

A proposal for new creative spaces.

(on Georgetown University's Main Campus)



by Students for a Creative Campus
first version, december 2016



A creative ecosystem is emerging at Georgetown.

Over the past few years, the opportunities for creative work and education at Georgetown have expanded rapidly. There is no single department responsible for delivering these opportunities. Instead, they are made possible by a distributed network of university programs, units, and initiatives[†].

As a result, students are increasingly engaging in creative learning experiences that span the domains of entrepreneurship, design, communication, technology, policy, making and craftwork, social impact, and more.

Today these opportunities continue to grow, supported by many faculty, students, administrators, donors, and partners outside of the university community. But if creativity is going to truly flourish at Georgetown, we need to ensure that it has the space to do so.

[†] Some of these programs, units, and initiatives include:

Beeck Center

CCT Program

CNDLS

Design Apprenticeship

Entrepreneurship Initiative

Ethics Lab

Environmental Initiative

Film and Media Studies

Gelardin New Media Center

The Maker Hub

Performance & Politics Lab

Physics Makerspace

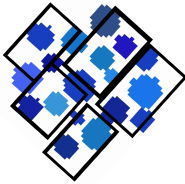
Policy Innovation Lab

The Red House

Science in the Public Interest

Writing Center

Writing Program



Creative learning requires creative spaces.

Traditional academic curricula encourage students to develop analytic reasoning, critical thinking, and depth and breadth of knowledge. This sort of learning is delivered in environments that foster discussion, debate, and collaboration around complex concepts and questions. Georgetown has many such environments—lecture halls, discussion rooms, seminar rooms, labs, offices, and more.

Creative curricula, however, involves unconventional learning experiences. Creativity requires a distinct type of environment that encourages experimentation, empathy, and free ideating. Coupled with physical creation and collaboration, a space that facilitates this sort of thinking requires a design that is different from traditional learning spaces. Experts in this field refer to spaces that can house creative work as studio.

Studio spaces are:

Studio spaces are environments that support communities of students working on creative projects alongside faculty and external partners. Common classrooms and study rooms cannot accomplish this, but studio environments are configured for this purpose, and made accessible for students and faculty to use them on their own schedule.

Studio environments may vary in their design and operations, but there are a few core elements that all studio spaces must maintain to support a thriving creative community.

Studio spaces are modular.

Modularity allows for space transformation to enable a variety of diverse uses.

Studio spaces are inspirational.

From its range of vinyl cutters and industrial printers to its plethora of post it notes and white boards, this ostensibly random assemblage of objects compels students to experiment.

Studio spaces are accessible.

This accessibility allows students to feel ownership over the space and be able to work on intensive projects whenever their schedules permit.

Studio spaces are equipped.

There is open access to equipment and resources for high fidelity works involving a variety of media.

Studio spaces are collaborative.

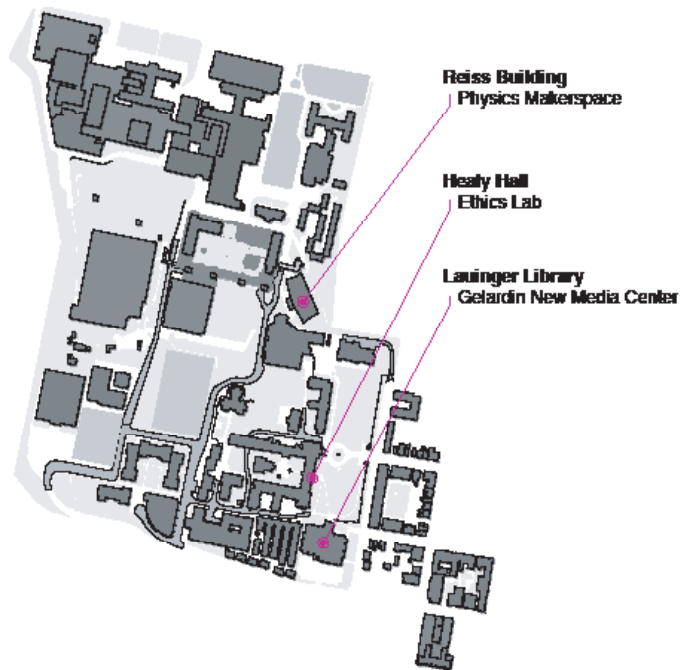
The collaborative nature of the projects housed in these spaces promotes teamwork and opportunities to gain mentorship from faculty, other students, or outside parties.

WHAT ARE GEORGETOWN'S CURRENT STUDIO SPACES?

Ethics Lab Studio

Gelardin Maker Hub

Physics Makerspace



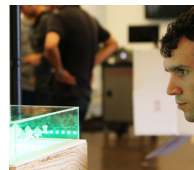
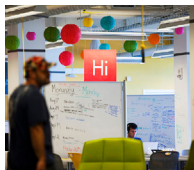
Unfortunately, Georgetown University has only one space that fully meets these requirements: the Ethics Lab. Gelardin New Media Center and the Physics Makerspace fulfill all of the requirements necessary for promoting creative thinking except for 24/7 availability.

