

Erb Memorial Union Expansion and Renovation

Project Description



Campus Planning and Real Estate
University of Oregon
May 2011

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Introduction

The University of Oregon is seeking architectural firms and consultants to perform design services for the Erb Memorial Union Expansion and Renovation project. This document describes the project as the university best understands it at this time. As such, it serves to inform prospective architects about the project, as well as to establish the relationship between the user group and the design team that is ultimately selected for the project. The following information should be a beginning rather than an end.

Project Overview

The Erb Memorial Union project includes substantial renovation of the better functioning and repairable portions of the building, likely to include preservation of sections most compelling historically and architecturally, and demolition and reconstruction of the remainder of the building. The vision for this transformational project is to create an expanded university center by providing programs, services, and spaces that are fully aligned and support the academic mission and values of the institution.

Project Goals

While some may confuse the EMU with a large Australian bird, the Erb Memorial Union serves as the welcoming heart for the University of Oregon campus.

The following goals are fundamental to the success of the project:

- Promote engagement of campus constituencies—students, faculty, and staff—and provide a venue to welcome the public into our campus.
- Support educational, social, and recreational initiatives that engage faculty and staff and spark the intellectual curiosity of students.
- Host expanded activity during evenings and weekends, activate the heart of campus, and contribute to the overall residential quality of campus.
- Integrate academic uses into the building. Promote the EMU's elevated role in recruitment and retention of students and as the home base for student government and student multicultural programs.
- Demonstrate high-quality design and use of materials, and showcase sustainability and technology in support of student scholarly expression.
- Create a university center that announces the EMU as the central hearth for campus and tells the stories of the UO cultures.



Work to Date

The UO engaged the design and planning consultants to create two conceptual and feasibility studies that are available at: <http://uplan.uoregon.edu/projects/projects.html>

- Erb Memorial Union Master Plan, MHTN Architects, 2003
- Master Plan and Campus Consultation Process – EMU & SRC, Brailsford & Dunlavey, 2010

A note about Conceptual Plans and Feasibility Studies: The EMU user group has expressed support that it is not bound by the feasibility studies or conceptual plans that have been completed for the EMU thus far. Many projects begin with a conceptual design phase, which, as its title suggests, is conceptual in nature. This phase describes construction or program needs so that funding can be identified. Such studies usually are conducted without broad campus-wide input (although most include broad input from the expected project users) and do not address campus-wide issues such as those enumerated within the *Campus Plan*. These studies will serve to inform and provide guidance for the UO and the architect's design team.

Schedule

The UO will enter contract negotiation with the selected architecture design team and hire a construction management/general contractor (CM/GC) firm over summer 2011, after which early investigation of the building will begin. The project is anticipated to begin design in early October 2011 when the project user group will reconvene following the beginning of fall term. It is anticipated that the EMU project will have a two-year design period followed by a two-year construction period with substantial completion expected by summer 2015.



Types of Spaces

The existing EMU has 222,673 gross square feet, of which approximately half is assignable square footage. The following is a list of potential program areas that includes existing and proposed areas as summarized from the 2003 Conceptual Study.

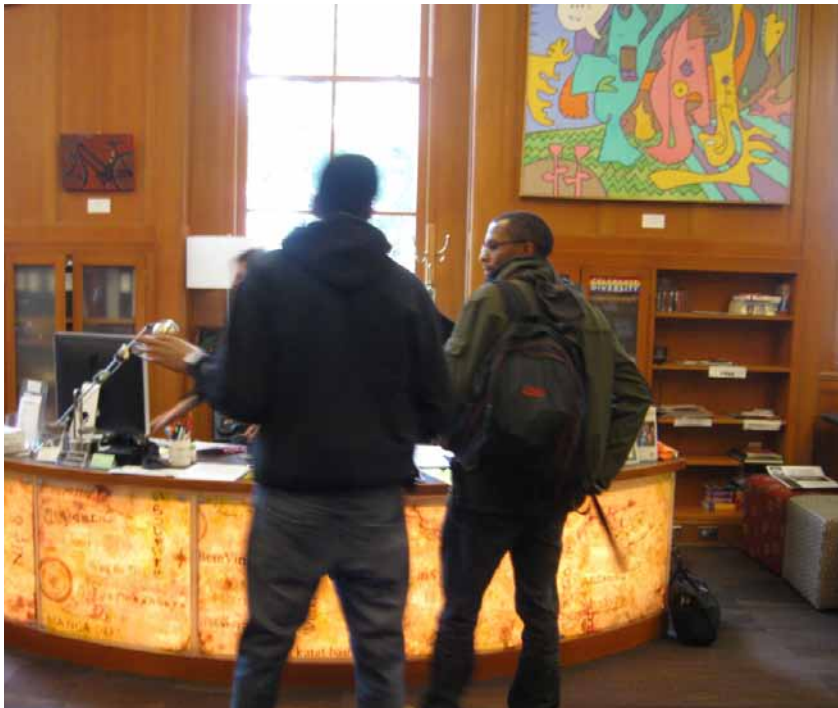
Code	Program	Priority Rating	Existing SF	Proposed SF	Circulation Factor	Total GASF	Building Factor	Gross Sq. Ft.
Building Total			104,392	155,431		179,226		250,915
A	Food Service		22,577	26,477		26,677		37,348
B	Lounge / Study Spaces		13,366	15,895		16,905		23,667
C	Recreation		3,000	3,000		3,000		4,200
D	Retail		6,559	13,907		16,365		22,911
E	Student Activities		10,793	16,631		20,393		28,549
F	ASUO		10,357	15,875		19,109		26,753
G	Student Services		1,575	3,975		5,078		7,109
H	Gathering Spaces		22,995	39,506		46,531		65,143
J	Administration / Support		13,170	20,165		25,168		35,235

At this preliminary stage of the project, it is assumed that any program or function currently in the EMU will remain at the completion of this project, though its final location may be altered. In supplement to these current building uses, special attention will be directed to the design of the following functional spaces/ areas that were proposed in the 2010 study:

- Student organizational space to include a variety of centers or suites, student union spaces, and shared student organization space that extends the building's capacity to support ASUO recognized student organizations.
- Expanded conference facilities to accommodate campus departmental or professional organization gatherings, as well as public conference use to generate income and help reduce reliance on student fees.
- Added meeting space for general student and campus department use.
- A 1,200-seat concert hall with superior acoustic design.
- Selected spaces that will serve as base for classroom instruction during lower demand programming times of the week.
- A computer lab and extended smart building infrastructure.
- Expanded retail foods and general retail space.
- A campus pub with food and beverage service appropriately placed within the building to facilitate social gatherings and celebrations commensurate with the building's heart of campus location.
- A parking facility that provides a minimum 250 spaces dedicated to the EMU for conferences, events, and performances. Parking will be placed on site or in close proximity to the building with visual connection or other way-finding advantage.
- Public spaces commensurate with a major university building and campus university center adequate to support high volume daily use, large performances, conferences, exhibits, and display of art.

Part of the architect's design team task will be to work with the user group and appropriate university groups to complete a final program for the EMU project.





EMU Project Policies and Process

Campus Plan

The *Campus Plan* contains a policy framework to guide the development of the University of Oregon. The *Plan* is a process for making development decisions on an on-going basis rather than a static fixed-image master plan; given that the exact nature and magnitude of future changes cannot be predicted with any degree of certainty, and object-oriented plans based on explicit assumptions about the future become outdated as the “future” becomes known.

Policies, which apply to all projects within the *Campus Plan’s* jurisdiction, describe the University’s requirements with respect to physical development and the application of the *Plan* to projects.

