Agile Design Process with Patterns for Campus Building

The Keio-SFC Experiment

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In this paper, we address the method and practice of continuously creating pattern language before, during, and after the process of shaping the campus, as an agile design method involving the campus users. The process of creating pattern language that grasps discoveries and findings in campus planning is disclosing and enables all the users to pursue their ideal campus. The patterns that were shaped can be categorized in three domains; architecture and landscape, educational programs, and internal activities for campus planning.

This paper also adopts the practical example of the campus planning process of a residential education and research facility, called Student Build Campus, an initiative that allows people to create their own campus at Keio University, Shonan Fujisawa Campus in Japan. Our research is based on architect Christopher Alexander’s studies on the Oregon Experiment and the construction of Eishin Gakuen Higashino High School. We also present the point in which the process of creating pattern language follows the research studies from the agile design method developed in the field of software design.

1. INTRODUCTION
Since its opening in 1990 as Keio University's "experimental campus," Shonan Fujisawa Campus (SFC)1 has been the forefront of educational innovation in Japan. Launching practical research of project-based learning, online classes, multiple language classes, Self-Recommended Admissions (A.O. Nyushi in Japanese), and shift of enrollment time in fall, whereas generally in Japan, it is spring, it has been exhibiting progressive systems of university.

However, after 25 years since its establishment, SFC has decided to move these “experiments” forward by announcing its attempt of a new model of education, Miraisozojuku (Institute for Designing the Future)2, a residential education and research facility that draws people from around the world to be trained as pioneers of the world’s future. Along with the construction, the campus planning is in process with a new concept called Student Build Campus (SBC), which

1Keio University Shonan Fujisawa Campus (http://www.sfc.keio.ac.jp/en/)
2Miraisozojuku (Institute for Designing the Future) (http://www.miraisozo.sfc.keio.ac.jp/en/)
invites students, faculty, staff, and alumni, to collaboratively work together to create their campus with their own hands. Its aim is not only to create the physical campus facility but also to bring about the curriculum and the system of SBC project itself.

Instead of designing a campus plan to build facilities all at once at the site, SBC intends to gradually expand the campus to the required curriculum with respect to each year, over a long run. Not only adding on but also contracting the buildings depending on demands, this project grants the campus to gradually grow in a long term. During this campus planning, we are practicing an agile design that is the method that lets the design evolve from adaptive iteration of creation and application. We have incorporated this method in planning of the campus through the creation of pattern language along with designs for architecture and landscape, and educational programs.

This paper presents SBC’s original method and practice of creating pattern language before, during, and after designing the facility, educational programs, as a method that plows the campus plan ahead and involves users in an agile manner.

2. ALEXANDER’S EXPERIMENT

This section examines the research practices of Christopher Alexander, in which he used pattern language in campus planning. Specifically, we look at his method of designing the campus with the use of pattern language. The first example describes the Oregon Experiment at the University of Oregon, Eugene Campus in the United States. The second example is from Eishin Gakuen Higashino High School, located in Saitama Prefecture, Japan.

2-1. The Case of University of Oregon

The University of Oregon, Eugene Campus in the United States has adopted the use of pattern language in its campus planning. In order to implement the extension and reconstruction of an alive and healthy campus, Alexander created a list of 55 patterns to facilitate the design of the buildings. Out of all 55 patterns, 37 patterns were selected from A Pattern Language (Alexander et al., 1977), and 18 patterns were created specifically for the University of Oregon. This list of patterns forms the basis for a shared agreement in the University of Oregon community as the principles for this project. Alexander describes that:

All design and construction will be guided by a collection of communally adopted planning principles called patterns. To this end, the planning staff shall modify the published pattern language, by deleting and inserting patterns, to meet local needs; those patterns which have global impact on the community shall be adopted formally by the planning board, on behalf of the community; the collection of formally adopted patterns shall be reviewed annually at public hearings, where any member of the community can introduce new patterns, or revisions of old patterns, on the basis of explicitly stated observations and experiments. (Alexander, 1975, p. 136)

That is, this set of patterns is recognized as the principles of design and construction after it is officially adopted by the planning board and public hearings. When the list of patterns satisfy the requirements from the planning staff, it is reviewed through careful discussion whether it is coherent with the environment and once adopted, it is reflected to design and construction. By this procedure, patterns function as a common language involving the users to participate in the process of design. Even 40 years after Alexander’s practice, this principle of patterns is still be-
ing replicated in the campus planning process at the University of Oregon.

