



GRINNELL COLLEGE

ACADEMIC SPACE PLANNING COMMITTEE
FINAL REPORT 2014



OPN
ARCHITECTS

Some classrooms are so undesirable that no one wants to use them. Also some rooms were included in the classroom count but aren't really regularly scheduled.

The registrar will likely tell you that there is a shortage of 20-25 person class-

rooms. There are a number of classrooms that may have the necessary area for

“What is the future of pedagogy?”

a classroom, but are the right shape or configuration. The report has been avail-

able, but not everyone has been engaged fully. This group will start having infor-

mal conversations with a broader constituent group. This committee believes that

the 2011 report has been available, but that doesn't mean we have a consensus

on it. Strategic plan and academic plans can be found at Grinnell.edu/future. Infor-

mal ownership of some spaces makes them unavailable to others and thus leaves

some of them underutilized. The most recent Shepley Bulfinch studies seems to

be an effort to define the least that can be done with utilizing existing facilities,

rather than identifying the best course of action in a broader sense. This committee

would like to begin with the question “What's the best thing to do?” We know we

will need to make compromises, but let's start with the full list and make deliberate

choices about various compromises. JFC had a major impact on the campus. It

shifted the spaces of food and caffeine, or “conviviality”. The energy center of the

campus has shifted away from the library. One goal for the future is re-weighting

of energy as well as re-weighting of space. There is a limit to how many centers

can be. It's important to share with people that we are talking about the program,

not about buildings. What is the future of pedagogy? How do we account for this?

“Let's make

deliberate choices...”

ACADEMIC SPACE PLANNING COMMITTEE

2012-2014

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EXECUTIVE SUMMARY

THE CHARGE

Grinnell College is a highly selective liberal arts institution located in Grinnell, Iowa. The College is widely recognized for its commitment to, and record of, providing excellent educational opportunities for a diverse student population. While the College remains highly competitive, changes in Grinnell College's academic culture necessitate new learning spaces that support an inquiry-based, collaborative pedagogy. Considerable investments in facilities have modernized many buildings on campus to support evolving teaching modalities. However, buildings associated with the social studies and non-fine arts humanities programs have lagged behind improvements on the rest of campus. In response to this growing need, the President issued a charge to develop a transformational vision and academic space plan to create first-rate facilities that support the social studies and non-fine arts humanities as well as the library, information technology services, and student academic services and support. The Academic Space Planning Committee (the Committee) was formed to take up that charge. This report represents the summation of their work from 2012 to 2014. The Committee was charged to address the needs of the following programs and buildings:

PROGRAMS*

- Social Studies
- Non-Fine Arts Humanities
- Library Services and Collections
- Faulconer Gallery Prints & Drawings Collection
- Student Academic Services and Support
- The Center for Careers, Life, and Service
- The Center for Teaching, Learning, and Assessment (new program)

BUILDINGS

- ARH (Alumni Recitation Hall)
- Carnegie Hall
- The Forum
- Burling Library
- Mears Cottage
- Goodnow Hall
- Steiner Hall

The Committee began the work of this report with the following assumptions in mind:

1. The student body is roughly 1500 students on campus.
2. The project scope includes space needs of academic programs outside the sciences and fine arts.
3. The number of courses offered is roughly constant.
4. Class enrollment patterns (class size, time of day) are roughly constant.
5. The weekly course schedule is the same as the current one.
6. The size of the faculty is relatively constant, but some additional space for modest expansions and visitors is provided.
7. Previous studies identified the need for improved spaces as the current classrooms and academic support facilities are undersized for today's commonly-accepted standards and ill-equipped for current pedagogical needs. The program includes no new academic programs that need additive space (except for the Center for Teaching, Learning, and Assessment).

In addition to these precepts, the Committee also undertook a close examination of the College's previous planning efforts. It was critical that the Committee's efforts be rooted in the history of the campus and that the recommendations arising from this effort were in harmony with the previous campus plans. The College developed a consistent planning vision and vernacular that has steadily guided campus development. The Committee's work arose out of the strategy behind the College's vision. Among other documents, the Committee carefully reviewed the following: Grinnell College Strategic Plan; Comprehensive Campus Master Plan for Grinnell College (2000); Campus Plan Update Report (2011). A copy of each of these documents can be found in the Appendix to this report.