Campus Plan Policies:

- Policy 1: Process and Participation
- Policy 2: Open-space Framework
- Policy 3: Densities
- Policy 4: Space Use and Organization
- Policy 5: Replacement of Displaced Uses
- Policy 6: Maintenance and Building Services
- Policy 7: Architectural Style and Historic Preservation
- Policy 8: Universal Access
- Policy 9: Transportation
- Policy 10: Sustainable Development
- Policy 11: Patterns
- Policy 12: Design Area Conditions

Six policies are explored more thoroughly in this document because of their relevance to this project and its planning process:

- Policy 1: Process and Participation
- Policy 2: Open-space Framework
- Policy 7: Architectural Style and Historic Preservation
- Policy 8: Universal Design
- Policy 9: Transportation
- Policy 10: Sustainable Development
- Policy 11: Patterns



Policy 1: Process and Participation

The structured and effective manner in which the university's planning process functions stems from the principles described in The Oregon Experiment. The cornerstone of the process is the principle of participation, which is an extension of an established tradition in Oregon generally and at the University of Oregon in particular.

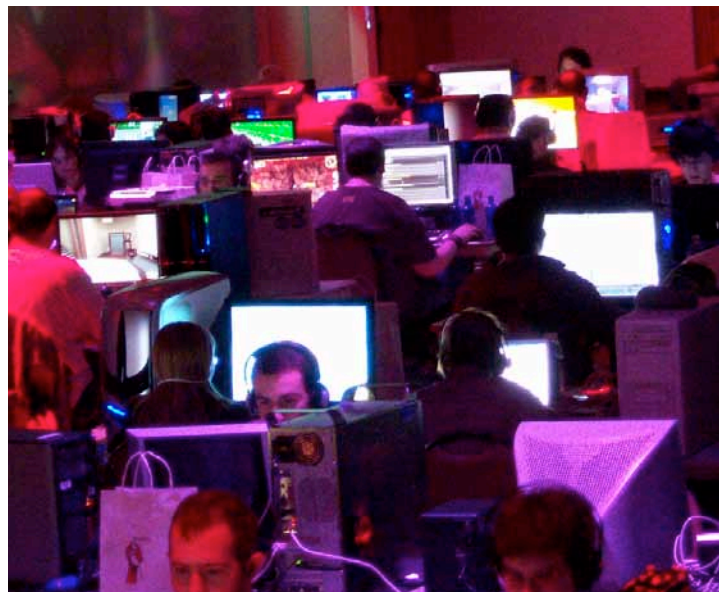
The process is designed to ensure that:

- meaningful opportunities exist for participation in the planning and design process,
- decisions are based upon a policy framework that preserves and enhances the essence of the campus as described in the *Campus Plan*, and
- planning decisions are coordinated and based upon overall institutional objectives.

Participation

The user group is the primary client representative in the design process and is appointed by the Campus Planning Committee chair. Unlike user committees at many other institutions, a UO user group is actively involved as a partner in the design process. Its involvement includes developing organizational approaches, generating design concepts, prioritizing needs, comparing building systems, and discussing cost and budget trade-offs. In addition, the user group may appoint fiduciary focus groups to address specific programmatic needs at different points in the process. Informational meetings and comment sessions for the university community will also be instituted.

The EMU Expansion and Renovation project user group will advise on project matters related to design and programming. The group consists of faculty, staff, and student representatives from the EMU Board of Directors and EMU programs and organizations, a neighboring building representative, a School of Architecture and Allied Arts representative, and a Campus Planning Committee representative.



Process

As described in the *Campus Plan*, the user group is the university's primary representative in the design process, serving as client to as well as collaborator with the design team. Unlike user committees at many other institutions, the user group will be actively involved as a partner in the design process, including developing organizational approaches, refining programmatic needs, generating design concepts, prioritizing needs, comparing building systems, and discussing cost and budget trade-offs.

Since the members of the user group are all active full-time members of the UO community as students, faculty, and administrators, it is essential to use their time in ways that are both efficient and meaningful. It is equally important to establish effective communications and a collaborative atmosphere between the user group and the design team. Several measures will support those goals:

- Planning staff's role as meeting facilitators and visual note takers will continue through the Schematic Design phase.
- A normal meeting cycle will begin with agenda setting and materials (agendas, design information, draft images and other materials) distributed in advance.
- Meetings will start and end on time unless specifically extended by the user group.
- Relevant patterns will be reviewed before each design discussion.
- The design team and user group will develop concepts in interactive workshop settings.
- Decisions will be made by specific, deliberate actions of the user group.
- The last five minutes of each meeting will be devoted to a recap of the meeting's decisions and the directions the project will take before the next meeting.
- The design team will make available to the user group electronic files and paper presentations from each meeting.
- Minutes will be distributed within one week in summary form.

The user involvement process also will include working with specific subject area users as well as meetings for broader audiences to communicate with various campus constituencies.



CPC Meeting 1 Comments:

On March 7, 2011 the Campus Planning Committee identified key *Campus Plan* policies, patterns, and other appropriate campus design issues from the *Plan* for consideration by the EMU project user group and the architect during project design. An important aspect of this meeting was identification of potential opportunities to address campus-wide needs within the subject area or opportunities to cooperate with other nearby development efforts.

The committee unanimously agreed to recommended to the president the following actions related to the Erb Memorial Union Expansion and Renovation Project:

A. Support of the identified *Campus Plan* patterns and policies for the project with the understanding that the following comments will be considered as the project moves forward:

1. Recognize the importance of Policy 8: Universal Access.
2. Accommodate gender-inclusive spaces.
3. Give serious consideration to Policy 10: Sustainable Development. Use this project as a test case for implementing the proposed Oregon Model for Sustainable Development policy (e.g., integrate educational components, consider alternate energy sources, remodel existing spaces to compensate for additional energy use).
4. Thoughtfully address the new *Campus Plan* pattern Welcoming to All, recognizing that the EMU is a facility open to all.
5. Carefully coordinate bike parking needs with the Student Recreation Center and overall campus needs. Also consider the potential to provide space for the proposed Bike Share program.
6. Make every effort to coordinate functions and proposed uses with other departments and related projects (Mac Court and SRC).
7. Determine how to address potential conflicts with desired uses and consider the resulting overall building size.



9. Consider ways to take advantage of and enhance Straub Hall Green when looking for ways to address project goals (e.g., improve connections to the Student Recreation Center, enhance sustainable stormwater measures).
10. Retain and enhance promenade access through the site 24/7. However, consider adjustments to the promenade location if it helps to enhance the building design (e.g., South-facing Outdoors, Flexible Use).
11. Enhance pedestrian access within the entire quadrant on all sides of the building (to and through the area).
12. Resolve existing landscaping issues whenever possible (e.g., poor condition of University Street Red Oaks due to compaction, bike parking, and numerous cut-through paths).
13. Identify and address all associated needs with the proposed new uses, especially the 1200-seat facility, conference enhancements, and pub (e.g., parking, service access, etc). Be sure to address residential/lodging needs and related transportation issues associated with the proposed enhanced convention center uses.
14. Recognize that the *Campus Plan* does not support parking in the campus core. Minimize vehicular parking on site (focus on off-site options with shuttles). The proposed 250 additional parking spaces is a large number that needs to be carefully considered. If a proposed solution requires an amendment to the *Campus Plan*, thoughtfully consider other options before bringing it back to the Campus Planning Committee.
15. Maintain and enhance adequate visitor parking and loading/drop-off spaces for existing EMU and campus uses (not related to new uses) in appropriate locations. Pay particular attention to the EMU parking lot.
16. Resolve parking traffic flow. Ensure safe access for bicyclists.
17. Look into ways to provide water spigots at drinking fountains to promote use of reusable water bottles.
18. Carefully consider ways to provide good daylighting for general student gathering spaces (e.g., to replace the Skylight area) and for student-group offices.



