East Campus Residence Hall
Complete List of Patterns
DRAFT (rev. 02/05/09)

Campus projects are held to the policy framework published in the Campus Plan. Projects sited within East Campus Design Area H must also adhere to the 2003 Development Policy for the East Campus Area.

One of the applicable Campus Plan policies is "Policy 11: Patterns". Patterns suggest ways of looking at major design issues and are intended to guide the design process and elicit further input from users or stimulate designer thinking.

Definition:
Patterns are statements about the built environment that describe and analyze design issues and suggest possible ways to resolve them. Articulating long-lasting, shared traditions and understandings that adapt well to development needs, patterns enable user groups to respond quickly to opportunities for facilities improvements as they emerge and, at the same time emphasize long-range planning and continuity of development decisions over time.

Each pattern, consisting of a title, identification of an issue, and a policy statement, identifies the essence of an issue and suggests ways in which to resolve it. Certain issues may involve more than one pattern. In addition, not all problems that need to be resolved are covered by patterns. Finally, the solution suggested by a pattern may not be the only resolution. In these cases, an alternative means of resolving the issue is called for.

Campus-wide Pattern List

This is a list of relevant patterns taken from the Campus Plan and 2003 Development Policy for the East Campus Area. As prescribed in the Campus Plan, patterns in bold typeface must be considered for every project. Patterns unique to the East Campus Area are highlighted with an asterisk (*). Every pattern on this list must be discussed with the user group during the process of design, and designs may be evaluated using this list as a tool.

LARGE-SCALE CAMPUS: This first set of patterns defines how the campus is formed at the greatest scale and looks at the composition of the entire campus.
- Universal Access
- Sustainable Development*
- Open-space Framework
- University Shape and Diameter*
- Campus Trees
- Open University*
- Good Neighbor
- Outdoor Classroom
- Student Housing*
- University Mission*
- Connected, Smaller-scaled Designated Open Spaces*
- Use What We Have Wisely*
- Planning Process Participation*

TRANSPORTATION: This set of patterns defines the transportation systems (including pathways) of the entire campus.
- Local Transport Area*
- Bike Paths, Racks, and Lockers
Path Shape
Paths and Goals
Road Crossings
Pedestrian Pathways*
Hierarchy of Streets*
Spillover Parking
Shielded Parking and Service Areas
Peripheral Parking
Street Grid*
Transportation-related Land Use Planning*
Incentives for Alternative Modes*
Traffic Management*
Balanced Parking*
Displaced Parking*
Collaborative Parking Solutions*
Landscape Buffering*

SITE ARRANGEMENT: This set of patterns informs how buildings should be arranged to become a part of the campus.

Site Repair
Use What We Have Wisely*
Existing Uses/Replacement*
Positive Outdoor Space
South Facing Outdoors
Quiet Backs
Water Quality
Local Sports*
Public Outdoor Room
Small Public Square
Main Building Entrance
Activity Nodes
Building Complex
Connected Buildings
Family of Entrances
Tree Places
Access to Water
Seat Spots
Sitting Wall
Landscape Maintenance*

BUILDING DESIGN: This set of patterns informs how each building should be designed.

Four-story Limit
Architectural Style*
Building Character and Campus Context
Arcades
Operable Windows
Materials and Operations
Flexibility and Longevity
Future Expansion
Wholeness of Project
Wings of Light
Pools of Light
Quality of Light
Public Gradient
Organizational Clarity
No Signs Needed
Building Hearth
Enough Storage
Building Maintenance*
Classroom Distribution
Faculty-Student Mix
Places to Wait

Campus-wide Patterns discussed with User Group

Wings of Light (discussed at 01/09/09 meeting)
(Pattern source: Campus Plan)
**Issue:** Buildings are often shaped without concern for natural light and depend almost entirely on artificial light. Buildings that do not allow natural light as a source of illumination are not comfortable places to spend the entire day.

**Principle:** Shape buildings in ways that allow natural light to penetrate far into their centers. Use ideas like light shelves to bounce daylight even further into the building’s spaces. Usually this will mean buildings that have wings less than about 50 feet in width.

