

DESIGN WEEK 2008: From Catalpa Creek to Mobile Bay

INTRODUCTION

As colleges and universities enter the 21st century and they change to fit demographics of student populations, appearances are becoming even more important. As a result of these changes, we have been observing a number of new movements in campus planning and design. Landscape architects, as one of the professionals involved in planning and design, have a unique role in stewardship of the campus environment.

The college campus as we know today is an American invention. In the better examples it is one which strikes a balance between architecture and landscape. Since the 1950's there have been an increasing number of cases which ignore the finer traditions and treat the ground merely a flat void upon which to place buildings without regard for either for overall planning or existing land features. Today, we are interested in looking at buildings and landscapes together as unique aspects of a greater whole, and in restoring the balance found in the better historical examples. This effort should be seen as an expression of the belief that the architecture of the landscape must have the same status as the architecture of campus buildings, that lacking a sense of cooperating with the land we leave ourselves without the benefit of a stable foundation capable of supporting the future. Changing attitudes towards the environment, and increasing sustainability and energy concerns have also aided in furthering the recognition of the positive role the site can play in facilitating better use of architectural forms.

The inhabitants and the purposes of a university (or a college) – teaching, research, and service – are what make each campus unique. It is important that each college and university campus serve as a great example of modern concepts of order, beauty, and respect for the nature. If we are going to expose generations of students to campus environments that are deleterious, not inspiring, then we are missing an opportunity we cannot afford to waste.

This design week is organized to provide students with an understanding of implications of scale changes following the mantra of "Think globally, act locally." More specifically, implications of site design and planning decisions at the Landscape Architecture facility and understanding of their ecological impacts at scales ranging from site, campus, regional, and watershed will be the focus of this design week.

Stormwater runoff in urbanized areas has been identified as a major source of pollution for our rivers and streams. A viable solution to this problem is the use of best management practices such as bio-swales, riparian buffers, reclaimed wetlands, and rain gardens. Much work is currently being done to quantify the impacts of land use decisions on coastal ecosystems (Northern Gulf Institute). However, far less of this information is being communicated to students in academic programs throughout the college and the university. Utilizing the proven Design Week format; students, faculty, and practitioners will embark on a quest to analyze the landscape architecture facility's place and roll in not only the campus landscape, but also the landscape of the county, region, state, and Tombigbee watershed. These analyses will set the tone so that as a wrap up for the week, design alternatives for the entirety of the facility grounds will be explored that are ecologically sound and offer teaching and aesthetic

aspects that are sustainable and pleasing. The goal of this process is to produce a product that will give students a facility that “practices what it preaches” and serve as an example and research tool for the multi-state region as well as the NOAA funded Northern Gulf Institute.

Often extending across one or more regional, national or international boundaries, watersheds play a critical role in the natural functions of the Earth. These challenges have been the subject of numerous studies. For example, the World Resources Institute funded a study entitled “Watersheds of the World: Ecological value and vulnerability” in 1998 and it was conducted by Carmen Revenga, Siobhhan Murray, Janet Abramovitz, and Allen Hammond (ISBN: 1-56973-254-X). The study analyzes global data at the watershed level, assessing 145 major watersheds worldwide. It focused on watersheds as ecological units, and the risks humans’ degradation may have on their ability to provide ecological services and maintain biodiversity within them.

The following excerpts (in italics) are among the major findings of this study:

- *Hydrologically, watersheds integrate the surface water runoff of an entire drainage basing.*
- *Economically, they play a critical role as sources of water, food, hydropower, recreational amenities, and transportation routes.*
- *Ecologically, watersheds constitute a critical link between land and sea; they provide habitat -- within wetlands, rivers and lakes -- for 40 percent of the world’s fish species, some of which migrates between marine and freshwater systems.*
- *Watersheds also provide habitat -- within the terrestrial ecosystems such as forests and grasslands -- for most terrestrial plant and animal species; and they provide a host of other ecosystem services -- from water purification and retention to flood control to nutrient recycling and restoration of soil fertility -- vital to human civilizations.*

Watersheds have often been managed hydrologically -- although frequently in piecemeal fashion rather than as an integrated unit -- to provide flood control and sources of water for irrigation or to improve navigation. Most major rivers of the world have been altered through channelization, dams, or drainage of wetlands, often with great benefit to human societies.

However, watersheds have generally not been viewed, or managed as units. Integrated management of both economic and ecological attributes of a watershed is admittedly difficult, because watersheds often span sectors of economic activity as well as international borders.

Such cross sectoral and regional approaches to management are likely to be essential, if the ability of watersheds to continue to provide ecological, hydrological, and economical services to be sustained. To provide a quantitative basis for integrated management approaches, what is needed is to be able to characterize watersheds and gauge the nature and pattern of threats to them in quantitative terms. Data on the distribution of human populations, plant and animal species, the pattern of economic activities, and other relevant variables have only rarely been collected and analyzed by watershed units, making a global perspective on watersheds almost impossible to attain.

www.wri.org/pubs/pubs_description.cfm?PubID=2900

Fortunately in the U.S.A., most of the natural resource agencies at the national, State, and local levels have increasingly adopted the concept of “watersheds” in their policy and programmatic approaches. At the most basic level, a watershed is a geographic area where

any drop of rain will drain to a single body of water, such as a lake or river. A watershed can be as small as a basin that drains to a tiny creek, or as large as the Mississippi River Basin. The important thing to recognize is that water resource issues such as water supply, water quality, and habitat for fish and wildlife are closely linked together within watersheds. What happens upstream affects what happens downstream?