Policy 2: Open-space Framework

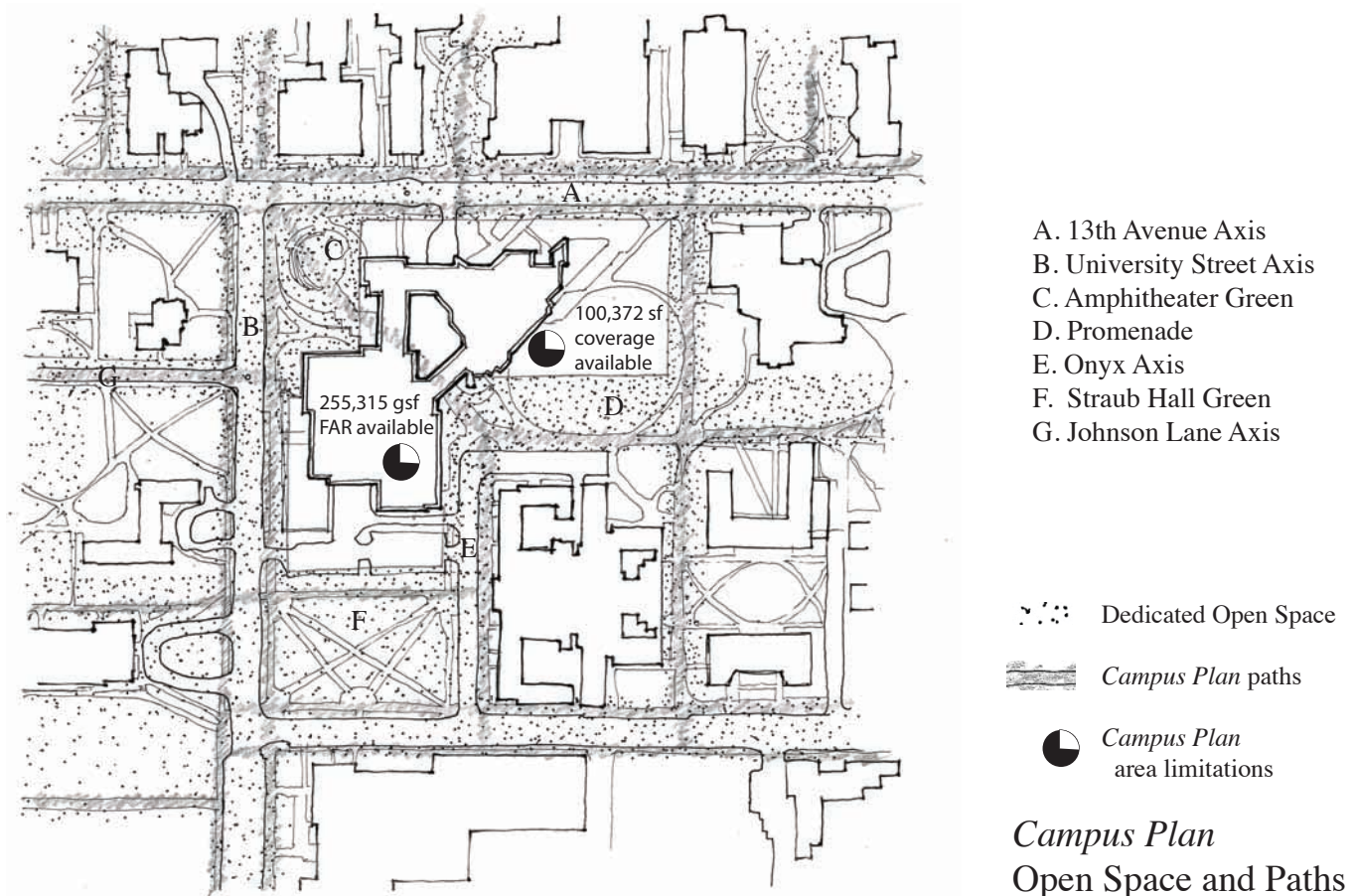
The University of Oregon campus is organized as a system of quadrangles, malls, pathways, and other open spaces and landscapes. This organizational framework works well and serves as a physical representation of the university's heritage.

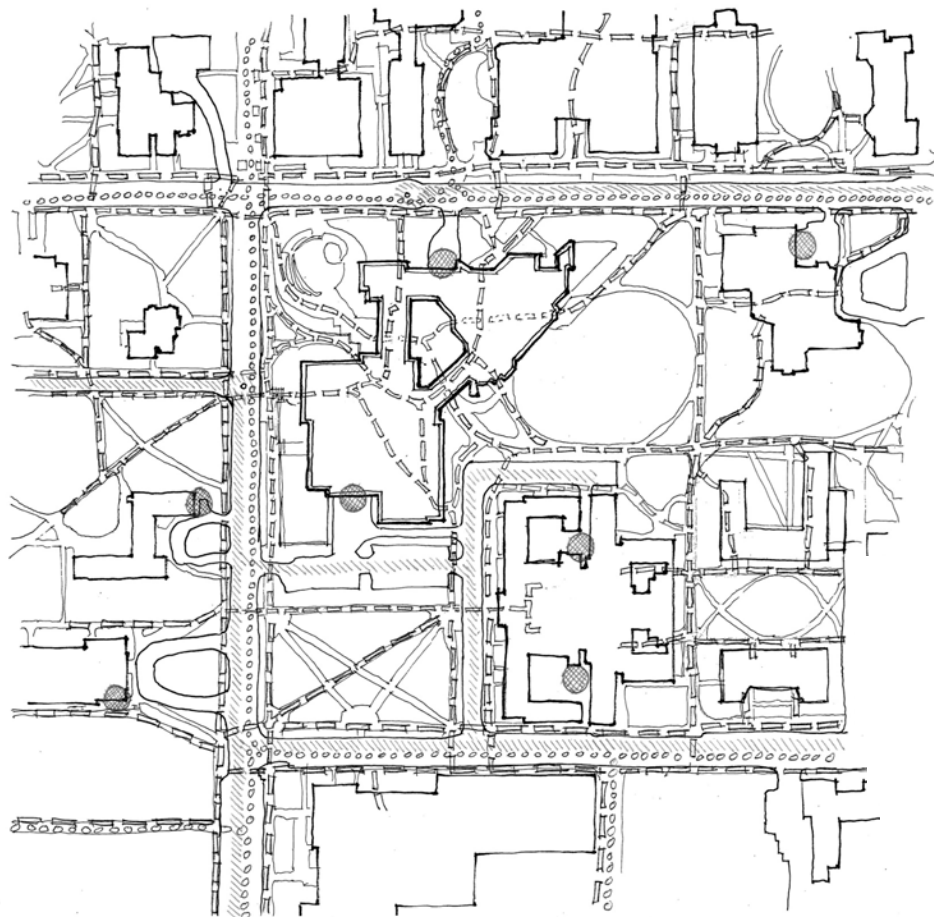
The framework policy calls for the preservation, completion, and extension of open-space framework through a series of dedicated open spaces upon which the construction of above-ground buildings is prohibited. Additionally, university projects are bound by requirements outlined in the *Campus Plan* to enhance adjacent open spaces or to create new open spaces.

The EMU project site is in the Heart of Campus in Design Area E: Student Services and Academics and bordered by the following Designated Open Spaces:

13th Avenue Axis, University Street Axis, Amphitheater Green, Promenade, Onyx Axis, Straub Hall Green, Johnson Lane Axis

Descriptions of each Designated Open Space in Design Area E can be found in Policy 12 of the *Campus Plan*.