![Diagram of wings of light pattern]

Main Building Entrance (discussed at 01/09/09 meeting)
(Pattern source: Campus Plan) modified
**Issue:** Placing the main entrance(s) is perhaps the single most important step taken during the evolution of a building plan.

**Principle:** Place the main entrance(s) of the building at a point immediately visible from the main avenues of approach, and give it a bold shape in the front of the building. *Successful entrances have the following elements: are recognizable from a distance; are recognizable all times of day and night; and are in a logical location based on site.*

![Diagram of main building entrance pattern]
**Positive Outdoor Space** (discussed at 01/29/09 meeting)

*Pattern source: Campus Plan* modified

**Issue:** In general, outdoor spaces that are merely “left over” between buildings will not be used. This can be observed at the “dead-end canyons” formed by the wings of some of our older residence halls.

**Principle:** Always place buildings so that they embrace the outdoor spaces they form. Design the landscape so that some sides of the outdoor space are defined by buildings and some sides by arcades, trees, or low walls. Be sure to leave entrances to the outdoor “room” at several points so people can pass freely though the space and travel to other connecting outdoor spaces.


![Draft](image)

Walton Hall
configuration = squashed bug
No definable open space

Typical campus building
positive (definable) open space

**South Facing Outdoors** (discussed at 01/29/09 meeting)

*Pattern source: Campus Plan* modify?

**Issue:** People use open space if it is sunny, and they don’t use it if it isn’t.

**Principle:** 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 it serves.

*South edge of a building provides an opportunity for congregation and use*

*Site has south facing views to Hendrick’s Park that will be preserved (smaller scale, lower density) to the East (From UG notes)*

![Image]
Building Height Limit
(Pattern source: Campus Plan) modified

Issue: An important aspect of the campus’s beauty is access to sunlight, views of the sky, and human scale.

Principle: Although we keep the majority of buildings four stories high or less, residential building stories are lower than other university buildings. It is possible that this building may exceed this limit, but strong consideration must be given to the resultant scale, skyline, and shadows to ensure the beauty of the campus and the importance of the individual.
Project Specific Pattern List
(Source: User Group discussions)

Scales of Community [draft]
(Pattern source: Living Learning Center Project Description- modified)
Issue: It’s hard to get to know 500 people at once, but it is essential that new students get to know other students.

Principle: Build layers of community into the architecture, considering the following scales:
• Room and roommate
• Resident Hearth for about 35 to 45
• Living Room for about 100 to 135
• Residence Hall of about 500
• Dining group of about 2,000 per day up to revise to 6,000 per day (SS)
• University

Ensure that the architecture encourages interaction and discourse within each group as well as developing social opportunities at the boundaries between groups.

[Draft - modify]

Transparency and Approachability [draft]
Issue: The new residence hall needs to be visible to the campus community and welcome that community in.

Principle: Locate and orient the building to allow interior activities to be seen from the exterior, give the more public program elements high visibility to the larger campus community, and build the residence in ways that maximize its presence in the minds of both residences and non-residents.

[Insert photograph]
Sense of Publicness and Levels of Privacy [draft]

**Issue:** The residential experience should occur in a variety of spaces with a range of levels of publicness and privacy that include living, learning, social and private spaces.

**Principle:** Arrange functions along a continuum from public to private. This may be accomplished three dimensionally through use of zone and floor level differentiation with public spaces that are centrally located or main floor spaces; and more private spaces that are remotely located or upper floor spaces.

[Diagram from LLC, to be modified]

Security Layers [draft]

**Issue:** The number and arrangement of entrances and ability to observe/supervise entrances is important for the security of both the residence community and the individuals living there.

**Principle:** Create defined layers of security through separation of building zones or floor levels (that can be flexible by the hour). For example upper floors are locked and accessible to residents only.

[Nerve Centers (See also ‘Building Hearth’ and ‘Activity Nodes’ patterns) [draft]]

**Issue:** Certain activities in a residence hall serve as social and information catalysts, bringing together people and information in synergistic environment.

