

School of Art + Design

Campus Planning Office
Space Programming Study
Discussion Draft



Phase 1, April 2015

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ABOUT

The School of Art + Design is found within the larger College of the Arts and is considering the potential for designing and building a new space. The new space is being envisioned as a completely new building to house the full School of Art + Design. Not just an art building, they are looking to build an art center.

Developing this art center requires making an architectural statement that uses the site effectively and serves as a model for both economy and design. This space should incorporate coworking spaces for emerging artists, designers, and scholars seeking a place to develop their practice. This can be accomplished by hosting partnerships important to the future of the School such as with, Design Week Portland, the Oregon Art Education Association, PICA, and PAM among others, in spaces not solely for affiliates of the School of A+D. It will be necessary to provide enough gallery space to both meet the needs of the curriculum and to enable the School to host and curate shows that add value to the discussion of art, art history, and design in the region.

Currently, the School of Art + Design is one of the largest on campus with 1,400 undergraduate declared majors and an ever vibrant and growing graduate program with over 25 faculty and staff plus many adjunct instructors. The School is further organized around three Practice Areas: Art Practice, Art History, and Graphic Design that each require an array of different space types.

Vision Statement

This new building is seen as a physical complement to the new mission and vision statements that have been crafted by the School of Art + Design Committee of the Future. Beyond the focus of a physical structure, the Vision Statement expresses how the program intends to respond to the challenges of the times and community they live in with a serious commitment to attracting top students and building meaningful relationships with Portland's vibrant art community.

Mission Statement

The Mission Statement acknowledges that, "Driven by a belief in the power of art to shape society, the School of Art + Design and its dynamic faculty provide a place where emerging artists, designers, & art historians can question, create, reflect, & learn".



*"Must have" sticky notes from A+D Projects Open House event
via psuartanddesign.tumblr.com*

CURRENT A+D SPACE

As one of the largest programs on campus it is also one of the most spatially dispersed with spaces found in the Art Building and Annex but also Neuberger Hall, Shattuck Hall, and the Science and Education Center. There exists an overwhelming consensus for the School to be fully housed under one roof.

While some spaces do function well for their intended purpose , such as the studios in Neuberger Hall, certain key spaces and attributes are lacking. Most often cited is the lack of a central gathering space to engage others but also inadequate storage of faculty instruction materials and storage of student work and materials. The Art Building and Annex as they exist now can be claustrophobic and confusing to navigate and does not provide a sense of pride or offer adequate production space.

Conversations and events have happened surrounding the need and potential for new space. One such event was at an April 2014 Open House event where students and faculty were asked to give feedback by completing the prompt “In my art building, I want ____”.

The PSU A+D Tumblr page describes the efforts of A+D Projects as, “an interactive installation was created to engage viewers, invite ideas, and spark a conversation. The installation covered the windows of Interim Director Ethan Seltzer’s office with Post-its notes arranged in the form of buildings. Participants were asked to write on the notes their ideas for what ought to be on the “must have” list for a new art building. The results of the evening have been added to the School of Art+Design’s strategic planning efforts for a new art building”. This event supplies an interactive and visually interesting way of expressing many of the ideas echoed in this document.

DOCUMENT PURPOSE

In order to understand space needs for these aspirations, the Campus Planning Office has undertaken an extensive input process using online surveys and interviews with faculty, students, and focused group Area Meetings. The Area Meetings consist of faculty engaged in the three primary departments found within the School of Art + Design - Art Practice, Art History, and Graphic Design. The intention of this space programming study is to help the school create a vision for a new building that will meet their physical needs as well as help implement their vision statement.

The twelve in-person interviews were with faculty and students. These conversations were organized around the survey but with an opportunity to wander into other topics the interviewee felt were relevant. Three additional group interviews focused on the three practice areas. In these interviews, particular attention was paid to the efficiency of current square footage assignment to determine if additional space is needed in certain areas.

A survey instrument was developed by the Campus Planning Office with input and feedback from the interim director and certain Art + Design faculty. The online survey was administered to the Art + Design community at large and even managed to reach alum. The majority of responses received are from existing faculty including tenured, tenure track, and adjunct. Twelve percent of the responses were from students, both undergraduate and graduate. In addition to respondent categorical classification questions, the online survey focused on three main areas - attributes, functionality, and adjacencies.

The questions relating to attributes are an attempt to garner an overall vision of how future spaces might look and feel. Respondents were asked to provide specific examples of where such attributes might exist in order to guide the researcher. Functional characteristics dealt with how the respondent would use a particular space and what the space needs to do for the respondent's particular activities, be it teaching, researching, displaying, creating, or talking about art. Finally, questions relating to adjacencies were an attempt to loosely understand physical relationships within the school but also the nature of relationships with organizations both on

campus and the community at large. An open option was also provided to capture add any additional items that may have been overlooked by the researchers. All respondents were given opportunity to change or add to their responses.

The space programming study project kick-off occurred at the all faculty meeting in January 2015 where initial thoughts and concepts were quickly and freely expressed.

The following is a summation and compilation of spaces organized around overall attributes followed by specific spaces that pertain to the school as a whole. This summary also includes an idealized programmatic breakdown of spaces for each Area. Finally, a list of existing places used as precedent examples is provided as a source of best practice case studies. These recommended built examples constitute spaces or buildings that are well conceived and executed and may or may not be art schools.

*Post-it notes arranged in the form of buildings
via psuartanddesign.tumblr.com*



SUMMARY OF FINDINGS

Following is a descriptive summation of findings related to the form and function of the school as a whole as well as a focus on the three practice areas. An emphasis is placed on how these findings connect with and support the School's updated Mission and Vision Statements where possible.

Art Place

A key desire is to see the School of Art + Design gathered under one roof and into a structure that is conceived of as an art place. An art place can be described as a space where activities occur beyond just classroom and studio instruction. This place will be an inspirational space to engage and nurture relationships with each other (faculty, staff, and students) but also the neighborhood and the community at large. The new art place will be one that inhabitants are proud of, thereby encouraging good stewardship and casual, organic opportunities to “feed and fertilize”. This notion is reflected in the Vision Statement when it describes the new building being admired for “its twin commitments to inclusion and excellence”.

One Building

Having the School under one building creates many advantages and added value. One advantage is the ability to take a systems view of the School, its curriculum, the community, and the partners and stakeholders throughout the region that can and should help to make it an important place for art and design making, education, and scholarship. Additionally, this allows for meeting the needs for classrooms, seminar rooms, an auditorium, teaching studios, studios, labs, and experimental / flex studios in an efficient manner that exceeds the sum of its parts.

Art + Design is currently the most dispersed unit on campus with faculty spread throughout four buildings, yet being in a visible location really matters to them for numerous reasons. The current dispersal and general lack of street presence makes them hard to find but also hard to establish the important sense of place desired by students, faculty, and community partners.

