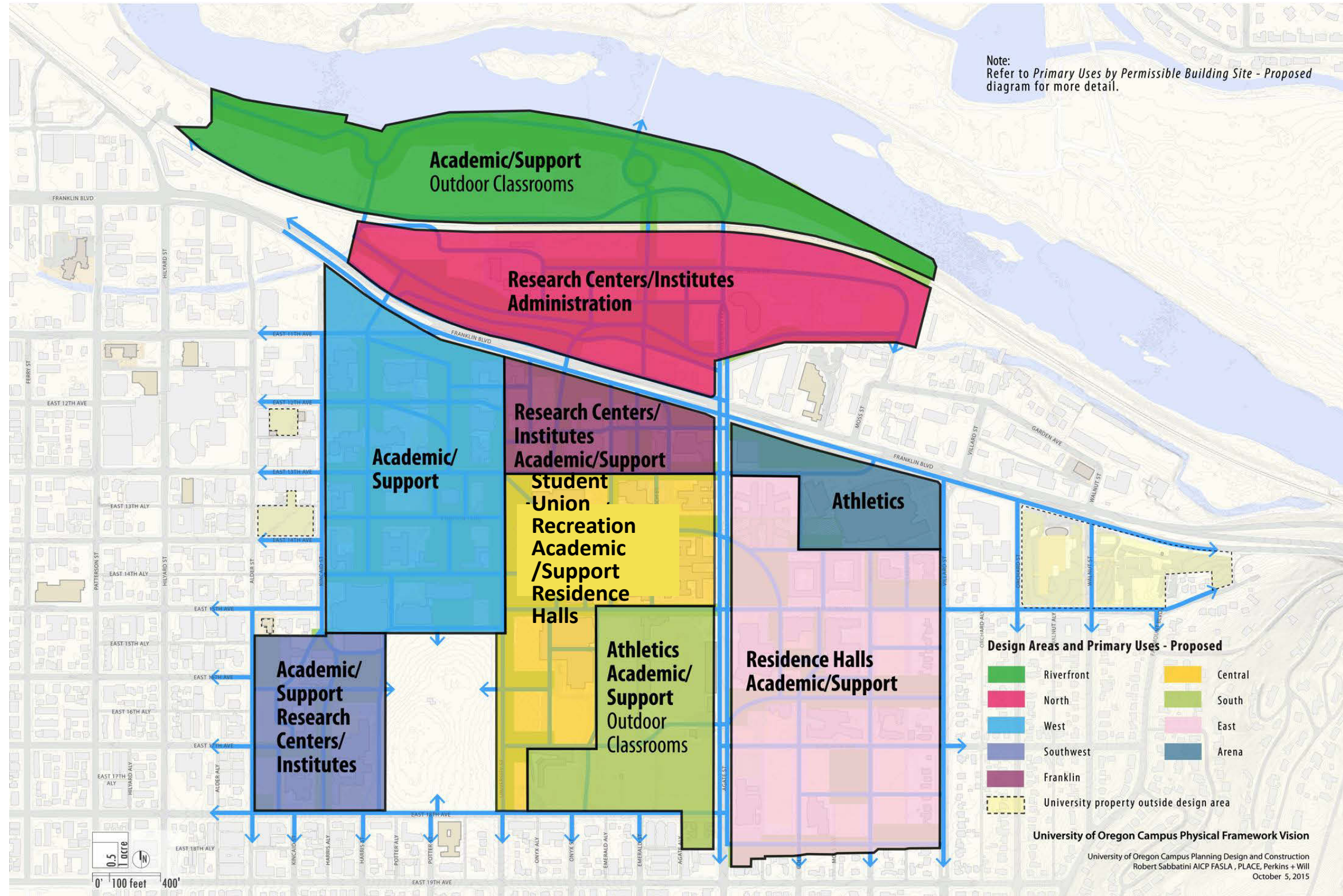




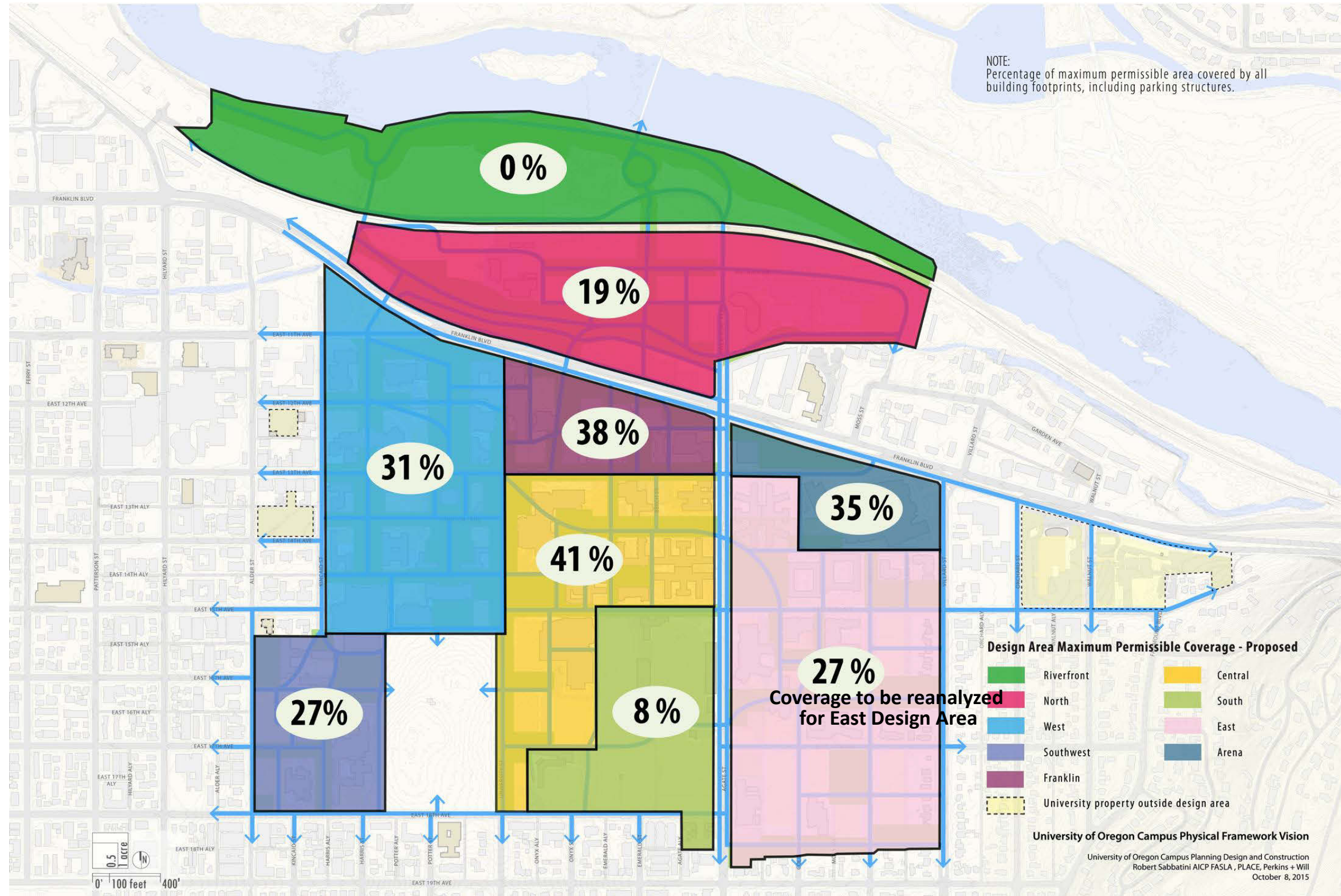
An aerial photograph of a university campus. A river flows through the left side of the image. The campus is filled with various buildings, green spaces, and paths. In the background, there are rolling hills under a clear sky. The text is overlaid in the center of the image.

Will the development of this site contribute to the Campus Framework and character of the campus?