2-2. The Case of Eishin Gakuen Higashino High School
In 1985, Alexander has used pattern language for building the campus of Eishin Gakuen Higashino High School, Saitama Prefecture in Japan. In planning the campus, Alexander has asked the users of the high school, such as the teachers and students, about their “dreams” for school and shaped them in pattern language. Alexander states the method of the interview in *The Battle for the Life and Beauty of the Earth: A Struggle between Two World-Systems*, (Alexander et al., 2012)

The very first thing we did was spend two weeks just talking to different teachers and students, to get a feeling for their hopes and dreams. These talks were one-on-one and often lasted about an hour, for any one interview, during which we asked questions, to understand each person’s deepest visions as a teacher, or as a student. We asked people about their longings, and their practical needs. We asked them to close their eyes and imagine themselves walking about in the most wonderful campus they could imagine. (Alexander et al., 2012, p.117)

Based on the interviews, Alexander formed a pattern language that evolved from each people’s “dreams.” Below is the list of first sketch of a pattern language created for Higashino High School.

The List of First Sketch of A Pattern Language
i. The new campus will consist of an outer precinct with all the sport fields, gardens and outer buildings, and an inner precinct with all the buildings, high school and college activities.
ii. The inner precinct of the school is made up of seven major entities.
iii. The entrance street, which connects the outer boundary to the inner boundary.
iv. The main yard, which contains the great hall.
v. The ta-noji center, which contains two narrow crossing streets, all the communal functions, and the college departments.
vi. The home base street, which contains the individual home base buildings, and the common space for high school students.
vii. The college cloister which contains the library, and the special college functions such as research center.
viii. The lawn which is shared by the high school and the college.
ix. The gymnasium, which stands at the end of the home base street, and forms its head. (Alexander et al., 2012, p.122)

Since this pattern language will gently invite communication among the students and teachers about their ideal campus, Alexander has repeated such interviews and the formation of pattern language. He tried to crystallize their “dreams” for their campus by amending and adding the patterns. After 110 patterns were formed during such process, they were adopted by the faculty meeting of the school and reflected to the campus design. To put, Alexander created a common

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3The current campus plan of the University of Oregon is described on its website. (http://uplan.uoregon.edu/index.html#campusplanning).
language for discussion of the campus design that enabled the users to participate, by writing
the users’ ideas on their ideal campus through gentle interviews.

3. AGILE DESIGN PROCESS FOR STUDENT BUILD CAMPUS
In this section, we set forth the method and practice of creating and applying patterns in adaptive iteration, as a method to agilely design a campus while involving the users. Beginning with the importance of designing a growing design process, we present the practices from Keio-SFC Experiment. In addition, we highlight that this method follows the studies and praxis from the field of software design.

3-1. Agile Design Process with Pattern Language
This subsection states the significance and method of creating pattern language before, during, and after the design process of the campus and implementing it to the campus design.

As pointed out in the previous section, Alexander extracted and verbalized the needs of the users through interviews to create the pattern language and implemented it in the design of the Oregon Experiment and construction of Eishin Gakuen Higashino High School. In other words, he has allowed the people to become involved before the design process of the two campuses.

This paper’s focal point is, in addition to creating before the design process, the creation of pattern language while looking at the campus plan and scale models during and after the design process. In such manner, the process is open for participation when patterns are generated as insights and discoveries during the design process. During the campus planning, since it is difficult to reveal all requests of the school, it is important to describe the findings and discoveries that emerge during the continuous and growing design. That is, this method enables not only the design process based on the needs but also the endeavor of consecutively growing and transforming design that allows users to participate to explore the ideal future campus.

3-2. Practice of Student Build Campus
SBC Project includes teams, each consisting of students, faculty, and alumni, which create the campus: the Architecture and Landscape Team that mainly focuses on planning and designing facility buildings and surrounding landscape, and the Educational Programs Team that deal with curriculum and classes. Each team plow ahead the design of the campus planning from their aspects of domain. After integrating the design from both teams, Design Dialogue Meeting is weekly held to as an open platform for everyone to participate in the whole design of SBC (Figure 1).
In the meeting, the Architecture and Landscape Team proposes mainly ideas on blue prints and models, and the Educational Programs Team offers ideas on curriculum and classes. These ideas are openly discussed by the participants, and receive feedback for the campus planning of SBC. Some topics include the facility’s location in the first school year and the various possibilities of the types of overnight-stay style classes. After receiving feedback, the ideas are put to amendment and growth, and are brought back and presented to the meeting in the following week.