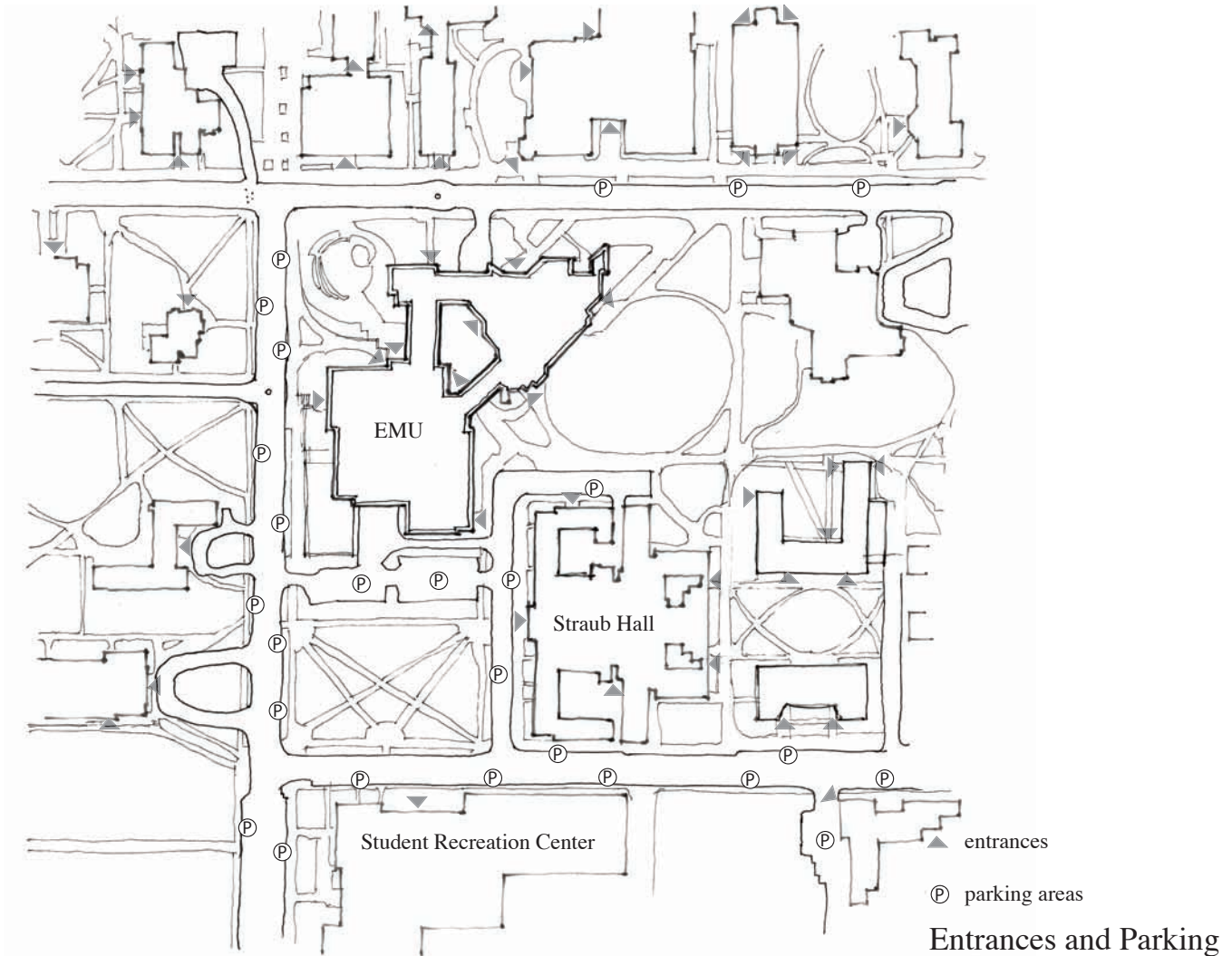


- pedestrians
- bicycles
- /// motor vehicles
- building service

Movement and Service



The site of the EMU project is in an area where three separate building projects will be occurring along a similar schedule - the EMU Expansion and Renovation, Straub Hall Deferred Maintenance and Seismic Upgrade, and Student Recreation Center Expansion and Renovation.



Policy 7: Architectural Style and Historic Preservation

The original portion of the EMU is a brick building built in 1950 and designed by the University of Oregon's architect Ellis Lawrence. It has a large concrete amphitheater completed in 1998 on the west side of the building and a green lawn on the east side of the building. On the EMU's northeast side, a major addition was built in the 1970s, designed in the Brutalist style with expanses of concrete with large metal framed, non-operable glass windows. The EMU holds some distinction for its original designer, its role in student activism, and its continued function as a place where students can study and relax. The original portion of the EMU is in very good condition but has compromised integrity. The large additions severely marred the original building design, and the interior of this building has been remodeled many times. The EMU is of high significance to the campus. It holds a secondary historic ranking, which typically means that it could be eligible for listing in the National Register.

Description/dates of some of the EMU major additions/alterations:

Southwest Addition 1962; East Addition 1972; interior renovation (Fishbowl)1980; Ballroom alterations 1986; Amphitheater 1998; interior remodels between 1951-2005; glass replacements 1980; bowling alley conversion 1986; reroofing 1987, 1992, and 1995; brick paving 1986; tunnel addition 1990; Child Care and Development Center remodel 1996; Craft Center expansion and Women's Center expansion 2004; Club Sports remodel 2007; Mills International Center remodel 2008; Break/Call Center remodel 2011; Holden Leadership Center remodel 2011.

Campus Planning and Real Estate will be conducting a resource study of existing historic conditions that will inform the user group and design team during the design process.

For more information:

- EMU Historic Resource Survey Form @ http://uplan.uoregon.edu/projects/HLP_website/hlpsurveyofbldgs.htm
- A Common Ground: Erb Memorial Union 1950-2000, University of Oregon, by Adell McMillan



Policy 8: Universal Access

The EMU project is focused on creating a welcoming and accessible university center for all users without discriminating on the basis of ability.

Resources for universal access include, but are not limited to:

- University of Oregon Annotated 2010 ADA Standards for Accessible Design (forthcoming)
- *Campus Plan* “Welcoming to All” pattern

Policy 9: Transportation

Carefully addressing transportation needs is vital to creating a cohesive, functional campus. A complete transportation policy includes coordinating transportation efforts with the larger community. This is especially true for the EMU project. A key component of the EMU project is the transformation into a university center that welcomes all campus and community users. The site for a parking facility that provides a minimum 250 spaces dedicated to the EMU for conferences, events, and performances will need to be considered and should include visual connections or other way-finding advantages.

Resources for transportation include, but are not limited to:

- *Campus Plan*, Policy 9: Transportation- “The highest priority is given to emergency vehicles, followed by pedestrians and people with disabilities, bicyclists, public transportation, service vehicles, car pools, motorcycles, scooters, and lastly, personal cars.”
- Bicycle Management Program and University of Oregon Bicycle Plan
- University of Oregon Transportation Plan



Policy 10: Sustainable Development

In addition to the legal and policy mandates that apply to this project, the UO will, early in the design process, engage the design team and CM/GC in an integrated design process to describe specific areas of environmental concern; to identify strategies to address those concerns; to set environmental performance goals; to agree on areas needed for research and decision making; and to establish methods and metrics to predict the building performance relative to those goals. As the project develops, we will revisit the strategies and their predicted performance and possibly revise or choose among strategies based on performance data. The UO expects to be an active participant in all phases of these discussions through policy and user-related decisions in the context of the user group supplemented by staff support on technical details.

These efforts will be occurring in parallel with the completion and adoption of the UO's next generation of sustainable design policies, the Oregon Model for Sustainable Development. We do not know if the project will seek LEED certification in addition to the mandated State of Oregon DAS-LEED process or will replace or supplement LEED with a different metric. The UO is comfortable using LEED as a rating system, but prefers to make each green building decision (in conjunction with the design team and CM/GC) on its own merits relative to the UO's environmental ethics and goals. As discussed above, these decisions are most effectively made early in the design process, allowing for the early integration of solutions rather than applying them after the fact. The design team must possess the skills to function as an equal partner in this process and to understand fundamental green building issues—not simply current industry-standard approaches to sustainability.



Policy 11: Patterns

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 emphasize long-range planning and continuity of development decisions over time and at the same time enable user groups to respond quickly to opportunities for facilities improvements as they emerge.

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

Campus-wide Pattern List

As prescribed in the *Campus Plan*, patterns in **bold typeface** must be considered for every project and if not included must be explained to the Campus Planning Committee at the Schematic Design review. The full text for these patterns can be found in the *Campus Plan*. As a user group defines a project, the list of *Campus Plan* patterns grow to include new Project-Specific Patterns developed by the user group. Below is a list of patterns that are especially relevant to the EMU Expansion and Renovation project.

LARGE SCALE CAMPUS:

Universal Access

Sustainable Development

Open-space Framework

Welcoming to All

Issue: Built environments in which the greatest range of diverse people feel welcome and comfortable promote learning opportunities and encourage an open exchange of ideas.