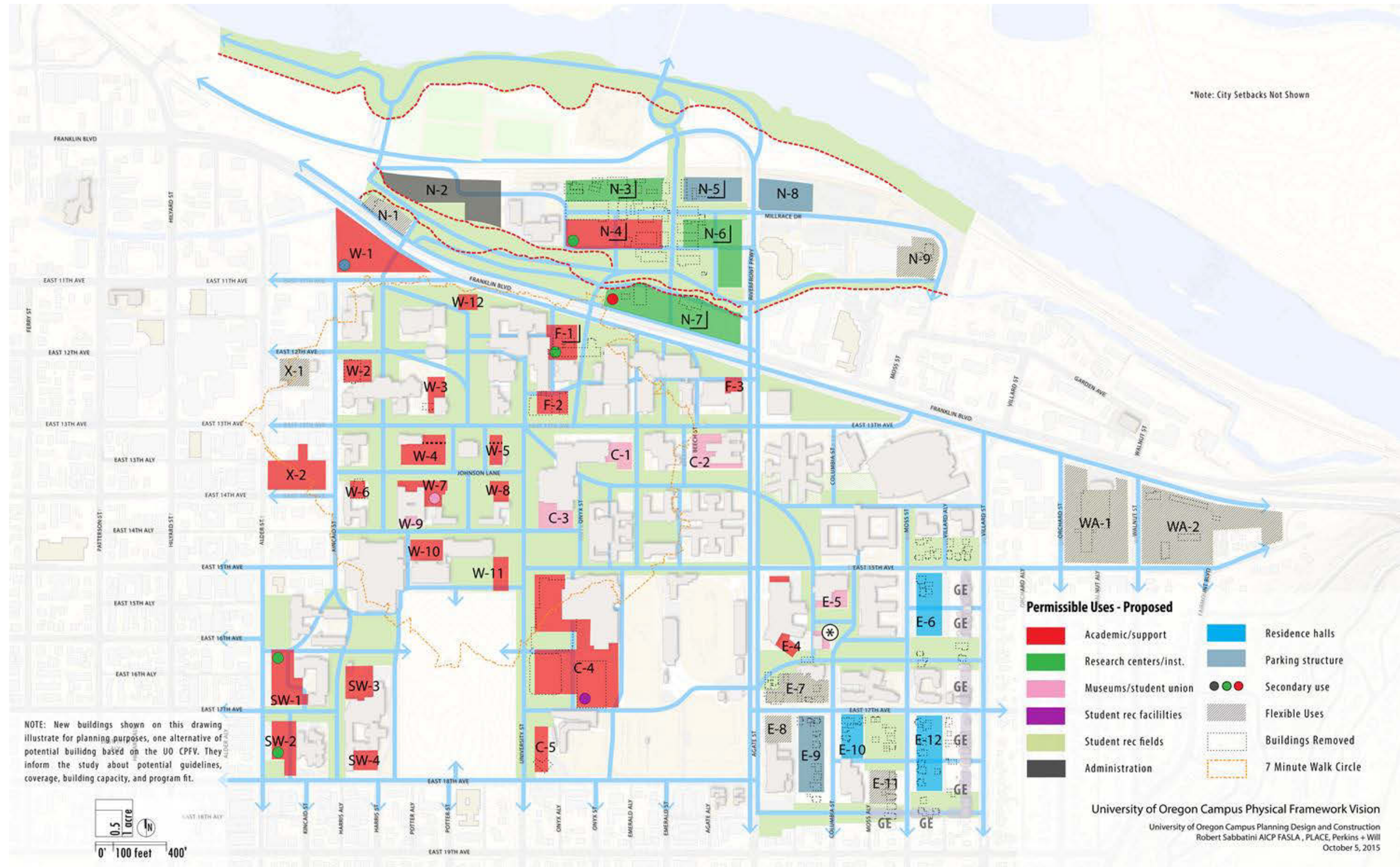
# DESIGN AREAS & PRIMARY USES IMPLEMENTATION TOOLS



# COVERAGE IMPLEMENTATION TOOLS



# PERMISSIBLE PRIMARY USES IMPLEMENTATION TOOLS



# SCENARIOS – COMPLETE PICTURE COVERAGE & CAPACITY



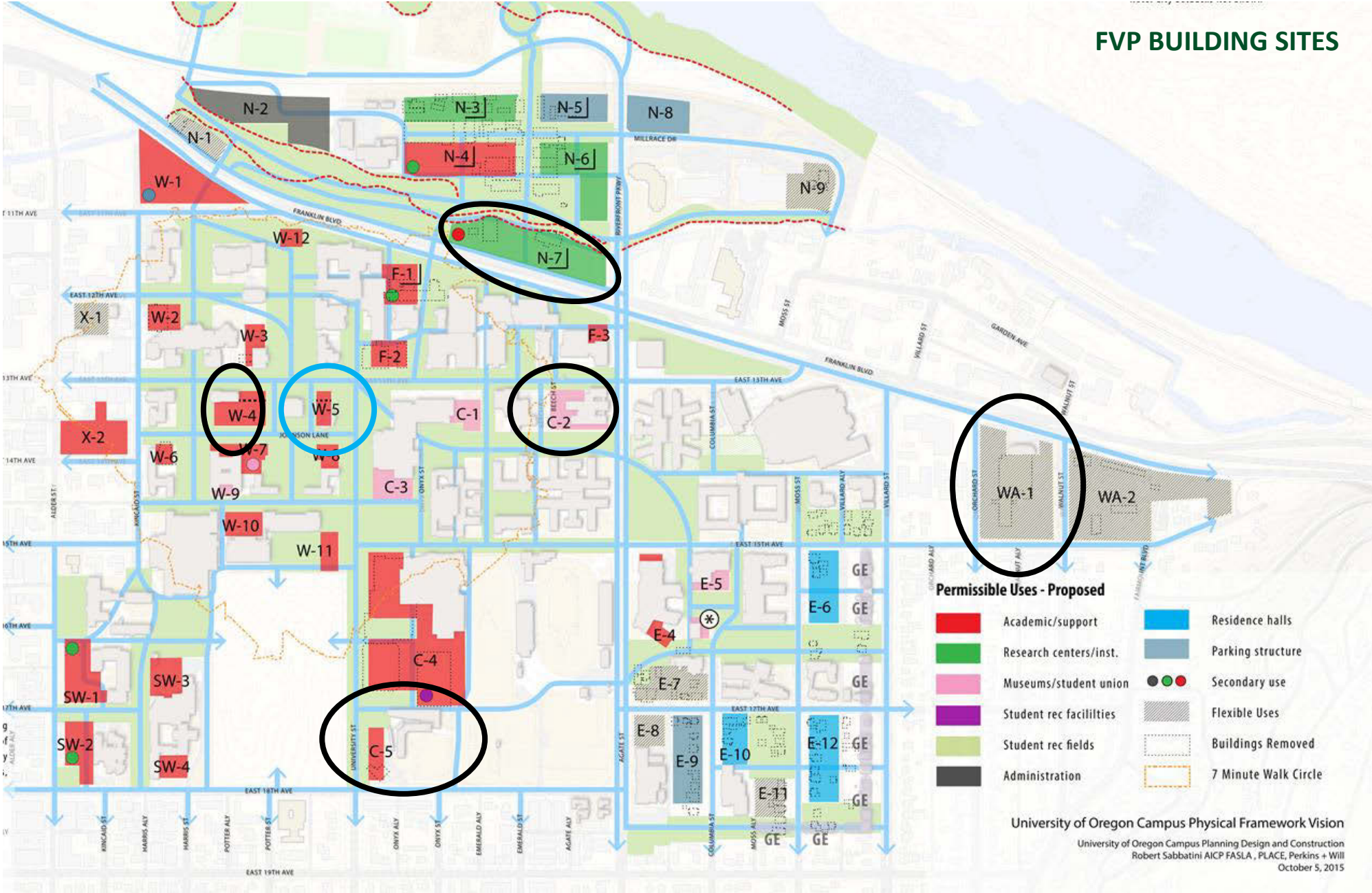
# PERMISSIBLE BUILDING SITES TABLE USES IMPLEMENTATION TOOLS

Permissible Building Site	Building Number	Scenario	Primary Use	Secondary Use	No. Floors	Footprint (GSF)	GSF
C-1	N023	5	Flexible Use	Flexible Use	4	13,200	52,600
C-2	N025	1	Student Health/Counseling	N/A	2	29,500	59,000
C-3	N022	2	Student Union	N/A	4	19,000	76,000
C-4	N031	4	Academic	N/A	4	47,100	188,400
C-4	N032	3	Academic	N/A	5	36,800	184,000
C-4	N033	5	Flexible Use	Flexible Use	2	23,500	47,000
C-4	N034	3	Student Recreation	N/A	3	62,200	186,600
C-4	N035	5	Flexible Use	Flexible Use	4	17,000	68,000
E-10	N047	2	On Campus Residence Halls	N/A	4	19,400	77,600
E-11	N048	5	Flexible Use	Flexible Use	4	18,000	72,000
E-12	N049	3	On Campus Residence Halls	N/A	4	23,000	92,000
E-12	N050	5	Flexible Use	Flexible Use	4	13,200	52,800
E-2	N036	4	Academic	N/A	4	3,900	15,600
E-3	N038	3	Museums	N/A	1	4,400	4,400
E-4	N039	4	Academic	N/A	3	9,500	28,500
E-5	N037	2	Museums	N/A	2	11,900	23,800
E-6	N040	4	On Campus Residence Halls	N/A	4	12,800	51,200
E-6	N041	4	On Campus Residence Halls	N/A	4	11,300	45,200
E-7	N042	3	Academic Support	N/A	2	15,700	31,400
E-7	N043	3	Administration	N/A	1	4,800	4,800
E-7	N044	2	Administration	N/A	1	7,000	7,000
E-8	N045	2	Academic Support	N/A	4	10,800	43,200

# APPLYING THE FRAMEWORK STUDY

## BUILDING SITE SELECTION: CRITERIA & EVALUATION

What worked well:  
 Site Selection decisions  
 when anticipated

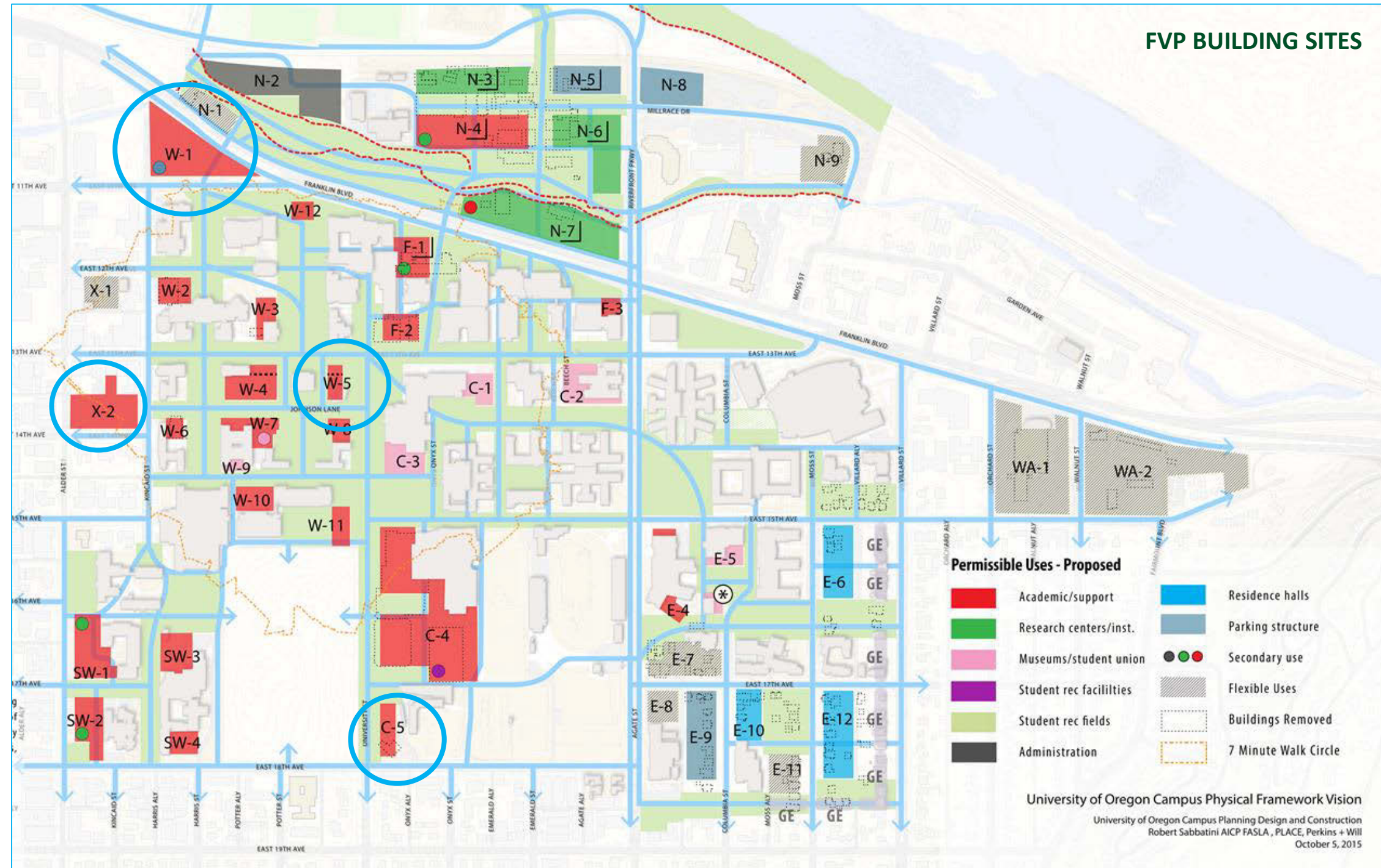


# APPLYING THE FRAMEWORK STUDY

## CLASSROOM & FACULTY OFFICE BUILDING

60,000 GSF  
New construction

What worked well:  
Siting options





# APPLYING THE FRAMEWORK STUDY CLASSROOM & FACULTY OFFICE BUILDING

## What worked well:

Site selection criteria linked to FVP  
and Campus Plan

### 4. DENSITY

- Proposed building would exceed the density allowed by the Campus Plan Academic Core and Historic Core Design Sub Area 5. (10,000sf Building Footprint and 50,000 GSF available in Area 5). The new development of Tykeson Hall, at 63,868 GSF, has depleted the available buildable SF in this area.
- FVP permissible building footprint and number of floors is smaller than the spatial needs for the program, currently proposed at 60,000GSF+/- (Site W-5 N019 Per Framework: 4 floors@11,600SF footprint = 46,400GSF). Site area could accommodate a larger footprint, this required further study of goals for a potential campus heart in order to confirm overall capacity. See previous pages for analysis.
- Based on a limited inventory of buildable sites, a higher density and more active use at the very center of campus is crucial to the long term growth and success of the University. The balance of open space and built space has been carefully considered.
- Given that the proposed density exceeds the CP and FVP, a Campus Plan amendment would be required.

