

QUESTIONNAIRE

SALA Building
University Park

The following items of information must be supplied to the University. We have made no attempt to provide sufficient space below for you to fill in blanks but expect that you would provide the information requested on your own letterhead paper. **Failure to answer all questions will be reason for disqualifying you team from further consideration.** Please provide **fifteen copies** of all material submitted. The deadline for submission is **December 18, 2000, at noon.**

1. Briefly explain how, for this project, you would address the following issues:
 - Interdisciplinary design team with a track record of collaboration between architect and landscape architect (architecture firm to be prime consultant).
 - Extensive interaction with the interdisciplinary user group of design professionals in SALA, to include design charrettes with faculty and students.
 - Focus on sustainable design that is economical, with a goal proving that “green” design can be accomplished within tight budgetary constraints. Our expectation is to design, at a minimum, to LEED Green Building silver criteria.
 - Focus on design that is responsive to new teaching technologies.

2. In addition to any further thoughts you might have on the essence of this project and building type, we would like to see further evidence of your firm’s ability to translate design intentions into a meaningful project (including the site). Therefore, please discuss in detail, but in no more than one or two pages, one project from your graphic examples that best indicates the appropriate resolution of an understanding of the uniqueness of a project, design intentions, and translation of those design intentions into a meaningful and synthesized final solution. This does not have to be a similar project type; rather, the goal here is to articulate the relationship between project, vision, and process.

3. Qualifications and experience of the design team members, including consultants, to be assigned to this project. Please identify lead design architect and landscape architect. (The team must include a Pennsylvania based architectural firm.)

4. Consultants firms, if any proposed for this project.

	Firm	No. of Projects Worked with your firm	Total Amt. Value
Structural Engineers			
Mechanical Engineers			
Electrical Engineers			
Landscape Architects			
Interior Designers			
Others			

5. Experience of the firm and any consultants in the design of facilities similar to the one proposed (college and other). Examples should be projects completed or under construction during the past ten years. List for each the completion date, final construction cost and gross square feet provided, and the services provided by your firm. Identify those specific projects included in the design team experience listed in #3 above.
6. Experience of the firm and any consultants in the design of college and university facilities (not already listed in #5 above), Completed or under construction during the past ten years. List for each the completion date, final construction cost and gross square feet provided, and services provided by your firm. Identify those specific projects included in the design team experience listed in # 3 above.
7. List 5 client references for similar scope projects completed during the past ten years, giving name and telephone number. **Provide data indicating the gross square foot area, the design estimated cost, bid cost, the final total construction cost and the bid date.** Please make sure the telephone number of each client reference is current.
8. Graphic examples of selected projects done by lead design individuals, including brief description and completion date.
9. Please provide a proposed design schedule in graphic form allowing one week for any necessary Penn State University review. Assume design process will start in January 2001.
10. List errors and omissions insurance coverage.
11. Number of personal in present firm: Architects ____ Engineers _____ Interior Designers _____ Landscape Architects _____ Others _____

Which of the above are professionally registered?

History

Penn State's School of Architecture and Landscape Architecture (SALA) represents the evolutionary nature of academic alliances common to universities nationwide. The Department of Architecture was established in 1910 with a four-year course in Architectural Engineering; and in 1922 a curriculum in Architecture was added leading to the degree Bachelor of Science in Architecture; the Landscape Architecture program was established in 1907 within Horticulture. When the College of Arts and Architecture formed in 1968, both disciplines became departments in the new college. In recent years, the two departments have developed closely aligned structures: each focuses on a 5-year professional undergraduate degree program that includes a required semester abroad; each also contains a small post-professional graduate degree program.

SALA is a new entity, established in 1996. While discussions of forming such a school date back to 1986, it was Neil Porterfield, Dean of the College of Arts and Architecture, who determined that SALA would present a timely new dimension for these two well established and respected departments. Dean Porterfield's twenty-five years of professional work as a landscape architect at Hellmuth, Obata, Kassabaum (HOK) had given him profound appreciation for the importance of interdisciplinary collaboration among design professionals. Convinced of the benefit of giving design students an interdisciplinary foundation, Porterfield charged the departments of Architecture and Landscape Architecture with creation of the School's vision, mission, goals, and structure. That charge resulted in the authorship of the SALA "white paper," endorsed by the faculty in Architecture and Landscape Architecture, and signed by the dean and both departments heads in February of 1999.