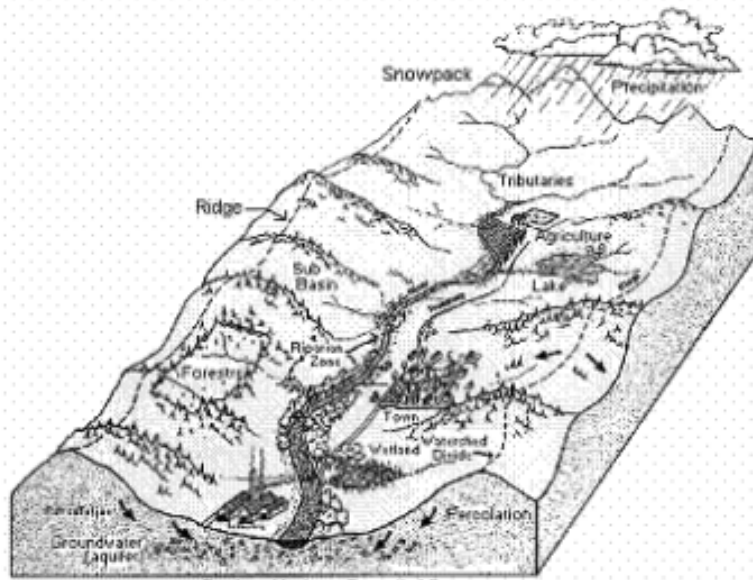
The geographic area contained in a watershed rarely corresponds with political jurisdictions such as city or county boundaries. Most watersheds include parts of two or more counties, and a number of cities. One of the key challenges of locally-based watershed planning is development of collaborative problem-solving techniques and design of effective implementing actions that can work across jurisdictional boundaries.

The following are commonly considered as key concepts in watershed planning:

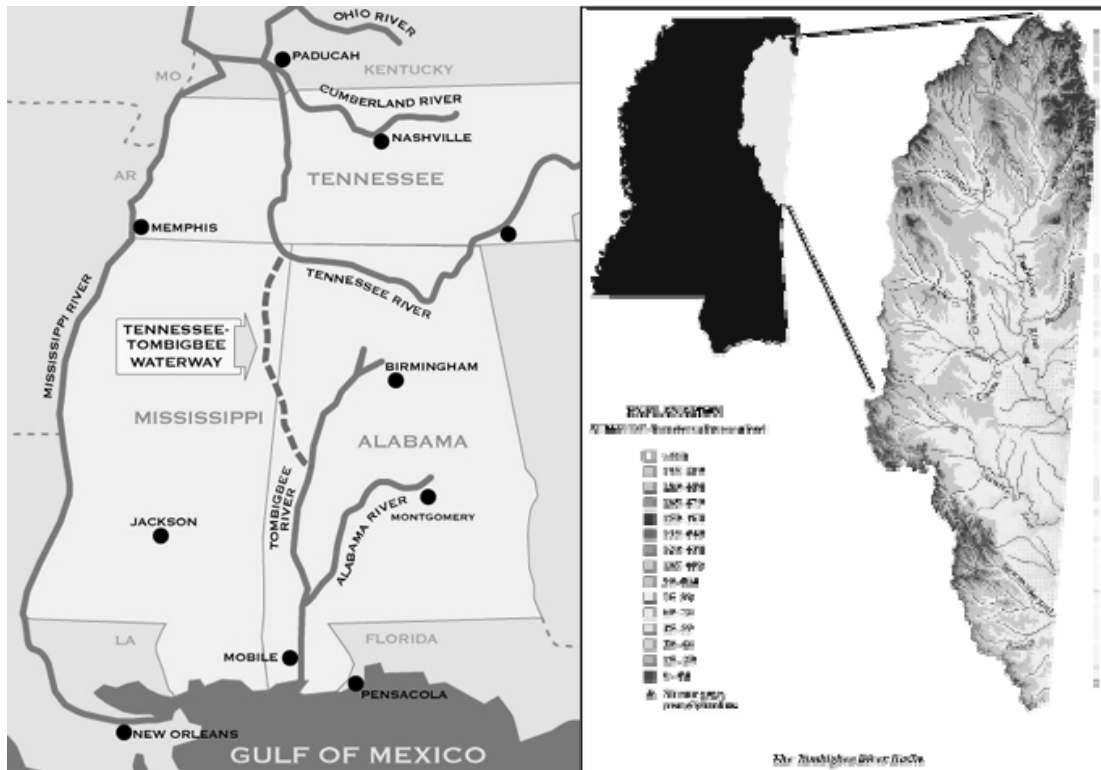
- A watershed plan does not need to offer all the answers. Instead, it can lay out a long-term process towards finding answers and improving solutions both at the system planning and site design levels.
- Watershed planning needs to be fully integrated with other planning and regulatory programs;
- Planning units can make their work easier by distinguishing clearly between:
 - agreement on facts; and
 - agreement on the implications of facts and the resulting recommendations;
- The planning process must be broadly inclusive and use public input (as required by state and federal laws);
- The plan must establish a vision and context for the entire watershed; but the planning unit may choose to focus resources on problem-solving in particular sub-basins;
- Implementation must be considered at every stage of the planning process.

A comprehensive approach for watershed planning and management can help develop information and build agreement that will support economic growth and promote water availability and quality throughout our state, region, nation and the World. Watershed planning can also contribute to protection of our fisheries and the health of our natural environment. This planning effort is a potentially powerful tool for informed local decision-making, breaking the water resources gridlock, and developing a comprehensive approach to managing water resources into the next century.

Most watershed management acts (at the local, state, and federal levels) are relatively non-prescriptive in terms of both procedural and substantive requirements. Within broad constraints, local governments and agencies that proceed with watershed planning have considerable flexibility to determine the planning process, focus on areas or elements of particular importance to local citizens, assess water resources and needs, and recommend management strategies.

