



**CHARRETTE . FALL 2008 . LIBRARY AND LEARNING COMMONS
UNIVERSITY OF OREGON PORTLAND WHITE STAG BUILDING**

Assembled by Cyrus Dorosti and Zachary Prowda

The following document is a compilation of notes, photographs, and thoughts gathered during a Charrette held by University of Oregon Portland Head Librarian Karen Munro. The charrette was broken into two one-hour work sessions. The first session took place from 12pm to 1pm on November 12th and the second session occurred from 12pm-1pm on November 17th of 2008. The University of Oregon Portland Library and Learning Commons has a room in its basement level that is currently not being used for any specific program. The purpose of this charrette was to gather ideas from various users, namely University of Oregon students and staff, to brainstorm possible future uses for library's basement room. This document is intended for the use of Karen Munro, as a guideline and stepping stone to reference in discussions with the University of Oregon Administration. It is our hope that this document starts the official process of making the library's basement room a space that can better serve the University of Oregon students.

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Southeast Corner



Southwest Corner



Northwest Corner



Northeast Corner



Ceiling Detail

LIBRARY

- WESTPHALIA "FLEXIBLE"
- CLASSROOM
- Academic Mission must be served
- Room may get "Scheduled"
 - Need a strong Policy for the space's use.
- Build a Strong academic community

OPS/Constraints

- Library hours.
- Technology - WiFi/~~the~~ projection or Plasma
 - Possible TV access
 - Air temp will be "cool" + thermo stat
- Furniture - Contracts exist. - Karen to check on type.
 - UO owned.
- Use of space over several years.

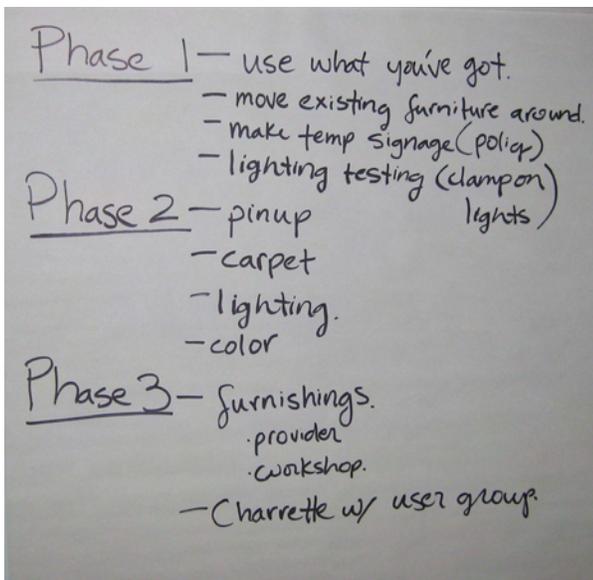
Physical

- sofas
- white board
- pin up space ①
- Carpet - acoustics.
- light walls/ceiling
- peripheral ledge
- panels for pin up
- low furniture/wider
- white board
- Signage announcing space use, amenities, how to use plasma....
- Scheduling
- acoustical material in ceiling.

Emotional/Culture

- war room
- color
- Carpet ①
- Soft spaces "living room"
- Natural light/Uplight
- The "living room classroom"
- retain character
- student walk/gallery.
- character of the stone wall -