This process, as mentioned earlier in the introduction, the SBC campus will grow over the years. To emphasize, the amendments of the ideas are done in a weekly cycle, attempting not only to encourage the continuous growth of the campus, but also the development of design by an agile manner that spans one week. In order to let this agile design gradually grow, we write and use the method of pattern language.

In playing such role, we document the ideas as patterns that are generated in the weekly Design Dialogue Meeting. The formed patterns include Architecture Patterns related to the facility buildings, Educational Programs Patterns that address the educational contents on campus, and Project Patterns narrating the collaboration among the sectors involved in the activities and discussion of SBC (Table 1).

The Architecture Patterns describe the design intent and design method of facility buildings and landscapes. The Educational Programs Patterns shows the design intent and design method of the curriculum and classes offered at SBC, The Project Patterns explains the design intent and design method of how the people in SBC collaboratively work and think together.\(^4\)

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\(^4\) These three domains corresponds to the divisions of the three generations of Pattern Language; Pattern Language 1.0 that deals with physical objects such as architecture, Pattern Language 2.0 pertaining to non-material objects such as software design, and Pattern Language 3.0 that handles human actions (Iba, 2012).
There are two points to note about the significant role that the pattern language method plays in this practice. First, it uncovers the intention of the design. When an idea is discussed during the Design Dialogue, it is written as a pattern to describe the context and problem that is it solving. This way, this pattern acts as a common language that promotes discussion among the participants and lets them understand the design intentions. Secondly, patterns can be passed on to the people who had never attended the meeting. Patterns can introduce the design intent followed by the sequence of events to beginners to encompass their participation in the discussion. In the long run, when patterns are depicted, the essences of design intent can be passed on to the successors, despite replacements of the members of SBC project.

Table 1. Domains that are supported by Pattern Language at SBC

<table>
<thead>
<tr>
<th>Categories</th>
<th>Domain of Design</th>
<th>Pattern Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture Patterns</td>
<td>Architecture and Landscape</td>
<td>Design Intent and Design Method of Facility Buildings</td>
</tr>
<tr>
<td>Educational Programs</td>
<td>Educational Programs</td>
<td>Design Intent and Design Method of Curriculum and Classes</td>
</tr>
<tr>
<td>Project Patterns</td>
<td>Activities for SBC</td>
<td>Design Intent and Design Method of Collaboration among people involved in SBC</td>
</tr>
</tbody>
</table>

For example, after advantages and disadvantages were reviewed while having multiple choices for the location of the first building, the discussion settled down on to one location (Figure 2). This decision is supported by the patterns, which emerged during the discussion; *Life Facing South, Good Interval to Neighbors, Enclosed Open Space*, and *Half-Hidden Activities.*
Figure 2. Architecture Patterns in the layout drawing for the first facility

First, as shared space such as the living room and garden were valued to be a warm place that invites gentle and soft sunlight, *Life Facing South* was formed as a pattern. Additionally, rather than leaving an empty space, enclose that area with buildings and greenery as *Enclosed Open Space*, to emphasize its existence. *Good Interval to Neighbors* keeps the suitable condition for locating the facility for good and friendly relationships with neighbors. *Half-Hidden Activities* explains the importance of designing the facility so that is intermediately shows the activities going on inside (Appendix p.13-19). These patterns allow newcomers of the Design Dialogue Meeting, to understand the design intents and design methods behind the decision made and progresses the discussion.

*Home Dialogue*, one of the Educational Program Patterns describing the need for forming a dialogue as a home base for proactive students. This pattern emerged as participants in the meeting discussed suitable residential learning environments when considering the ideal student figure at SFC. As most lively and dedicated SFC students act on a social purpose, they sometimes lose self-confidence and feel insecure about being different values and thinking from others. This pattern explains the value of setting up a platform in which such students can relate to each other’s concerns and accept their uniqueness for change. The usage of this pattern enabled further understanding of its educational program importance and reviewing of its effectiveness in designing educational programs.