Sense of Arrival

The art place is conceived of as having an evocative sense of arrival. This can take two forms; relation to the larger context and the experience of the building itself as one enters. If the new building were located on the existing Art Building lot to include

the currently vacant adjacent lot, this location would inherently accommodate this sense of arrival for commuters traveling from the south on the new MAX Orange Line and at Lincoln Station. Lincoln Station is envisioned as a major new hub in south downtown. Additionally, a location on the north end of campus on the South Park Blocks could accomplish this same goal by acting as a transitional entity that ties together the cultural district with the university district.

The new building could contain a large, open, light filled atrium type experience where art is on display and performances may happen. In this space a passersby is able to see the activities taking place inside and the inhabitants within are able to see the weather or the urban hustle and bustle occurring outside.

Commons

A “commons” acts as the communal heart of the structure. This is the location where the most variety of activity takes place. It is envisioned that visitors to the school may be milling about during a student or faculty exhibition that Art History



Wordle from January faculty meeting

students might curate, other students are likely passing through or stopping to chat with other classmates while Social Practice majors reflect and learn. Having food and drink options alongside an art supply and bookstore will serve to activate this commons area where potential profits go toward funding art scholarships. Other retail would be found activating the street and providing additional goods and services to the larger campus and south downtown.

Wayfinding

From this centralized location one is able to easily navigate to administrative and faculty offices, any of the practice areas, or student resource rooms. These adjacent spaces would have appropriate technology and offer flexibility for a variety of user needs. Some would also be similarly light filled with high ceilings and excellent ventilation but some may also have the ability to become completely dark and quiet. Spaces for each practice area within the School of A+D have a variety of needs and functions and the design of each should reflect this.

Health and Safety

Overall this new art place will have accessibility at all hours and days of the week but safe with controlled access at certain hours. Users of the space will experience easy wayfinding with clear signage and a logical floorplan. The space will be of durable and resilient materials yet warm and welcoming with high ceilings and excellent ventilation.



*Seating options in circulation corridor at PNCA, Portland, Oregon
via portlandart.net*



*Seating options in circulation corridor at PNCA, Portland, Oregon
via Jason Franklin*

PRACTICE AREAS

The following is an idealized programmatic breakdown of spaces for each practice area based on their specific needs. It is assumed that these spaces are in addition to faculty offices that might contain an adjacent faculty studio where an instructor is able to conduct personal work and even offer instruction. Some of the following space types may or may not be shared with other practice areas or be accessible to the public.

Art Practice

The Art Practice program provides a wide spectrum of experience and knowledge of processes, applications, and theories. It is important to note that the classification of 'classroom' is not used in the description of these spaces as this connotation does not reflect the nature of the activities for Art Practice instruction. It was mentioned that the ideal spaces necessary for this to take place can be "bare bones", or similar to a warehouse in decoration but would include the following:

- 2 large teaching studios for drawing
- 2 Core / Foundation Studios (25 students, see Neuberger Hall 285)
- 2 large teaching studios for painting
- 2 large teaching studios for sculpture + materials lab
- 1 foundry
- 1 large studio for silkscreen
- 1 large studio for etching
- 1 large studio for lithograph
- 1 medium "clean" teaching studio for photo/video/audio
- 1 darkroom
- 1 equipment checkout room
- 1 digital teaching lab
- 1 materials lab
- 3 flexible critique spaces
- 2 seminar rooms
- 20-25 graduate studios
- 1 large street-level gallery for curated exhibitions (see Autzen Gallery)
- 2 medium gallery for undergraduate and graduate student exhibitions
- Kitchen
- Small student-access library



*Sculpture Studio at College for Creative Studies, Detroit, Michigan
via collegeforcreativestudies.edu*

Art Practice - Printmaking and Sculpture

Printmaking and Sculpture are some of the most space intensive disciplines of the School and are found within Art Practice. The following outlines the types of spaces, equipment, and any adjacencies required for these to function properly.

PRINTMAKING

Mentioned above are the separate spaces needed for printmaking. Printmaking consists of silkscreen, etching, and lithograph, each of which need their individual spaces. In addition, graduate level students will have access to their own presses. The disciplines are table top heavy and have an assortment of necessary equipment such as presses, ink stations, drying racks, flat file storage, and washout sinks. Currently, the instruction and practice of these disciplines happen in only two studios, one for instruction and one with equipment. Ideally, these studios would have natural lighting and require excellent ventilation.

An ideal situation would have equipment that can be rented by local artists. This would provide opportunity to involve the larger community and could even include an artist-in-residence program where this individual has access to the equipment but also helps teach.

SCULPTURE

Sculpture has a Materials Lab that it shares with the School of Architecture. It is unclear whether these spaces can continue to be shared as each school grows. Ideally, the Sculpture Area will be on the first floor and have access to outdoor space. These workspaces should have large roll up doors for materials delivery but also for moving large pieces in and out. A separate foundry and separate electrical and gas welding area is required. The foundry should have an adjacent forge area with direct access to the outdoors. This could be the messy part of the courtyard space.

In addition, a new casting lab will need to be larger and more functional than the current one in Shattuck. This space could grow by an additional 1500 square feet and should have smooth floors with drainage troughs for easier clean up. This space will require more and larger sinks. Overall, these spaces should encourage using a variety of mediums.



*Example of printmaking facility, Tulane University, New Orleans, Louisiana
via tulane.edu*

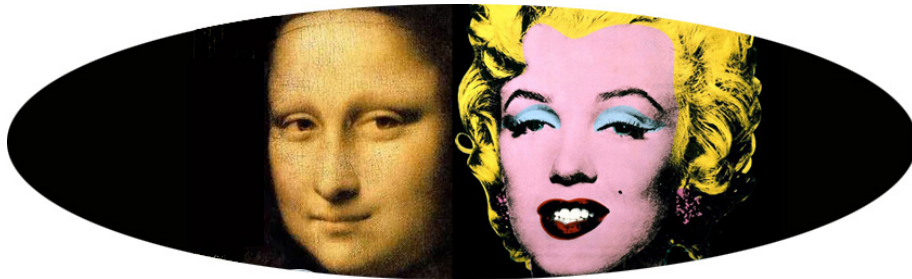


*Example of versatile sculpture facilities with access to outdoors, SUNY, Albany, New York
via albany.edu*

Art History

Art History has very specific needs that can be quite dissimilar from the other practice areas. One example includes the ability to make a room completely dark in order to see fine detail within projected images. Existing offices for Art History faculty are continually referenced as examples for offices of the right square footage, window size, and light qualities. Art History classes need to be long rather than wide so that everyone is able to see the projected images. The ideal spaces necessary for Art History to take place include the following:

- 1 large tiered lecture hall (seat 120, entry at rear)
- 1 medium lecture hall (seat 50-60)
- 1 small seminar (seat 16-20)
- Conference Room



via arthistoryresources.net



*Example PSU Art History faculty office
via Neil Heller*

Graphic Design

Graphic Design requires spaces that engage conversation, group work, pin up and production including printing capabilities. Other comments that directly relate to Graphic Design are functional items such as the ability to use a whiteboard and projector at the same time and capacity for storage. The ideal spaces necessary for Graphic Design to take place include the following:

- 1 medium lecture hall (seat 60-80)
- 2 large junior / senior studio spaces (seat 77+)
- 4 medium-large classrooms (freshman and sophomore)
- 1 large workshop
- 1 lighting studio
- Critique Space
- Production /Print space
- Library / Resource room

Spaces that Graphic Design could share with those mentioned above in the Art Practice section include:

- *equipment checkout room*
- *darkroom*
- *digital teaching lab*
- *materials lab*
- *large street-level gallery for curated exhibitions (see Autzen Gallery)*
- *medium gallery for undergraduate and graduate student exhibitions*
- *kitchen*
- *small student-access library*



Example of graphic design flexible space, West Michigan Center for Arts + Technology via wmcats.org



Example of student studio space, James Madison University, Harrisonburg, Virginia via pressherald.com

PRECEDENT EXAMPLES

Specific examples of various space types were requested in addition to the attributes being described. Other schools were used as comprehensive case study examples. Additional precedent examples include academic galleries, studios, and private exhibition space. The following examples may represent a specific space or a best practice of descriptive attributes such as 'light filled' or 'open'. The following examples mostly represent spaces that are currently lacking, as A+D does have a number of existing high quality spaces that do work well for their intended purposes such as the Autzen Gallery and some of the existing offices and studio spaces in Neuberger Hall.

Commons

As mentioned, a commons acts as the heart and central gathering spot but also an organizing point for interior circulation and wayfinding for the new building. The activities that take place here can be varied and offers opportunity to meet others, display items, even have live performances. Such a space is a defining space for A+D and should be the space that is imagined when the School of Art + Design is referenced in conversation.



*Commons at UT Dallas, Dallas, Texas
via utdallas.edu*



*Commons at PNCA, Portland, Oregon
via Jason Franklin*

Faculty Studios & Offices

Many comments from the survey were about the need for improved full-time faculty and adjunct office space. These offices do not need to be extraordinarily large but should have ample light and ventilation and be in proximity to other staff and faculty. A variety of office spaces exist in the current Art Building but the ones exemplifying desired attributes are populated by Art History faculty on the third floor. These offices contain large windows that allow the space to be filled with natural light yet allow for private conversation when necessary.

Emphasis should be put on providing adequate space for adjunct faculty to prepare for classes or meet with students. The School of Art + Design has many adjunct or fixed term faculty teaching a majority of student credit hours.

Another possible feature is the option of a faculty studio in addition to an office space where a faculty member is able to collaborate or work on their own pieces. Due to the variety of work being executed by faculty, providing this type of space individually would require detailed analysis so as not to create excess or redundant unused spaces. One option is to incorporate a flexible, yet compatible, shared faculty studio spaces, understanding that others may prefer a more private space or even maintain their off campus studio to avoid potential distraction.



*Example of faculty offices, University of Arkansas Little Rock, Little Rock, Arkansas
via ualr.edu*



*Example of faculty studio space, Wesleyan University, Middletown, Connecticut
via wesleyan.edu*

Graduate Studios

The Masters of Fine Arts program is anticipated to grow significantly in the coming years and space for these new students to work will be necessary. These types of spaces should focus on function over decoration. An important consideration is the ability to store items but also provide for proper removal of any hazardous products or aerosols.

The examples provided demonstrate high quality spaces that offer ample natural light and the flexibility to arrange the space as preferred. Having sinks in these studios is also a requirement.

The architecture studios on the third floor of Shattuck Hall are the most cited examples that demonstrate high quality physical attributes and levels of activity.



*Graduate Studio at College for Creative Studies, Detroit, Michigan
via collegeforcreativestudies.edu*



*Example of MFA studio space, Oregon College of Art and Craft
via duplexcollective.com*

Exhibition Space

An opportunity for a variety of exhibition spaces is desired in a new School of A+D. Exhibition spaces will cater to students, both undergraduate and graduate, including faculty and outside professionals - each with an exhibition space to call their own.

The examples provided demonstrate student exhibition space. The desire is that students have the ability to display their work for the campus and community at large to see and interact with. This will make the education process more visible and is helpful for newer students to see what senior students are doing. This will encourage interaction and peer to peer learning opportunities.



*Senior student exhibition space, UCLA, Los Angeles, California
via art.ucla.edu*



*Sculptural exhibition space, University of North Carolina, Charlotte, North Carolina
via lizmiller.com*

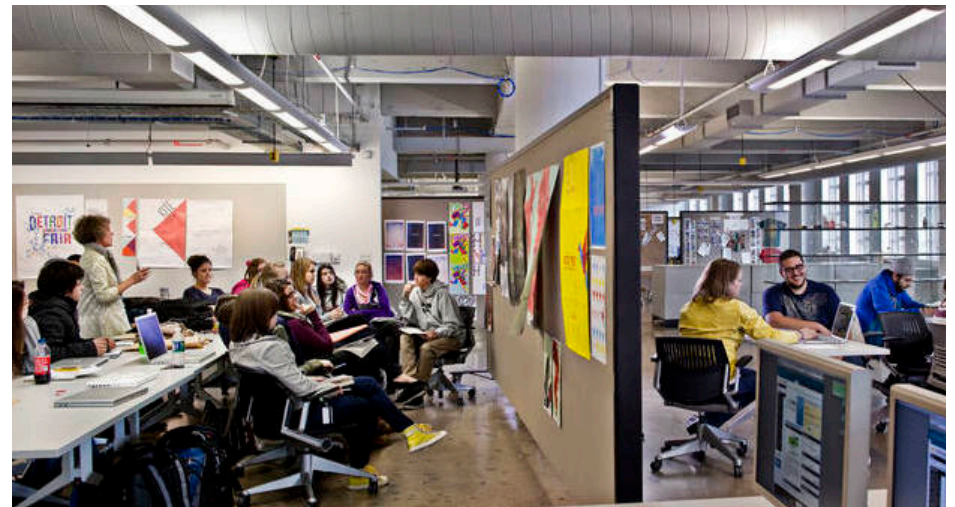
Classrooms

The primary consideration for classrooms is the ability to offer flexibility depending on user preferences. Instructors need to use multiple technologies simultaneously while being able to pin up for display or critique.

The examples provided demonstrate movable furniture and good lighting. Also note the surfaces provided for display are separate or an addition to the wall. In the lower image it is easy to see how the movable walls can be rearranged to create smaller spaces or even one large space as preferred.



*Flexible classroom space at College for Creative Studies, Detroit, Michigan
via collegeforcreativestudies.edu*



*Flexible classroom space at College for Creative Studies, Detroit, Michigan
via collegeforcreativestudies.edu*

Student Resource and Lounge

Students mentioned the desire for a space to interact with other students who are in different programs and other classes. An ideal student lounge would be combined with a student resource center that provides periodicals, magazines, and books used for research, information, or inspiration. Adjacent this type of space could also be a production room where items may be printed or copied.



*Possible student lounge and resource room
via lunar.the.gamez.net*



*Student lounge and resource room at PNCA, Portland, Oregon
via Jason Franklin*

Outdoor Space

A courtyard provides an opportunity to work or take a break when the weather is pleasant. This space would also display site specific installations created by student and faculty but also serve as an opportunity for outdoor instruction.