Discussion: All public state buildings, and especially the university center, have a responsibility to serve as the intersection of the public with art and culture both at a regional level and an international scale that appeals to the greatest audience of the UO community. The EMU currently offers a wide array of diversity groups including Mills International Center, the UO Multicultural Center, international, LGBTQ, men, multicultural, nontraditional, political, religious, women, and other groups.

Therefore: Create a university center with its surrounding areas, that addresses the issues of diversity and equity in the built environment, for example, in landscapes, building layout, design details, and artwork. Allow the EMU to tell the stories of the UO's academic, technological, athletic and social cultures.

Outdoor Classroom

Campus Trees



Promenade:

Issue: Each subculture needs a center for its public life, a place where people can go to see others and to be seen.

Therefore: Encourage the formation of promenades through the heart of the campus, linking main activity nodes and placed centrally so that each point in the campus is within a ten-minute walk of a promenade.

Good Neighbor
Open University

TRANSPORTATION:

Local Transport Area:

Issue: The impact of the car on social life is devastating: it keeps us off the streets and far away from one another. The first step in bringing the car under control is to stop using it for local trips.

Therefore: Embed the university in a local transport area one to two miles in diameter. Except for very special cases, encourage local trips within this area to be made on foot, bikes, or scooters. Adapt paths and roads to these modes of travel, and keep the streets slow and circuitous. At the edge of the local transport area create access to transit and car storage areas.

Bike Paths, Racks, and Lockers
Paths and Goals
Road Crossings
Pedestrian Pathways
Spillover Parking
Shielded Parking and Service Areas

Small Parking Lots in Campus Core:

Issue: Vast parking lots wreck the land for people.

Therefore: In the core of the campus (see “Local Transport Area” pattern), make parking lots small, for 20-30 cars. If a lot requires more parking, build it up as a collection of these 20-30-car lots, along a spine, each lot bounded and enclosed with a low wall, low hedge, or earth berm. (See “Shielded Parking and Service Areas” pattern.)

Peripheral Parking

SITE ARRANGEMENT:

Site Repair
Use Wisely What We Have
Existing Uses/Replacement
Positive Outdoor Space



South Facing Outdoors



Issue: People use open space if it is sunny, and they don't use it if it isn't. People have a tendency to take advantage of sunny days on campus for studying, dining, lounging, etc.

Discussion: The UO campus is comprised of a series of open, green spaces, but the EMU lacks connections to these outdoor spaces. The South Dining Room has great expansive windows that bring in the southern sunlight, but it looks out over a loading dock and parking lot. The EMU has a series of outdoor terraces

that overlook the green spaces below, but they are accessible only from within the building.

Therefore: Place buildings so the open space intended for use is on the south side of the buildings. Avoid putting useful open space in the shadow of buildings. And never let a deep strip of shade separate a sunny area from the building it serves. Increase the connections to the outdoor spaces that surround the EMU to the south and east and take advantage of southern exposures and outdoor experiences.

Quiet Backs

Main Building Entrance (See project-specific pattern: A Few Front Doors)

Building Complex

Connected Buildings

Access to Water

Sitting Walls

Seat Spots

Family of Entrances (See project-specific pattern: A Few Front Doors):

Issue: When people enter a complex of buildings, they may experience confusion unless the whole collection of entries is laid out so they can see the entrance to the place they are going.

Therefore: Lay out the entrances to form a family. This means that (1) they form a group, are visible together, and each is visible from all the others; and (2) they are all clearly recognizable as entrances.

Tree Places

Water Quality

Accessible Green

Local Sports

Public Outdoor Room

Small Public Squares

Activity Nodes



BUILDING DESIGN:

Four-story Limit

Architectural Style: (See Policy 7: Architectural Style and Historic Preservation for requirements.)

Issue: The continuity of the university's campus environment is materially affected by the character and architectural styles of the buildings that are constructed.

Therefore: Make the design of new buildings compatible and harmonious with the design of adjacent buildings (on and off campus), though they need not (and in some cases should not) mimic them.

Building Character and Campus Context

Arcades

Operable Windows

Flexibility and Longevity

Future Expansion

Pools of Light

Wholeness of Project

Wings of Light

Quality of Light

Organizational Clarity:

Issue: Buildings whose organization is difficult to understand are difficult to use. First-time visitors are easily confused, and long-time users get frustrated.

Therefore: Create a clear organization and circulation scheme for the building. Ideally each floor would broadly resemble the others. Provide cues through visible landmarks, interior day lighting, and interior vistas that clearly convey how the building's parts relate and join one another.

Building Hearth (See project-specific pattern: Kitchen-Great Room)

Office Connections

Public Gradient

Classroom Distribution

Fabric of Departments

No Signs Needed

Faculty-Student Mix

Places to Wait

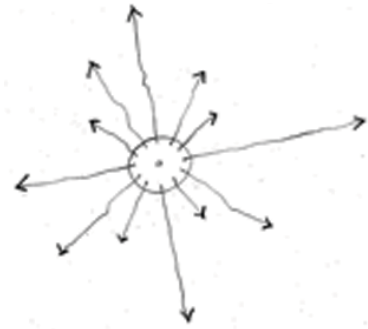
Enough Storage



Project-Specific Patterns

As a user group defines a project, the list of *Campus Plan* patterns grows to include new patterns developed by the user group. The patterns that follow are specific to the needs and issues the group wishes the project and architect to respond to during the design of the EMU Expansion and Renovation.

The Hub of Campus



Issue: The EMU is in the center of campus but it isn't always the campus center.

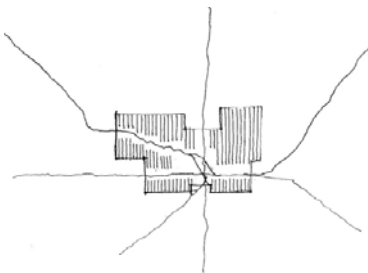
Discussion: The EMU sits at the center of campus both literally and figuratively at the Heart of Campus, the intersection of University Street and 13th Avenue. However, it's not necessarily seen as the heart of the whole university, in particular in recent years as other parts of the university have created successful localized centers. To become a true center for the whole university,

the EMU must find ways to attract the broadest spectrum of the campus community from the farthest corners of campus.

Therefore: Create a university center, a connecting and welcoming hub that reaches out to campus and community members and becomes a place that is vital to the UO campus experience:

- A building that acts as the nexus of residential and academic life;
- A place to build and enrich the campus culture; and
- A place for all students, faculty, staff, and campus visitors.

Destinations: Pass Through Not Around



Issue: A large building can be a serious barrier to passage and thus lose the potential to engage people passing by or through and be energized by them. The original EMU building encouraged through passage, but since the 1970s addition most pedestrian traffic passes under or around the building.

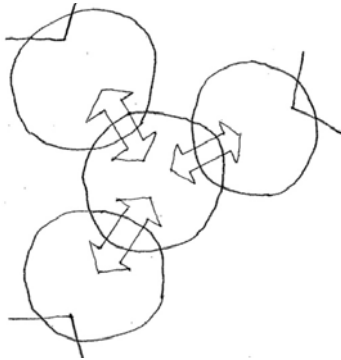
Discussion: The EMU sits over the promenade that extends from the residence halls to the east through the breezeway and courtyard to 13th and University, connecting the residential to the academic parts of the campus. However, the breezeway does not effectively draw people through the building as they pass between and under two buildings, largely ignoring the activities inside. This project is an opportunity to bring back to the EMU its original concept, which knitted together the arrival paths with the internal circulation system so that the campus community's preferred paths brought them through the building.

Therefore: Ensure the ability to arrive from many directions and connect the indoors with the outdoors. Design the interior building circulation to coordinate with existing campus pathways and walking habits. As



pedestrians walk through campus the EMU is an opportunity to provide interaction and interconnection for the campus community. Use this opportunity to showcase the EMU programs and events with a supermarket strategy such that what is passed en route to the destination is just as important as the destination itself.

A Few Front Doors



Issue: Really large buildings like the EMU can't work efficiently with a single main entrance, or even with two, without becoming physical barriers instead of magnets for use.

