Part 1: Conceptual Design Guidelines

1.1 Introduction

Campus buildings contribute to the accomplishment of the University's academic mission in two important ways: First, of course, they provide enclosed, comfortable, spaces that serve activities ranging from generating steam to teaching philosophy -- spaces that serve the practical, as well as the intellectual and emotional, needs of students, faculty, staff, and visitors. Second, the University's buildings create a campus that is the setting for a unique academic community--a campus that also must serve practical, intellectual, and emotional needs.

The Framework Plan (http://pare.osu.edu/framework), Design Guidelines for Buildings and Landscape (http://fod.osu.edu/sites/default/files/buildings-landscape.pdf) and their interpretation by Planning and Real Estate (PARE), offer direction for the development of the campus as a whole and the "Building Design Standards" guide architectural details and specifications. The conceptual design, which is focused in the schematic design process, falls between master planning and architectural detailing. Responsibility for schematic design direction rests with PARE, including the University Architect (UA) and University Landscape Architect (ULA) with input from professional designers from Architect/Engineer (A/E) firms and Facilities Operations and Development, together with members of the Project Planning Team.

The architectural program of requirements for each project reflects the point of view of both the user and the university as a whole. While the user's requirements will vary significantly from unit to unit, there are overall university-wide issues that must be considered in the design of all buildings and landscapes. A summary of these issues serves as a general guide for conceptual design at The Ohio State University.

There is remarkable agreement among lay persons and professional architects regarding the world's best campuses and the characteristics that contribute to this ranking. These characteristics, from which the conceptual guidelines were derived, fall generally into categories that (1) reinforce the sense of academic community; (2) support the process of learning; and (3) enhance the sense of heritage and tradition.

1.2 Guidelines That Reinforce the Sense of Academic Community.

In 1991, President E. Gordon Gee challenged The Ohio State University to "get back to the very nature of what a university must be: an intellectual community ... where each person is equally a teacher and a learner." As the physical setting for the University, the campus plays an essential role in creating this academic community. The principles presented in the - Framework Plan, together with the following guidelines, are directed toward the reinforcement of this sense of academic community.

- **Establish a harmonious balance of unity and diversity**
  The best campuses offer both a unity that reinforces the sense of academic community and a diversity that reflects an inexhaustible diversity of disciplines, activities, and cultures. On these campuses one has the sense that never in a lifetime of experiencing the place would you discover all that it has to offer.

- Design each component first as both an integral part of the campus and an individual entity. See Chapter 4, "Policies, Design Principles, and Review Procedures," in Volume II: Long Range Concept Plan of the Campus Master Plan.

- **Provide an integrated network of campus places and pathways**
Campus places, rather than buildings, are the most memorable components of the University. These places cannot be created by simply accepting what is "left over" between buildings; they must be consciously developed as outdoor rooms. The role that buildings play in creating this network of campus places and their connecting pathways is addressed primarily in the - Framework Plan; however, this role must also be considered in the architectural design process; especially the early schematic design phase.

  - Locate and design facilities to complement and enhance the use of existing designated open, green spaces

  - Consider the design of each building and the design of its surrounding paths, landscape, views, etc. to be part of the same process

  - Recognize the major entrances and public spaces of campus buildings as part of the network of campus paths and places

- **Provide for change**
The task of creating the campus is never finished; change is an on-going condition at a viable university. The campus and its buildings must embrace new demands and must be capable of meeting demands for minor renovations and additions as well major buildings and groups of buildings.

  - Design all buildings to be "complete" at all stages and, at the same time, to be capable of flexibly accommodating additions and renovations

- **Provide an accessible and safe campus that gives priority to the pedestrian**
The academic community must provide convenient and safe access to all facilities for all persons. It should also provide an environment that minimizes pedestrian and vehicular conflicts and, at the same time, accommodates necessary functions of service, parking, etc. In addition to the following guidelines, the plans, principles, and policies of the - Framework Plan provide direction for accessibility and pedestrian priority.

  - Design parking garages, surface parking lots, and service areas that contribute to the overall unity of the campus and minimize the imposition of these functions

  - Incorporate integrated access and usability for individuals with disabilities into initial design considerations

  - Consider the possibility of informal monitoring of interior and exterior public paths and gathering places in the layout of building spaces and corridors-

Consider opportunities for combining parking structures, service areas, etc. with other functions to minimize the impact of these necessary utilitarian facilities

- **Establish campus boundaries that serve the overlapping interests and needs of the University and the surrounding communities**
  The academic community of the University extends beyond the borders of the campus. The University plays a critical role in establishing the quality of life in the surrounding neighborhoods. The best campuses have boundaries that recognize the overlapping social, aesthetic, and functional interests of the University and its urban neighbors.