Special attention should be paid to the relationship between indoor and outdoor spaces. Opportunity for blurring these lines should be explored. The Yale Sculpture Building in the lower picture shows one way that this can be accomplished through glass walls that can be completely opened allowing the outside in and the inside out. Openings such as this also allow for the movement of large pieces into and out of a space as well as material delivery. To accomplish this, large double doors should be installed in most places. These large double doors would also incorporate a smaller regular sized door for regular access. There also needs to be outdoor space where messy activities can take place. A wall can be provided to separate the different uses.



*Courtyard at Modera Hotel, Portland, Oregon
via stephentamiesie.com*



*Yale Sculpture Building and Gallery, New Haven, Connecticut
via kierantimberlake.com*

CoWorking / Experimental Studios

A place where commerce and creativity meet describes how a coworking / experimental studio functions. This space is envisioned as being used by members beyond academia - from art hobbyists, engineers, to entrepreneurs.

This shared space will allow access 24/7 for members and could include a shop front for the selling of wares. Having this type of space allows for members of other disciplines to interact with the School of Art + Design but can also aid aspiring artists, designers, and tinkerers in developing their product. This space could offer low overhead startup space to members.

Spaces such as this already exist locally such as Beam and Anchor, a co-making space that features wares for sale of resident artists but also of artists and craftworkers from further afield.



*Shared Creative Space
via urbanful.org*



*Beam and Anchor, Portland, Oregon
via beamandanchor.com*

School of Art + Design

Space Programming Scenarios
Discussion Draft



Phase 2, June 2015

Purpose

The second phase of the Art + Design space programming project focuses on facility size scenarios and builds on the work that was completed in Phase 1. Phase 1 explored Art + Design's needs and desires for space and included a description of the qualitative attributes as given by faculty, staff and students as well as from precedent studies. The purpose of Phase 2 is to determine the size and adjacency of the spaces described in Phase 1. This phase includes the comparative area for three separate scenarios; existing conditions, existing conditions at standards, and preferred. The work also includes conceptual adjacency diagrams which explores the location of uses within a new building, their preferred adjacencies and the interactions between utilitarian spaces, public spaces and private areas within the building.

Methodology

The methodology for Phase 2 included a combination of existing conditions review through previously collected data, the application of PSU standards and determination of use dimensions through faculty interviews and precedent studies.

Existing square foot conditions are provided by the recent School of Art+Design Space Utilization Report and maps available through the PSU Facilities website. It is important to note that the functional classification of spaces in this report differ from those found in the Space Utilization report and reflect the nomenclature used by A+D community.

Spaces and associated square footages provided in the preferred scenario are based on a number of rational methods. Chief among these is through interviews with faculty where specific needs were discussed. In these conversations, it was asked how well the existing space worked and whether it should be larger or smaller to function properly for its intended purpose. Other methods include using well functioning examples as precedent and informed by current PSU standards where necessary.

Scenarios

Three scenarios are provided in order to assess space requirements of each. All scenarios assume improving qualitative attributes addressed in Phase 1. An existing scenario (Scenario A) looks at square footage requirements if all currently existing

Art + Design spaces are gathered under one roof. A second scenario (Scenario B) considers the same existing spaces but brings office and storage to current PSU standards. Finally, a Preferred scenario (Scenario C) includes all the spaces requested through the survey and interview process at preferred square footage amounts.

Table 1: Scenario A - Existing Square Feet Under One Roof

Existing A+D		
	Net Assigned SF	Gross SF
All School Shared	21,513	9,027
Art Practice	29,181	
Art History	0	
Graphic Design	5,998	0
	56,692	65,719 Total

16% Storage & Circulation

Scenario A

Scenario A uses existing conditions but assumes all of these spaces under one roof. This scenario also provides a baseline for comparison. Table 1 breaks out square footage allotments by practice area and those which are shared by the whole school. Shared spaces include types such as lecture halls, conference rooms, and classrooms. Scenario A lumps all existing storage and circulation together since without a more detailed analysis it is difficult to determine which current storage spaces belong to which practice area. It is also important to note that the net assigned square feet differs slightly from the Space Utilization report due to an assumption that spaces currently shared with other schools would come under sole use of A+D.

Putting all existing A+D spaces under one roof results in total net assigned square feet (NASF) of 56,692. A gross up of 16% for storage & circulation results in a 65,719 gross square foot building (Table 1). Table 5 further illustrates anticipated floors and total costs associated with each scenario.

The Scenario A percentage break down of NASF for shared and each practice area is as follows:

Shared: 38%
 Art Practice: 51.5%
 Art History: 0% (All Shared)
 Graphic Design: 10.5%

Scenario B

Scenario B still uses existing instruction and studio sizes but addresses concerns about storage and office space from Phase 1. The key difference in Scenario B is the doubling of space for storage and circulation resulting in a jump from 9,027 SF to 17,500 SF. Interestingly, office square footage remains fairly consistent, only shifting around a bit due to bringing into compliance with current PSU office standards. Total square footage results in a 3% increase in NASF. In other words, about the same amount of office space is over standard as is under standard.

Table 2: Scenario B - Existing Square Feet with Office & Storage at Standard

Existing A+D with Offices & Storage at Standard		
	Net Assigned SF	Gross SF
Shared	23,152	6946
Art Practice	29,181	8754
Art History	0	0
Graphic Design	5,998	1800
	58,331	75,831
		Total

30% Storage & Circulation
 3% increase in NASF

Also of note is that in both Scenario A and B Art History only uses spaces shared with other practice areas. This changes in Scenario C.

The Scenario B percentage break down of NASF for shared and each practice area follows:

Shared: 40%
 Art Practice: 50%
 Art History: 0% (in Shared)
 Graphic Design: 10%

Scenario C

This scenario incorporates any suggested new, or changes in size of existing spaces that would be associated with the creation of a new Art Center. Similar to Scenario B, the Preferred scenario also uses 30% for circulation and storage - Urban Center is 15%. Although technically circulation space, for the purposes of this study the Commons and Courtyard areas are categorized separately. Key changes are significant increases in total square footage allotments to Printmaking and Sculpture but also Studio space. Art History is provided a medium lecture hall and small seminar room.

Table 3: Scenario C - Preferred New A+D Art Center

Preferred A+D		
	Net Assigned SF	Gross SF
All School Shared	40,959	53,247
Art Practice	45,660	59,358
Art History	2,000	2,600
Graphic Design	13,500	17,550
	102,119	132,755
		Total

30% Storage & Circulation
 80% increase in NASF

Included in this scenario are spaces where the extended A+D community (non-academia) will have opportunity to engage the school. These spaces include Co-working / Experimental Space and a Lecture Hall. Table 4 goes into more detail of how individual space types change in this scenario.

This scenario results in an increase from 56,692 existing net square feet to 102,119 SF, an 80% increase (Table 3).

