

PREFACE

If you had to choose a parental figure in design school, it would surely be a generative process. Think of the first time you were asked to produce a project, paper, or presentation that you had no clue how to start. In design school, you're taught to sit down and hang out with your sketchbook, set all expectations aside, and generate ideas over and over again until something sticks. To extend the parental metaphor further, this stage of idea development is like you're in kindergarten, and the iterative process is telling you that everything you're doing is very special.

Soon enough though, you graduate from the idea phase and have to start testing these concepts against some simple, yet essential tasks. The iterative process will take you through these phases with confidence, combining a solution here and a suggestion there to produce a viable option. Next thing you know, elementary school is over and through a long process of trial and error your project has the basics down. Congratulations, your project can do arithmetic and tell the time!

When pursuing a design education, there always comes a time when you must stop designing new ideas and commit. Either you're excited for the new stages as the project grows stronger, or it's uncomfortable because you can only see more challenges to come. Time will take your project to the next phase whether you like it or not. No matter how hard you resist, you're gonna have to go to high school and grow up somehow.

INTRODUCTION

This issue of Datum seeks to focus on the exciting part of moving forward. Rather than talk endlessly about how substantial a role iteration has played in the development of projects, the following collection of essays present the fruitful directions that design projects can take after the iterative process.

Repetitive idea generation is not a procedure exclusive to design, yet for those pursuing a design education, creating in an iterative fashion takes on an especially important role. While the following projects were produced in the College of Design, they are not solely meant for design students. Furthermore, this issue of Datum seeks to expand its horizons beyond the Architecture program to include projects from Landscape Architecture, Integrated Studio Arts, Bachelor of Design and more. Although the language spoken in this collection may be design, we hope that the message will resonate with anyone undertaking a tough challenge.

The intent here is to say that it's alright to be challenged by your own idea. Coming up with an idea demands creativity, but so does the process of executing that idea. It's worth it to take a moment and ask yourself how to make this happen. Taking a project into fruition requires a combination of crazy and tame, excitement and boredom, with periods of raw production in between.

Each of the essays and designs presented in this issue of Datum has grown up to become badass representations of themselves, but only after struggling through a couple of well articulated questions with the will power to find an answer to them. In taking this direction, we [the editors] hope to expose readers to a way of thinking about their endeavors as opportunities to create something entirely new, rather than sending them back to live in their parents' basements.