**Principle:** Create "Nerve Centers" which build on elements and services that residence halls otherwise contain: reception, communication, mail, keys, information, and so forth, combined with social elements to create vital, active areas. Nerve Center should have visible vibrancy, be a welcoming start point, provide information for the public, visitors and residents, much like a hotel lobby. Different nerve centers could include classrooms and dining areas.
Hotel Lobby typology *draft* incorporate into Nerve Center pattern?  
**Issue:** Public spaces should have a graciousness and public space feel much like a successful hotel lobby.

**Principle:** Public spaces should be very visible and contain a variety of room sizes and non-programmed spaces within and adjacent to ‘lobby-type’ space. Good examples of this type of spaces include MIT Baker House and Paimio Sanitarium both designed by Alvar Aalto.

[Insert photograph]

_preview_ Social Spaces *draft 1/29/09*  
**Issue:** Social spaces that require full engagement just to see who is there discourage casual uses and social interaction. People may or may not want to enter depending on who is already there, or the friend-or-foe syndrome.

**Issue:** Design social spaces to provide effective preview and walk-through opportunities so that a potential user can see who is there without making a social commitment.

[Create diagram]

Accommodate non-classroom and multi-functional learning spaces *draft*  
**Issue:** Facility needs various sizes of gathering spaces, in particular a very large space – (larger than LLC room 101 that is very heavily booked and can hold 180 occupants) that are equipped for a variety of functions in order to be useful for a number of functions.

**Principle:** From small spaces including: music practice rooms, language learning/music listening rooms, reading/study rooms, multi-functional rooms to large gathering spaces that can accommodate 200+

[Insert photograph]

Dual-Mode Public Rooms *draft 5 Feb 09*  
**Issue:**  
**Principle:** Plan classrooms, seminar rooms, and meeting rooms to also serve many other functions when not in use for their primary purpose. These might include evening programs, informal study areas, conferences, and so forth.

[Create diagram]

Sequenced/Staged Independence *draft, revised 2/5/09*  
**Issue:** The social and housing needs of first year students differ from second year students, which differ from third, fourth, and so on. As their collegiate experience develops, students thrive on greater autonomy and independence.

**Principle:** Design and organize student living spaces to provide sequenced independence through the creation of a family of living space options. Create special communities/a unique identity for the different groups while observing need for effective and efficient supervision of residences by RA’s. This will encourage and affirm increasing autonomy and individual responsibility through the duration of their experience in the residence hall, and the resulting increase in sophomores through seniors living near or among first year students will enhance the residential nature of campus.

[Insert photograph]
Back of House Services [draft]
(Pattern source: Living Learning Center Project Description- modified ECRH User Group)

**Issue:** It is important that the operational needs of the front and back of the house are incorporated in a way in which it works for the different staffs that will be working within this building. If the “back” of a building complex, the areas that support the operational needs, isn’t planned carefully, expensive operational inefficiencies will result with garbage stored under people’s windows and truck deliveries waking people up early in the morning.

**Principle:** Provide well-designed service areas to serve the functional needs of delivery of goods, trash and recycling removal, building service and maintenance, food preparation, and so forth. Make sure that these areas are designed for staffing efficiency as well as to best support core user services such as resident rooms, food service areas, classrooms, and other sensitive areas.

[Insert photograph]

**Purposeful Placement of Rooms (based on Organizational Clarity) [tbd]**

**Issue:** It is important that student staff be able to see all of the doors on their floor.... One of the frustrations that I have with the LLC is that the student staff cannot see all of the doors on their floor. This is vital, and it seems that putting this in the project description gives the architects that challenge from the beginning. By the time I gave input in the LLC, it was too late to move the placement of the single rooms. Purposeful placement is very important!

**Principle:**

[Create diagram]

**Accommodate Change [draft]**

**Issue:** Nature of use of building will change over time in unpredicted ways that cannot be anticipated. Spaces need to be the right size and arrangement for the activities they currently support but should not be limiting, as these activities probably will change.