### Scale

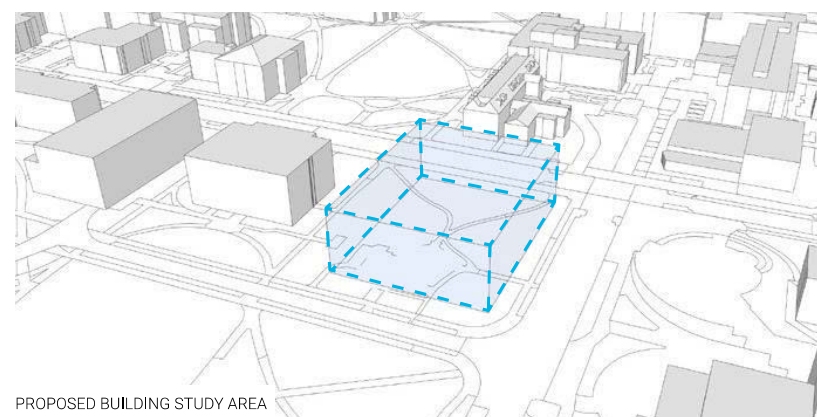
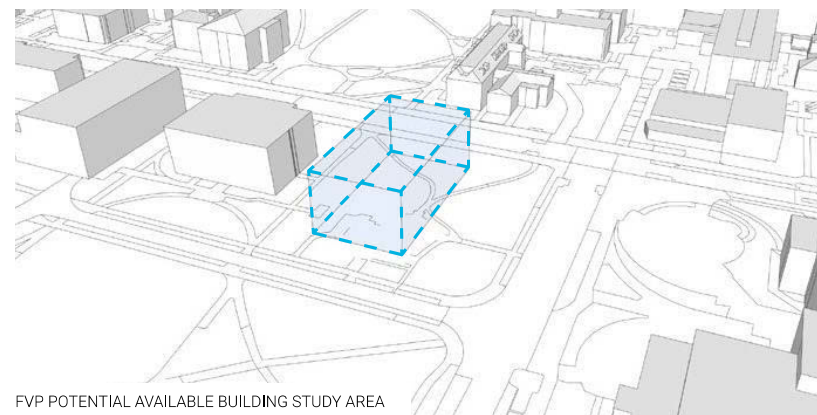
- Large classrooms will require 28-30ft floor to floor height for interior room acoustics and projection sight lines.
- Massing studies show the potential for a building 60 to 75 ft tall. While this is significantly higher than the existing Collier House, the proposed building would be comparable to the scale of Tykeson Hall.

### Land Resources

- Building would maximize the site potential at the center of campus and reinforce the academic core of campus with added general purpose classrooms.

### Expansion Potential

- Does not allow for future expansion.



## CRITERIA SUMMARY

The criteria used to analyze each of the sites fall into eight major categories. These are primarily drawn from principles in the Campus Plan.

- Specific Program Needs
- Site Considerations and Costs
- Open Space Framework (Principle 2)
- Density (Principle 3)
- Space Use and Organization (Principle 4)
- Replacement of Displaced Uses (Principle 5)
- Architectural Style and Historic Preservation (Principle 7)
- Design Area Special Conditions (Principle 12)

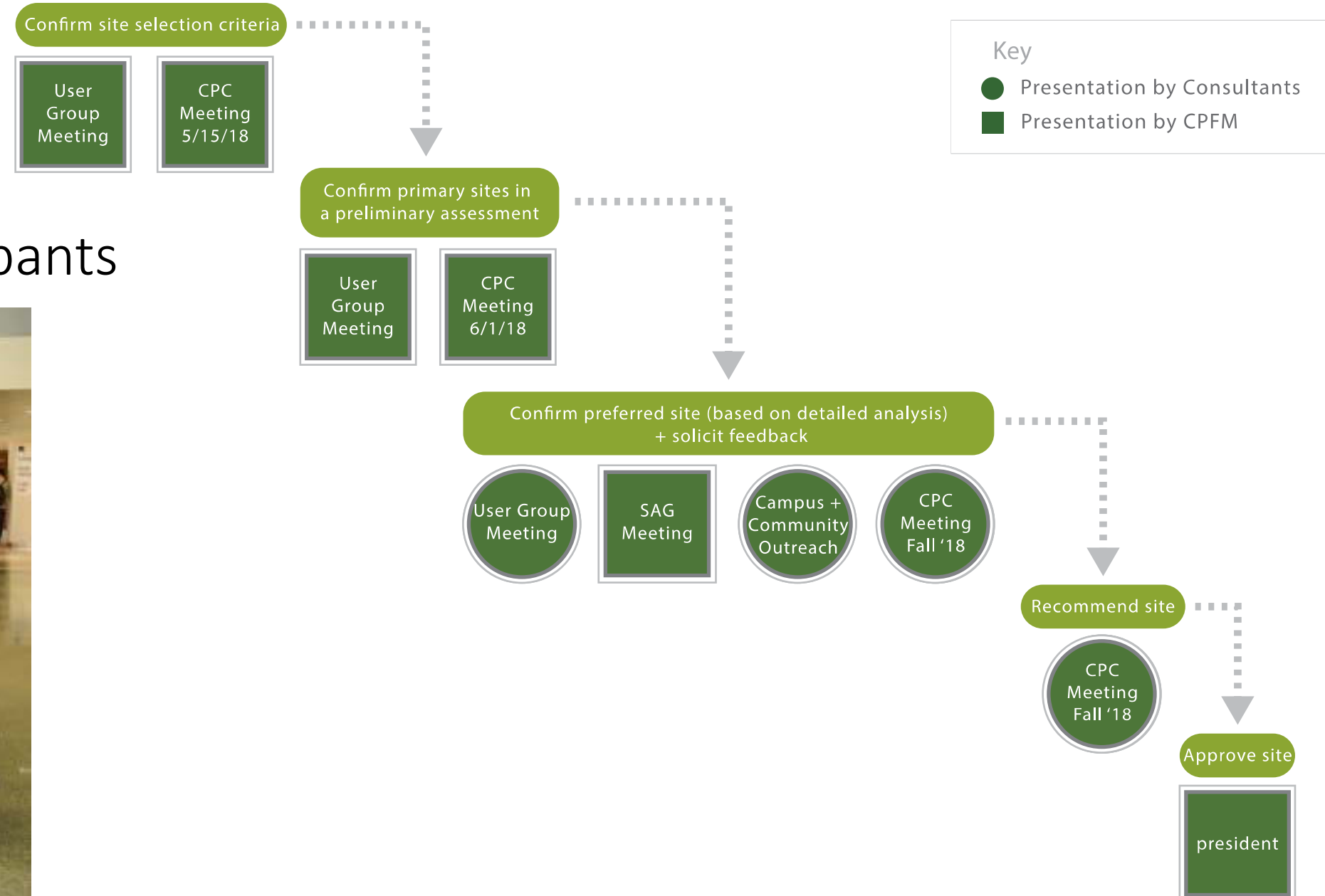
# APPLYING THE FRAMEWORK STUDY CLASSROOM & FACULTY OFFICE BUILDING

## What worked well:

FVP set the stage for process

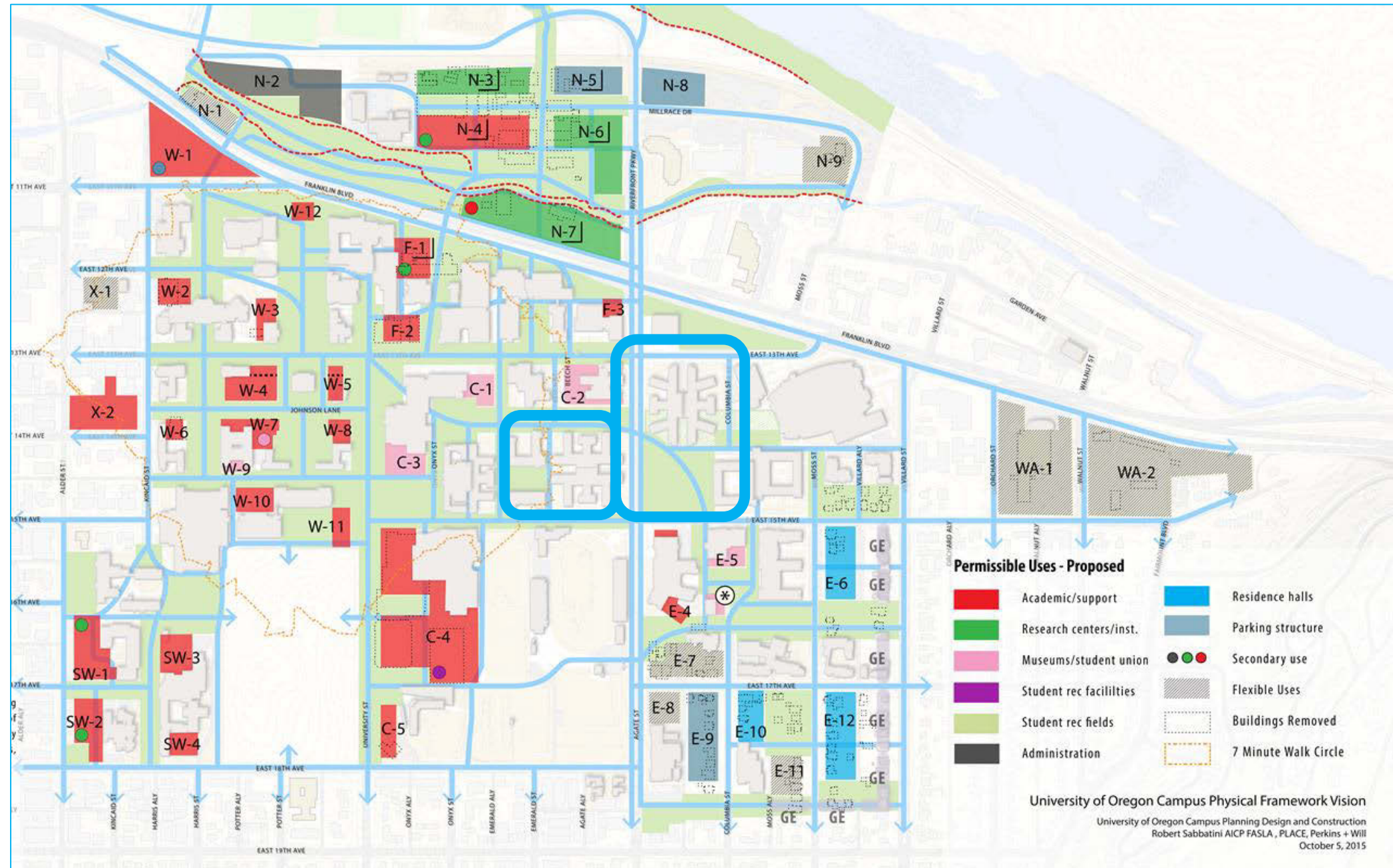
Expanded outreach

Clearly defined roles of participants



# APPLYING THE FRAMEWORK STUDY HOUSING TRANSFORMATION PROJECT

Demolish 1400 beds and  
replace with 1800 beds  
(500,000gsf)