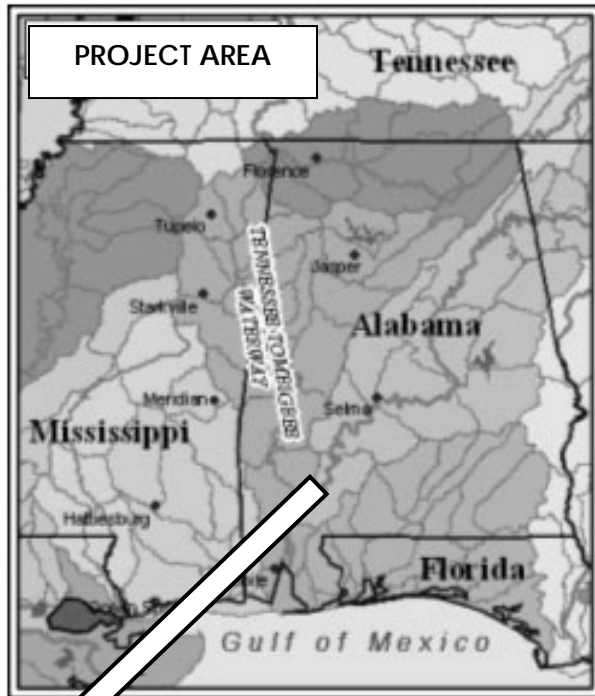
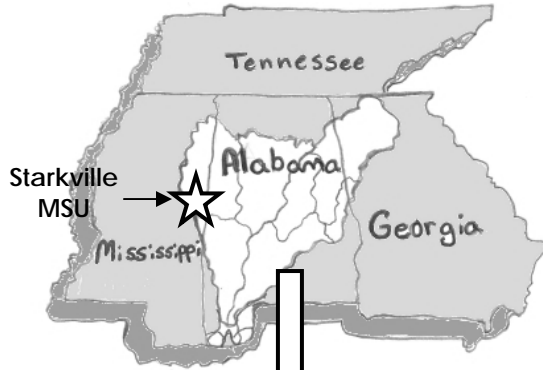


Watershed Illustration

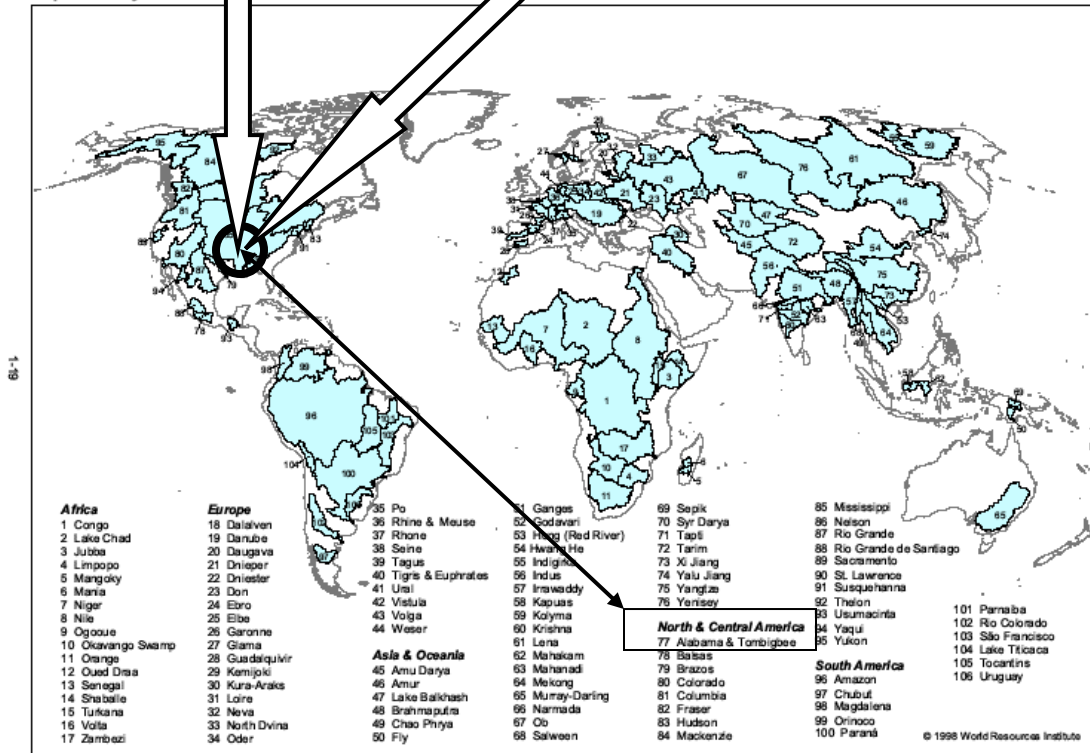


From Tennessee Tombigbee Waterway to the Tombigbee Watershed

Similar to most watersheds, the Tombigbee watershed extends across several local and state boundaries (Mississippi, Alabama, and Georgia) and plays a critical role in the natural functions of not only these states but also the Earth as a part of the Global watershed.



Map 1: Primary Watersheds



Major Watersheds of the World

As one can recognize from these illustrations what we do in our campus, eventually will have effects on the world. Hence, the concept of think globally and act locally. (Source: www.wri.org/pubs/pubs_description.cfm?PubID=2900)

PROJECT STATEMENT

You are being asked to provide sustainable site planning and design alternatives and Best Management Practices (BMPs) for the current and future Landscape Architecture facilities through a process that considers ecological impacts of your proposed alternatives at varying scales ranging from the projects site, campus, local, regional, regional, and global watersheds.

Your proposals must be able to utilize the attributes of the site to the maximum extend practical while supporting the primary mission of the university as set forth in the mission statement. Your site design master plan should be developed in order to achieve a high degree of visual attractiveness making use of the setting to accommodate all university program elements and outdoor activities. Your proposals should foster a sense of community identity and nurture maximum interaction of students, faculty and other people studying/working, and visitors of the university.