**Principle:** Design the facility so it can adapt to changes whether by physical modifications and additions or infrastructure updates. It should contain spaces that are a good fit for the activities within them, that are adaptable to multiple uses, and that may be changed to meet future needs.

**Flexible Space [draft 1/29/09] incorporate with Accommodate Change pattern?**

**Issue:** This building will have a long life, and future uses can't be predicted accurately, so long term flexibility is very important.

**Principle:** Spaces within the new East Campus Residence Hall should provide flexibility of use and modification for the future. Design public spaces, offices, and student rooms and suites to anticipate the need for changing needs and lifestyle trends of students. Ensure that core building systems are not unnecessarily embedded structural or other permanent elements so that, as possible and financially reasonable, the structural design and mechanical systems should be viewed as integral elements supporting future building use flexibility.

[Create diagram]
**Movable, Flexible Furniture [draft]**
*(Pattern source: SS and modified from LLC pattern)*

**Issue:** Flexible furniture is very important, rigid furniture arrangements make life seem institutional and impersonal.

**Principle:** Design the rooms with a furniture and division system that allows multiple configurations. If systems involving panels and large-scale change are chosen, changes may have to be made by staff (and probably for a fee). Also allow for small-scale changes that the occupants can do themselves, like moving a dresser, bed, or desk to a different wall.

![Insert photograph]

**Students Active Participants in Sustainable Living [draft]**

**Issue:**

**Principle:** Build in concepts that allow the students to be an active part of the sustainability efforts, such as monitors in the building that tell students the energy output that is being used at any times.

![Insert photograph]

**Efficient and Maintainable [draft]**

**Issue:**

**Principle:**

- From the residence life staffing perspective, the food service preparation and serving perspective, the custodial and maintenance perspective, and finally from the conference service perspective (ease of check in, checkout, etc). In this circumstance “sustainable” is not to be confused with using green elements in the construction or keeping the planet cool, but rather sustainable from the perspective of maintenance, effort, expense, and just plain operational and financial common sense.

**Academic Linkages [draft]**
*(Pattern source: ECRH User Group)*

**Issue:** Barriers between the student’s living experience and their learning experience can get in the way of engagement in the full intellectual life of the university. Creating academic linkages where faculty will interact with students in their residence creates added value for on-campus living and promotes student recruitment and retention.

**Principle:** Create academic linkages where faculty interact with students in their residence hall to add value to on-campus living and promote student recruitment and retention. Multi-purpose spaces and public spaces, formal and informal, of different sizes and shapes, provide for traditional classroom use as well as resident programming and informal gathering.

**Theme areas [draft]**
*(Pattern source: Joint group discussion 01/20/09)*

**Issue:** Themed areas, halls, floors, or building zones organized around a particular subject or issue provide a commonality for students that helps to create a community.
**Principle:** Provide a variety of differently themed spaces within a single residence hall. Areas that are the ‘right size’ creating a layer of theme to help create more of a special community with layers of interest in common that are also flexible and changeable in nature.

**Dining and Conversation**  
(*Pattern source: LLC Project Description*)  
**Issue:** Students don’t like institutional dining, and thinking about food service only in terms of efficiency misses important opportunities for integration of living and learning.

**Principle:** Use the dining facilities for more than just putting meals into mouths. Design dining to be as friendly and comfortable as an attractive restaurant. Locate dining where it can host the natural extension of the classroom conversation between teacher and student or among students. Design the eating areas to encourage lingering and to support uses beyond a quick meal such as spur-of-the-moment discussion, informal seminars, and even formal presentations.

**Dining Conversion [draft]**  
**Issue:** Rapid program change is common in residence hall food service facilities, so flexibility for current and anticipated conditions as well as unanticipated future changes is essential. We know that food service in this building will also serve nearby residence halls (Hamilton, Bean) while renovation and replacement projects are underway.