Effective and useful collaborative activities for internal use of the SBC project members were also formed into patterns. *Concrete Image of “Openness”* points out to have a concrete image of the purpose of the “openness.” When generally discussing to be open to the community, such openness will not guarantee to attract others to come. So this pattern encourages for specific points such as what kind of people are targeted, why would they come and when and how will the space be used. The creation of this pattern enabled to share the vivid image of the idea.
among other participants by adding replacing vague words and definitions.

In order to show the decision-making process, we describe an example of ‘Life Facing South’ which is one of the emerged patterns from Architecture and Landscape Patterns.

As the Design Dialogue Meeting aims to decide on the optimal location of the facility, one of the Architecture and Landscape Team members proposed that “the living room should be positioned facing south so that it get the warmth of the sunlight.” Moving the facility model in that direction, another participant disagreed by claiming that “in such position, the facility looks isolated from the surroundings, so it should be moved closer to the nearby buildings.” After listing all the advantage and disadvantages of this position, changing the location of the facility model each time, the participants carefully deliberated the best location of the facility. As the debate with merits and demerits moved on, a fundamental value for what SBC is meant to offer emerged to the surface: acting as a comfortable platform that propels collaboration among students. With this in mind, the discussion turned the tide to focus on the protection of the students’ privacy rather than the isolation of the facility. Participants then agreed that it is essential to keep somewhat distance from the neighborhood and that the living room should be positioned where it could gain sunlight to naturally gather students. The meeting was to a close and the Architecture and Landscape Team has reflected this idea into the location and design of the facility.

As “positioning the living room to face south to naturally gather students” emerged as an important design intention in the meeting, this was formed into the pattern ‘Life Facing South’ after the meeting. In the following Design Dialogue Meeting, the location of the facility was explained with this pattern to newcomers. Such way can share the struggles of the decision-making process and involve newcomers in the exploration of SBC. When patterns are used as in this process, it can be revised with feedbacks from participants.

3-3. The Process of Agile Pattern Language Creation

The method to use patterns in the campus planning process for SBC stated in the previous subsection is advocated in the field of software design and is based on the manifesto for agile software development.

Agile software development is a development method that “values; Individuals and interactions over processes and tools, Working software over comprehensive documentation, Customer collaboration over contract negotiation, and Responding to change over following a plan”\(^5\). Unlike waterfall model that initially acquires the requirements and develop fulfilling designs for a long run, agile software development aims to create valuable software by frequently delivering functioning software and continuously receiving feedback, putting emphasis on communication among programmers and between clients.

For example, as one of the agile software development methods, extreme programming incorporates core practices such as Pair Programming in which two engineers participate in one development effort at one workstation. Another is called Sit Together where two people sit at one computer, one person writing the code while the other planning the next step and making suggestions how it can be improved and planning forward. Such practices enhance the performance and propel communication between the programmers.

In addition to the team of users, corollary practices such as Real Customer Involvement is recommended to constantly receive feedback. Furthermore, by creating Stories, a work unit understandable to the clients, in a Weekly Cycle, the programmers are able to provide them a valu-

able software that quickly operates (Beck, 2005). This philosophy of the agile software development method which involves the clients in the development of software program with frequent communication and feedback, repeating diagnosis and repair to adapt to various situations, helping the piecemeal growth of the software, is in alignment with Christopher Alexander’s philosophy.

Similarly, SBC Project creates pattern language in an agile process to involve many campus users by disclosing the requirements that change daily.

4. CONCLUSION
This paper addresses the method and practice of continuously creating pattern language before, during, and after the process of shaping the campus, as an agile design method involving the users.

By encompassing the users in the campus planning process with the pattern language that grasps discoveries and learnings, this process will also include the user in the search of the ideal campus. Following the Oregon Experiment and the construction of Eishin Gakuen Higashino High School, examples and practices from the Student Build Campus show that this initiative can be oriented as the third campus planning that utilizes pattern language. This leading movement of campus planning does not only involve the users to shape their needs for the campus in which they learn, but also allows them to learn in the process itself.

The course of actions in SBC suggests today’s new way of learning, which stems from having the skill sets of triple focus - inner, other, and outer (Goleman and Senge, 2014). In pursuit of the ideal campus, users are guided through a self-exploration phase of focusing on their interior world. They let their own intrinsic motivation and desire emerge while thinking about the learning environment with which they become engaged. As the new campus facility invites “students from the future” and a diverse student body including international students, users are required to tune into others, in order to collaboratively think and create the campus that meets their needs. Finally, the process of campus planning comprehensively brings users in the focus of the outer world, in this case, understanding the campus as a whole system, seeing the interconnected elements and the larger structure that constitute the campus. In response to an era of a fast-changing society requiring innovation in education, the campus planning process in SBC can be presented as an unpretending form of learning through collaboratively creating the campus with others, rather than learning at a given campus.