You will be working as a member of pre-assigned vertical teams that bring students together from different curricula levels. In order to facilitate a successful team process that is fair and effective, members of the teams will evaluate each others contribution during the entire week from the start to the finish of the project efforts and activities. These evaluations will be used to generate individual grades based on an overall team grade (Please see attached Team Evaluation Form).

PROJECT OBJECTIVES

01. To provide an opportunity to develop sustainable site and detail design alternatives working with a familiar site through suitable applications of green infrastructure and best management practices (B.M.P.) of watershed planning and design.
02. To emphasize the linkages between design ideas, processes and product, and their critical role toward successful sustainable planning and design solutions.
03. To further develop students' familiarity with a progressive and/or casual scale change and its effects in planning and design process.
04. To emphasize the relationship between regional expression and planning, and regional expression and design.
05. To further develop students' familiarity with physical design for a specific land use and function through development of a detailed design in order to understand relationship between the parts and the whole.
06. To provide an opportunity to work successfully in a team process.
07. To further develop professional skills and competence to practice landscape architecture beyond the classroom and university setting in today's global markets.
08. To contribute toward a positive development of the campus landscape that could become not only an outdoor classroom for the students but also becomes a destination for the campus visitors to the university.

PLANNING AND DESIGN CONSIDERATIONS

Your master plan and site design recommendations should give consideration to developing an environmental setting that celebrates sustainable design, a tenet that relies on the interaction of numerous natural and human-influenced systems working in harmony with another following the guidelines presented in the book by John Lyle: Regenerative Design for Sustainable Development, John Wiley & Sons, NY, 1994. Your proposals shall also consider sustainable storm drainage and water management addressing the surface drainage flow and runoff problems, non-point source pollution inherent in this human altered but potentially attractive site.

Develop Clear and Succinct Site Planning Concept

In order for your site master plan and design to have meaning to Mississippi State University, you should develop a site planning and design goal statement which embraces the mission of statement and core values of the university. Your site planning and design concept should clearly communicate how your proposals relate to the mission statement and:

1. Identifying 3-5 supporting statements of how your design supports the institutional goals of the university.
2. Demonstrate how Identifying 3-5 supporting statements of how your design supports the goals of sustainability.
3. the design and/or planning elements (separately or in combination) achieve some set of purposes related to the mission statement (be able to not only explain the elements of your project but what they do in terms of supporting the mission and institutional goals of the university).
4. Attempt to relate how your site master planning and design concept(s) relates to the underlying values and philosophy of the university and its founders.
5. Attempt to relate how your site master planning and design concept(s) relates to the underlying values and philosophy of sustainability.

Some Questions to Answer

During the early phase of your work you should be prepared to answer the following questions:

- What is the current relationship between the project site and the campus, the greater watershed? Is the current relationship mutually beneficial to all? If not what would you suggest for improving this relationship? How will your site master plan and design accomplish that? What importance or role the project site and the campus and the greater watershed have for each other in the present and proposed relationship?
- What are the existing and proposed uses of the site and how they address to the concerns outlined in the first question?
- Who are the existing and proposed users of the project site? What are the implications of a potential increase in the number of users? Will there be ecological, social, and design carrying capacities and why?

- Will there be need to provide additional facilities to accommodate new uses and users? If so what are they?

Site Planning Attributes

Attributes that make a place desirable to live, work and play according to Roger Trancik in his book entitled In Search of Lost Space:

1. Create an organizing framework or structure.
Make it easy for people to find their way around ... orientation.
2. Foster a distinctive identity ... sense of place, character.
3. Encourage variety and interest.
4. Ensure visual and functional continuity.
5. Maximize convenience.
6. Provide comfort and safety.
7. Emphasize quality.

Environmental Character

A successful campus is more than a collection of buildings. The environment in which students absorb their education can be as influential as the subject matter to which they are exposed. Students who experience daily association with good architecture, art and landscape architecture in a consciously ordered environment will become sensitive to, and learn to enjoy, form and order in a human-made environment. This experience will add an important dimension to the basic educational objectives, and will carry over into their association in the community at large. Two principle areas of common concern in developing a high level environmental character might be: (1) The Outward Campus, and (2) The Inward Campus.

The Outward Campus

This is the face campus shows to the community-at-large. The treatment of campus entrances and peripheral areas, including parking areas, are important in preserving an attractive appearance and favorable image to the outside community.

The Inward Campus

This is where the daily activities and basic education, research, and service mission of the university take place. This should be primarily a pedestrian precinct where easy walking distances between buildings are maintained and where a sense of structure, enclosure, and repose are created. There should be convenient walkways and sheltered outdoor areas where people may sit and congregate. The campus should always have a successful visual center which compliments the surrounding environment and provides a unifying element to the campus. Massing a scale should respect the campus center concept. The campus should present a high level of quality and creativity in architecture, art, and landscape architecture.

Educational Qualities of Landscapes

Current education literature is placing increasing importance on the idea that physical and visual access to landscapes enhances and speeds up the learning process. Staying as a trainee and working as a staff separated from the loved ones in a campus community certainly generates plenty of stress (physical and/or mental) for both residents and staff. Therefore, it would be very important to utilize any campus (as a collection of indoor and outdoor spaces) setting as a source of active or passive recreation and education. If sense of arrival, parking, orientation/sense of direction, ease of circulation (pedestrian and vehicular) is not satisfactory, then a campus environment may be adding more stress to daily endeavors of all of its users, rather than reduce it. As part of your own exploration for this project you should consider including restorative landscapes as an important underlying aspect of your site design recommendations.