**Therefore:** Locate cooking and dining facilities in the new building strategically to serve a student population arriving largely from the northwest. Design to anticipate conversion to anticipated as well as unplanned future uses to meet housing’s programmatic needs (central kitchen, catering, meeting/academic/programmed spaces)

**Room as Community Space [draft]**  
(*Pattern source: Joint group discussion 01/20/09*)  
**Issue:** During certain hours student residents want to socialize in own space.

**Principle:** Provide choices and flexibility in living spaces – provide rolling walls, extend room into hallway or adjacent spaces, cluster rooms into larger spaces, etc.)

**Transparency of Public Spaces [draft]**  
(*Pattern source: Joint group discussion 01/20/09*)  
**Issue:** Public space transparency is important – can see what is happening, is inviting, draws people in, provides a place to see and be seen.

**Principle:**

**Create vibrant spaces [draft]**  
(*Pattern source: Joint group discussion 01/20/09*)  
**Issue:** Engaged and vital spaces are intensively used, for example the large space at LLC is used 18 hours per day.

**Principle:** Create spaces that encourage foot traffic for example gathering spaces, destination spots, and places to interact with peers.
Location [draft]
(Pattern source: joint group discussion 01/20/09)
Issue: Take advantage of what is already in the neighborhood.

Principle: museums, recreation center, outside areas, etc.
Living Learning Center Patterns

Campus Design Principles

Living Learning Circle / Student Housing Distribution (See also ‘Building Hearth’ pattern)  
(Pattern source: CPRE files)

**Issue:** Students who want to live closely related to the university want their housing integrated with the university; yet most on-campus housing provided today is zoned off from the academic life of the university.

**Principle:** Provide housing for 25 percent of the student population within the 3,000-foot inner university diameter. Do not zone this housing off from academic departments – instead alternate the two so that there are never more than two or three student communities, nor more than 300 feet of academic functions, before each is interrupted by the other.

Activity Nodes  
(Pattern source: Campus Plan)

**Issue:** 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.

**Principle:** 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.

Real Learning in Cafés  
(Pattern based on material from CPRE archives)

**Issue:** Coffee shops, bookstores, and little restaurants are as vital to the process of education and personal growth as labs and exams. Without them, the university is not a complete educational milieu, and they are often where the most creative interactions take place.

**Principle:** Incorporate cafés and shops into the fabric of the campus, on busy corners and at activity nodes, so that they are accessible to the general campus population and can provide a mixing place for disparate elements of the campus community.

Sustainable Development (modified? – use original or create new pattern?)

**Issue:** The development, repair, maintenance, and operations of the UO today have an impact on the local environment and the ability of future generations to thrive. The physical environment of the university -- landscape and buildings -- must also support and enhance the excellence of our academic programs.
Principle: The UO will strive to become a national leader in sustainable development. All development, redevelopment, and remodeling on the UO campus shall incorporate sustainable design principles including existing and future land use, landscaping, building, and transportation plans. Sustainable endeavors will support the university’s missions of teaching, research, and public service. (Refer also to UO Sustainable Development Plan).

Universal Design (modified? – use original or create new pattern?)
Issue: Buildings sometimes discriminate against people just as effectively as laws traditions, and prejudices. The narrower the range of physical needs that is being designed for, the less supportive the resulting built place will be for the broad spectrum of users. This building will be here for many years, during which it is almost certain that students, faculty, visitors, parents, and others with the full range of needs (mobility, size, vision, hearing, etc.) will use all parts of it. If their needs are not considered fully in the process either their future participation will be limited or denied, or the facility will need to be changed when these needs become evident. From a legal, moral, or practical point of view, it is much better to anticipate their needs and create an inclusive environment that is both useful and welcoming to all.

Principle: Design the project using the principles of universal design, considering the broadest range of physical needs from infants to the elderly, for the ambulatory and the mobility impaired, the sighted and the blind, and so forth, resulting in an inclusive, welcoming built environment.

Building Design Principles

Living Learning Center
Issue: Until the university integrates living and learning with new facilities that are so successful that they attract both academic and residential communities, these two elements of the campus community will continue to feel estranged from each other. The Living Learning Circle/Student Housing Distribution principle has been a guideline at the UO since the 1970s but has yet to be put in place.