The Scenario C percentage break down of NASF for shared and each practice area is as follows:

- Shared: 40%
- Art Practice: 45%
- Art History: 2%
- Graphic Design: 13%

Percent of Change by Space Type

Analyzing changes in space type by percent of change allows us to quickly see where the School of Art + Design would experience the greatest amount of change in the Preferred Scenario (C). The greatest increase in percent of change by type is seen in Conference and Lounge spaces, 1339% and 700% respectively, but represent relatively small total square foot amounts. Some spaces do not currently exist and are counted in the additional square footage for a new Art Center but are not illustrated in the following table. These spaces include a Kitchen, Resource Room, Loading Dock, Retail, Commons, and a Courtyard.

The square foot requirements for these newly introduced spaces are as follows:

Kitchen	291
Resource Room	1866
Loading Dock	650
Retail	150
Commons	3200
Courtyard	4000 (240SF for Sculpture)

A description of each of the categories used in Table 4 follows. These descriptions include characteristics and what types of sub spaces are found within each in order to gain a clearer understanding of how these spaces change from the Existing Scenario (A) to the Preferred Scenario (C).

STORAGE & CIRCULATION

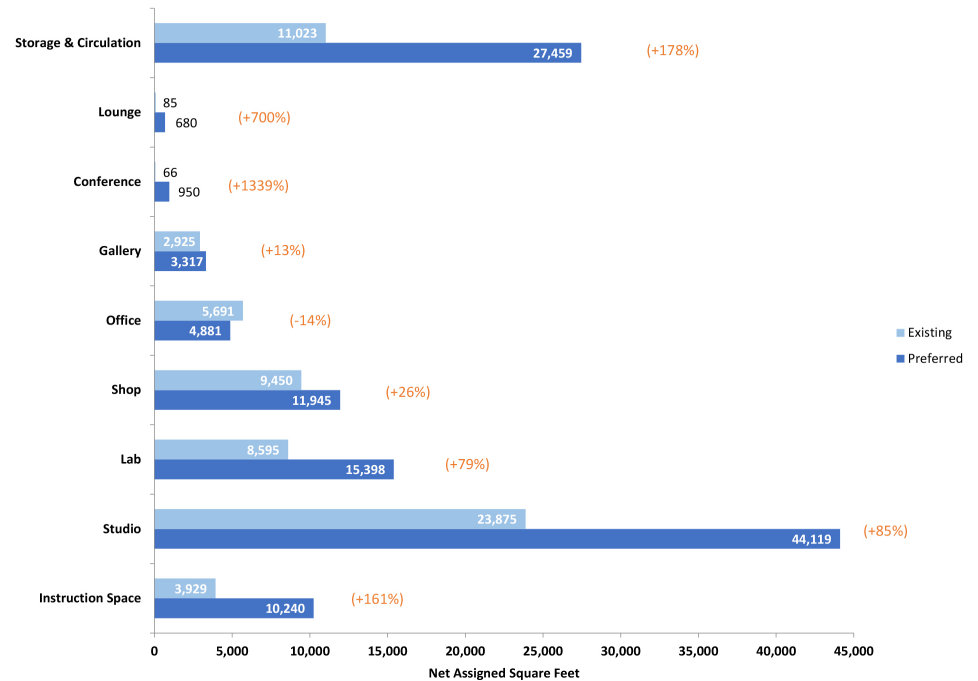
As mentioned in Phase 1 of this document, storage and circulation is an important topic of consideration for developing a new A+D Art Center. Consensus from interviews and survey responses indicate that current conditions are inadequate.

The Preferred scenario provides an additional 30% of total net assigned square feet for storage and circulation or 27,459 square feet, a 178% increase over current conditions. Existing A+D storage and circulation is 16%. For comparison, the Urban Center Building is 15%.

LOUNGE

The only Lounge space that currently exists is a student lounge (Room 154A) at 85 square feet. Increasing student lounge space was a request from students. Using a precedent established by the new McMurtry Art Building at Stanford University, this study allocates 380 square feet for this use. In addition, this increase includes a newly introduced faculty lounge at 300 square feet resulting in a total of 680 square feet, an increase of 700% (Table 4).

Table 4: Percent of Change from Existing to Preferred Scenario



CONFERENCE

Although not a tremendous amount of actual square feet, this type of space demonstrates the greatest percent of increase. This is due to the current conditions scenario where many of the existing spaces double or triple as multiple uses. Many spaces take on the role of seminar, classroom, and conference room. The only

existing space currently categorized as conference space is the 66 square foot MFA Social Practice Meeting Room (Room 158 in the Science and Education Center). The Preferred Scenario includes two large conference rooms (300SF each) and one medium conference room (250SF).

GALLERY

In the Preferred Scenario, this type of space increases 13%, from 2,925 to 3,317. The amount of existing gallery spaces is considered sufficient. This category also includes the PSU Art Collection which is driving this change with a 50% increase from the existing to the Preferred Scenario. The Space Utilization Report also categorizes the majority of PSU Art Collection as gallery space.

OFFICE

The Preferred scenario brings office space up to current PSU standards for all types, particularly adjuncts. As mentioned, the decrease in this type of space represents a shifting around due to bringing into compliance with current PSU office standards. In other words, about the same amount of office space is over standard as is under standard.

SHOP

The 26% increase in shop space is based on interviews but also how certain spaces are categorized. For instance, this study categorizes Darkroom and Large Workshop as shop space.

LAB

Lab space increases from 8,595 to 15,398 square feet, a considerable jump. Included in this category is the Digital Modeling, Digital Teaching Lab, and a new Print Production space for students. The main driver of the increase though is the inclusion of four new Graphic Design Labs.

STUDIO

It should come as no surprise that a new School of Art + Design building would require a lot of additional studio space. Newly introduced studio spaces include the much needed upgrades for Printmaking which currently all take place overlapping in one studio. The Preferred Scenario give each sub-discipline within Printmaking (silkscreen, etching, and lithograph) their own dedicated space.

Another primary factor is the introduction of new Graphic Design Studios. This includes a studio for Graphic Design seniors and a studio for Graphic Design juniors.

INSTRUCTIONAL

Instructional space increases from 3,929 square feet to 10,240 square feet, a 161% increase (Table 4). In the Preferred Scenario, actual classroom space square footages do not change. What is being demonstrated here is the introduction of much needed breakout/flex critique spaces. This category also includes all seminar and lecture halls.

Scenario Costs

In order to estimate costs and buildable area assumptions were made. These assumptions use a \$400 per square foot cost and a 40,000 square foot lot. The associated costs are based on current and recent construction projects taking place on campus such as the School of Business or Collaborative Life Science Building (CLSB). A 40,000 square foot lot is comparable to the PNCA lot and typical of a Portland city block. This table assumes a 40,000 gross SF lot with a build out efficiency of 0.95 resulting in 38,000 SF net buildable area per floor.

Assuming all existing spaces of the School of Art + Design were rebuilt and gathered under one roof, including bringing offices and storage to PSU Standard, the school could be housed over two floors. The preferred Art Center Concept, Scenario C with the newly introduced spaces, would require four floors.