Planning Goals

Your site design and architectural recommendations should consider the following goals:

1. Sustainability and energy conservation should be primary consideration in developing the site plan, building, and other site enclosure prototypes. Regional and micro-climate conditions and considerations should be carefully studied to maximize sustainability and energy conservation. It is your responsibility to search out the most appropriate sustainability and energy conscious design approaches and energy sources (solar, wind, thermal, etc.) for this project.
2. Physical design should be strongly influenced by the ecological, climatic, and physical suitability characteristics of the site. The site design should demonstrate responsible and creative stewardship of the campus' land and cultural resources.
3. The site design and architectural design (prototypes and their foot prints) should encourage close contact between students, faculty, staff, administration and visitors.
4. The site design should develop an intimate and inward scale in the campus while communicating with the surrounding communities and public an expressed openness (literal or implied) to their participation in the campus events.
5. The site planning and building design should develop strong pedestrian connection between sub groupings. The campus pedestrian circulation system should allow for access to the different use zones and nature areas. In addition the campus pedestrian circulation system must allow for barrier-free access to all buildings, recreation areas and/or facilities, and parking.
6. The design (foot print and massing suggestions) of all buildings whether they is existing and/or proposed should create flexible spaces that can be altered to suit changing conditions and needs.
7. Overall development plans should provide a framework for the future planning efforts to expand the campus beyond the present definition.
8. The campus should have a clearly defined center that may b e defined by buildings and/or open spaces to serve as a symbol of the campus.
9. The proposed master plan and design must utilize existing buildings in their current functions as much as possible, practical, and feasible. However, you may change the function of existing building if you have a very strong planning and design rational

that requires a change. Unless they are a safety hazard or repairs are not feasible, you are discouraged to remove existing major buildings.

OUTLINE OF THE DESIGN PROGRAM

There are four spatial arrangements that are most conducive to the greater student, faculty, and staff meeting and exchanges (James Burlage and Wendell Brase, Campus Architecture That Shapes Behavior, in *Planning for Higher Education*, Volume 23, Spring 1995):

- Public spaces --- indoor and outdoor (Melting pots)
- Functional rooms --- indoor and outdoor (Served)
- Support Spaces --- indoor and outdoor (Service)
- Circulation --- indoor and outdoor (Pedestrian and vehicular)

Another way to classify campus spaces may be as follows:

- Academic spaces (Service and Served)
- Residential spaces (Service and Served)
- Recreational spaces (Service and Served)
- Administrative and Support Spaces (Service and Served)
- Circulation Spaces (Pedestrian and Vehicular)

All of the campus spaces whether they are indoor or outdoor spaces could be classified as one of these categories. Therefore, it may be helpful to create an outline of your design program following these categories.

A much generalized minimum program outline may be as following:

- Buildings – In addition to three current building, we do need a fourth building to host graduate studios, research and outreach studios, and a 125-seat amphitheater.
- Vehicular access and parking for students, faculty, staff, and visitors.
- Vehicular access and parking for support, service, operations, and maintenance.
- Emergency access to all buildings and public spaces.
- Pedestrian access.
- Campus (or sub-campus) landscape --- softscape and hardscape.
- Campus (or sub-campus) image and its elements.
- Campus (or sub-campus) symbol.
- Campus (or sub-campus) edge --- the campus vs. the sub-campus
- Campus zones, sub-campus zones, transition zones.

SUBMITTAL REQUIREMENTS

You may use tracing paper (white or canary) for the initial phases and reviews of this project as long as they are neatly trimmed, working quality but comprehensive and complete. However, you shall submit your final products on print paper or other approved media with presentation quality. A project of this scale and scope requires a lot in term of quantity. Please, also, emphasize quality and consistency of the products and do not let the last minute rush result in inconsistent graphics and products. As a team comprised of beginning to advanced design students, it is your responsibility as a team to find the balance between quality vs. quantity. Please, feel free to utilize different communication media and utilize any tool or method as necessary to communicate and present the information about your process and proposals. You can do as many boards or drawings as you need but don't make them over 24"X36".

In order to provide a uniform and coordinated presentation, we will develop a standard title block that will be used by everybody and for all submittals.

The following are given only as minimum submittal requirements for this project. Check with Professor Artunç or the faculty if you need clarification or more information.

1. Literature Survey and Organization Plan (Scale as needed)

Purpose: You shall analyze given design program and the general schedule and organize project duration in order to assure efficient and compete treatment of the problem and most effective use of your time and capabilities. Since this is a team project, it is a good idea to exchange phone numbers of all the team members and develop a general understanding of the team members' strength and weaknesses toward not only a successful completion of the project but also and enjoyable and educational experience for all.

Typology Studies: While you are developing an organization plan you shall also conduct a literature survey in order to deepen your understanding of the range of contemporary and historical ideas related to design program. Gather and understand the state-of-the-art literature pertinent to the design program. Analyze the information and relate the various facts to each other and to the program. Record the information and the results of the analysis for professional reference and client understanding. You shall generate a topological listing of current planning, design, and development strategies related to campus designs and sustainability. These typology studies should be presented in the form of a collection of conceptual diagrams illustrating the range of development ideas by reference to specific examples. While these materials should aid your conceptual process and may provide assistance in interpreting the overall project program, they should not be substituted for an appreciation of the suggestive characteristics of the actual project site. Specific conditions should be strongly considered while developing conceptual and refined design solutions.

2. Site Studies of Natural and Cultural System s (Scale as needed)

Purpose: Gather and understand facts pertinent to the design program. Analyze the information and relate the various facts to each other and to the program. Record the information and the results of the analysis for professional reference and client understanding. Develop parameters for an environmental (natural and economical) carrying capacity. In addition to typical considerations of land form, drainage, views, soils, vegetation, site character and cultural opportunities, emphasis should be given to issues involving solar access, energy conservation, and associated climatic considerations.