Principle: Build a network of integrated living-learning facilities that serve both new residential facilities as well as providing the structure upon which to integrate some existing residence halls with the academic life of the campus. This network of new and old should be conceived as a whole although implemented in parts. It should use programmed elements (such as seminar rooms), informal interaction spaces (such as cafés), architectural elements, and site opportunities to maximize the possibility of successfully bringing together the academic and residential sides of the university community. (Refer also to Living Learning Circle/Student Housing Distribution).

Visibility and Presence (Omit?)
Issue: Unless the Living Learning Center captures the attention of the campus community in such a way as to engage the faculty, it will be only a partial success.

Principle: Locate and orient the building to give the academic elements maximum visibility to the larger campus community, and build the building to maximize its presence in the minds of the non-residents. Do this in a way that facilitates connections to the daily academic life of faculty in their offices and labs elsewhere on campus. (see University Streets, Promenade, Activity Nodes, Academic and Residential Entrances)

Preview Social Spaces
Issue: People are reluctant to enter shared social spaces such as lounges unless they know in advance who is already there. If it is relatively distant, they may not want to invest the time to go to the remote social space. Also, people may or may not want to enter depending on which people are already there, or the friend-or-foe syndrome.

Principle: Provide an effective preview so that people can see into the social space without
entering it. For greatest effectiveness, provide a preview from a distance, such as from near an individual’s room to a lounge on a lower floor.

**Academic and Residential Main Entrances**

**Issue:** To be successful as a residence, the complex needs to provide a residential identity. Similarly, to engage the rest of the university, it has to have a welcoming academic presence and entrance.

**Principle:** Provide separate main entrances for the academic and residential functions which are in some ways analogous to the front and back doors of a house. The front, main, academic entrance is the door to the whole campus community. Everyone on campus is aware of and attracted to this “front door” entrance. Provide “back doors” as well, which are clearly more private opportunities for the student residents to come and go independently. (See Degrees of Publicness) (built on related LRCDP pattern: Main Entrance)

**Degrees of Publicness**

**Issue:** Sharing your dwelling with a whole university might not be desirable.

**Principle:** Arrange the academic and residential functions along a continuum from public to private. Place the functions and design the spaces so that students entering the complex on the “academic” side get a clear message that they are entering someone’s residence before they actually get to a locked door. (See Academic and Residential Main Entrances)

**Living Above Ground**

**Issue:** No one wants to spend long periods of time in a basement during daylight hours

**Principle:** Zone the building to put daylight in the most used spaces, and use the subterranean spaces that can’t be day lit for service, storage, support, and nighttime activities.

**Flexible Resident Rooms**

**Issue:** Rigid furniture arrangements make life seem institutional and impersonal. This is compounded by rooms that are too small to offer choice in furniture layout.

**Principle:** Design the rooms with a furniture and division system that allows multiple configurations. If systems involving panels and large-scale change are chosen, changes may have to be made by staff (and probably for a fee), but the Living Learning Center Project Description page 13 design should also allow for small-scale changes that the occupants can do themselves, like moving a dresser, bed, or desk to a different wall.

**Details:** In their preliminary discussions, students identified a desire to be able to create visually private individual sleeping areas in the double rooms. Other configurations emphasize interaction and socializing space within the room. Yet others might be based on creating private study areas. One example of how this might be done is shown in Appendix A.

**Shared Bathrooms (Omit? Rewrite? – only applies to 1st years)**

**Issue:** Most people assume that everyone hates shared bathrooms.

**Principle:** Shared bathrooms are an important part of the first year experience. Interaction occurs in the classroom, in the dining areas, and many other places on campus, but one of the few areas that guarantees interaction is the shared bathrooms. These can be designed to improve individual privacy while maintaining a shared environment. However, make sure that the size of the group served (up to 20) will ensure a sense of ownership and stewardship, and that the bathrooms are designed with gender flexibility so that changes over the course of the year (for conference/camp use) or over the decades (as needs change) can be made simply and gracefully.

