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**THE WORKSHOP:** The Urban Design Workshop is a professional exploration into the making of urban form. Theory and practice are intertwined in the work of the class that operates as an Urban Design Team, individually and collectively collaborating within research, innovation and design methodologies. Each spring, the subject of the class is selected to give the students an opportunity to contribute to the ongoing evolution of the City of Portland. By understanding the various systems that comprise the city, the interaction of those systems, the resultant urban forms and how strategic intervention can result in transformative change, the student becomes better prepared to participate as a professional and a citizen.

**THE PROBLEM:** The Evolution of An Academic Village

The southern end of Downtown Portland has seen the ongoing evolution of the Portland State University campus to be the major urban college campus in the State. Oregon Health Sciences University has absorbed every available space on the top of Terwilliger Hill and is one of the leading health science universities in the nation. The South Waterfront is being planned as an extension of OHSU. The three locations have been dubbed the “Research Triangle” by Dr. Nohad Toulan. Ideas have been floated about joining together OHSU and PSU as a single university. Streets and roads connect the Downtown (and PSU campus) to OHSU. The streetcar ties PSU and the South Waterfront together. The opening of the tram signaled a new connectivity and the connecting of the third leg of the triangle. Now there are actual commuter/transportation links between the three locations and each node is (or will be) surrounded by a neighborhood that enjoys the proximity to the institution and recognizes the institution as an enhancement to the lifestyle of the neighborhood.

The problem to be explored by the research team is both philosophic as well as practical applications of urban design principles. The challenge is to define the connectivity between the three apexes of the triangle and understand how connectivity can be physical, cultural and economic. The product of the Urban Design Team will be a document setting out opportunities for public and private connectivity that will create a cohesive and complementary academic/research triangle, the identification of component neighborhoods that provide live/work opportunities for the diverse populations that make up intellectual and service communities and the resultant form of the city.

**WORKING METHODOLOGY:** Each student will participate on three levels: (1) as a member of the class (Class Products), (2) as a member of a Collaborating Team (Team Products) and (3) as an individual (Journal).

**EXPENSE:** While there is no textbook required for this class, various maps, materials and supplies are required. Each student will be required to pay a fee of \$30 to a class fund that will be used to cover costs of reproduction, graphic materials, supplies and individual Journals. The fee is payable in cash or check made out to StastnyBrun Architects, Inc.

## COURSE OUTLINE

### Week 1: Orientation/Process/Course Goals

- Lecture: The Making of Urban Form
- Role of Design in the Planning Process
  - Relationship of physical form to economic and cultural form
  - Influence of natural phenomenon on form
  - Role of infrastructure and service systems as a determinant of form
  - Achieving “sustainability”—environmentally, economically, culturally
- Discussion: Defining the Problem and Expectations
- PSU Perspective
  - Student Expectations
  - Instructor Expectations
  - Defining the Study Area

### Week 2: Creating a Database

- Discussion: Components Required
- Maps (Ownership, land use, form)
  - Photographic record/analysis
  - Existing adopted plans and initiatives
  - “Feel” of the site and area
  - Texture and scale
  - Traffic and pedestrian flow
  - Open space
  - Other

Site Tour: Walking Tour of Study Area

Team Assignment: Inventory/Database

Individual: Impressions of Area (Journal)

### Week 3: Evolving a Concept of Connectivity

- Discussion: Advisory Panel with (potentially) Representatives of
- Neighborhoods
  - PSU/OHSU
  - City – Planning, PDC
  - Developers

Team Assignment: Stakeholder Expectations Summary

Individual: How to measure success (Journal)

### Week 4: Creating a Development Program

- Lecture: Constructing Development Program Options
- Potential uses
  - Synergy of uses
  - Economic return
  - Relationship to land configuration
  - City height and F.A.R. requirements

Team Assignment: Create a Development Program Options

Individual: Ideas of unique uses or relationships (Journal)

- Week 5: Designing Plan Options  
 Workshop: Segment 1: Team Drawing  
 Segment 2: Pin-up and discussion  
 Team Assignment: Create a Plan Option based on Development Program  
 Individual: How the Plan Option addresses Expectations (Journal)
- Week 6: Evaluate Plan Options  
 Critique Evaluation by Advisory Panel (See Week 3)  
 Team Assignment: Determine Preferred Option  
 Individual: Critique of other Teams' Options (Journal)
- Week 7: Defining a Strategy for Implementation and Refining the Urban Design Plan  
 Discussion: Critical factors in Implementation
  - Impact on the Urban Design Plan
  - Timing
  - Investment/Partners
  - Phasing of site
  - Capital Investment required
 Team Assignment: Create a Strategy for implementation and modify plan as required.  
 Individual: Thoughts on Implementation (Journal))
- Week 8: Evaluating the Draft Plan and Strategy  
 Critique: by Instructors  
 Team Assignment: Revise Draft Plan for presentation  
 Individual: Process issues to complete the task (Journal)
- Week 9: Presentation and Evaluation  
 Presentation: Advisory Panel  
 Team Assignment: Finalize Plan and all documentation  
 Individual: Identify "lessons learned" in course (Journal)
- Week 10: Lessons Learned  
 Discussion: Overview of work by Teams and Individuals
  - The Role of Design in the Planning Process
  - Making Advocates
  - Final Recommendations

## EXPECTATIONS AND EVALUATION

The following shall constitute the expectations of the Instructor and the evaluation of the student's performance. The PSU Achievement Grading System (A-F) will be employed. The five elements that will contribute to the grade are as follows:

### Element 1: Attendance (20%)

All students are expected to attend all class/workshop sessions. Unexcused absences shall be limited to one session. Excused absences shall be cleared through the Instructor one week prior to the relevant session.

### Element 2: Team Products (20%)

The products of each Team will be evaluated on the following:

- 1) Understanding of context
- 2) Clarity of verbal and graphic presentation
- 3) Innovative ideas or design expression

The "Team Evaluation" as a whole will be entered into the individual student evaluation.

### Element 3: Individual Contribution to Team (20%)

Each Team Member will provide an evaluation of their fellow Team members. A compilation by the Instructor of each Team's individual evaluations will form the basis for this element of the grade. Each Team Member will evaluate their team in five categories:

- 1) Commitment to the Team
- 2) Presents individually challenging ideas
- 3) Collaborates in bringing Team to consensus on issues
- 4) Respects other Team members and their ideas
- 5) Energy brought to the process

Each Team Member will be asked to rank each fellow Team Member according to the five categories by the following ranking system:

- 1) Meets expectations of Team Member (value 3)
- 2) Does not meet expectations of Team Member (value 1)
- 3) Exceeds expectations of Team Member (value 5)

### Element 4: Individual Journal (20%)

Each Journal will be evaluated by the Instructor as to the following:

- 1) Completeness
- 2) Ideas
- 3) Impressions
- 4) References
- 5) Sketches or diagrams

Each Journal shall, at a minimum, contain an entry prior to each class, as to expectations of that session, notes during that class session, and impression after that session.

The Journal should, at the end of the term, be a record of the events, issues encountered, lessons learned and identification of areas for further exploration. It will be a tool and reference for further work in the field.

### Element 5: Professional Acumen/Attitude (20%)

This element will be the overall impression of the Instructor of the individual student's professional and personal contribution to the workshop, the workshop product and fellow workshop members.