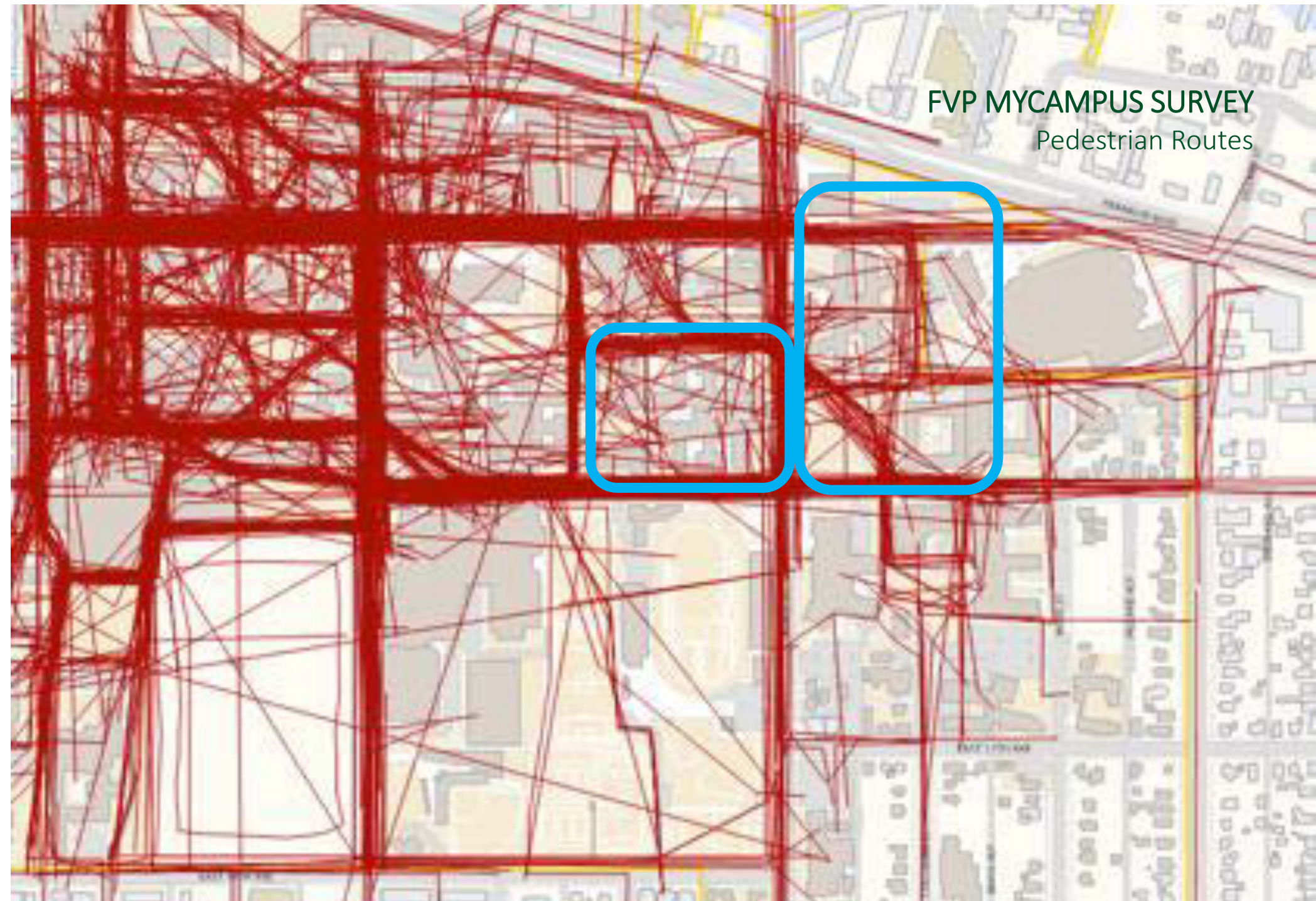


# APPLYING THE FRAMEWORK STUDY

## HOUSING TRANSFORMATION PROJECT

### What worked well:

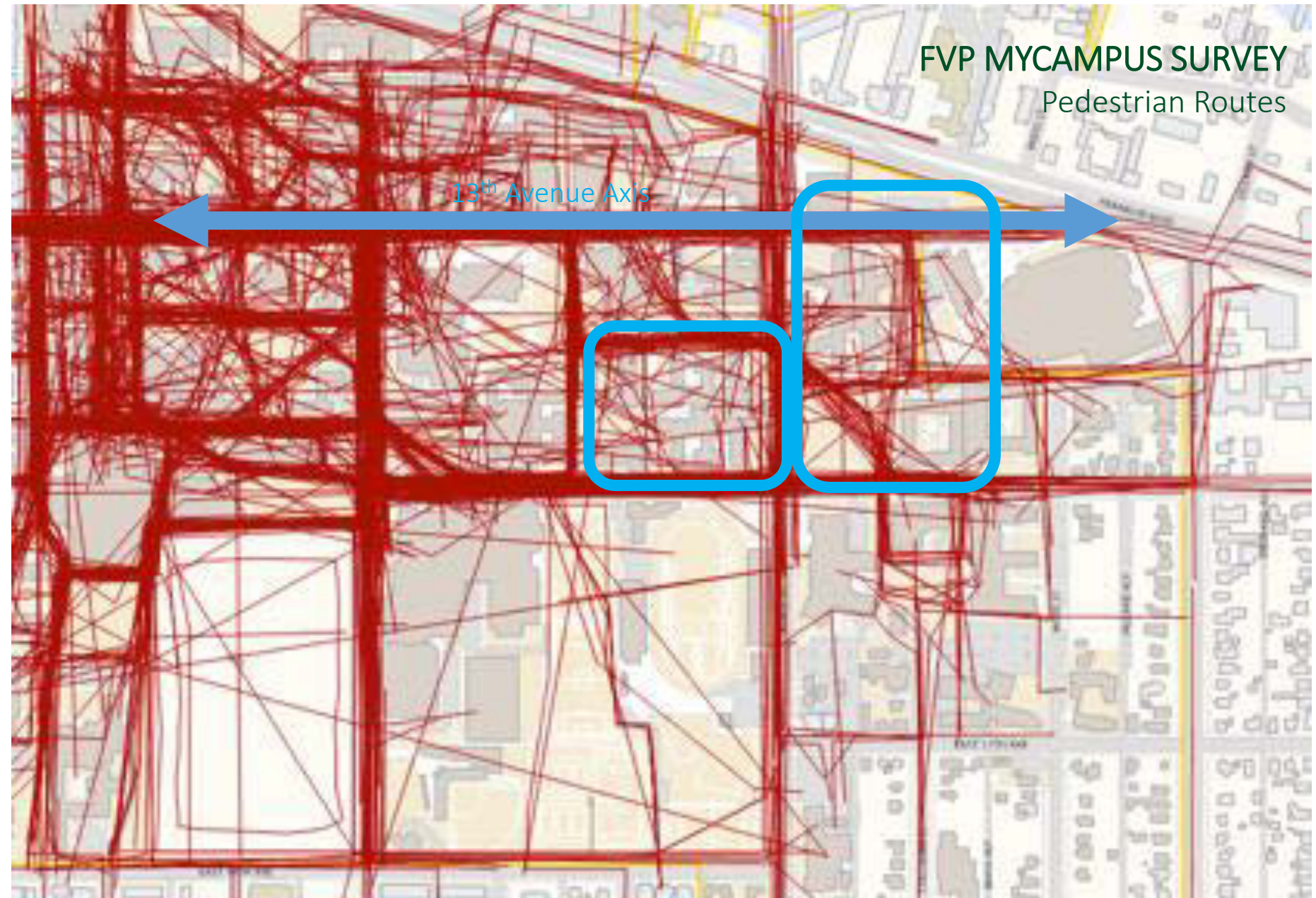
Base data resulting from  
FVP input: MyCampus  
Survey