Discussion: The front door is the gateway to the stories that live within the building. However, with 86 exterior doors and about eight "main" entrances, the connection is lost between the two buildings of the current EMU.

Therefore: The building should have clearly marked and easily visible main entrances on all sides that are linked together by a central anchor point or circulation spine. This main element aids in internal wayfinding and provides visibility/exposure to the multitude of programs within the EMU (see Kitchen-Great Room pattern). Portals should connect, gather, and disperse people from the exterior to multiple centers such as Theater and Conference Center, Food and Retail Center, Student Activities Center.

Kitchen/Great Room

Issue: The kitchen is always the room in the family home where people naturally gravitate to and gather in. It is most often viewed as the center of the home. The idea of a kitchen and great room is important for entertaining and socializing.

Discussion: Entering the current EMU often leaves people confused where to go next. Just as the Amphitheater functions as a place for gathering and a marker in the center of campus, the EMU is missing an internal amphitheater—a central reference point to walk through but also a natural gathering place that supports impromptu events.

Therefore: Create a kitchen/great room, the heart within the Heart, the hub within the Hub. Design a destination within the EMU that links all places and programs together within the EMU, horizontally and vertically. The kitchen/great room functions as a landmark within the building and aids in internal wayfinding for frequent and new visitors alike. (See A Few Front Doors pattern.)



Light Attracts Use



Issue: In Oregon's mostly cool, softly lit climate, direct sun and ample daylight almost always attract people.

Discussion: The Amphitheater, the Fishbowl, the windows of the South Dining Room, the Dining Courtyard, the Skylight, the Mills Center, the McMillan Art Gallery window seats, Taylor Lounge, and other spaces in the EMU demonstrate this point conclusively. While there is still a need for cozier, more interior, darker spaces such as the Buzz, the

Break, and the Performance Hall, natural light is a nearly universal attractor of use.

Therefore: Use daylight functionally to replace electric lighting, but also use it architecturally to attract a variety of people and uses.

Students Learning Together



Issue: Creating the right places for students to work outside of class is key to attracting broad use of a university center.

Discussion: Students have always sought places to study. More and more, students work together either because work is assign in groups or because they discover that study sessions can be very effective. The environments that support these collaborations don't need to be complex or expensive. UO research indicates that the basics such as generous tables, movable chairs, electric outlets, wireless

network, and white (or chalk) boards are the fundamentals of supporting group work. Careful placement to create a range of acoustical and privacy conditions can help support different learning styles and also generate creative, dynamic interactions between groups and individuals. These basic supports can be enhanced with more advanced media as long as it is very easy to use: flat screens, projectors, and other more sophisticated systems.

Therefore: Create spaces with tools for collaboration spread generously through many areas: generously-sized tables, writing surfaces, perhaps easily accessible projection systems such as flat screens. Provide some of these with a moderate degree of privacy and quiet, such as open on one or two sides, and others fully open to their surroundings.



Layers of Quiet / Quiet and Buzz



Issue: How much distraction is good?

Discussion: Everyone has his or her own tolerance for noise and for quiet. Some people working alone crave quiet, others need some degree of background buzz as is found in a noisy cafe. The Knight Library has its quiet areas, as do residence halls. The Mills International Center is a comfy, quiet area but is isolated from the rest of the building. The Skylight and Taylor Lounge are hidden, out of the way, quiet areas while the busy and noisy Fishbowl is up front and a destination.

Therefore: Provide a range of distractions and purposefully distribute activity throughout the building. Assume that people needing silence in public places will find it in a library, not in a university center.

Working Together: Kitchens, Living Rooms, and Front Porches

Issue: Collaborative work can happen in various environments, but to be successful these need to be planned carefully using a few simple principles and metaphors.

Discussion: Most student work occurs around a table. Using the kitchen metaphor, students roll up their sleeves (and open up their computing devices) and get to work. This kind of interaction is supported by paper, books, computers, phones, and a lot of “stuff,” so a generous table surrounded by four or six chairs where students can work face-to-face and share materials and computer displays is ideal.

The living room metaphor is appropriate for interactions that are less hands-on, less paper- or media-intensive, and in which lounge furniture is the appropriate setting.

Front porch interactions are slightly removed from the passing traffic, with a good view and the possibility of engagement with those passing by. This metaphor is particularly useful where student groups grow and shrink fluidly based on who is passing by. One typical use of this type is study sessions.

Therefore: Provide three broad types of informal gathering spaces. Provide the largest amount as “kitchen,” and smaller but significant amounts of “living room” and “front porch.”



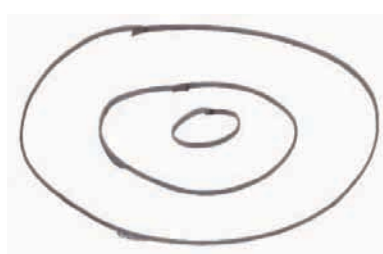
Security Layers

Issue: In order to promote a residential quality of campus, a university center should be accessible 24/7.

Discussion: The campus does not run on a Monday through Friday 8:00 to 5:00 schedule; campus activities, studying, and group projects continue on the weekend and in the evening and early morning hours. Large buildings like the EMU house many types of spaces, all of which can't be staffed at all hours of the day, nor do they need to be. Spaces like the performance theater and administration offices can close at the end of the working day, but places like the Fishbowl, Buzz, and Skylight should be available for students when the library closes.

Therefore: Create defined layers of security through separation of building zones or floor levels that are responsive to students' study habits and zoned to allow independent use in the late hours. These spaces should be welcoming and visible to create a beacon in the center of campus and bring life to the EMU. The EMU is an active and safe university center.

Digital Layers



Issue: How can the EMU be a smart building with integrated digital technology and flexibility for the typical 3-5 year overturn of technology without wasting systems and resources by over-generalizing a space for an unlimited number of future uses?

Discussion: The EMU has a less than desirable computer lab in the basement and poor wireless coverage throughout the buildings.

Yet, the EMU has become a place for informal study and group learning activities and after-hours access in the computer lab, Skylight, dining areas and everywhere in between. As students become juniors and seniors their classes require they use more sophisticated programs that are costly and often not supported by their personal laptops. So they turn to computer labs to supply these educational tools and support staff.

Therefore: Design the EMU with a central technological core for high density, high touch use that is staffed by experts and has a higher degree of security; a medium technology zone such as food service areas where people can come and go, login to email, work on team projects and has enough security from nearby food service staff; and a low-touch zone which is interspersed throughout the building with enough electrical outlets and adequate wireless coverage for laptop users to plug in and is accessible everywhere by everyone.



Sustainable Center



Issue: Sustainability is one of the UO's core values, and needs to be expressed at its center in ways that leverage the maximum positive impact.

Discussion: Sustainability is an area that's easier to talk about than to practice effectively. The tens of thousands of students who attend the UO every year represent an opportunity to create advocates for sustainability throughout the nation and around the world. The university has been very successful at creating a recycling culture that persists with people as they move elsewhere; we can be equally successful with sustainable design and sustainable living.

For that to be effective, a few basic guidelines go a long way.