Table 5: Scenario Cost Comparisons

A+D Scenarios Cost				
Scenarios (40k SF Lot - 0.95 efficiency)	SF per Floor	Gross SF	Floors	Cost @ \$400 SF
1. Preferred	38,000	135,181	4 Floors (3.56)	\$54,072,400
2. Existing Plus Offices & Storage to Standard	38,000	67,358	2 Floors (1.77)	\$26,943,200
3. Existing	38,000	65,719	2 Floors (1.73)	\$26,287,600

Adjacency Diagram - Ground Floor

The following adjacency diagrams explore the relationship between uses and their preferred location in a new building. The diagrams are based on interview data from Phase 1 and help to illustrate the interactions between utilitarian spaces, public zones, and private ones.

The first illustration is based on uses identified as having high importance for being located on the ground floor. Factors that inform this primarily have to do with functionality such as moving large or heavy objects but also the nature of study and activities taking place as in the case of Social Practice.

An important consideration is having areas open to the public to have immediate adjacency for intuitive wayfinding and circulation purposes. The public zone line may identify controlled areas only accessible with proper credentials.

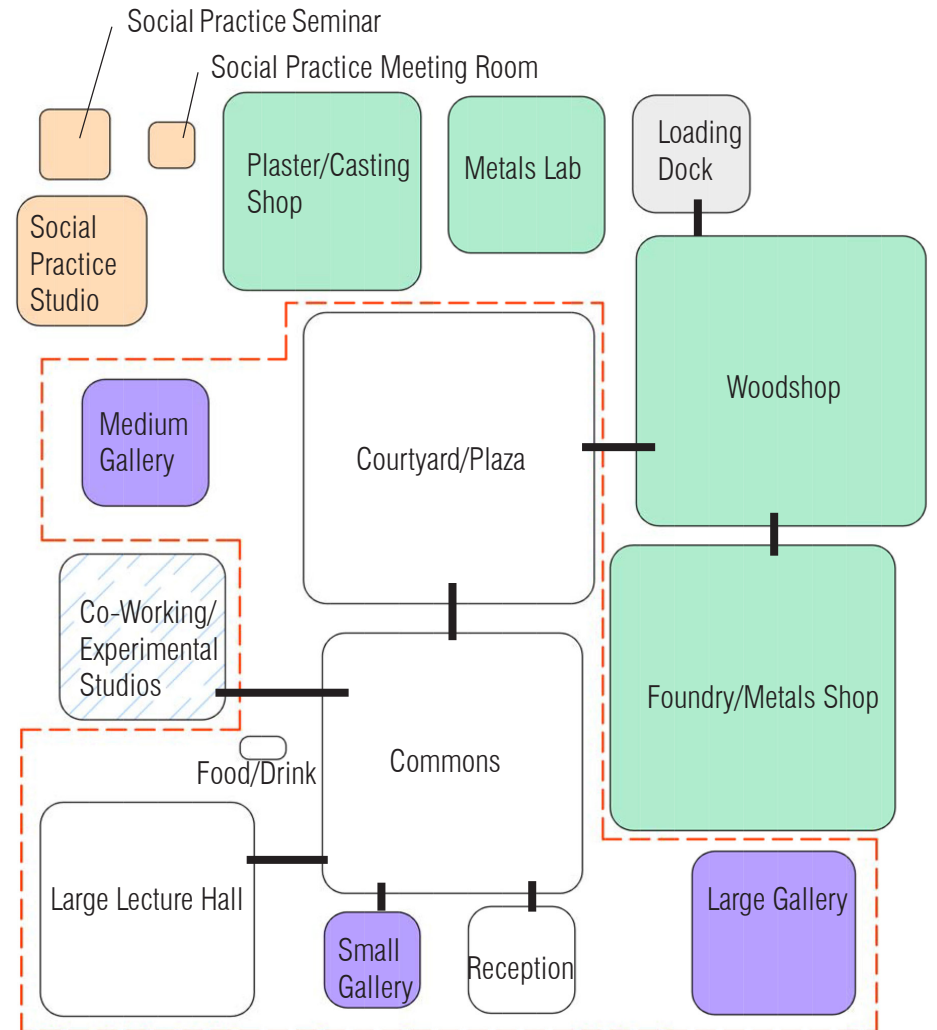
This diagram assumes a 40,000 gross SF lot with a build out efficiency of 0.95 resulting in 38,000 SF gross buildable area. The schedule for the Ground Floor is as follows (in square feet and percent of floor total):

Utility:	650	1.7%
Social Practice:	1,126	2.9%
Community Partners:	1,294	3.4%
Sculpture:	10,838	29%
Circulation & Storage:	11,400	30%
Public Zone:	12,504	33%

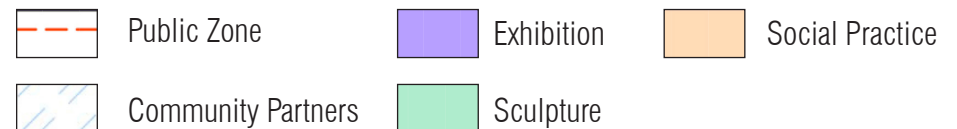
37,812 SF

Other considerations:

- Is outdoor space an Interior courtyard or is it entry plaza?
- All galleries may not need to be on Ground Floor.
- Food/Drink grows larger and includes material supply/ print retail.



LEGEND



Adjacency Diagram - 2nd Floor

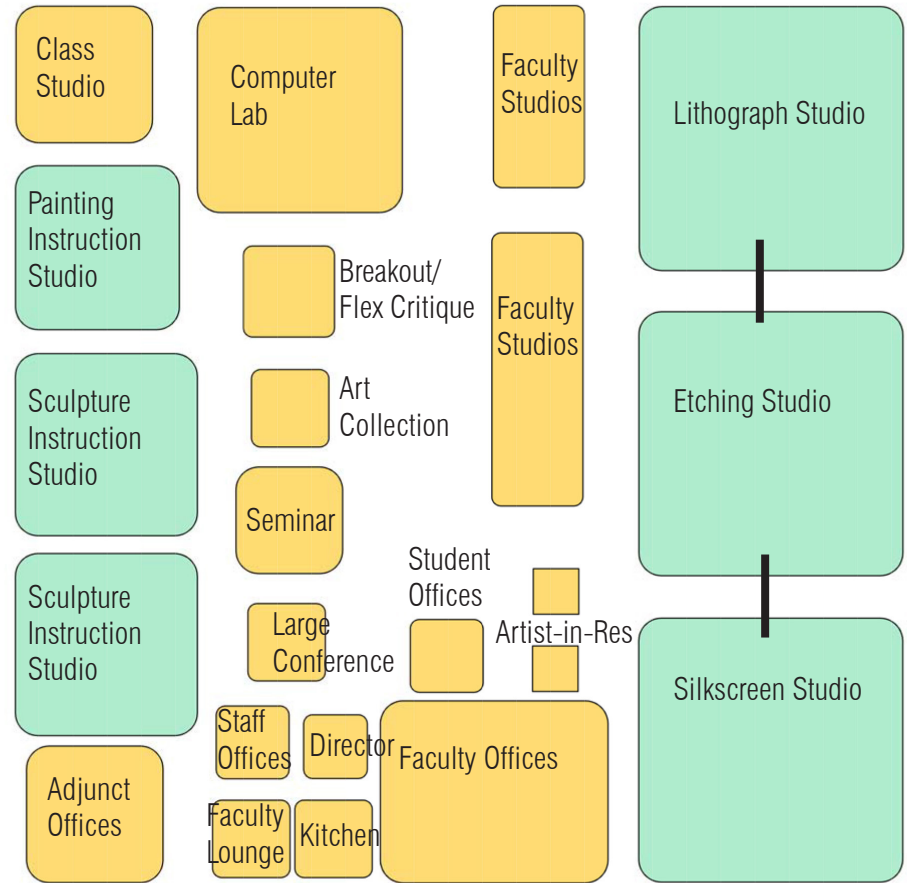
The 2nd Floor program as illustrated mainly houses faculty and staff offices and their associated support spaces. Included in this is a large conference room, a kitchen, and faculty lounge. Faculty studios are also in close proximity to faculty offices.