# APPLYING THE FRAMEWORK STUDY HOUSING TRANSFORMATION PROJECT

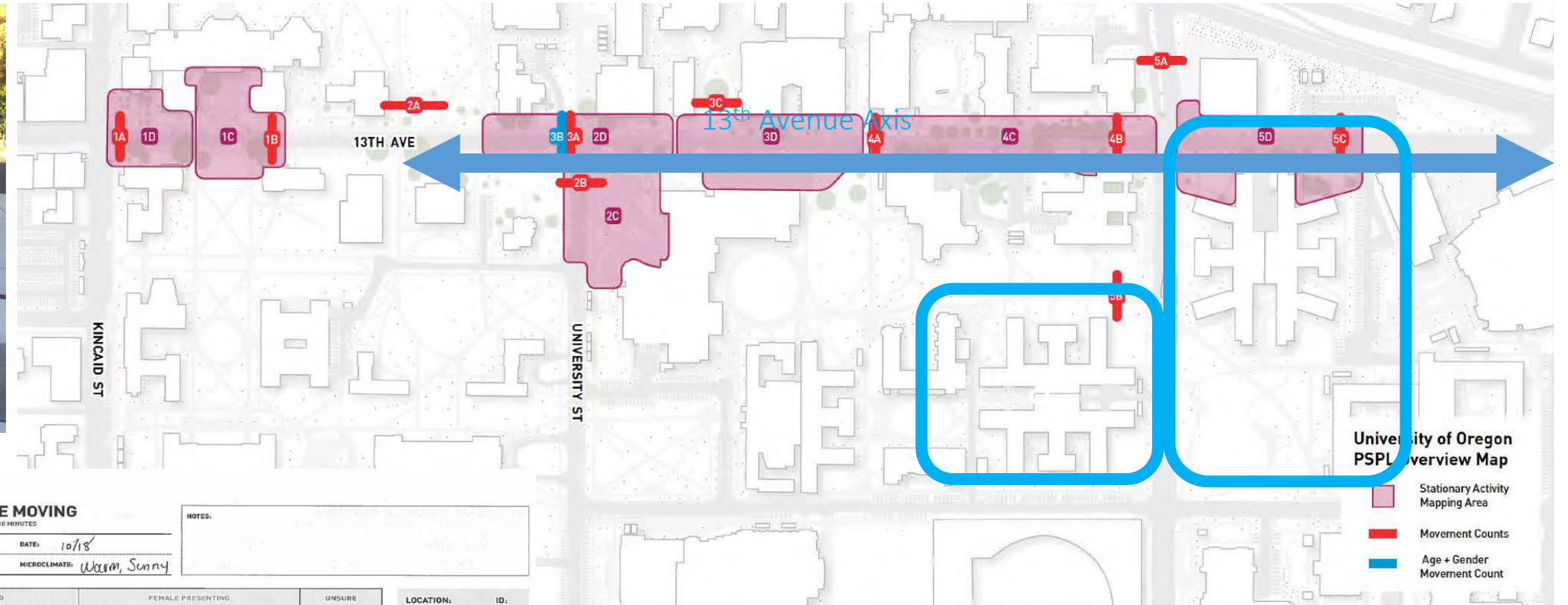
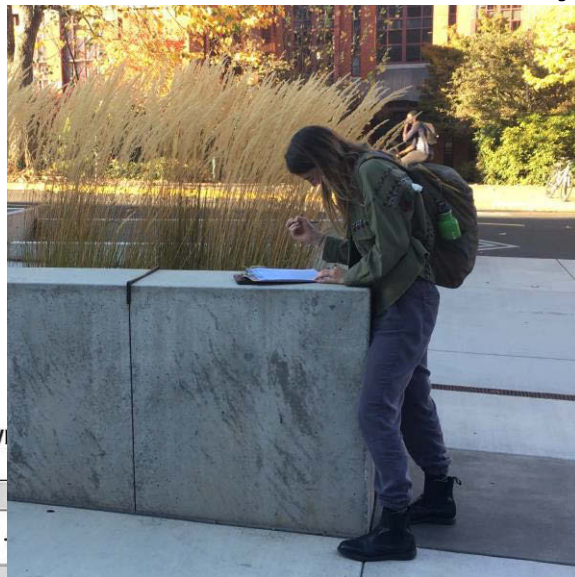
**NEW:** Public Life Survey

13<sup>th</sup> Avenue Axis



# APPLYING THE FRAMEWORK STUDY HOUSING TRANSFORMATION PROJECT

Public Life Survey - Detailed observations of the use and function of the space



**MAPPING STATIONARY PEOPLE - INDIVIDUAL**  
POSTURE, ACTIVITIES, GENDER AND AGE — THE COUNT IS A SNAPSHOT

DATE: 10-18-18 LOCATION: E 13th Ave at Kincaid St

NAME: Alisha Gouy

TIME START: 1:42

MICROCLIMATE: Mostly shade

NOTES: 10+ Food cart workers

SHEET # OF #

**AGE + GENDER OF PEOPLE MOVING**  
PEDESTRIANS, CYCLISTS, PEOPLE ON WHEELS — COUNT FOR 10 MINUTES

NAME: WY PHTS DATE: 10/18

TIME START: 3:11 p TIME STOP: 3:22 p MICROCLIMATE: Warm, Sunny

NOTES:

AGE	MALE PRESENTING	FEMALE PRESENTING	UNSURE
0-4 (toddlers/ toddlers)			0
5-14 (kids)			0
15-24 (teenagers/ high schoolers/ young adults)			1
25-44 (adults)			15
45+ (seniors)		2	1
CYCLISTS (any kind)			10
ON WHEELS (people on scooters, skateboards etc.)		1	0

LOCATION: E 13th Ave at University St ID: 3B

PROCEDURE: COUNT FOR 10 MINUTES

(1) Count everyone moving across the sidewalk and the 13th Ave roadway every third person, noting their perceived age and gender as they cross. Count both sides of the street.

(2) Use your observational skills to make the assessment - do not ask people.

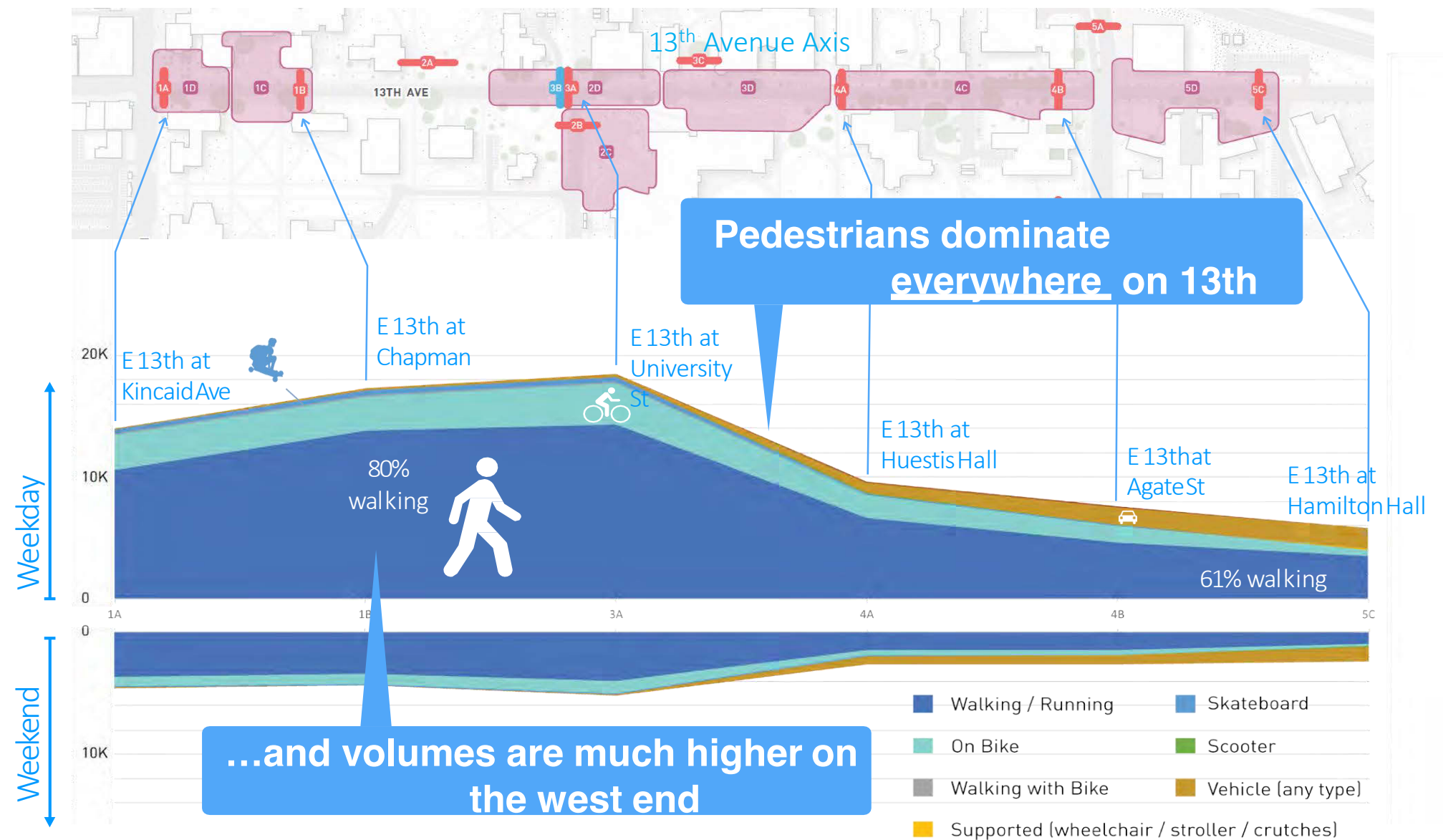
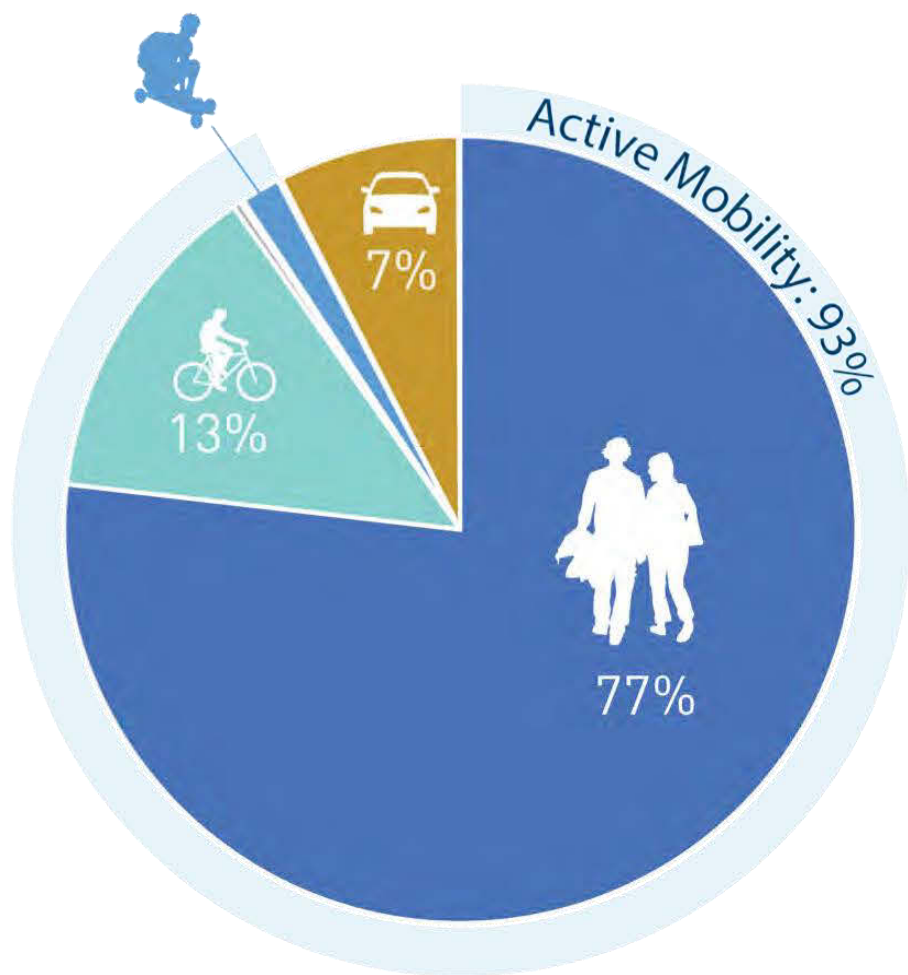
(3) Count for 10 minutes. When done, fill in the table. In the colored boxes, at the end of your shift.