SALA's vision is as follows:

Penn State's School of Architecture and Landscape Architecture will be one of the nation's finest multi-professional educational and research programs and will be exemplary in the integration of teaching, research and creative activity, and outreach. It will successfully intergrate those elements common to both the professions of architecture and landscape architecture into meaningful programs that address the natural and built environment in a holistic manner.

Our distinction will lie in the academic quality of our programs, our excellent faculty and students, our responsiveness to changing societal needs. Our reputation will continue to attract the highest quality of students and our programs will develop and integrate cultural, aesthetic, environmental, and technological innovations in a comprehensive manner.

It is important to note as well that SALA is distinguished by an unusual structure that preserves the independent identity of its two strong departments remain autonomous budgetary units, with each head reporting directly to the College dean. Indeed the "school-ness" of SALA lies in the interdisciplinary and collaborative activities that cross the bounds of the two departments, which are overseen by a School Council. This model demands a great deal of useful teamwork by the two department heads, as well as significant collegial efforts at providing helpful leadership for the School by members of each department's faculty.

From the beginning of deliberations about SALA, the two department's heads believed that SALA should facilitate opportunities for interdisciplinary collaboration rather than forcing such activity through required coursework. Since SALA's inception, a range of interdisciplinary activities and entities have been formed, including:

- ❑ The Hamer Center for Community Design Assistance, an endowed center within SALA.
- ❑ The Stuckeman Center for Design Computing, an endowed center within SALA.

- ❑ Sede di Roma, originally established as the department of Architecture's "campus abroad," now the SALA campus in Rome.
- ❑ The Alma Heinz and August Heinz and Pohland Scholarships and Fellowships, established by Mr. And Mrs. Joseph Paterno for undergraduate and graduate students of SALA.
- ❑ The Barbara Gohn Scholarship, established by Ms. Barbara Gohn for undergraduate students in SALA and determined through interdisciplinary charrette.

Another important interdisciplinary entity is the Raymond Bowers Program for Excellence in the Designed and Built Environment. The Bowers Program fosters interdisciplinary collaboration among faculty and students of Architecture, Architectural Engineering, and Landscape Architecture. While technically outside of SALA, this program has significantly aided the school's efforts to promote interdisciplinary collaboration.

In sum, SALA is quite new and relatively untested. Numerous opportunities exist to enhance both Architecture and Landscape Architecture through strengthening their relationship. It will be imperative that the new SALA facility be designed to promote the types of physical interaction between the disciplines that can foster enhanced social, educational, and professional interaction.

PHILOSOPHY AND PRINCIPLES

The new School of Architecture and Landscape Architecture building at the Pennsylvania State University will embody the thoughtful and sensitive integration of human spirit and ecological sensitivity that is the foundation of our two professions. The professions distinguish themselves in the making of an enriching and healthy world. They strive to educate students in the making of beautiful and sustainable places. The design of the new building will relish the process of *making* architecture and the built landscape for it is in this ongoing work that we connect with the built artifacts of our environment and develop what the philosopher Gaston Bachelard called a "friendship for things."

In terms of design processes, realizing this "friendship" may require new thinking in planning and making the new building and attendant civic landscape. We believe that the process of design, construction, and building site maintenance may be conducted in such a way that they serve to increase human dignity, and foster learning. Viewed this way, integrated architecture and landscape is more an occurrence than an object – a meaningful exchange between human and artifice (Willis 1999).