Art Practice spaces are also found on this floor. It is important that Printmaking and associated support spaces be together. The amount of space needed for these activities encompasses 26% of the total 2nd Floor. Consideration in design should be made toward how much weight can be present in the printmaking areas. In addition to printmaking, this floor also houses painting and sculpture instruction studios.

The schedule for the 2nd Floor follows: (in square feet and percent of floor total):

Shared:	22,042	58%
Art Practice:	4,558	12%
Storage & Circulation:	11,400	30%

38,000 SF



LEGEND



Shared by School



Art Practice

Adjacency Diagram - 3rd Floor

The 3rd Floor program includes all Practice Areas. Graphic Design studios and labs are found together on this floor including associated production spaces that are shared by the whole School of Art + Design.

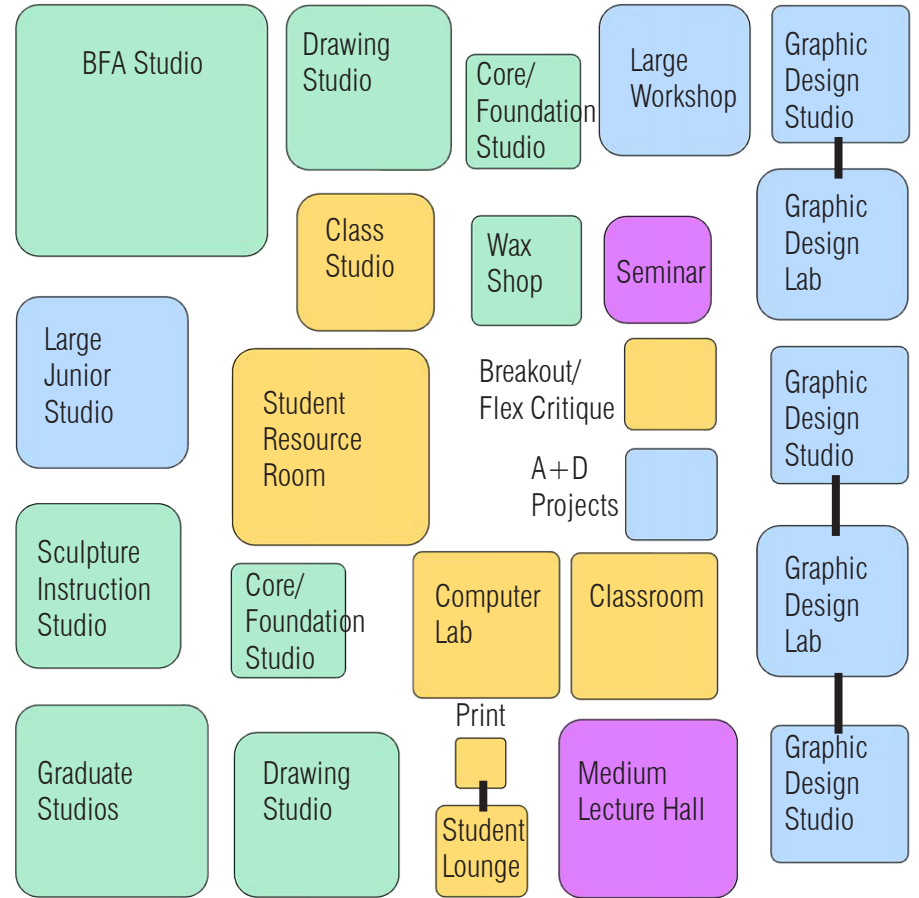
This floor is intended to be the primary student floor considering the range of studio levels. On this floor are core/foundation studios but also graduate level and junior studios. Responses from the survey and interviews desired opportunities for student interaction and chance meetings.

The floor also houses a medium lecture hall and seminar room for Art History. The shape of these spaces are conceptual and intended to represent scale of the use and will need to be designed to meet the particular needs of Art History (this is true of all uses). For example, the Art History lecture hall should be oriented in a long direction for visibility reasons. It should also have the ability to be made completely dark.

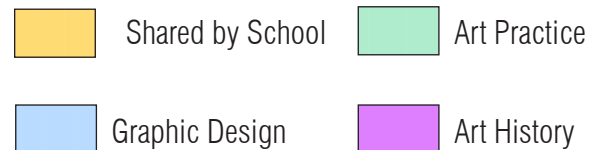
The schedule for the 3rd Floor follows: (in square feet and percent of floor total):

Shared:	5,417	14%
Art Practice:	10,966	28.8%
Art History:	2,000	5.2%
Graphic Design:	7,912	20.8%
Storage & Circulation:	11,400	30%

37,695 SF



LEGEND



Adjacency Diagram - 4th Floor

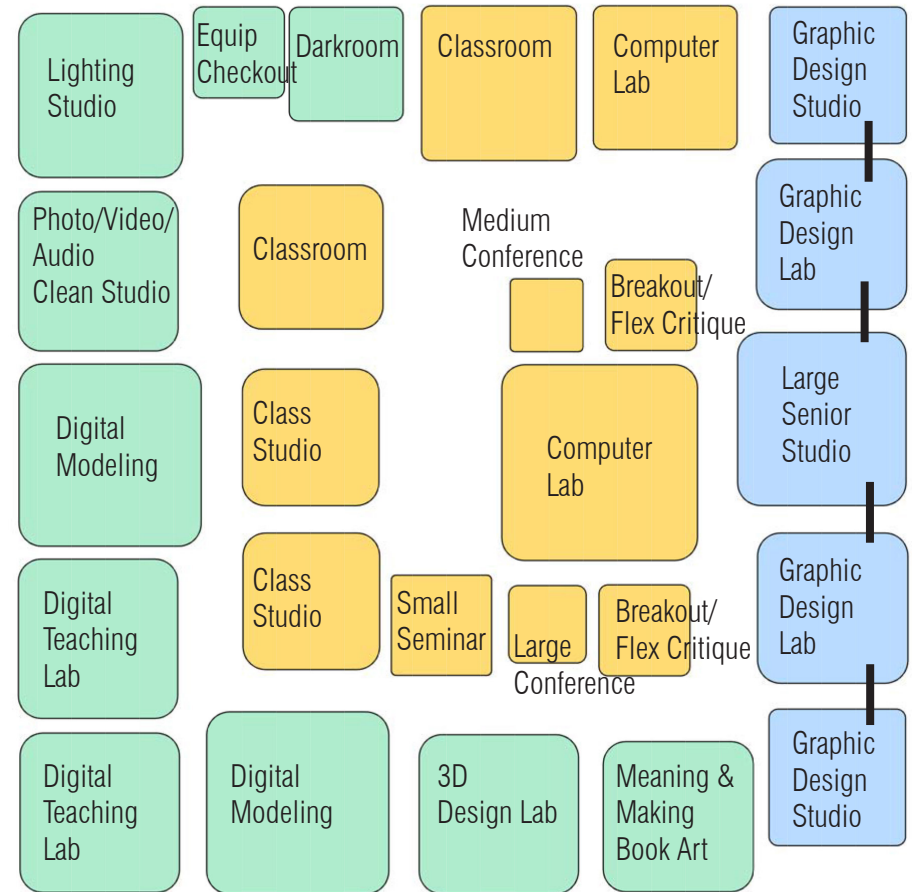
The 4th Floor program also includes Graphic Design studios and labs and the tech focused portions of Art Practice. Student production and other shared spaces are centrally located on this floor. This floor also provides the most opportunity for group meeting and critique space as well as the largest computer lab.