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REFERENCES
Appendix

SBC Patterns
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Architecture Patterns

Life Facing South
Good Interval to Neighbors
Enclosed Open Space
Half-Hidden Activities

Educational Programs Patterns

Pizza Sharing People
Diverse Student Body
Home Dialogue

Project Patterns

Present Best Solution
Concrete Image of “Openness”
Architecture Pattern

Life Facing South

Unfolding space filled with the warmth of the sun.

Unlike typical research labs and offices, an overnight-style research/education facility should have the same atmosphere and structure as a home. How and where should we place this facility?

▼ In this context

Having greenery on the south side of a building will not only inhibit sunlight from coming inside, but also take away from creating wide spaces that face the south. An environment that is dominated by shade and has only partial sunlight is likely to be unpleasant and un-lively.

▼ Therefore

Position buildings on the north side of the available land, so that a garden space can be created on the south side. Place the living room area on the south side of the building, so that sunlight and a view of the garden can be enjoyed from the living room.

▼ Consequently

Time spent inside of the facility will be lively and pleasant. A doorway between the garden and the living room area will act as an inviting veranda for people to come in through.

[ Related Patterns ]
105. ( South Facing Outdoors, 105 ) by C. Alexander
128. ( Indoor Sunlight ) by C. Alexander
161. ( Sunny Place ) by C. Alexander
Good Interval to Neighbors

Neither too little nor too much proximity are secrets to a good relationship.

The team is wondering what area would be the best when constructing a building nearby a residential neighborhood.

▼ In this context

Building a facility close to residential houses despite having a large amount of land will feel oppressive to neighbors. This is because such position will be considered as an intentional decision to build it close by.

▼ Therefore

Position the building leaving enough space with existing houses, if possible. However, leaving too much space will seem unfriendly and an act of refusal. It is important to carefully consider what is the right amount of proximity.

▼ Consequently

Maintaining a good interval to neighbors will protect each other’s privacy, and promote a good relationship.

[ Related Patterns ]
15. ( Neighborhood Boundary ) by C. Alexander

Enclosed Open Space

Enclosing an area with buildings and greenery can define an open space.

There will be space available around the constructed facility, and the team wants to use
the leftover space as an open activity space.

▼ In this context

Leaving bare land will create a meaningless and vacant space. Not having some kind of a boundary with the outside will make it difficult to define a particular space as one individual environment.

▼ Therefore

Create a space enclosed by buildings and greenery, and define the area as an open space (garden). For example, plant trees and shrubs in a way that does not shut off contact from the outside, and create an entrance that leads to the space and position the building in the front.

▼ Consequently

Space surrounding a building will be now function as a garden space. In this way, both the buildings and the open space (garden) will also act as important components (centers) of the enclosed space.

[ Related Patterns ]
106. ( Positive Outdoor Space ) by C. Alexander
173. ( Garden Wall ) by C. Alexander
Architecture Pattern

Half-Hidden Activities

Showcase your activities with enough subtlety.

The team wants to create a facility that is not isolated from the outside community.

▼ In this context

A facility that shows too much inside activities will be uncomfortable for use, and will eventually be abandoned. If the facility is not built with a Concrete Image of Openness in mind, there will be no activities that emerge.

▼ Therefore

Create a design that shows some, not all, of the activities going on inside. For example, instead of installing a glass wall that completely reveals the inside of a room, install something that only vaguely shows what is going on inside. In addition, when thinking about creating an open environment, consider what kind of activities people would want to show to the outside community and to what extent. The team should also think about why they want to create an open space and to whom they want to show the inside activities to.

▼ Consequently

The facility will symbolically showcase the daily and night activities without causing discomfort for those working inside.

[ Related Patterns ]
111. ( Half-Hidden Garden ) by C. Alexander
Educational Programs Pattern

Pizza Sharing People

Number of students for a strong team.

Students are required to conduct a group project with their classmates.