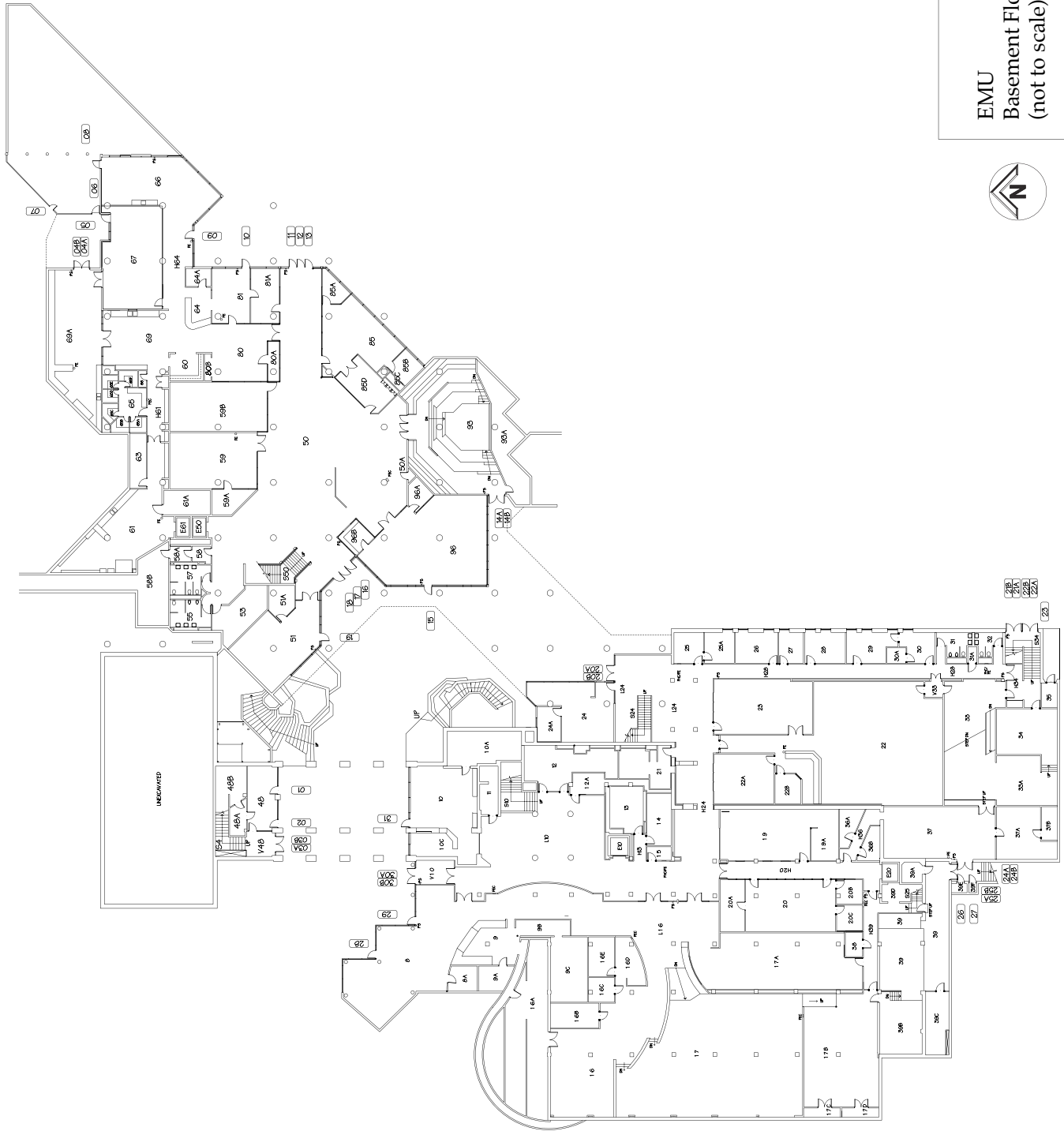
- Values: The sustainable design measures must reflect the UO's and the user group's environmental values. What issues are deemed critical and need the most attention?
- Visibility: Visible examples of sustainable design educate us and set our expectations for our buildings and environments in the future. Visible measures are generally preferred as they inform and educate our community. For example, surface treatment of stormwater in rain gardens and bio-swales is better than using storm treatment catch basins.
- Integration: It is only through the integration of the design of all parts of the building that the most effective and cost-efficient sustainable measures can be captured. Use integrated design early in the development of the project to coordinate the building elements to best support the environmental values.
- Localization: This project may present very specific opportunities that cause the user group to adjust its targets during the design process.
- Information: The sustainability of a building project doesn't end when it is completed and occupied. Occupant behavior has a large effect on the performance of the building. The building and its systems should engage building users through dashboards, reminder signs, and other embedded information.

Therefore: Design the EMU as an exemplary center of sustainability both here and across the nation. These principles should be starting points in that effort:

- Green building measures must relate to the UO's environmental values as endorsed by the user group.
- Visible examples of sustainable design are generally preferred over those that aren't, as they inform and educate our community.
- Use integrated design to capture the most effective design opportunities early in the design process.
- The user group may express areas of interest, opportunity, or concern specific to their project.
- The building and its systems should engage and inform building users to help them make more sustainable choices and to provide feedback on the performance of the building.

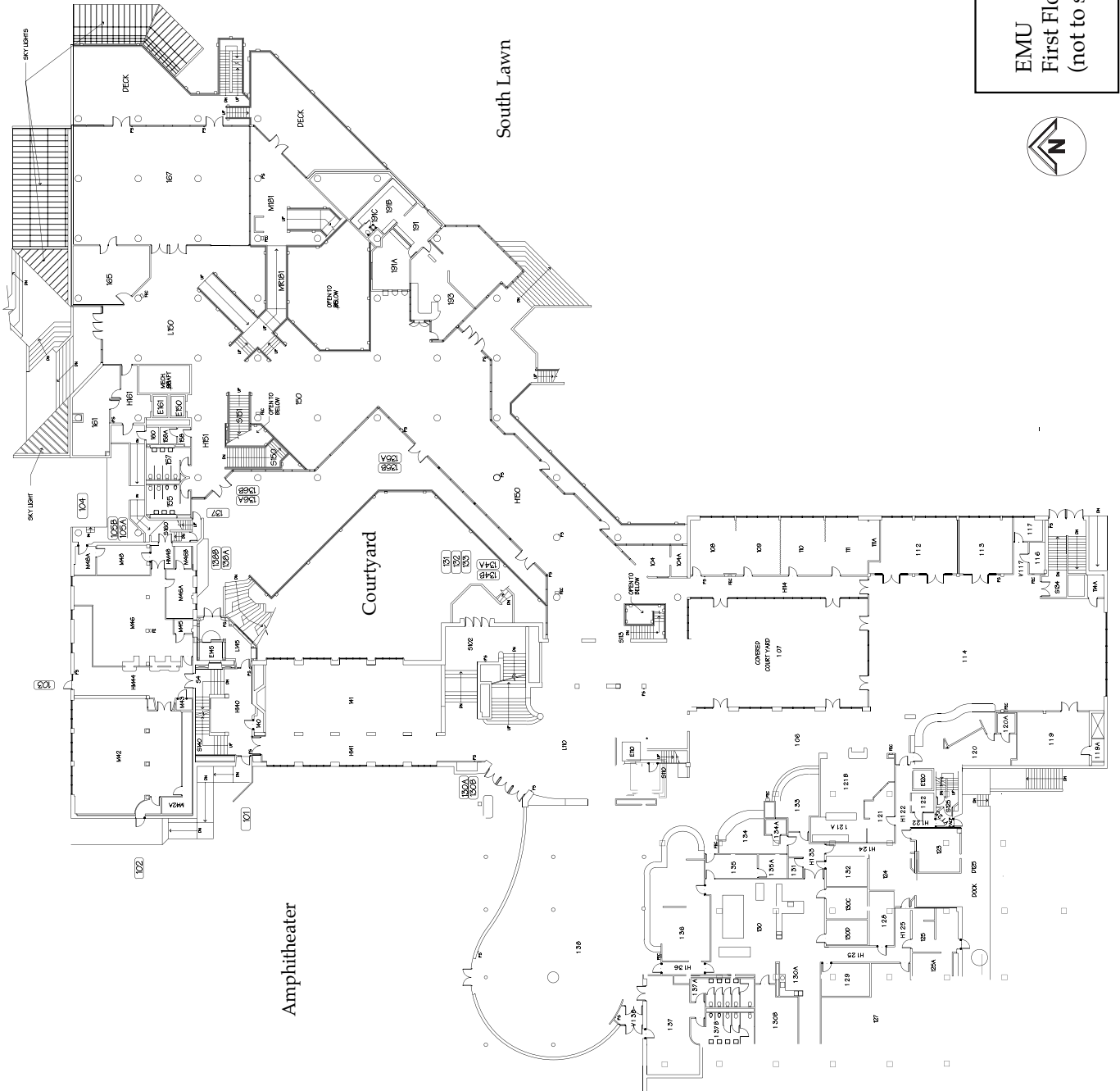


EMU Existing Floor Plans



EMU
Basement Floor Plan
(not to scale)