Students, faculty and staff in the School of architecture and Landscape Architecture spend a great amount of time at their place of work. One may wander past the undergraduate studios at any time of day or night and find individuals and groups engaged in designing, making, researching, and communicating. But one will also find them laughing, arguing, resting, sleeping, and dreaming. In a word: *living*. The casual

observer may also notice parents and friends visiting, and alumnae mentoring. Tony Hiss (1990) may have had such an environment in mind when he wrote:

“The places where we spend our time affect the people we are and can become. These places have an impact on our sense of safety, the kind of work we get done, the way we interact with other people, even our ability to function as citizens in a democracy. This means that whatever we experience in a place is both a serious environmental issue and a deeply personal one. Our relationship with the places we know is a close bond, intricate in nature, and not abstract.”

Because the new SALA facility will not only accommodate learning but also serve as an enduring lesson in design and maintenance, it should embody the highest possible architectural and environmental design excellence. The project should be convivial, beautiful, and sustainable, humane and functional, and responsive to the identity of Penn State University and the cultural and natural forces in the region.

To achieve these many aspirations, the new SALA building and site should also be conceived of an *ecosystematic* (see Definitions) sense. Too often, buildings have been formulated on a piecemeal basis, treating structure and space separate from social, environmental, cultural and educational issues. An holistic, human-inclusive ecosystems perspective holds that these considerations are dynamically interrelated through time, and that decisions made in one area affect all others.

Finally, we would assert that pursuing an agenda that recognizes place, ecology, energy and so forth is no constraint on creativity, but instead may be a major stimulus towards an architecture that is relevant, imaginative, and significant.

A. Principles, Values, and Goals-

Described below are statements intended as touchstones during the process of design, installation and management of the proposed SALA facilities. We see these not as a means to engendering creative holistic, ethical and accommodating design. Not intended as constraints to inspired design, we expect that they will be used as a context for visualizing, and even re-thinking, the way we build to accommodate teaching, learning and application in design education.

In a small but significant way, we also promote these notions as an opportunity perhaps not to subvert the dominant paradigm on campus, but to help fix it. Through these tenets, we hope that the new SALA facility will be both a demonstrative model and a thriving, growing place of learning and exploration in architecture and landscape architecture. Following are the principles and core values that are a first step in achieving this vision.

DESIGN INTEGRITY- First and foremost, the new SALA building and site should demonstrate design integrity and quality. Spaces, particularly studios and other learning

venues, and forms should be inspiring and memorable. The project should be people-oriented, while effective in its primary function as an environment for school learning and scholarship.

Didactic and Interactive- Besides the effective accommodations of learning, the building and the site should, in themselves, teach and reveal architecture and design. New installations should strive for an *intentional* relationship with the nature of the site and the nature of educational activities in the area. (the Arts and more). As much as possible, social (including learning) and natural processes should be celebrated. Our collective values should be embodied in the building and site. The design should be revelatory, a living laboratory of lucid, livable and sustainable design.

On- Site Learning Spaces – Ernest Boyer states that “to be truly educated means...putting learning in larger contexts, and, above all, it means discovering the connectedness of things” (1997, p. 108). Our programs will be increasingly called to shape curricula that teach healing and reconnection in stressed dysfunctional places. And there is no more immediate place to begin curricular restructuring than on the project site.

Although SALA curricula are diverse, undergraduate and graduate programs are committed to studio-based learning. This calls for a variety of smaller and larger indoor and outdoor learning and working spaces that are linked and accessible 24 hours a day; examples include on-grade patios, terraces, functional work space and gardens as places of respite and quiet conversation. Studio projects should be able to use real, local sites grounded in existing landscape systems. Site design for learning should be informed by the realities and eccentricities of the place and the Arts sub campus context. Learning spaces should also promote disciplinary visibility while enhancing School cohesion.

Flexible and Convivial – The building should be generous and not too rigidly organized, but adaptable to new ways of learning, all set within a dignified and socially inclusive framework. Internal and external spaces, infrastructures and other systems should be socially convivial, rather than utilitarian – they should foster a sense of community and creative vitality. The project should strive to transcend fashion, in the sense that it not be overly marked or constrained by passing design trends.

Low Energy / High Performance – The project should be efficient in the use of energy, and should reflect the local climate. Building orientation, form, and materials and site development should seek to reduce dependence on fossil fuels and minimize the mission of greenhouse gasses. This will probably require abandoning the “deep” plan of multi-story buildings. Natural ventilation should be maximized. The thermal inertia of heavy materials to cool and heat should be exploited.