**Resident Social Hearth (In My Pajamas)**

**Issue:** To make a place feel like home, people need social spaces where they always feel
completely comfortable. Students have expressed this as “a place I’d go in my pajamas.” However, many residence hall lounges are too remote, too impersonal, and shared with too many people to provide the comfortable informality that this principle addresses.

**Principle:** Provide a social space for 35 to 45 residents that is their social hearth, and which corresponds to the group assigned to each resident assistant. Place this hearth at intersections of horizontal and vertical circulation, partly open to the corridors, and near other shared facilities such as laundry. These spaces are modeled on the Carson Hall floor lounges, which use a model of horizontal integration. The social group that each hearth supports is the same community served by one resident assistant.

**Building Living Room**

**Issue:** Like a family, larger groups of student residents need a room where they can all get together. Social functions, panel discussions, informal get-togethers, and other events all need large space that is comfortably yet flexibly furnished.

**Principle:** Provide “living rooms” to accommodate about 100 students each. Furnish them so that they function as lounges, yet so that the furniture can be moved and added to in ways to accommodate a wide variety of uses. This is based on the Living Room in Riley Hall and the Ramey Room in Carson Hall. (see Preview Social Spaces)

**More Than a Corridor**

**Issue:** The standard solution to residence hall design, a double-loaded corridor with each door facing another, feels impersonal and institutional, like a cheap motel.

**Principle:** Use the corridors as an articulated design element and interaction space, sometimes wider, sometimes not, sometimes single loaded, sometimes double loaded. Avoid long, straight connections that don’t provide privacy and identity for each of the Resident Social Hearth-scale social groups. (see Resident Hearth)

**Social Stair**

**Issue:** Stairs occupy a surprising amount of the area of a building, yet they seldom are used for more than moving from level to level.

**Principle:** Consider some or all of the stairs as social spaces. This may mean making them larger, but if a larger stair supports more uses, it may be able to meet other needs and replace parts of other spaces.

**A Place for Quiet**

**Issue:** Residence halls are inherently noisy (unless strict rules are agreed on and enforced), and traditional residence halls are made of hard, institutional materials. But most people need quiet at times.

**Principle:** Provide an acoustical environment that contains noise within noisy areas and provides individuals with opportunities to find quiet. This may require acoustical materials in social areas and attention to the location and design of room doors and wall systems.

**Imprintable Room Entrance**

**Issue:** For many students college is an impersonal experience. One of their few opportunities to personalize their environment is their room, and the outside of the hallway door is their billboard to their world.

**Principle:** Design the doors to rooms to be easy to personalize yet just as easy to restore to a neutral state for the next occupant(s).

**Group Study Alcoves**

**Issue:** Study groups depend in part on the design of the spaces used by the group. Research [ref. Light] indicates that students who study in groups are more successful than students who study alone.
**Principle**: UO students indicate that neither a fully private room nor a large, shared, unarticulated open space are conducive to group study. Design group study areas that are enclosed on three sides, partially or fully open to circulation on the fourth side. By placing these rooms near each other, ensure that all residents have convenient access to them.

**Sustainable Form**
**Issue**: Unless sustainability is considered in the earliest planning of a building, it can be very difficult to create successful sustainable buildings. This applies in particular to the building form and orientation. For example, in this climate major west glass exposures create climate difficulties of excessive heat gain in warm seasons.
**Principle**: Consider sustainability issues from the beginning of the design process. Organize and orient the building to maximize daylighting potential and to conserve energy.

**Visible Laundry**
**Issue**: If too many people share a large laundry facility, it becomes anonymous and unpleasant like a Laundromat and requires full-time supervision by each user.
**Principle**: Provide smaller laundries specific to the smallest social group, located near and within sight of their hearth, so that doing the laundry can be more like it is at home. Instead of having to watch the laundry continuously, students can be nearby in the hearth or in their rooms. If access and timing issues need to be worked out, they will be worked out with the same group that deals with other “family”-scale issues.