Library Needs, Opportunities and Constraints of Space, Student Suggestions

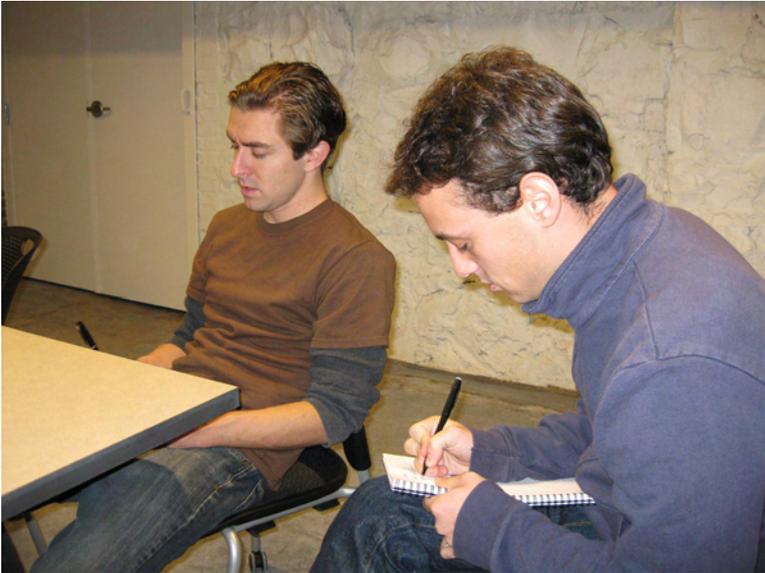


Possible Phasing

Photographs from Charrettes



Photographs from Charrettes Continued



CHARRETTE

Library ~ Classroom ~ Technology Lounge ~ Group Meeting ~ Reading ~ Break ~ Yoga

Session 1

UO Portland Library
November 12, 2008
Noon-1 pm

The first session investigates the needs of the students, library and the opportunities/constraints of the space.

Session 2

UO Portland Library
November 17 or 18, 2008
Noon-1 pm

The second session identifies design ideas, phasing possibilities and execution strategies.

12:00-12:05 Introductions and the goal of the charrette

12:05-12:15 Karen presents her powerpoint

12:15-12:25 Brainstorming students needs

12:25-12:35 Brainstorming UO Library needs

12:35-12:45 Brainstorm opportunities/constraints of the space

12:45-01:00 Build consensus around the three 'Brainstorms' / document for next charrette

The values system to aid exploration of goals/needs:

Cultural: architecture as an expression of ideas and theories

Temporal: interior/exterior spatial relationships over time

Human: the built environment and human interactions

Contextual: cultural and site context

Aesthetic: structure as form/space generators and expression

Environmental: climatic design

Technological: building assembles, detailing, materials

Safety: local zoning and building code

Economic: implications of program choices

UNIVERSITY OF OREGON PORTLAND LIBRARY AND LEARNING COMMONS CHARRETTE

Minutes for Wednesday November 12, 2008

A charrette for the University of Oregon Portland Library and Learning Commons was held on November 12, 2008 in the lower level classroom space of the Portland Library and Learning Commons. Two Masters of Architecture students present at the charrette, Zachary Prowda and Cyrus Dorosti, assembled these minutes.

CALL TO ORDER Karen Munro, Head Librarian UOPDX, called the charrette to order at 12pm.

ROLL CALL Students Present: Fai Chong, Cyrus Dorosti, Kevin Ellingson, Cierra Mantz, Morgan Mcintosh, Zachary Prowda, Andrew Soljak

Staff: Karen Munro, Head Librarian; Jean Von Bargen, Michael Willis Architects and Adjunct Professor; Peter Gunn, White Stag Building Tech Aid.

Guests: Michael McHugh, Michael Willis Architects

AGENDA

12:00-12:05 Introductions and the goal of the charrette
12:05-12:15 Karen presents her powerpoint
12:15-12:25 Brainstorming students needs
12:25-12:35 Brainstorming UO Library needs
12:35-12:45 Brainstorm opportunities/constraints of the space
12:45-01:00 Build consensus around the three 'Brainstorms' and document for next charrette

INTRODUCTION

Karen M. thanks people for coming.
Karen M. introduces charrette: The extra space in the Library and Learning Commons was programmed as a Library Classroom (Research Methods Classroom), however she thinks it can be used more effectively. She called the charrette in order for students to brainstorm ideas of how this space could be used. Karen's main goal is for the room to serve the students in Portland.
Karen M. met with the Portland Student Action Council and discussed ideas with them as well.

Jean VB introduces the reason for the charrette – to have students involved with the programming of the space.

