

Campus Design Principles

The below Design Principles are a companion set of performance criteria to the Master Plan. Whereas the role of the Master Plan is to provide a framework for open space, circulation, use relationships and building placement, the role of the Design Principles is to assure that specific designs implemented within the Master Plan framework will result in a consistent design relative to each campus. The Design Principles are not intended to be so constraining as to stifle analysis and judgment and predicate design solutions. However, the Design Principles should not be interpreted so loosely as to permit entirely different initiatives and conceptual directions. Their purpose is to achieve a balance between the rules set forth and the judgments that must be exercised at each phase of plan development, so that each campus is developed as a whole over an extended period of time. The desired result is a single integrated campus design in which the parts all relate to one another, regardless of when they are built.

Internal, external selected architects, and as-need architects are not presented with set "design guidelines" for the OSU System and A&M Colleges, because they do not exist. However, there is an abundance of both old and new examples to follow at each campus. In addition, guidelines may constrain more imaginative results. However, there are key Design Principles to follow:

Building Location

Building locations should conform to the Campus Master Plan. Although there are no setback lines, the setback requirements are what are *common and customary* in relation to the adjacent buildings and buildings located along the same block line. Common and Customary setback lines are intended to develop unity among buildings by means of common alignment and location. Aligning buildings will help to clearly define open spaces. In order to achieve the full long-range capacity of academic space on the campus, Common and Customary setback lines must be respected.

Unity Between Old and New

Central to the idea of achieving a unified design for the campus is the need to develop clear ties between new and existing buildings. These ties should be visual and functional. Visual ties involve building form defined in fundamental aspects such as size, shape, color, texture, etc. Buildings that possess similar aspects of form will be perceived as a unified group. The more aspects that are similar, the greater sense of unity there will be. The basic goal of new architecture should be to contribute to the visual unity of the campus while expressing its own statement.

Building Scale, Unity, Size, Proportion, Shape, Color, Texture, and Transparency

Each campus has its own unique architectural effect aimed at creating a group effect -- the effect of the whole rather than one of its parts. The principle is one of a unified campus architecture rather than single-building exhibitionism.

The architecture should reflect its setting -- and vice versa. The campus is a place of respite that feels comfortable and relaxed -- a place where the landscape of knowledge and the landscape of buildings and grounds synergistically meet. Buildings and landscape are always scaled to people. Tradition and the learning experience are complimented by a building's setting in relation to the context of the buildings and facilities that surround it.

A number of campus buildings pose a transparency that helps increase awareness of and feeling of involvement in the University setting. Solid walls, particularly at ground level, tend to emphasize boundaries and separation, undermining the notion of the campus as a public space. New buildings on the Campus should be designed where appropriate as public buildings, with a level of transparency that encourages a visual fusion of indoor and outdoor spaces. Each exterior building wall should be thought of as both a specific means of containing and defining interior space, and as an element centrally involved in the broader goal of defining the campus.

OSU-Stillwater Architecture Style

The architecture style of the Stillwater campus is Neo-Georgian. Neo-Georgian characteristics of the Stillwater campus are:

- Overall building proportions tend to be horizontal of three to four stories in height and have balanced or symmetrical composition.
- Roofs are used as unifying elements. They often include chimneys, vents, towers and dormers to enliven the character of the roof and are normally uniformly sloped with gabled or hipped ends.
- Buildings are generally organized into three clearly defined parts: base, middle, and top.
- Walls are generally regular planes and read as solid walls rather than curtain walls. Walls have a strong base and are frequently subdivided into interesting patterns created by the rhythmic repetition of doors, windows, and cornices. Walls are regular and continuous, not sculptured and the degree of transparency is relatively high, so walls do not appear blank and impassive.
- Compositional emphasis is often assigned to the main and secondary entrances. Both single and multiple entries are symmetrically located.
- Windows are typically double-sash with mullions and appear to be "punched" into the wall. Windows usually have white or light colored frames. Windows are regularly spaced and arranged in a symmetrical order that relates well to the overall scale of large facades.
- Facade materials are typically brick with stone accents.

- Edmon Low Library is considered the “jewel” of Neo-Georgian architecture on the Stillwater campus.

Overall, the Neo-Georgian style fits the setting, the local building materials, the climate, and the needs of the OSU-Stillwater campus.

Although neo-Georgian is not mandatory for OSU-Stillwater, it is recommended that new buildings be designed to achieve the regularity, transparency, color pattern, materials, and lively character of the style. For example, many 1950s and 1960s buildings are not Georgian (e.g., Engineering North, Life Science East, Life Science West, Math Sciences, Ag Hall), yet are compatible with the style because they share its basic textural, color, and shape characteristics.

Bridges and Tunnels

Bridges and tunnels shall be minimized since they degrade the quality of the pedestrian environment at the ground level, which is essential to student and faculty interaction between disciplines and colleges. While bridges and tunnels are convenient and highly functional, bridges and tunnels may only be employed where absolutely needed to improve functional ties between facilities. Concentration should be placed upon the development of primary movement paths at the grade level.

Parking Garages

Parking garages are a unique architectural element that should be designed to mitigate the austerity often expressed in their appearance. Large blank walls and continuous strip windows should be avoided in favor of fenestration patterns more closely resembling inhabited buildings and in keeping with building scale, unity, size, proportion, shape, color, texture, and transparency, as presented above within these Design Principles. Devices such as louvers or screens can be used to make the facade surface more regular. Where possible, the first floor level of parking garages could be used for human occupancy uses, such as retail or service functions that will maintain activity at the ground level.