OUR VISION

RADICALLY INCLUSIVE
We are expansive and include all-of-life in our pursuits.

DEEP & EXPERIMENTAL
We nurture expertise while testing new boundaries.

AGGREGATOR
We work together, creating greater capacity to tackle complexity.

FOR LEARNING
We foster creative citizens that study, experiment, critique, reflect, make & design for a new world.
GOALS

‣ PROVIDE A FRAMEWORK FOR CREATIVE THINKING ABOUT PLACE & EXPERIENCE

‣ OUTLINE DESIGN OBJECTIVES THAT SUPPORT THE VISION

‣ DESCRIBE A PROCESS THAT LEADS TO DYNAMIC RESPONSIVE DESIGN
TYPICAL BEGINNINGS

A traditional design model is based on disciplines or departments:

Determine the types and quantities of spaces each department needs — classrooms, lecture halls, studios, etc. — and then arrange them in an efficient and sometimes clever manner.
The current A&AA facility has several needs that the new framework must address:

- Departments & programs currently split across 3 locations on UO campus.
- Lawrence an agglomeration of spaces, an ad hoc quality.
- Idiosyncratic nature of circulation routes through Lawrence.
- Insufficient opportunities for display, and an inadequate representation to the UO community of what A&AA represents and is up to.
- Insufficient private, incubation spaces as well as communal, collaborative space.
- Fixed nature of the facility makes successful spatial inventions (such as the Hearth) difficult to expand upon.
A NEW FRAMEWORK
If the envisioned condition is a new A&AA that can exploit the synergy found between deep knowledge, meaningful innovative research, and creative practice, then we need a new model & a new design strategy for defining spaces & relationships.
A STATIC FRAMEWORK

The traditional approach conceives of the department or program as a collection of programmatic spaces.

But the vision points to a dynamic, expansive, inclusive structure.
A NEW FRAMEWORK

If this is an active vision, we should look to the activities that support the various modes of learning:

PHYSICAL MAKING
DIGITAL MAKING
READING/GATHERING
WRITING
PRESENTING
LECTURING
SOCIALIZING
COLLABORATING
LEADING
GESTATING, ETC.
Each department or program is part of the larger whole — A&AA.

Placed back into the context of the new model, another structure emerges.
A NEW FRAMEWORK

We can look across departments and programs at the activities and modes of learning in common as opportunities for cross-pollination.

We can read this secondary scale organization as composed of three parts:

1. **KNOWLEDGE** — PURE DISCIPLINE, SCHOLARSHIP AND RESEARCH

2. **COLLABORATION** AND EXPLORATION

3. KNOWLEDGE AND COLLABORATION ACTIVATED THROUGH MAKING AND PUT INTO **PRACTICE**
Looking at this new model in 3 dimensions brings a more inclusive picture into focus.

Here we begin to see greater opportunities for relatedness — interdisciplinary and disciplinary scholarship existing together with action and practice.

Each department maintains its unique identity, yet participates synergistically in the whole.
DESIGN STRATEGY
A NEW FRAMEWORK

Knowledge and practice alike are both outwardly and inwardly inclusive.

residencies
secret spaces
media ‘hearth’
neighborhoods
topical studios
expert outposts
portland pipeline
social condenser
building as work in progress
public event space
environmental dashboard as billboard
community outpost
alumni network
public and private partnerships

KNOWLEDGE

EXPLORATION

PRACTICE
A NEW FRAMEWORK

What do these spaces look like?
Some will be traditional, some will be hybrids, and some will be entirely new.

What determines these spaces is an investigation of each department and program’s identity and function aligned with the vision.
DESIGN OBJECTIVES
DESIGN OBJECTIVES
DESIGN DRIVERS

COLLABORATION
CONNECTIVITY
COMMUNITY
CULTURE
CARBON
CURIOSITY
CHANGE
DESIGN OBJECTIVES

COLLABORATION

Today’s learning environment celebrates collaboration with interactive classrooms, team study areas, and a wide range of informal exploration areas where new concepts can be explored.

- Enhance hands-on multiple-disciplinary interactions
- Create multiple but interconnected “hearth”s
- Create multiple spaces for serendipitous creative collisions
- Visually reinforce AAA as the crossroads of creativity and research
DESIGN OBJECTIVES

CONNECTIVITY

Through both the physical public realm and today’s digital communications, the campus is a connected environment. With advanced media technologies, the campus now expands and engages around the entire globe.

› Make spaces that connect rather than contain
› Provide robust technology for outreach
› Create 24/7 links to Portland and international programs
› Make visible a global alumni network for active mentoring
› Implant the outside inside – physically make space for UO within A&AA
By its very nature, a campus is a community of learners who come together to share the inherent values of interactive education, reflecting the importance of place in a knowledge society.

» Shape creative neighborhoods

» Maximize transparency. Make the process visible — offer windows into the workings

» Showcase A&AA with display cases. Make it “Show ‘n Tell”

» Engage the public with event spaces

» Inspire UO with A&AA as a beacon for radical experimentation

» Embrace the global community with technology
Campus culture embraces diversity and inquisitiveness in learning and research, enhanced by informal places for intellectual and social collisions. This spirit is the essence of education and infuses the unique legacy of each institution.