It is important to note that this floor does not need to be the full 38,000 square feet as it may be able to step back reducing its size and possibly providing a roof deck open space.

The schedule for the 4th Floor follows: (in square feet and percent of floor total):

Shared:	7,244	21%
Art Practice:	10,059	30%
Graphic Design:	5,480	16%
Storage & Circulation:	11,400	33%

34,183 SF



LEGEND



Preferred Scenario Space Schedule & Rationale

Practice Area	Functional Use	Size (SF)	Rationale
Shared	Reception	536	Used Existing
Shared	Commons	3200	Based on PNCA
Shared	Food/Drink Commercial	150	Coffee Cart
Shared	Loading Dock	650	Used Urban Center plus 30%
Shared	Courtyard (240SF for outdoor sculpture)	4000	Used Disjecta Studios & Hotel Modera
Shared	Directors Office	200	Used PSU Office Standards
Shared	Faculty Offices (22@100SF)	2200	Used AB-Art History Size (19 Faculty + 3 fixed term)
Shared	Staff Offices (7@100SF)	700	6 Staff + 1 adjunct Staff (SF is avg; standard is 45-60SF)
Shared	Student Staff Office	245	Used Existing
Shared	Adjunct Offices (27.13 FTE@33SF)	900	79 adjunct faculty totaling 27.13 FTE
Shared	Small Gallery	433	Used Existing
Shared	Medium Gallery	756	Used Existing
Shared	Large Gallery	1269	Used Existing
Shared	Classrooms (range of sizes - 3 total)	3146	Used Existing SF (A+D @ 65% of PSU classroom utilization goal)
Shared	Computer Labs (multiple, various sizes)	5872	Used Existing
Shared	Student Lounge	380	Based on Stanford precedent
Shared	Student Resource Room	1866	Based on Urban Center Library
Shared	PSU Art Collection	859	Existing + 50%
Shared	Co-working/Experimental Studios	1294	Used NH 285
Shared	Artist-in-Residence Office	100	Used PSU Standard
Shared	Artist-in-Residence Studio	100	Used PSU Standard
Shared	Breakout / Flex Critique (4@400SF)	1600	Based on Stanford precedent
Shared	Seminar Room (2@551SF)	1102	Based on AB 140
Shared	Class Studio (4@950SF)	3800	Stanford Precedent
Shared	Large Conference Room (2@300SF)	600	PSU Office Standards
Shared	Medium Conference Room	250	PSU Office Standards
Shared	Large Lecture Hall (seat 120)	2160	Based on PSU Classroom Standard for Capacity: 18SF per student
Shared	Faculty Studios (20@100)	2000	(2000SF total but SF should be allocated as studio support)
Shared	Faculty Lounge	300	Stanford Precedent
Shared	Kitchen	291	Used 3rd Floor MCB example
Art Practice	Drawing Studio (2@1294SF)	2588	Based on NH 285
Art Practice	3D Design Laboratory	1199	Based on Existing SF
Art Practice	Core/Foundation Studio 2@625SF)	1250	25 Students @ 25SF per Student

Practice Area	Functional Use	Size (SF)	Rationale
Art Practice	Painting Instruction Studio (2@1294SF)	2588	Based on NH 285
Art Practice	BFA Studio	3114	Based on Existing SF
Art Practice	Sculpture Instruction Studio (2@1632SF)	3264	Based on Existing SF
Art Practice	MFA Social Practice Seminar	232	Used Existing
Art Practice	MFA Social Practice Meeting Room	100	Increased to PSU Standard
Art Practice	MFA Social Practice Studio	268	Used Existing
Art Practice	MFA Social Practice Studio	222	Used Existing
Art Practice	MFA Social Practice Studio	304	Used Existing
Art Practice	Meaning & Making Book Art	1086	Based on Existing SF
Art Practice	Metals Laboratory	1159	Based on Existing SF
Art Practice	Woodshop	3984	Existing plus 1,000SF
Art Practice	Wax Shop	582	Existing plus 50%
Art Practice	Plaster/Casting Shop	1861	Existing plus 1,000SF
Art Practice	Foundry/Metal Shop	3834	Based on Interview
Art Practice	Silkscreen Studio	3325	Based on PNCA and Interview
Art Practice	Etching Studio	3325	Based on PNCA and Interview
Art Practice	Lithograph Studio	3325	Based on PNCA and Interview
Art Practice	Lighting Studio	1294	Used Existing SF
Art Practice	Photo/video/Audio Instruction (Clean)	1200	Used Existing SF
Art Practice	Darkroom	600	Existing + 100%, Used Stanford Precedent
Art Practice	Equipment checkout Room	432	Based on Existing SF
Art Practice	Digital Teaching Lab	1200	Used Existing SF
Art Practice	Digital Modeling	1524	Used Existing SF
Art Practice	Graduate Studios (25@72SF)	1800	PSU Standard
Graphic Design	Graphic Design Studio (5@950SF)	4750	22 Students per studio (42SF per student)
Graphic Design	A+D Projects Design Studio	398	Based on Existing
Graphic Design	Large Senior Studio	1412	Based on NH 236
Graphic Design	Large Junior Studio	1412	Based on NH 237
Graphic Design	Graphic Design Lab (4@1084SF)	4336	(2) Freshman & (2) Sophomore - NH 260
Graphic Design	Large Workshop	1084	Based on NH 260
Graphic Design	Production/Print Space	108	Existing NH print space + 100%
Art History	Medium Lecture Hall (seat 50-60)	1500	Based on PSU Classroom Standard for Capacity: 25SF per student
Art History	Small Seminar (seat 16-20)	500	Based on PSU Classroom Standard for Capacity: 25SF per student