A Material Ethic: Replenishable / Low Embodied Energy / Robust- The entire project should have minimal environmental impact on external systems. The materials of the building and site should come from replenishable or minimal – environmental – impact sources that are regionally available and robust, with low embodied energy (i.e. low

energy in manufacturing, transportation, etc.). Once installed, materials should have lasting integrity; they should be durable and easy to maintain.

Woods used in construction, for example, should be assessed as to source environmentally benign forestry and manufacturing, and produced in a socially just manner). The “greenest” material is wood from sustainable managed forests (640 kw/hrs per ton; Buchanan, 2000). For comparison, brick is 4 times, glass 14 times, and aluminum 126 times the embodied energy of wood.

The Importance of Good Design Practices- The design process should be given opportunity and resources to explore, experiment, test limits, research appropriate exemplars, and question conventional wisdom. The design and construction processes should not be rushed.

Stewardship, Recycling, Reuse. The project should be minimally consumptive of resources and cost-effective, displaying an economy that accomplishes more with less. Facilities should contribute something back to the earth, should be part of the organic cycle. Users should see and feel these interactions. The building should not be thought of as a self-contained unit, but connected through time.

Use total life cycle costing. Maintenance, energy, livability and health costs, as well as “negative externalities” (e.g. pollution, landfill, etc.) should be included in equations used to assess total cost. Stormwater should be playfully integrated and full revealed in the everyday environs of the site. On-site infiltration should be achieved once uses for stormwater and gray water are exhausted, so as to enhance the quality of water that passes through the Spring Creek watershed.

Place-based and Connected – The project should celebrate any natural ecology in and around the site. It should mitigate any impact on the site’s ecological function and form. Moreover, it should be connected with the Arts sub-campus and University Park. It should acknowledge the area’s spatial, cultural and historical context, and should be in sync with the larger rhythm and patterns inherent in the Ridge-and-Valley physiographic region of central Pennsylvania.

Site Ecology - The project should celebrate any extant natural any extent natural ecology in and around the site. It should mitigate any impact on the site’s ecological function and form. Moreover, it should restore degraded habitat and soils, and enhance remnant site ecosystems to contribute the health of the larger campus system. As with architecture, materials (paving, plants, etc.) that are regionally appropriate, with low embodied energy, should be used.

Healthy and Stimulating - The building should possess a positive “ecology” – plenty of access to fresh air and natural light, with a sense of contact with the outdoors. It should afford mild variations in sensory stimuli (light/dark, warmer/cooler, compressed/released space, etc.) that foster community life and personal comfort. Toxic materials and building processes that contribute to sick building syndrome, “off-gassing” and the like should be

strictly avoided. The project should encourage walking, biking, and tarrying out-of-doors, while lessening dependence on – and impacts from – the automobile.

Compensatory Obligation - New installations on the Penn State campus posit a range of ethical questions. Regarding the new SALA building, what impacts result from our departure from the Engineering Units? What challenges await us by relocating to an Arts sub-campus setting? Two immediate imperatives present themselves: I) adaptive re-use of the Engineering Units as a gesture of stewardship of existing building stock, and II) site restoration (ecological, hydrological, etc.) throughout the new SALA building precinct, including the regeneration of Hort Woods as a viable, indigenous ecosystem.

Smart/Intelligent Technology- The building should embrace innovative and robust technologies that advance the educational; and research mission of the programs and contribute to overall sustainability. Thermal and visual comfort should be maintained by infrared or motion detectors with easy human override systems. For instance, touch-less smart card technology should be considered. Computing and building technology should facilitate the other goals stated here. In doing so, they should met present needs, anticipate future needs, and remain flexible enough to accommodate a future characterized by rapid change.

Accessible and Safe - Ways to and from the building and the site (paths, roads, points of entry, etc.) should achieve not only ADA-compliance, but should be guided ennobling universal design principles. All corners of the site and building should be safe, free from both real and perceived danger and inhospitabilities. Site microclimates should be moderated to enhance human comfort through all four seasons.