▼ In this context

**Students try to form a group of their desirable size but end up with a group including passive and self-directed members.** Good team work will not occur with too many or too few group members. With many people in the group, it is hard to create a guideline or allow all members to have a say for the group project within a limited of time. On the other had, with few people, it is hard to complete a big group project, as each member is limited with time and performance capacity. All members can not develop a sense of unity as an collective force, when one may lose status or in-group identity.

▼ Therefore

**Set the number of people in one group from 4 to 6 people, no more no less, where each member can have influence to each other.** As in a case where a whole pizza can only be shared by such number of people, each can have a sutibal and satisfying size of slice.

▼ Consequently

You can form an intimate and strong team that the members can closely work together to complete tasks to achieve its goal. This number is suitable in inviting all members to equally commincate their views at a deep level and employ their strengths for good collaboration. As the team is strong and well oriented to achieve its goal, it will ultimately create a sense of lasting camaraderie and bonding even when members are apart.
Educational Programs Pattern

Diverse Student Body

Collect a great amount of differences.

Classes represent the whole intelligence and attitudes of participating students. In a class where students are required to work or discuss together for creating a new idea, their subconscious tendency for harmony or coherence is thought to foster innovative mindsets and actions.

▼ In this context

As various ideas from likeminded students are aggregated into one, group performance is low. When students agree with the thoughts and ideas of other classmates, they gradually become similar and rigid in viewpoint, resulting in a homogenized group identity with less insightful or path-breaking ideas.

▼ Therefore

Form a class with a diverse student body. The attributes of diversity may include interests of demographic characteristics, personality traits, personal values, and other types of diversity such as age and sex. Having a mixture of values, abilities, and life experiences can create a strong dynamic. Open-mindedness and flexibility are key to producing innovation.

▼ Consequently

Creativity and innovation can be improved through different manner of thinking and in greater variety of perspectives. When students are exposed to a learning environment in which they identify themselves differently with others, they can take advantage of integrating or combining various ideas for cutting edge solutions or ideas.
Educational Programs Pattern

Home Dialogue

A circle of compassion and encouragements.

Active students are characterized as “different or special” individuals, who are perceived unlike in nature from the perspective of others. While they proactively reach out to achieve their goals and purpose in life, their notion of uniqueness sometimes transforms into oddness, which alieniates them from others.

▼ In this context

Their actions and values entail loneliness, insecurity, and sometimes the low self-confidence. Such individuals are perceived as noncooperative loners from others, moving far from gaining support. They are faced with social and emotional challenges in questioning the status quo and in setting a new precedent.

▼ Therefore

Set a dialogue characterized with a compassionate and encouraging atmosphere. Invite such individuals to share their feelings or concerns during their endeavor of making a difference in society. Design a home, a place where participants can relate to each other by allowing them to pay attention to stories of pain, anger, and fear.

▼ Consequently

When agents for change are in a calm and harmonious environment, they can focus more on their present situations, and learn better from their findings during the dialogue. With a sense of relief and peace of mind, students care more about managing their negative emotions that emerge during challenges. As members of the dialogue accept and support each other’s effort, such platform will represent a home that revitalize members to move on.
Project Pattern

**Present Best Solution**

Choose the very best, every step of the way.

When making important decisions for locating the buildings at the site, you feel that you should choose the option with the greatest flexibility in the long run.

▼In this context

**Making decisions based on how convenient it will be for future projects usually means that some sort of sacrifice will be made in the ongoing project.** Such compromises will likely be continued in the future, which will result in an endless cycle of unsatisfactory projects.

▼Therefore

**Present the best solutions under the existing conditions for each project.** When choosing among different options, focus on what will make the best use of space as it currently exists, not what will allow flexibility later on.

▼Consequently

The very best product will be yielded each time, thus creating an environment that makes the best use of its space, even as a growing campus.
Concrete Image of “Openness”

Staying “open” to surrounding environments sounds ideal. But who will come and for what reason?

You want to create buildings and areas that are not limited to internal use, but will be open for others to enjoy.

▼ In this context

Creating an “open” environment does not guarantee that others will be attracted to come and visit. In addition, not having a clear idea of the “openness” that you are striving to create will result in only self-satisfaction. In addition, an effort to create an open environment may restrict other parts of the construction to be designed.

▼ Therefore

Have a concrete image of the purpose of “openness”; what kind of people you are targeting, why they would come, and when and how it will be used. Share your image with others and consider whether such scenarios will actually take place.

▼ Consequently

You will be able to realistically envision and create an attractive “open” environment that will also attract ourselves.