Process: Inventory, analysis (Refer to site analysis check list and site analysis process handouts).

3. Program Studies (Scale as needed)

Purpose: To refine, expand, and enhance the client needs, desires, requirements; to establish appropriate Program/Site relationship; to establish interrelationships between use, user, use time and intensity, support, operations, phasing, etc. Develop parameters for a cultural (social and economical) carrying capacity. Consider functional relationships of programmed facilities, sense of community or place, indoor and outdoor activities, and access and circulation studies for vehicular and non-vehicular modes of travel including pedestrian and bicycle).

Process: Inventory, analysis (Refer to program analysis process handout).

4. Conceptual Development (Scale as needed)

Purpose: To prepare written (text) and graphic (spatial diagrams) expressing a system of organization, layout, or thematic structure.

Process: Concept statement that reflects your response to the project goals and objectives, natural and cultural factors and attributes. Design Idea(s), themes translated into graphic forms, and spatial diagrams (site unit diagrams, land use diagrams, and conceptual plans).

Design Ideas: As the project goals and objectives guide planning process, the concept guides design process. Even though a concept may change and evolve throughout the design process, it is critical to determine an underlying concept as early as possible for the proposed design. The concept is the organizing factor which often pulls together often disparate elements and design concerns (functional, structural, economic, aesthetic, etc.) into a coherent and compelling field of user experience.

Spatial Diagrams (Conceptual Plans): These diagrams shall express system of organization or layout between the site and the finalized program. They shall be displayed at approximate scales and program shall be presented by symbols of various shapes, sizes, colors, textures, and locations. Linkages between uses shall indicate all types of relationships such as circulation routes. These phases will serve as a basis for discussion of development alternatives, project scope, and total design program.

Built Form(s): Building form, massing and exterior character should always be a factor in layout considerations. The use of building "footprint" is a practice that must not be detached from conceptual ideas of character of formal response to purpose if an integrated product is desired. As an essential part of your conceptual plan, you should indicate the range of architecture; architectural types which the building architect intends to develop:

- Which building uses are thought as having, or requiring, architectural expression?
- Which buildings with common facilities are to be expressive of this function?
- Indicate schematic building heights and massing groups, especially as structures relate to common open spaces, courtyards, etc.
- Define visual corridors and indicate the roles to be played by both vegetation and built structures.
- Schematic pedestrian and vehicular circulation path sections should also indicate rough building sections.
- Three dimensional images should be used to portray a vision of the formal organization of your plan.

5. Master Plan and Site Design Development (Scale as needed)

Purpose: To plan and layout an organized, orderly and phased out development, and growth of the area within the project limits.

Preliminary Plan and Design: A schematic plan or design of the proposed development and phases. This plan will serve as a basis for concept refinement documented with sufficient detail for structures, roads, plant masses, and specialty elements to be located and scaled in relation to an accepted design concept and program. The preliminary plan or design should be fairly flexible.

Master Plan and Site Design: An illustrative site plan or design of the proposed and existing developments and phases. Once fairly flexible preliminary plan or design is revised and discussed it becomes master site plan or design, which serves as a basis for the framework of the detail design development to follow.

Design Guidelines (Scale as needed)

Purpose: To guide master plan revisions and detail design development, and implementation of the project.

Format: Text and supporting graphics.

6. Detail Design Development (Scale as needed)

Purpose: To plan and design smaller focus area(s). To resolve detail appearance and integration of forms, functions, concerns, and materials. This plan will show one selected section of the master plan at an appropriate scale to communicate all planning and design concerns in terms of function, form, economy, aesthetics, and design implementation (materials, general grading and drainage, plant groupings, etc.).

Format: Text and supporting graphics. 2-D and 3-D images to demonstrate the strategies of the visual organization and the character of various key elements or vistas.

7. Supporting Graphics (Scale as needed)

Supporting character sketches, cross-sections, elevations, perspectives, and other graphic communication devices to explain, clarify, and highlight design intent of selected design focus areas.

8. Model(s): Optional (Scale as needed)

A model or several models illustrating key components of the design proposals.

9. Public Presentation

A public presentation/review with interested parties will be held for critique and review of the results in the Bost Auditorium on Friday, January 18th, 2008 starting at 1:00 p.m. The following procedures will be used in order to facilitate an orderly and professional public presentation:

- All teams must have all of their submittals properly hang at their designated areas in the auditorium before 11:45 a.m., and load their power point presentation on the presentation computer.
- The order of presentation will be determined by a drawing and posted by the 4:00 p.m. on Thursday, January 17th, 2008.
- Each team will be given a ten minute power point presentation time followed by a five minute Q&A.
- Teams may use their power point presentation or the original submittals to respond to these questions.
- After all of the teams made their presentations, there will be an additional time for Q&A to all of the teams from the jury and/or the audience.
- After the final Q&A session, the jury will hold a closed meeting to select three teams (1st, 2nd, and 3rd) as the most successful teams for the 2008 Design Week and will share their comments and general observations with all of the students and the audience.
- The 2008 Design Week will commence with an evening reception hosted by the Mississippi ASLA Chapter of the American Society of Landscape Architects.

EVALUATION CRITERIA

Your project and submittals will be evaluated based on following:

| | |
|--|-------|
| 1. Organization & Team work, Process & Progress, Trends & Typology | %10.0 |
| 2. Site Studies | %10.0 |
| 3. Program Studies..... | %10.0 |
| 4. Conceptual Development..... | %15.0 |
| 5. Master Plan and Site Design Development | %20.0 |
| 6. Detail Design Development | %15.0 |
| 7. Supporting Graphics | %10.0 |
| 8. Model(s) – As optional bonus points --- up to 10.0 points | +10.0 |
| 9. Public Presentation and Overall Communications | %10.0 |
| TOTAL POSSIBLE POINTS | 110.0 |

GIVEN MATERIAL

In addition to this project handout (one per team), teams may be provided with a base plan, vicinity plan, aerial photos.