WHAT DO STUDIO SPACES LOOK LIKE?



Studio spaces have these prerequisites because they enable students to become fully invested in their projects and have support system. Spaces require the following capabilities:

- Modularity to allow for space transformation to enable a variety of diverse uses.
- 24/7 student access to allow students to gain some ownership over the space and be able to work on intensive projects whenever their schedules permit.
- Open access to equipment and resources for high fidelity works in a variety of different media.
- Opportunity for mentorship whether it be



Many of Georgetown's peer institutions have studio spaces; they include the Harvard Innovation Lab, Stanford d.School, Carnegie Mellon's Integrated Innovation Institute, University of Virginia's iLab, Berkeley-Hass Innovation Lab, Princeton University's Keller Center for Innovation in Engineering Education, The

the TRADITIONAL STUDIO

Studio courses incorporate interdisciplinary curriculum, application of various technologies, and collaboration among students and faculty. Through studio courses, students have the opportunity to make a tangible impact, designing and creating artifacts that forge an intervention in real issues. In studio, students work together under the mentorship of Georgetown faculty and often have the opportunity to meet with professionals and luminaries of various fields. Past studio students have collaborated with local businesses, Capitol Hill and bureaucratic government offices, and nonprofit agencies.

What would the space be?

Studio classrooms support interdisciplinary courses and allow students to take ownership over their projects. In order to accommodate intensive work, studio classrooms are accessible to students at all hours of the day and night but require a lock for the security of equipment and students' projects.



What would the space look like?

The ideal studio classroom is spacious and accommodates 10 to 20 students.

Windows and natural light, as well as other aesthetically-pleasing attributes, may make the studio more conducive to creativity.

Studio classrooms require modular furniture: tables, chairs, and whiteboards.

Various student projects individually require unique



How would the space be used?

The space would house studio courses and would allow students access to the equipment at all hours

the INCUBATOR STUDIO

Our second proposal highlights Georgetown's need for an incubator space in which students would have access to the space and resources necessary to develop select projects and initiatives. Through studio courses and other programs at Georgetown, students have the opportunity to think critically about the world and develop solutions to pressing issues. However, many of these projects are prematurely discontinued when students' time in studio ends. This incubator space would allow qualified students to continue their creative endeavors past the end of the semester.

What would the space be?

The Project Incubator will be comprised of three main components: a student-run studio work space, individual office spaces, and a formal conference room space.

The incubator space would be a student-run multipurpose space, in which Ethics Lab Fellows would hold office hours to oversee usage of the space. Jeff Reid, head of the Entrepreneurship Programs at Georgetown, would be the faculty overseer of the incubator space and fulfill administrative duties.





Studio Work Space

In this division, modular furniture and equipment would facilitate brainstorming and collaboration among students. This is where students would devise innovations and engage in the processes of design.



Office Spaces

Individual groups would have semi-permanent ownership over these subspaces. This ownership would be subject to a renewing process if groups wish to continue their operations. Each group's office space would serve as its headquarters for storage and administrative work.



Conference Room

This standard conference room would be exclusive to the student groups operating out of the space. It would house formal meetings with external contacts.

We can acquire more studio space.

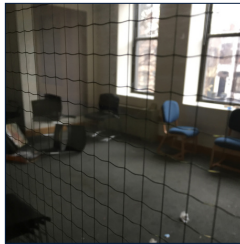
We, Students for a Creative Campus, have identified spaces on and nearby Georgetown's main campus to house these studios. These spaces are currently not used to their full potential and can easily be turned into studios that house creative curricula.

The integration of new spaces into Georgetown's program of studies will not aggravate the current shortage of classroom space on the main campus; on the contrary, repurposing these spaces will actually alleviate the Registrar's deficit of space. Our three proposed spaces are as follows:



LXR basement

This large multipurpose space in the LXR dorm goes unused most of the time. This space would be an ideal studio since it has all-hours access due to its location and can easily be remodeled to fit the qualifications of a studio.



LXR conference room

This conference room space in the LXR dorm is currently locked since students have used it as an alternate storage location for unused mattresses and chairs. However, its location allows it to have all-hours access, and the space can also be easily remodeled to fit the qualifications of a studio.



Former Dixie Liquors

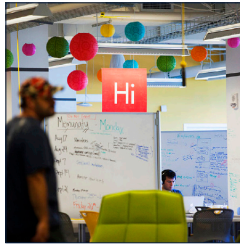
Ever since Dixie Liquors went out of business, this space has been on the market. Its prime location on M Street near campus and large size qualifies it to have the attributes of an incubator studio.

Here's what our peer institutions have done.

Many of Georgetown's peer institutions have studio spaces; they include the Harvard Innovation Lab, Stanford d.School, Carnegie Mellon's Integrated Innovation Institute, University of Virginia's iLab, Berkeley-Hass Innovation Lab, Princeton University's Keller Center for Innovation in Engineering Education, The Innovation Center at Vanderbilt University, Penn Center for Innovation, and more.



Stanford d.School



Harvard Innovation Lab



i.Lab at UVA