  - Recognize the paths, views, circulation patterns, and activities of the surrounding community to be among the design parameters for all facilities located on or near campus boundaries

1.3 Guidelines that Support the Process of Learning

The best campuses stimulate self-questioning and discovery; serve as learning tools, provide places for meeting and exchange of ideas; and provide places for private study and meditation--they celebrate the process of learning. The following architectural guidelines direct the design of buildings that support the process of learning.

- **Design buildings and campus places that celebrate learning**
  Academic communities that, in President Gee's words "vibrate with a passion for learning," must celebrate the learning experience.

  - Incorporate literal and symbolic aspects of University disciplines into the design of interior and exterior campus places.

  - Design each learning space as a unique environment that confirms each assembly of persons as a special event that is not quite like any other on campus. While there may be occasions when special funds are available to enhance these unique environments, in most cases the challenge, of course, is to provide this environment with little or no additional cost. Designers are encouraged to consider provisions for incorporating permanent or rotating art and other exhibits as well as incorporating aspects of University disciplines (as suggested above) in the architectural ornament of the room: wood carved quotations or scenes on doors, friezes, wainscots, etc.

- **Design buildings and campus places to encourage informal learning**
  Learning is not limited to formal gathering in classrooms, auditoriums, and laboratories. Learning takes place anywhere and everywhere on the campus. Some of the most productive, often interdisciplinary, learning experiences are neither planned nor anticipated. The campus and its buildings must provide places that invite these informal scholarly exchanges which lead to the "collaborations and structure required for new knowledge."[1]

  - Design building corridors and campus paths that encourage and support

interdisciplinary, chance meetings and ad hoc discussions.- Design building corridors and related campus paths that permit, where appropriate, observation of, or participation in, on-going learning activities.

- Locate and design cafes, restaurants, vending areas, copy centers, etc. in conjunction with major circulation paths and, where appropriate, provide for both interior and exterior activities.

- Locate programmed galleries, museums, and exhibition spaces, as well as selected learning spaces in conjunction with major campus places and paths to permit "students, faculty, staff, and visitors to be engaged in the intellectual life of the University"[2] beyond the classroom.

- Design selected learning spaces (classrooms, studios, etc.) that support informally monitored gatherings of small groups for study and discussion when the space is not formally scheduled.

- **Design building and campus places that support individual study and meditation.**
  The campus must offer places to be alone, to think, to meditate. No two persons are like; some wish to be alone in a crowd, others to be alone with their thoughts. The campus must permit each person to find her or his own place.

  - Provide -- without compromising safety -- interior and exterior places that encourage and support individual study and meditation.

1.4 Guidelines That Enhance the Sense of Heritage and Tradition

The best campuses remind residents and visitors of the academic lineage of the University. They commemorate the significant persons and events of the academic disciplines of the University and of the University itself. The following guidelines are directed toward the enhancement of a sense of historical continuity, of heritage and tradition, that is a basic ingredient of a community of scholarly inquiry. These guidelines overlap and reinforce the guidelines for supporting the learning process.

- **Reflect the heritage of the academic disciplines, as well as the persons and the events, central to the academic mission of the University.**

  - Incorporate, in the design of major public interior and exterior paths and places, features that commemorate contributions of academic disciplines, their founders, and their distinguished scholars.

  - Incorporate, in the design of major public interior and exterior paths and places, features that commemorate contributions of faculty, alumni, and staff of The Ohio State University.

- **Provide historic continuity**
  As the University grows the campus and its buildings should present a rich integration of new and old. Students, faculty, staff, and visitors should be reminded

that they are part of a dynamic institution that is built upon the earlier contributions of many persons. This historical continuity is readily perceived when selected

buildings and landscapes from former periods are retained for continued service or when their location and appearance are preserved in their replacements.

- Design building renovations to preserve the essential architectural character and institutional history of historic buildings.

- Incorporate reminders of historic buildings and events within the design of new campus facilities--especially when historic buildings or the location of memorable events are involved.

[1] E. Gordon Gee, "From Vision to Action," A presentation to the University Senate, March 2, 1991, p. 2.
[2] Gee, "Vision," 1991, p. 8.
End of Section