POWERPOINT

Karen M shows images of:

- Seattle Public Library's bold use of color
- Delft Public Library's industrial space, example of fixed use, good lighting and furniture.
- Morrison Room – University of California at Berkeley. Example of "living room" style library with lamps, sofas, and rugs.
- Vita Café, Portland OR. Use of color, furnishings, and lighting.
- Prototype Classroom, soft and hard seating, importance of floor treatment.

- Frank Gehry's Stata Center at Massachusetts Institute of Technology, example of flexible space. Includes very large blackboards.

Karen M. reiterates that the goal of the room is to serve students, and she would like to have it designed in a way that would encourage student use.

Jean VB asks Karen M., "what is a library to you?"

Karen M. believes this library is a connecting point for all the programs in the White Stag Building. There is a lack of connection between the programs and she hopes that the library, and this space, can become a nexus or "crossroads."

Karen M. describes the concept of 1st, 2nd, and 3rd Place.

1st Place is Home

2nd Place is Work

3rd Place is the other. Her goal is to have this space be the other. Community, crossroads.

BRAINSTORM – STUDENTS NEEDS

Morgan M: Students need a place that is quiet, and a meeting place for group projects.

Fai C: Feels there needs to be a quiet place in the library for reading. Explains that is can get loud upstairs because of "learning commons" concept.

Andrew S: The space would need wireless access, and perhaps could be used to store wine.

Jean VB: Access to food or snacks.

Kevin E: There is no un-programmed space in the White Stag Building and it would be great if this room could be used as a pausing place for students.

Cierra M: There needs to be a warm, un-sterile place that is comfortable and good for lounging and working.

Kevin E: Also likes the concept of the "living room" that is flexible.

Andrew S: One issue is that students cannot get access to the space after library hours. Also, there is a concern that if the space is left un-programmed that it may not be used. He would like to see a strong amenity to attract students.

Cyrus D: What if the televisions in this space were able to broadcast UO sports games, providing a way to connect UOPDX students with other UO students.

Jean VB recaps the student needs.

BRAINSTORM – LIBRARY'S NEEDS

Michael M: Metaphor of the Westphalia (a Volkswagen Wagon); a space that can be folded up and transform itself.

Karen M: The library would like to see group student space because that use would be tied back to the academic mission of the Library. She also needs the space to be used as classroom space from time to time. Scheduling might be an issue because the library would like to protect the space from being 'taken over' by adjunct uses (such as events).

BRAINSTORM – OPPORTUNITIES AND CONSTRAINTS

Opportunities: Michael M. suggests that the UO have a furniture studio design and build some furnishings for the space.

Constraints: The room is only available during library hours, the furniture may be under contract with Herman Miller, there is no natural light, the ceilings are low, some walls are historical and would be hard to design around, and the room might be over air conditioned, carpet may be difficult to get, television feed may also be difficult.

CLOSING

The charrette is summed up by Jean VB.

The participants of the charrette agree on a second meeting time of November 17, 2008 at 12pm.

**UNIVERSITY OF OREGON PORTLAND
LIBRARY AND LEARNING COMMONS CHARRETTE**

Minutes for Monday November 17, 2008

The second half of the charrette for the University of Oregon Portland Library and Learning Commons was held November 17, 2008 in the lower level space in the Portland Library and Learning Commons. Two Masters of Architecture students present at the charrette, Zachary Prowda and Cyrus Dorosti, assembled these minutes.

CALL TO ORDER Karen Munro, Head Librarian UOPDX, called the charrette to order at 12pm.

ROLL CALL Students Present: Fai Chong, Cyrus Dorosti, Kevin Ellingson, Cierra Mantz, Morgan Mcintosh, Zachary Prowda, Andrew Soljak

Staff: Karen Munro, Head Librarian; Jean Von Bargaen, Michael Willis Architects and Adjunct Professor; Peter Gunn, White Stag Building Tech Aid.