Several key reference books (by Jacke, et.al.) will be kept at the second floor studios of the Building A. As these books will be used and shared by all teams, they shall be kept in the studio and never be taken out.

A project reference and reader as well as a list of additional references will be posted on the WebCT coordinated by Professor Wilkerson.

All students as individuals and/or teams are encouraged to share any written or graphic materials and information they discovered with all participants of the Design Week 2008. These discoveries may be announced during the daily group and Q&A meetings.

DESIGN WEEK 2008 TENTATIVE SCHEDULE

Day 1 – Monday, January 14, 2008

| | |
|--------------------|---|
| 09:00 – 10:00 a.m. | Project Introduction (Sadik Artunc) |
| 10:00 – 11:00 a.m. | Lecture I: Large Scale Issues and View (Daniel Earle) |
| 11:00 – 12:00 noon | Team Organization &Rationale for Project Approach |
| 12:00 – 01:00 p.m. | Lunch |
| 01:00 – 02:00 p.m. | Lecture II: Detail Issues and Views (Dave Jacke) |
| 02:00 – 03:30 p.m. | Team Meeting for Preliminary Concept & Approach |
| 03:30 – 05:30 p.m. | Presentation by each team of the concept & approach |

Day 2 – Tuesday, January 15, 2008

- 08:00 – 12:00 noon Team Work on the Project
- 01:00 – 02:00 p.m. Daily Meeting - Q & A
- 02:00 – 03:00 p.m. Lecture III: Thinking Globally Acting Locally (Dave Jacke)
(Combining concepts, issues, concerns of large and small scales.)
- 03:00 – 05:30 p.m. Team Work on the Project
- Dinner
- 07:00 – 11:00 p.m. Team Work on the Project

Day 3 – Wednesday, January 16, 2008

- 08:00 – 12:00 noon Team Work on the Project
- 01:00 – 02:00 p.m. Q & A
- 02:00 – 03:00 p.m. Lecture IV: Putting it together at the Site/Project Level (Dave Jacke)
- 03:00 – 05:30 p.m. Pin-up: Informal Presentation of the Progress by teams
- Dinner
- 07:00 – 11:00 p.m. Team Work on the Project

Day 4 – Thursday, January 17, 2008

- 08:00 – 12:00 noon Team Work on the Project
- 01:00 – 02:00 p.m. Q & A
- 02:00 – 05:30 p.m. Team Work on the Project
Begin work on the Project Submittals
- Dinner
- 07:00 – 11:00 p.m. Team Work on the Project
Begin work on the Project Submittals

Day 5: Friday, January 18, 2008

- 08:00 – 11:00 a.m. Finalize Team submittals
- 11:00 – 12:00 noon Pin-up the project submittals for the presentation in the Bost Auditorium
- Lunch
- 01:00 – 05:30 p.m. Public Presentations and Jury

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EVALUATION FORM

TEAM NAME: _____

1. **Organization & Team Work, Process & Progress, Trends & Typology** 0.10 X _____ = _____

2. **Site Studies** 0.10 X _____ = _____

- ___ Content (All relevant factors)
- ___ Format (Clear, supportive, logical)
- ___ Accuracy (Factual, referenced, relative)
- ___ Completeness (Comprehensive, referenced, inclusive)

3. **Program Studies** 0.10 X _____ = _____

- ___ Content (All relevant factors)
- ___ Supported by trends and typology
- ___ Ideal Relationships Explored (Program to program)
- ___ Spatial Relationships Explored (Program to site)
- ___ Response to the project and/or client needs
- ___ Response to the state-of-the-art of sustainability and green infrastructure planning & design
- ___ Format (Clear, supportive, logical)
- ___ Accuracy (Factual, referenced, relative)
- ___ Completeness (Comprehensive, referenced, inclusive)

4. **Conceptual Development** 0.15 X _____ = _____

- ___ Idea Clarity
- ___ Form Generator
- ___ Site (Contextual) Relevancy
- ___ Program (Given and generated) Relevancy
- ___ Creativity & Originality
- ___ Format (Clear, supportive, logical)
- ___ Completeness (Comprehensive, referenced, inclusive)

5. **Master Plan and Site Design Development** 0.15 X _____ = _____

- ___ Response to and consistency with the site (and/or site units)
- ___ Response to and consistency with the program
- ___ Response to and consistency with the concept
- ___ Land Use Diagram and/or Land Management Plan
- ___ Functionality (Does it work?)
- ___ Feasibility (Does it consider opportunities and limitations?)
- ___ Degree of resolution (overall form and in terms of the idea)
- ___ Hardscape Form Resolution
- ___ Softscape Form Resolution
- ___ Design Guidelines (Helpful and supportive)
- ___ Creativity & Originality

6. Detail Design Development 0.15 X _____ = _____

- ___ Response to and consistency with the site (and/or site units)
- ___ Response to and consistency with the program
- ___ Response to and consistency with the concept
- ___ Response to and consistency with the master plan and site design
- ___ Functionality (Does it work?)
- ___ Feasibility (Does it consider opportunities and limitations?)
- ___ Degree of resolution (Has it been developed and detailed sufficiently to guide the design implementation phase which may be conducted by other designers?)
- ___ Hardscape Form Resolution
- ___ Softscape Form Resolution
- ___ Material Resolution
- ___ Creativity & Originality

7. Supporting Graphics 0.10 X _____ = _____

- ___ Legibility & Clarity
- ___ Accuracy
- ___ Completeness (Process & Products, Scales, North Arrow, Legend, Title Block, Labels, etc.)
- ___ Consistency (Format, Size, Contents, Styles, Use of Technology, Graphics, Lettering, etc.)
- ___ Adherence to the given requirements (Uniform 24" X 36" size and title block)

8. Optional Model(s) --- Up to ten points 0.10 X _____ = _____

- ___ Response to and consistency with the master plan
- ___ Response to and consistency with the site design
- ___ Response to and consistency with the detail design(s)
- ___ Resolution and expression of forms and material
- ___ Accuracy of representation
- ___ Craftsmanship
- ___ Completeness

9. Public Presentation and Overall Communications 0.10 X _____ = _____

- ___ Craftsmanship
- ___ Deliverables posted on time
- ___ Verbal Presentation (Organization, Contents, Delivery --- audibility & clarity --- Response to and handling of questions, Use of allotted time, etc.)
- ___ Effective Participation & Interaction during the week and public presentations (Team Process & Progress, Critiques, Q&A, etc.)