- Visually reinforce the “alliance” of architecture and the arts
- Amplify A&AA’s unique identity — use the new building as a communications device
- Express the unique culture of Eugene — the radical, the delicate, the richness, the wet
- Support dedicated research with incubation zones
- Support risk with media mash zones (materiality and the digital)
- Intermix departments to discourage silos — but enable diversity
- Legacy — create the story future alumni will tell
DESIGN DRIVERS

CARBON

Awareness of the issues facing the planet leads to an appreciation and advocacy of sustainable practices.

New campus facilities must be “smart” in their use of resources, and be an exemplar not of just a checklist but of a green way of living and thinking.

- Create a “smart” building in its use of local & recycled resources and energy. Create a “living” building with use of green roofs and renewable energy sources. Create a “well” building in harmony with nature for improved productivity & learning outcomes

- Go beyond LEED — take on the Living Building Challenge

- Expose the impact — provide building ‘dashboard’ for live monitoring & conservation education

- Support draft campus sustainability standards
CURIOSITY

Curiosity didn’t kill the cat: it gave it seven lives. Curiosity isn’t just the basis of questioning and wondering why. It’s the wellspring for self-directed research and learning.

› Enhance a sense of wonder

› Introduce multiple paths, multiple means, choice

› Shape classrooms and studios as “labs for learning”

› Include space to play

› Celebrate the “next” (corner, light, unknown…)

› Integrate media lab resource areas
Today’s facilities must be flexible in adapting to ever-changing technologies, evolving learning styles, and the expectations of future generations for a dynamic and transformative learning environment.

- Design for flexibility to serve multiple purposes and new modes of learning
- Encourage risk and growth
- Facilitate nimble, agile behaviors
- Make experimental spaces that are often re-purposed
- See A&AA as always a “work in progress”
BUILT INSPIRATION
INTEGRATED & FLUIDITY OF MULTIPLE ACTIVITIES

These projects invite spatial and social exploration.

Clockwise from above: University of Otago Link, Dunedin, New Zealand (HHPA Hardy Holzman Pfeiffer Associates); TEK, Taipei, Taiwan (BIG Bjarke Ingels Group); Rolex Student Center/Ecole Polytechnique Federale (EPFL), Lausanne Switzerland (SANAA).
CROSS-ACTIVITY SPACE

This building’s separate activities and programs are analyzed and synthesized into intersecting and combined spaces.

London School of Economics Union, London, UK (3XN).
CREATION OF A LEARNING/EXPLORATION COMMUNITY

These projects invite multiple ways of engagement within a space.

Clockwise from above: Unilever, Hamburg, Germany (Behnisch); Creative Arts Center, Brown University, Providence, RI (Diller Scofidio + Renfro); Amherst, NY (Perry Dean Rodgers).
ENGAGEMENT WITH TECHNOLOGY

These projects inspire solo and team behaviours with new technologies.

Clockwise from above: Amsterdam Public Library, Amsterdam, Netherlands (Jo Coenen); Tama Art University Library, Tokyo, Japan (Toyo Ito); Illinois Institute of Technology Campus Center, Chicago, IL (OMA Office of Metropolitan Architecture).
INTEGRATION OF EXPERIMENTAL AND INFORMAL PLACES FOR LABORATORIES AND LEARNING

These projects incorporate innovative uses of space and surfaces for experimentation and learning.

Clockwise from above: Sabanci University Nanotechnology Lab, Istanbul, Turkey (Cannon Design); Ibid; Santa Clara University Technology Center, Santa Clara, CA (Pfeiffer Partners).
USING FORM TO CREATE IDENTITY WITHIN COMMUNITY

These projects create an identity of place through their composition and appearance that reinforces the community.

Clockwise from above: Wellcome Trust Genome, Cambridge, UK (NBBJ); Vidyalankar Institute of Technology, Mumbai, India (Planet 3 Studio); Ibid.
BUILDING AS COMMUNITY

These projects invite and welcome the community in generous, comfortable, and flexible spaces.

Clockwise from above: Orestad Gymnasium, Copenhagen, Denmark (3XN); Ibid; UCSD Price Center, La Jolla, CA (Yazdani Studio of Cannon Design).
These buildings use less energy, less new material and contribute to a positive impact on the environment.

Clockwise from above: Applied Research and Design Facility, Northern Arizona University, Flagstaff, AZ (Hopkins Architects); EWHA Women’s College, Seoul, Korea (Dominique Perrault); John Spoor Broome Library, California State University, Camarillo, CA (Foster + Partners).
FLEXIBILITY OF INDOOR/OUTDOOR SPACES

This project successfully blends indoor and outdoor spaces.

Academy of Art, Hangzhou, China (Wang Shu/Amateur Architecture Studio).
NEXT STEPS
DESIGN STRATEGY

NEXT STEPS

› Investigate the impact of the vision on the curriculum by testing through prototyping (such as with hotlist initiatives and small-scale experiments on the physical environment).

› Meanwhile, and through feedback from above:
  • Define the envisioned curriculum in terms of: knowledge, collaboration, and practice.
  • Extract the activities and modes of learning & engagement for each department relative to this new understanding of the curriculum.

› Look for overlaps between departments and areas of singularity to exploit.

› Describe the needs of an environment to house/support those activities and modes of learning.

› This becomes the driving force for a dynamic program for the new A&AA.