#	POSTURE	ACTIVITIES										GENDER	AGE
		1	2	3	4	5	6	7	8	9	10		
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													
19													
20													

# APPLYING THE FRAMEWORK STUDY

## HOUSING TRANSFORMATION PROJECT

### Public Life Survey - Moving counts



# APPLYING THE FRAMEWORK STUDY HOUSING TRANSFORMATION PROJECT

...but the corridor's design  
doesn't match its use

Public Life Survey - Moving counts vs. space



Design:



Use:

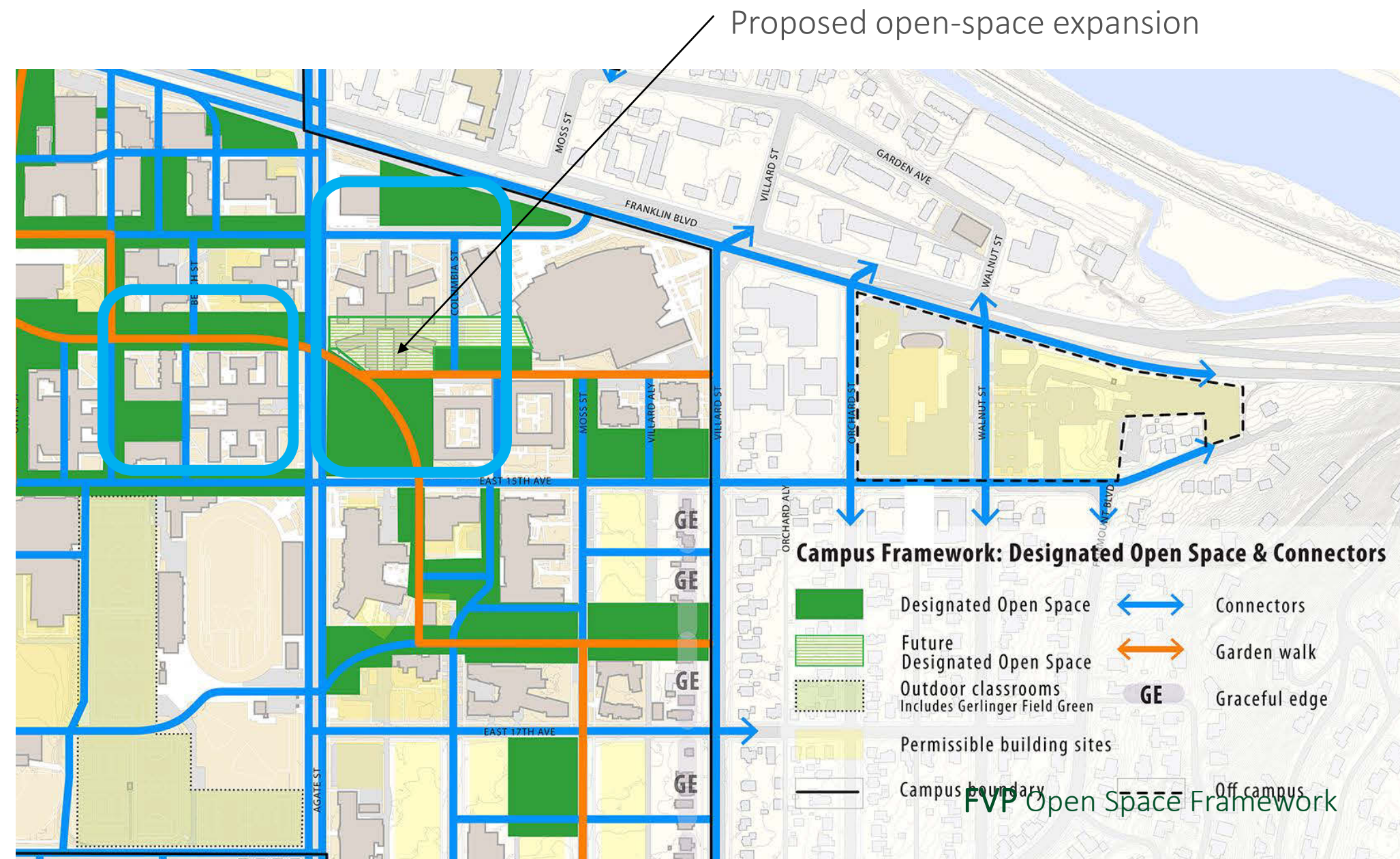




# APPLYING THE FRAMEWORK STUDY HOUSING TRANSFORMATION PROJECT

What worked well:

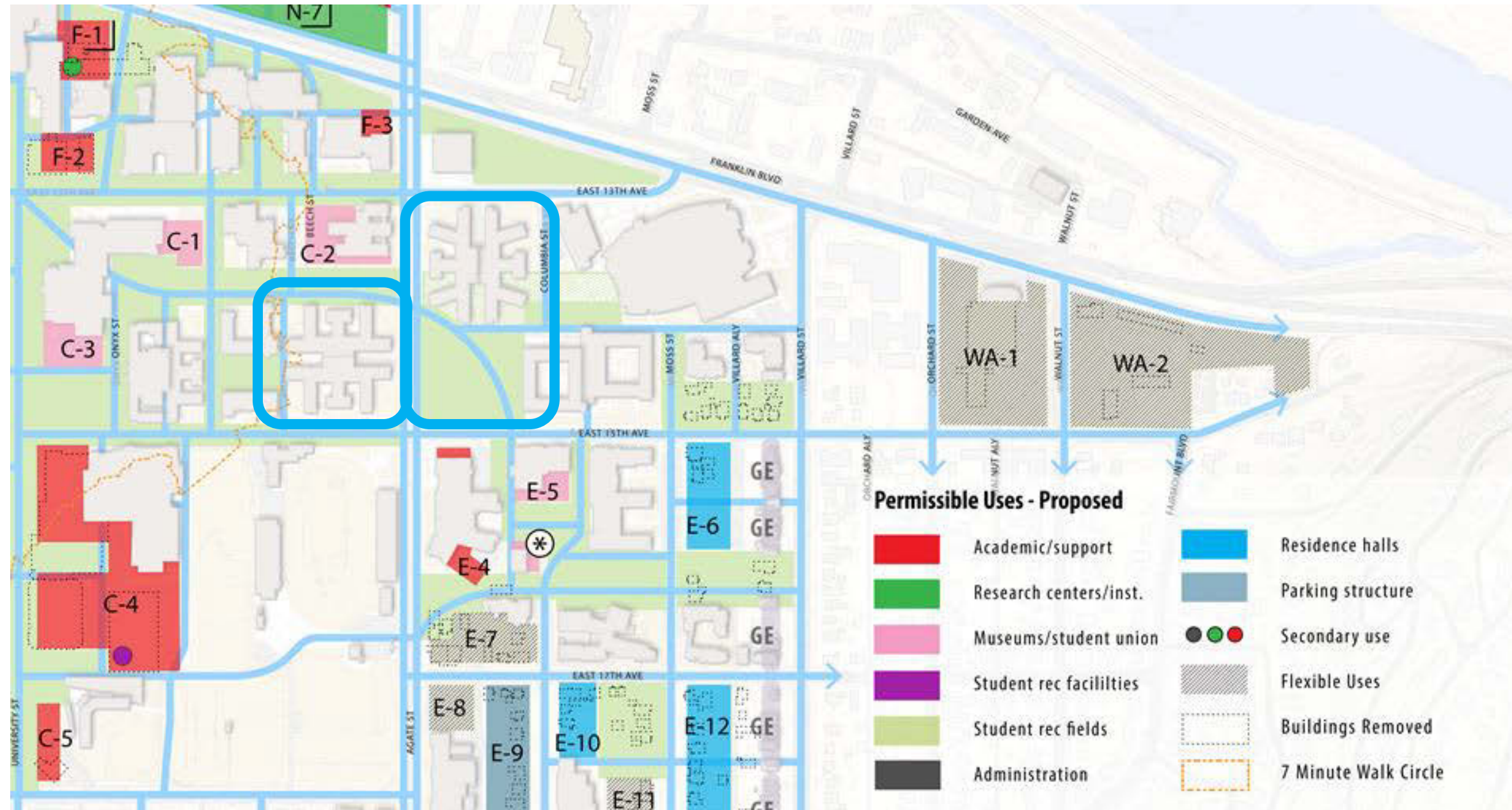
FVP analysis of underlying principles:  
Open-space framework



# APPLYING THE FRAMEWORK STUDY HOUSING TRANSFORMATION PROJECT

FVP BUILDING SITES

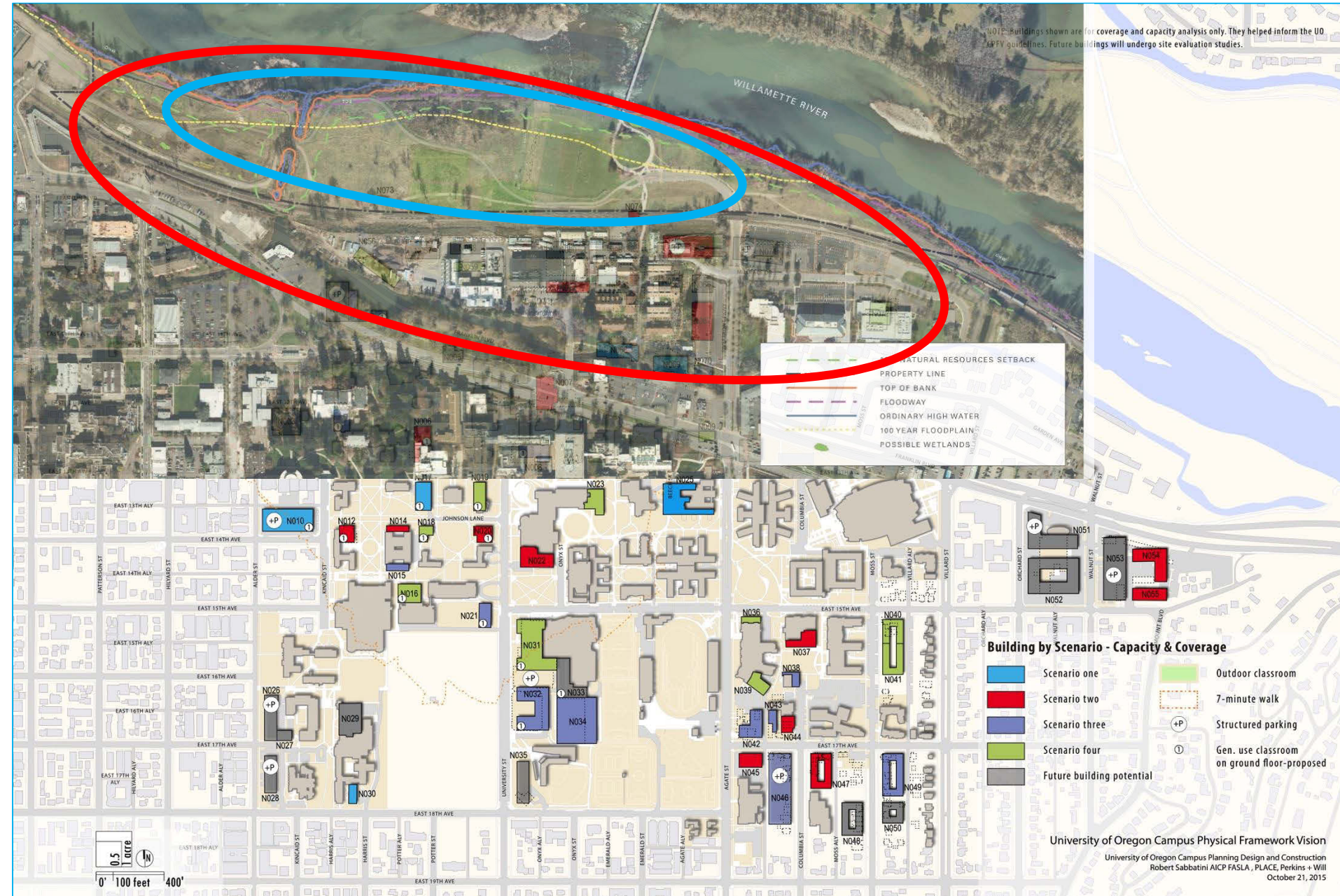
What didn't work so well:  
No site development analysis



# APPLYING THE FRAMEWORK STUDY

## NORTH CAMPUS DESIGN AREA: CITY CONDITIONAL USE PERMIT

Land use process to define type of development allowed on 75 acre site, including a highly controversial and sensitive area.