TEAM TOTAL (Project Grade for the Team) = _____

LETTER GRADE (Letter Grade for the Team) = _____

OVERALL TEAM RANK (If in the top tier) _____

COMMENTS:

DESIGN WEEK 2008: From Catalpa Creek to Mobile Bay

INDIVIDUAL TEAM MEMBER EVALUATION FORM

TEAM NAME: _____

Please use this form to evaluate all members of your team, including yourself. These evaluations are confidential and only the faculty of the Department will see and use your evaluations to assign a grade to individual team members, which may or may not be different from the overall team grade based on the average of the evaluations from all team members.

Once again, these evaluations are confidential and students will not see them.

Please use the provided **Individual Team Member Performance Evaluation Rubric** to arrive to your assessment. Even though this rubric provides you with several categories and details, you need to give only one grade per person based on your assessment of how each team member performed overall considering all of these categories during the week. Please keep in mind that you will be evaluating each others for the entire week from the start at Monday morning to the finish with the public presentations on Friday afternoon. Also keep in mind that some team members may have classes outside the Department that they must attend.

You will be evaluating performance of yourself and each team member under the following categories:

- Participation
- Leadership
- Listening
- Feedback
- Cooperation
- Time Management
- Work Habits
- Overall Contribution

Although you will consider each of these categories individually, you are asked to give one grade per person based on the following scale:

- A 4 Points
- B 3 Points
- C 2 Points
- D 1 Points
- F 0 Points

You must evaluate yourself. List your name first. If you do not evaluate yourself, a grade of "F" will be assigned for you. You must list and evaluate all members of the team even if some did not fully participate. If you leave someone out, a grade of "A" will be assigned for them.

Each student will be provided with the copies of this evaluation form on Thursday, January 17th, 2008. Your evaluations are due no later than the end of the presentations on Friday, January 18th, 2008. Remember if you do not submit an evaluation, a grade of "F" will be assigned to you and a grade of "A" will be assigned for all of your team members.

INDIVIDUAL TEAM MEMBER EVALUATION FORM

TEAM NAME: _____

| Team Member's Name | Assessment (Circle one) | Comments (Use & attach additional sheets as needed.) |
|--------------------|---|--|
| Your Name: 1 | $\frac{E}{0}$ $\frac{D}{1}$ $\frac{C}{2}$ $\frac{B}{3}$ $\frac{A}{4}$ | |
| 2 | $\frac{E}{0}$ $\frac{D}{1}$ $\frac{C}{2}$ $\frac{B}{3}$ $\frac{A}{4}$ | |
| 3 | $\frac{E}{0}$ $\frac{D}{1}$ $\frac{C}{2}$ $\frac{B}{3}$ $\frac{A}{4}$ | |
| 4 | $\frac{E}{0}$ $\frac{D}{1}$ $\frac{C}{2}$ $\frac{B}{3}$ $\frac{A}{4}$ | |
| 5 | $\frac{E}{0}$ $\frac{D}{1}$ $\frac{C}{2}$ $\frac{B}{3}$ $\frac{A}{4}$ | |
| 6 | $\frac{E}{0}$ $\frac{D}{1}$ $\frac{C}{2}$ $\frac{B}{3}$ $\frac{A}{4}$ | |
| 7 | $\frac{E}{0}$ $\frac{D}{1}$ $\frac{C}{2}$ $\frac{B}{3}$ $\frac{A}{4}$ | |
| 8 | $\frac{E}{0}$ $\frac{D}{1}$ $\frac{C}{2}$ $\frac{B}{3}$ $\frac{A}{4}$ | |
| 9 | $\frac{E}{0}$ $\frac{D}{1}$ $\frac{C}{2}$ $\frac{B}{3}$ $\frac{A}{4}$ | |
| 10 | $\frac{E}{0}$ $\frac{D}{1}$ $\frac{C}{2}$ $\frac{B}{3}$ $\frac{A}{4}$ | |
| 11 | $\frac{E}{0}$ $\frac{D}{1}$ $\frac{C}{2}$ $\frac{B}{3}$ $\frac{A}{4}$ | |
| 12 | $\frac{E}{0}$ $\frac{D}{1}$ $\frac{C}{2}$ $\frac{B}{3}$ $\frac{A}{4}$ | |
| 13 | $\frac{E}{0}$ $\frac{D}{1}$ $\frac{C}{2}$ $\frac{B}{3}$ $\frac{A}{4}$ | |
| 14 | $\frac{E}{0}$ $\frac{D}{1}$ $\frac{C}{2}$ $\frac{B}{3}$ $\frac{A}{4}$ | |
| 15 | $\frac{E}{0}$ $\frac{D}{1}$ $\frac{C}{2}$ $\frac{B}{3}$ $\frac{A}{4}$ | |
| 16 | $\frac{E}{0}$ $\frac{D}{1}$ $\frac{C}{2}$ $\frac{B}{3}$ $\frac{A}{4}$ | |