Guests: Mary Roberts, Michael Willis Architects

AGENDA 12:00-12:15 Introduction / Recap
12:15-12:45 Brainstorming -- What Students Want
12:45-01:00 Conclusions and Next Steps

INTRODUCTION / RECAP Jean VB presents diagrams produced in her Architectural Programming course which shows what students would like in the White Stag Building. She points out that the library space has a “weak connection” to the architecture studios on the fifth floor.

Jean VB recaps from last week and addresses main concepts discussed: idea of the room being a third place, crossroads, and flexible.

Jean VB brings up the library needs again.

Karen M reiterates that there will need to be a policy towards scheduling the space so that it remains available for student use.

Andrew S asks if the library has any needs that the space could work well for.

Karen M responds commenting that the space could be a common space if it serves the needs of the whole school. The space could be a unity tool.

Jean VB: A “community library” has flexible spaces that can be used for different programs, and it seems that this space could be used for this flexible purpose.

Karen M wants to see the space be used to building an academic community in the White Stag Building.

Andrew S would like to see lots of pin-up space to throw up ideas on the wall, but comments that there would need to be an established culture if the space is to be frequently used.

BRAINSTORMING -- WHAT STUDENTS WANT

Physical:

- soft sofas
- whiteboard
- pin up space
- carpet (for a warmer, quieter feel)
- light fixtures with up lighting
- low furniture to make the space feel taller
- fixed furniture so that space feels permanent
- signage for the room so that students know about it.
- Natural light from closet to street level
- Ledge for displaying student art
- Some acoustical separation between space and the level above.
- Panels for pin-up over brick walls. Perhaps they could be movable, or detachable.

Emotional / Cultural:

- War Room
- Color other than white
- Carpet
- Soft spaces, and living room feel
- Natural light, up-lighting
- Trust: so space remains the same over time.
- Retain historic character of the walls.
- Student work.

CONCLUSIONS / NEXT STEPS

Jean VB presents possible phasing idea based on student and library needs, all present agree on phasing concept.

- Phase One (no permission needed for action): establish a policy for how library will 'manage' space, install temporary signage, advertise that the space is open for student use, install existing furniture in space, install AV components that are already purchased and planned for the space.
- Phase Two: add pin up material to walls, install carpet, add color to space, install lighting as previously discussed.
- Phase Three: the actions for this phase will depend on the success of previous phases. Before Phase Three takes place a re-evaluation process should take place in form of a workshop or charrette. This phase would be more long term and most costly. Possible phase three actions include: bringing in furniture (possibly with a new provider), creating a workshop space (furniture or lighting lab?)

Karen M thanks everyone for attending.

Thesis:

How effectively can two hour-long charrettes help program a small common library space for students at the University of Oregon, Portland?

Conclusion:

The two hour-long charrettes have proven to be both useful and unsatisfying to those who were in attendance. It appears that the users who voluntarily attended the charrette meetings to have their voices heard, left the charrette unsatisfied with the results. On several occasions, the users mentioned their disappointment that there would be no further scheduled meetings to discuss options for the unused library classroom.

Nonetheless, the meetings have successfully served the purpose that Karen Munro was seeking for when she called for the charrette. The two hour-long charrettes provided Karen with the information she needed to take to University of Oregon Administrators. The ideas gathered during the two charrettes have begun to make clear how the unused classroom can better serve the students.

As mentioned at the meetings, the redevelopment of the basement space will have to be broken up into three phases. The information compiled in this document will provide a platform for those phases to begin. During the upcoming break, Karen Munro can use this document to discuss the findings from the two charrettes with the University. By using this document Karen can pursue funding and permission to change the use of the classroom space so that it can better serve the students. It is the recommendation of all who attended the charrette that once the proper funding and permission have been established, that another series of charrettes and meetings be held.

In conclusion, the two hour-long charrettes were indeed a success since they have enabled Karen Munro to continue in her pursuit to find a better use for the space in question. Ultimately, the students who attended the charrette will find that their time and energy paid off, as the information and ideas they shared will be useful in turning the basement room into a successful space for students.