**Operable Windows (modified – use original or create new pattern?)**
**Issue**: People are less healthy and less happy in buildings where they can’t open their windows (or where they don’t even have windows).
**Principle**: Even though it can create challenges in the design of ventilation systems, provide the ability to conveniently open the windows. If some areas can’t have operable windows for programmatic reasons, remove and store the operating hardware so that future users can restore the window operation function.

**Site Design Principles**

**Site Repair (modified – use original or create new pattern?)**
**Issue**: Our desire to build on the best places may destroy what should be preserved.
**Principle**: Build on the land that is the least desirable in its current state, and in doing so ensure that it is made to work well. In addition, ensure that the whole site is improved and repaired so that the entire campus benefits from the project.

**Quiet Backs (modified – use original or create new pattern?)**
**Issue**: The UO campus concentrates the population of a medium-sized town into the area of a village. For many of those who study, live, and work here, the need to find a quiet place alone or in small groups is inescapable.
**Principle**: Provide quieter, more contemplative places off the main pedestrian streets as quiet backs. To be effective they shouldn’t connect main destinations, or should have semi-private pockets at their edges. However, provide good visibility to ensure safety. These spaces need not be large and can often be created between the sides of buildings where they are visible from main quads or walkways yet can also provide a sense of privacy and seclusion.

**Campus Open Space**
*(based on Accessible Green)*
**Issue**: The appearance of the UO campus, especially its formal system of linked open spaces, is an essential part of the campus image and identity. The importance of these open spaces in recruiting students and faculty has been demonstrated again and again. Were there no restraints on density and no protections of critical open spaces, UO’s image as a traditional pastoral campus would have been lost years ago.

**Principle**: Respect and strengthen the campus appearance and image, in particular through enhancement and extension of the existing open-space system.

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**South Facing Outdoors (modified – use original or create new pattern?)**

**Issue**: In our climate, people use outdoor spaces if they are sunny and designed for outdoor comfort, and don’t use them if they are not. In our climate, shady north sides of buildings are usually uncomfortable for extended use.

**Principle**: Orient the building to create south-facing outdoor spaces. To encourage use, design all outdoor spaces for maximum benefit from climate. Treat south-facing areas as a resource to be developed for people to use. North sides of buildings should be designed carefully with an awareness of shadow lines and impacts on adjacent outdoor spaces.

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**Positive Outdoor Space (modified – use original or create new pattern?)**

**Issue**: Outdoor areas that are simply the leftovers between buildings will not be successful.

**Principle**: Use buildings, planting, walls, and other elements to frame and form the outdoor spaces, so that when outdoors, people experience the buildings as edges and the outdoor spaces as the focus.

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**Building Complex**

**Issue**: Large, monolithic buildings feel out of place in the intimate environment of our campus.

**Principle**: Build large buildings as complexes of smaller elements. Relate these smaller elements to the larger whole, but give them each their own identity.

*It’s important to state that the building should be one building and not two or more buildings. This makes it much harder to build community and run the building (SS)*

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**University Streets**

**Issue**: When major college and department centers are inappropriately located, the whole university suffers.

**Principle**: Concentrate the major functions of the university along university streets, these being streets that are public and essentially pedestrian, with the major university activities opening off of them. Locate this project on a university street or promenade, with strong connections between the building’s public functions and the pedestrian thoroughfare.

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**Promenade (modified – use original or create new pattern?) (omit?)**

**Issue**: People at the UO, in particular students, need opportunities to see and be seen.

**Principle**: Build upon and extend current promenade opportunities, in particular the promenade that extends from 13th and University through the Erb Memorial Union past the various residence halls to the east.

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**Campus Trees (modified – use original or create new pattern?)**

**Issue**: The UO campus is also an arboretum and a tree identification classroom. There are many unusual trees, memorial trees, and otherwise special trees. Building projects are often considered for sites that are occupied by trees, setting up a conflict between different programmatic and esthetic needs.

**Principle**: Use the patterns and policies of the Campus Tree Plan and the requirements of the Long Range Campus Development Plan to guide the planting, protection, and removal of trees as part of this project.