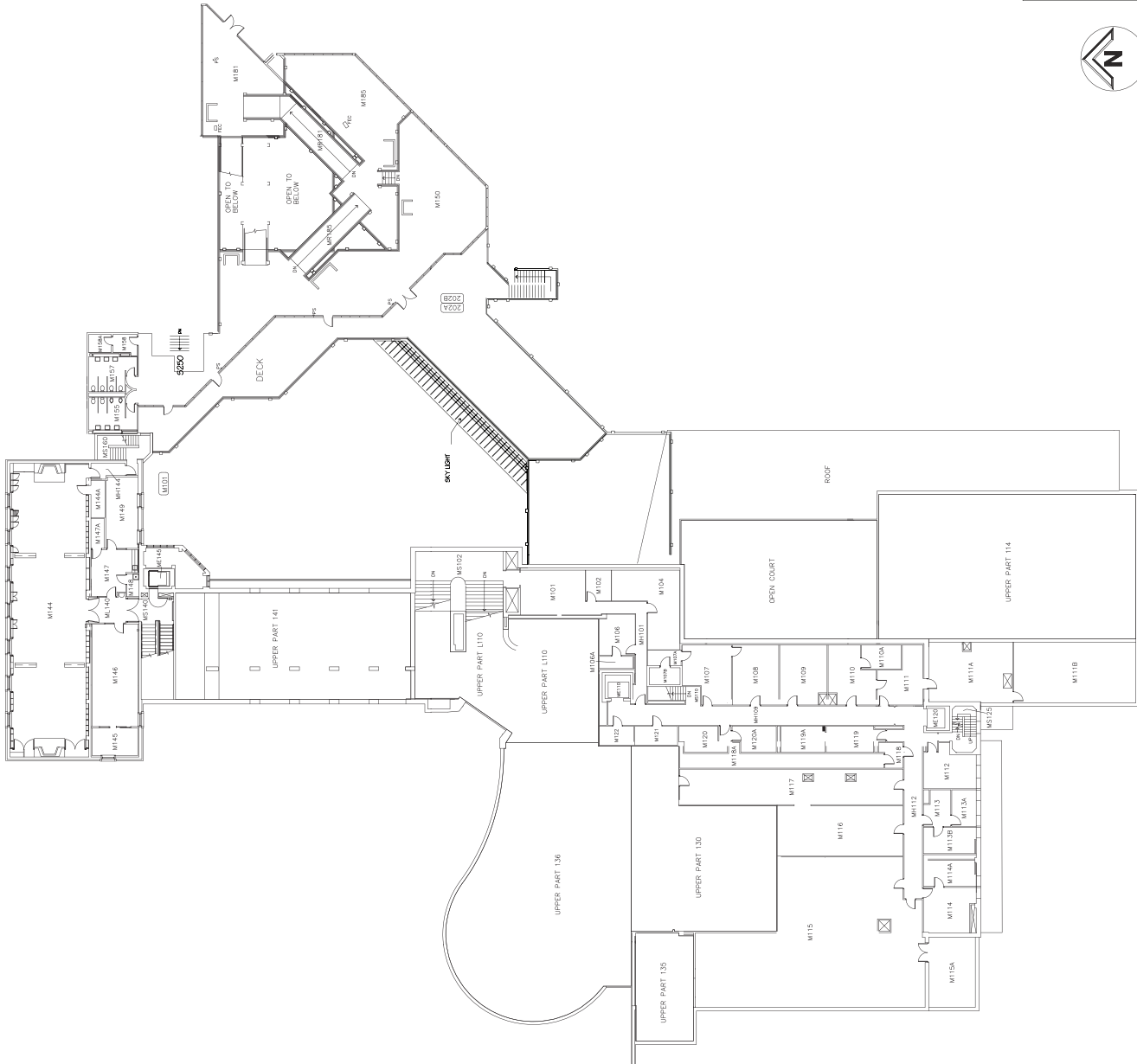


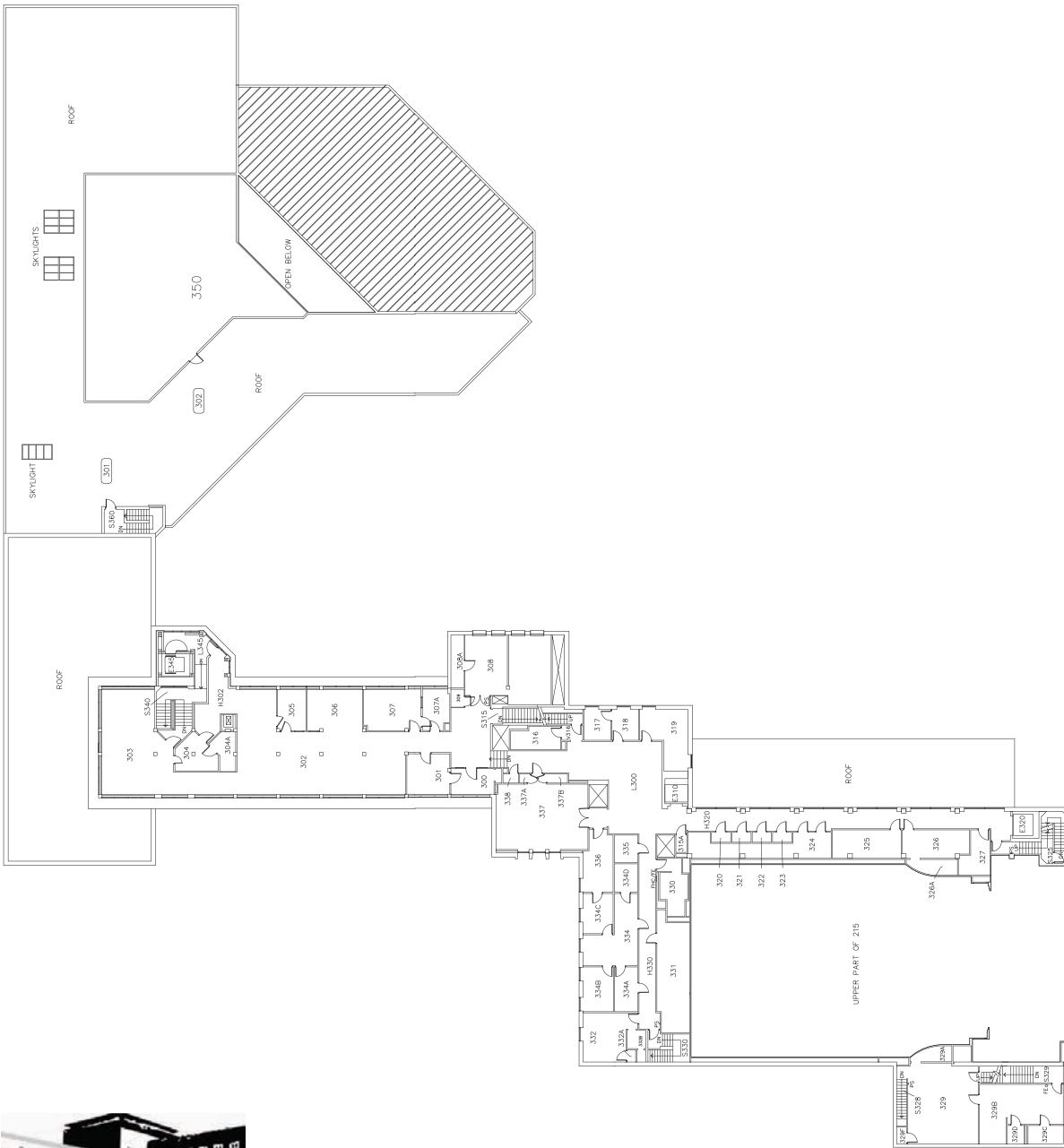


EMU
 First Floor Plan
 (not to scale)



EMU
Mezzanine Floor Plan
(not to scale)





EMU
 Third Floor Plan
 (not to scale)