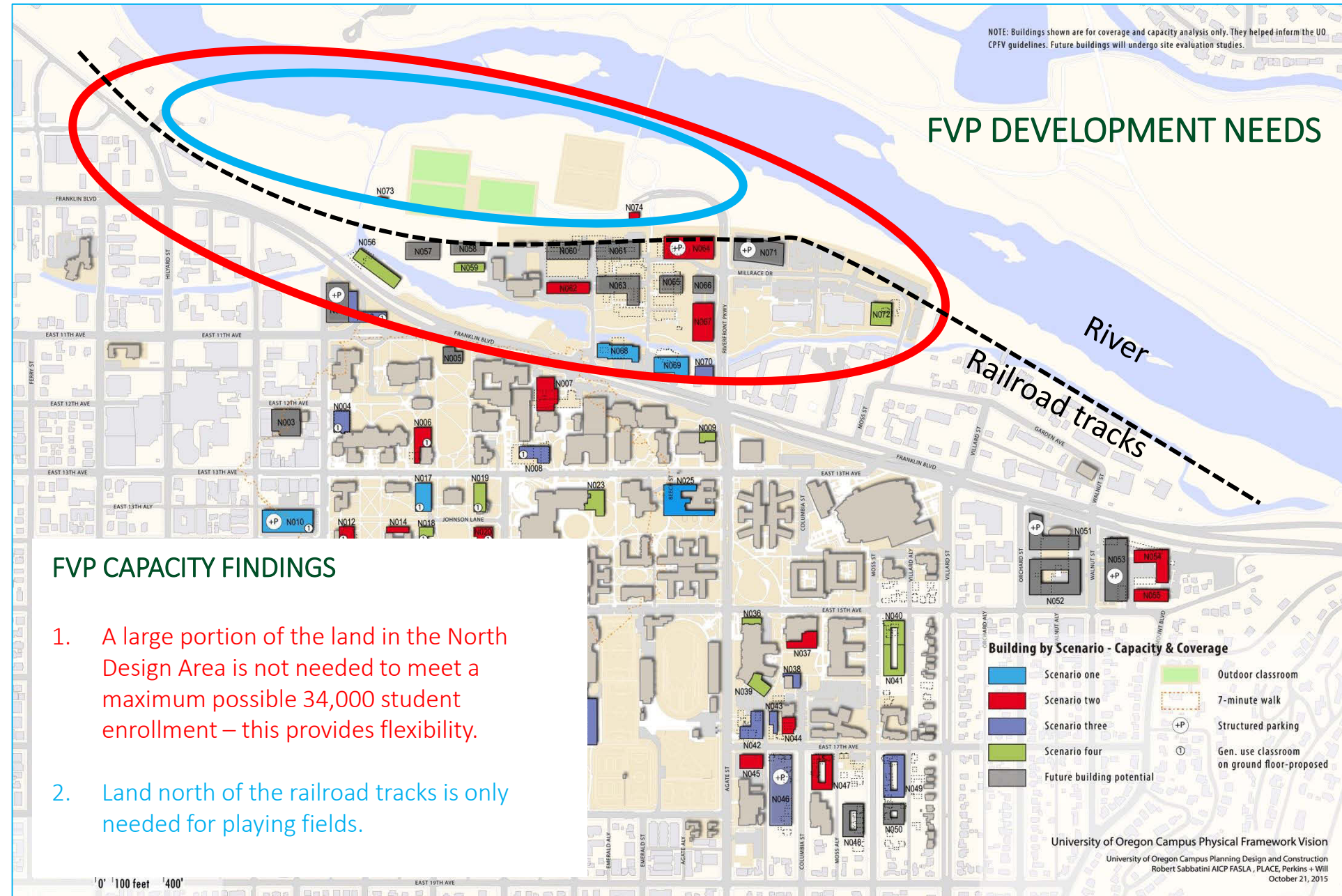
# APPLYING THE FRAMEWORK STUDY

## NORTH CAMPUS DESIGN AREA: CITY CONDITIONAL USE PERMIT

### What worked well:

FVP set the stage

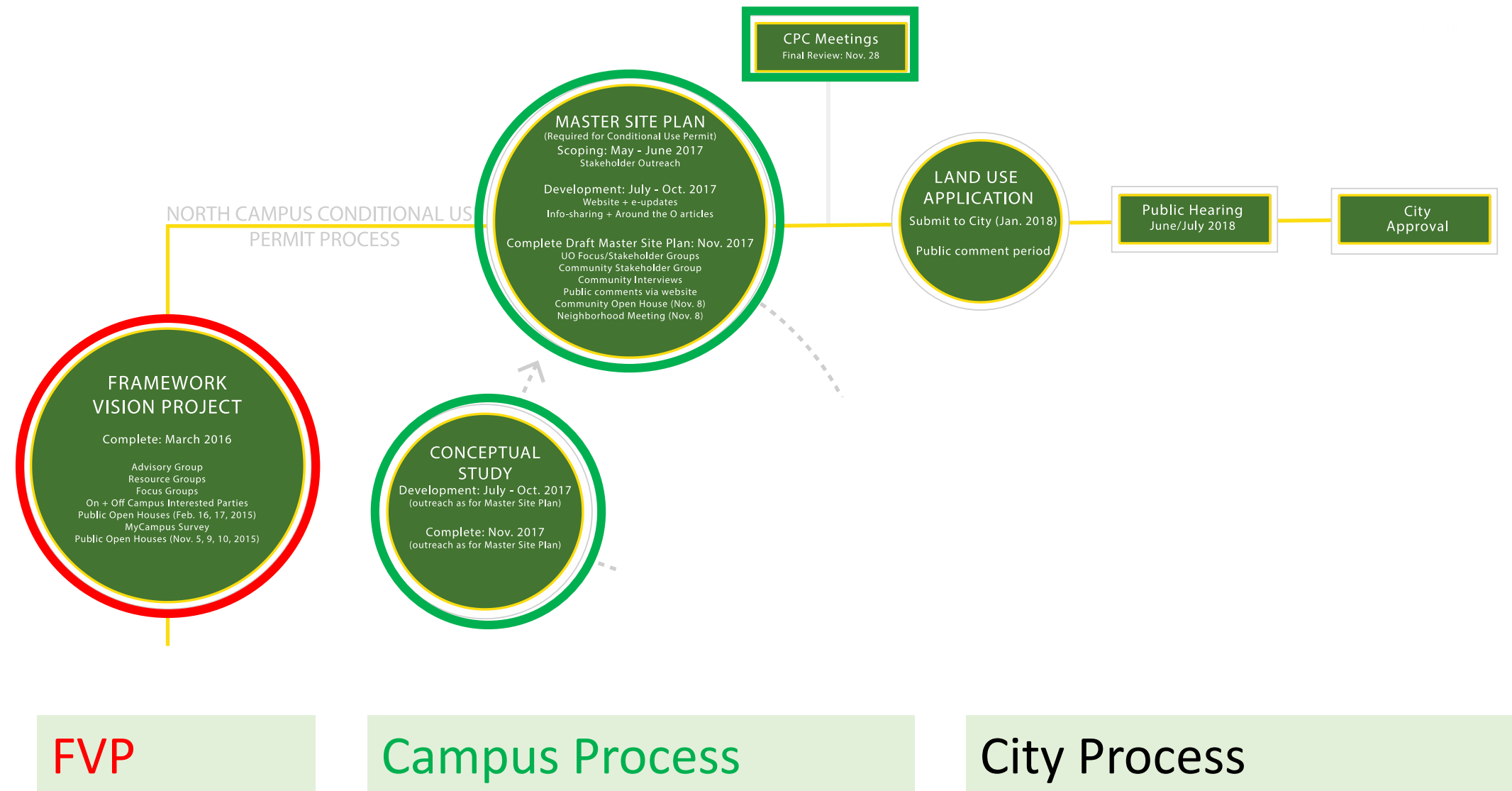
Identified development needs & the opportunity for flexibility



# APPLYING THE FRAMEWORK STUDY

## NORTH CAMPUS DESIGN AREA: CITY CONDITIONAL USE PERMIT

### North Campus Planning Process



### What went well:

Tied to existing campus planning process before City land use process

# APPLYING THE FRAMEWORK STUDY

## NORTH CAMPUS DESIGN AREA: CITY CONDITIONAL USE PERMIT

What didn't work so well:

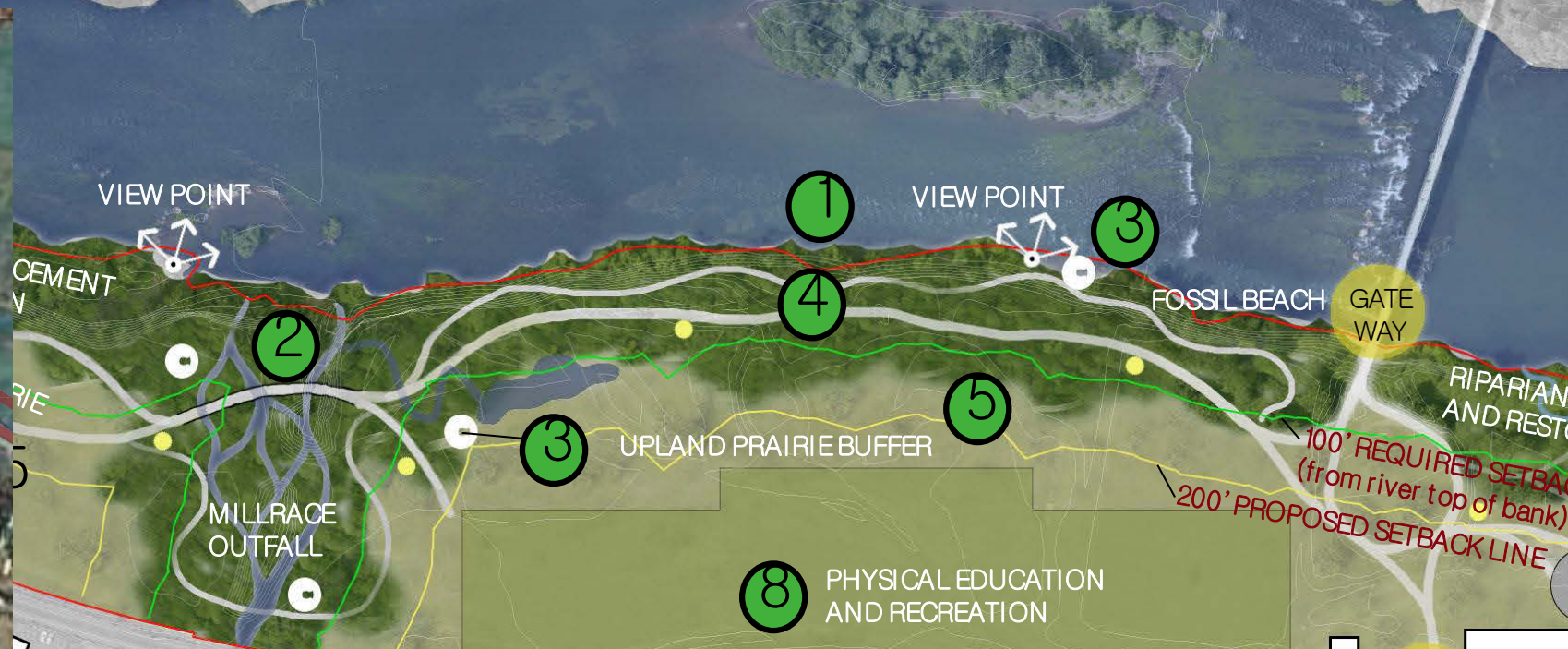
Level of concern not identified

Substantial additional  
engagement required



# APPLY NORTH

Lessons  
For  
Energy  
Tie



Show that you heard

Show vision



An En

# WHAT WORKS. WHAT COULD WORK BETTER.

Start with the broad concepts to establish a foundation

Then focus on upcoming projects  
to test and exemplify the plan's goals

Be consistent - Tie implementation to your current planning and process structure

Involve everyone – but not in all ways at all times

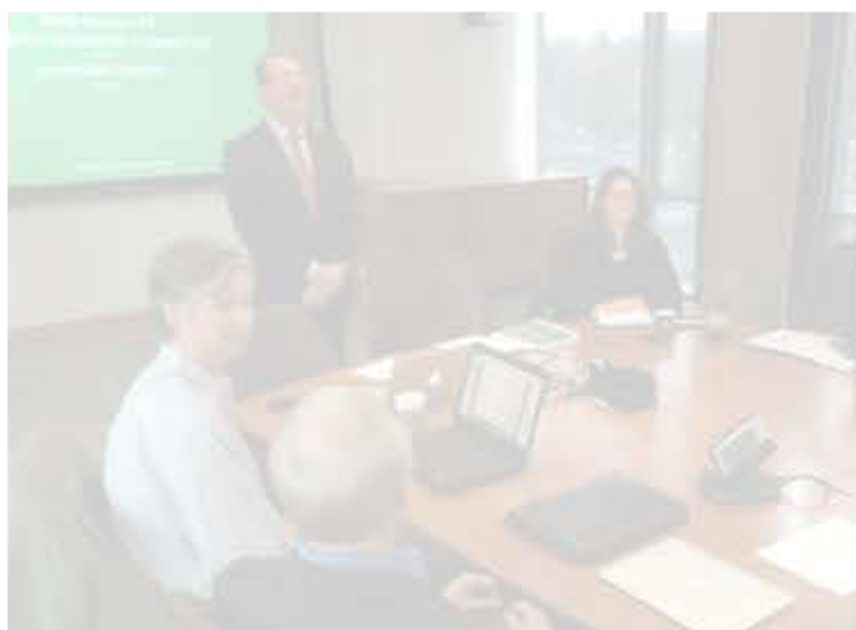
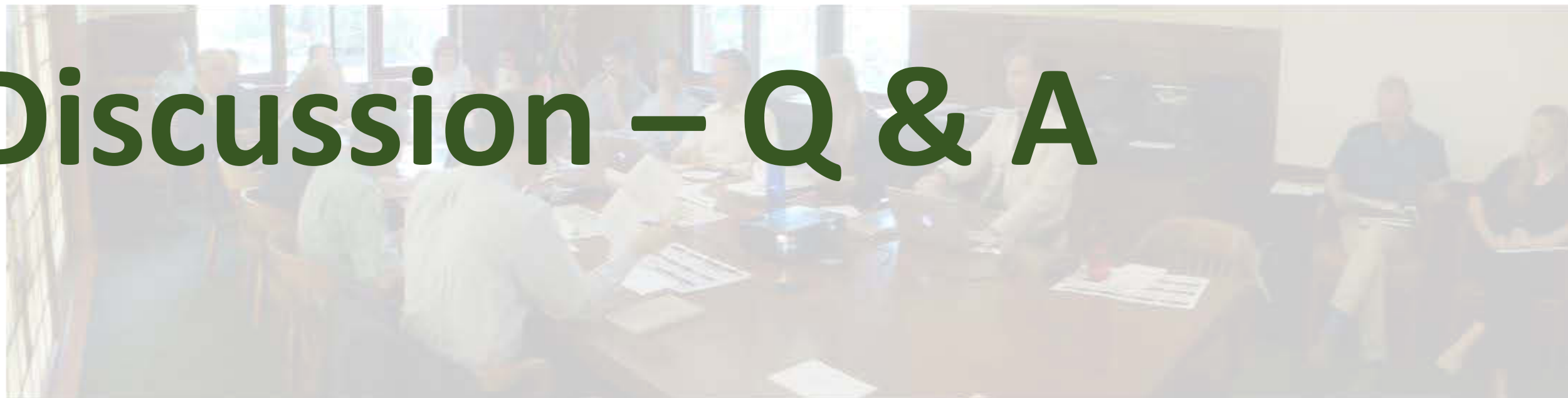
Always identify how you got to this point

Always identify the next steps

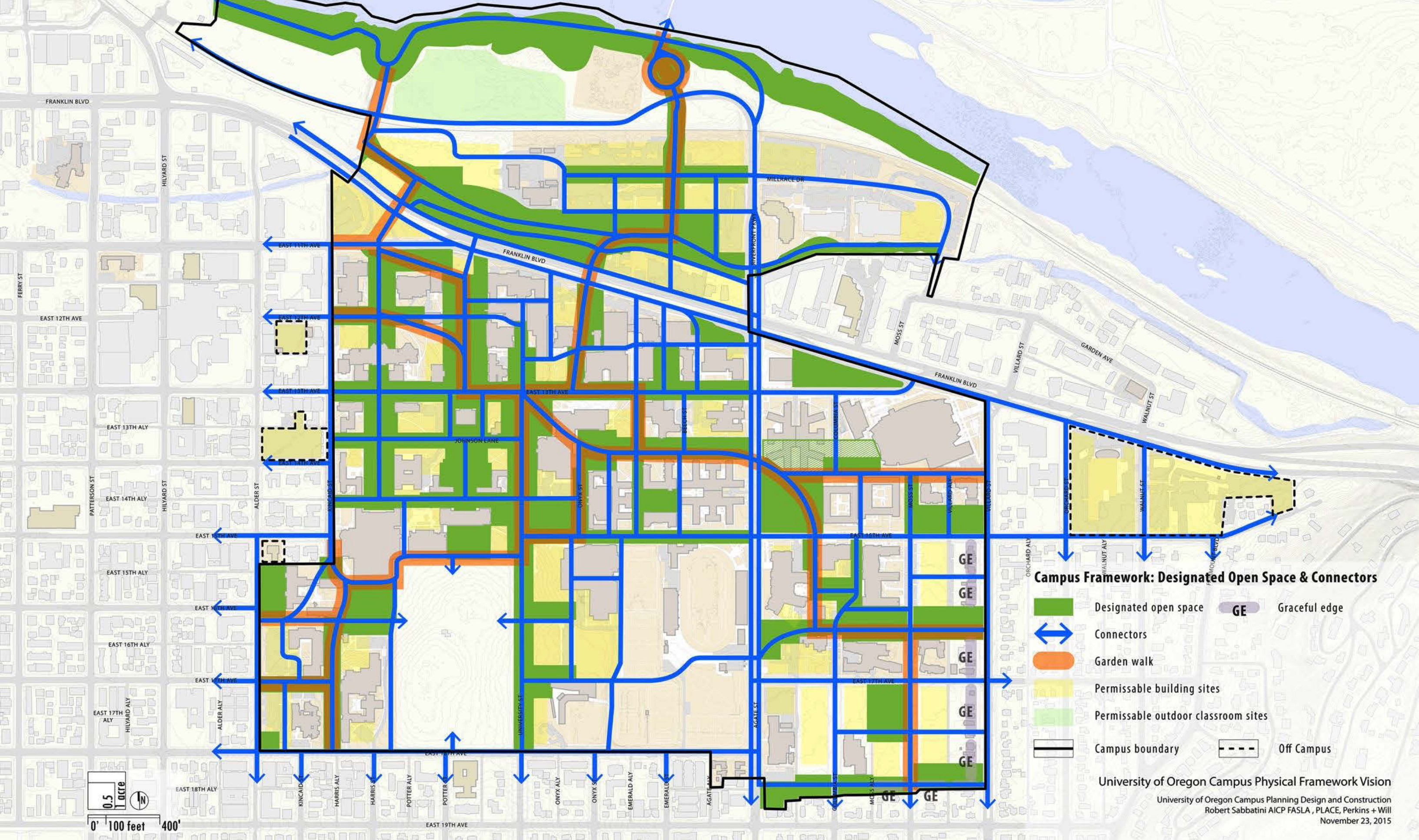
For UO, campus planning and implementation is a about the process of engagement

You should build upon your institution's culture of discussion, review, and  
implementation





An Enriching Campus Framework for Growth: UNIVERSITY OF OREGON **CAMPUS PHYSICAL FRAMEWORK VISION**



An Enriching Campus Framework for Growth: UNIVERSITY OF OREGON **CAMPUS PHYSICAL FRAMEWORK VISION**

## REFERENCES

Campus Plan

<https://cpfm.uoregon.edu/campus-plan>

Campus Physical Framework Vision Project

<https://cpfm.uoregon.edu/campus-physical-framework-vision-project>

**AN ENRICHING CAMPUS FRAMEWORK FOR GROWTH**

**UNIVERSITY OF OREGON**  
**CAMPUS PHYSICAL FRAMEWORK VISION**