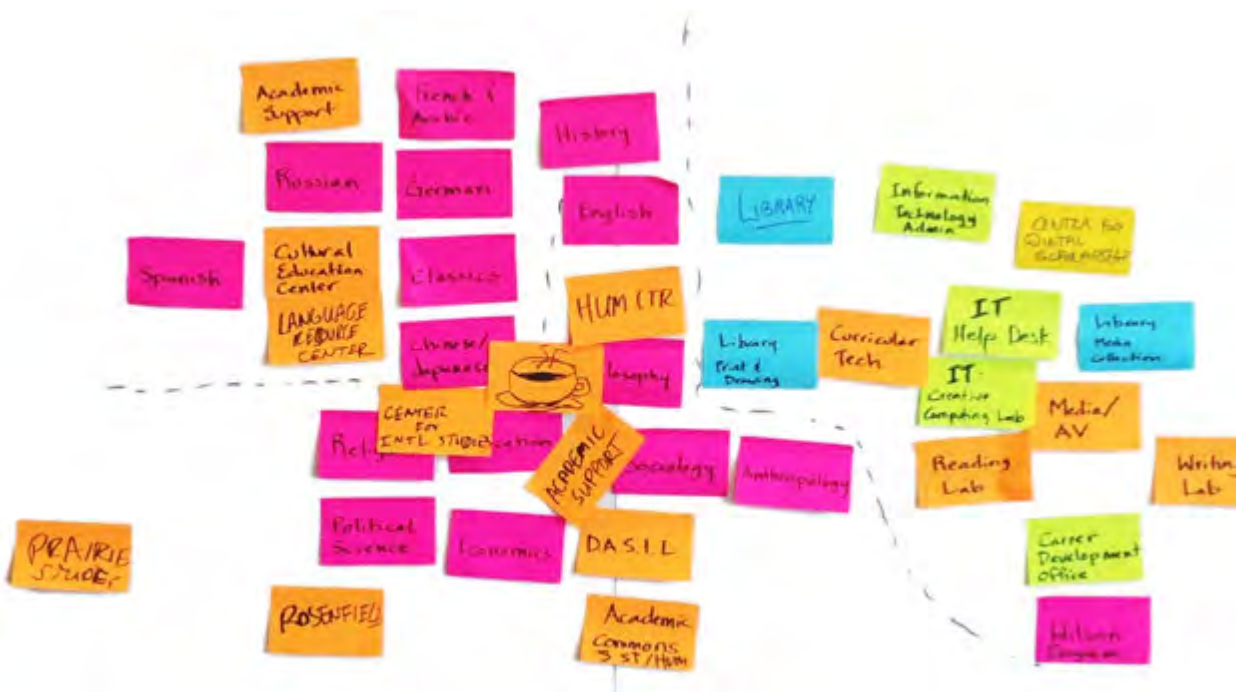
* The campus bookstore was originally part of the Committee's scope of work, but was removed from the project midway through the process because it was determined by senior administration that a more public-facing program and location would be most suitable.

PROCESS

The Committee took a holistic approach to examining the programs and buildings within the scope of the charge. A variety of exercises and inquiries were developed to help formulate a shared transformational vision to support the social studies and non-fine arts humanities as well as the library, information technology services, and student academic services and support.

The Committee began by asking what Grinnell College graduates should be able to do, how alumni will engage with the world after graduation, and what kinds of learning experiences are needed to develop the skills and mindset to succeed. With these needs in mind, the Committee explored the functional requirements for space and what facilities would support the desired learning experience. The Committee also reviewed previous planning reports and engaged the campus through varied means including visioning sessions; focus groups with students, faculty, and staff; Committee member meetings with departments or department representatives; site analyses; existing building inventory; and development and testing of the proposed program.

The summation of this work was the development of multiple planning scenarios that proposed formal relationships and changes to the campus environment. These scenarios were carefully tested for viability against the original charge, the key assumptions, and the guiding pedagogical priorities developed by the Committee.



THE PEDAGOGICAL IMPERATIVE

The Committee's dialogue and recommendations crystallized around the idea of the pedagogical imperative. The pedagogical imperative is a shared belief that the College's new and renovated academic spaces need to support the best student learning, and most ambitious teaching, that Grinnell College's faculty can execute today and imagine for the future.

In their current states, the physical environments of ARH, Carnegie Hall, the Forum, Burling Library, Mears Cottage, Goodnow Hall, and Steiner Hall often do not support Grinnell College's inquiry-focused pedagogy. There is a large gap between the reality of current learning spaces and the pedagogical potential of the College. Grinnell College's faculty and staff embrace collaborative, creative, and inquiry-based pedagogy. Faculty and staff leverage emerging technologies, printed materials from Special Collections, creative means of fostering intensive discussion, and many combinations of these and new and traditional tools to spark students' curiosity and deepen their engagement with the material. Regardless of their approach to pedagogy, faculty and staff are succeeding despite the physical resources of the learning environment. The challenges of physical space are detrimental to the collective commitment to provide exemplary learning opportunities. Flexible, modern, and highly-adaptable teaching and learning spaces are needed to close the gap between the powerful potential of Grinnell College's pedagogical imperative and real-world excellence.

In order to realize the pedagogical imperative, learning environments need to promote inquiry, collaboration, and creativity. These qualities are critical to give students the skills they need to thrive in their personal, civic, and professional lives. Inquiry-based learning is active, dialectical, and productive. This style of learning is grounded in primary documents, artifacts, data, and other kinds of evidence, proceeds through analyses and interrogations, is informed by the interplay of multiple perspectives in a classroom or study group, and culminates in projects that can be—and often are—shared with peers and the larger community of inquiry. Spaces that support this form of teaching and learning are adaptable and easily configured to the learning at hand; they are convenient to materials and tools of inquiry; and they accommodate multiple learning modes, group discussions, peer-to-peer education, and connections beyond campus. Holistic integration of technology into classrooms and other learning spaces is a critical component of this vision. Technology can provide access to the material of inquiry (though not all such materials will be mediated by technology), opens new forms of analysis and exploration, and connects participants to communities across the nation and the globe.

The Committee identified the following objectives as guiding pedagogical priorities for all planning and design work:

1. Design learning and teaching spaces for flexibility and adaptability.
2. Take advantage of consolidation and co-location, positioning classrooms, study and project spaces, offices, and academic resources such as the Data Analysis and Social Inquiry Lab (DASIL) and the Cultural Education Center proximate to one another.
3. Provide space for collaboration and building community.
4. Provide abundant access to the technologies and materials of inquiry.
5. Provide space for instructional support.
6. Allow senior faculty status (SFS) and emeriti faculty to engage in the campus academic community.

THE CASE FOR CONSOLIDATION

Bringing together multiple departments into one larger facility creates a significant presence on campus to establish a dynamic intellectual environment where departmental strengths can cross-pollinate. There is great power in co-locating classrooms, study and project spaces, offices, and academic resources such as DASIL and the Cultural Education Center. While consolidation and co-location are conducive to promoting collaboration and innovation, grouping departments together in one large building will not automatically create community. While larger, buzzing centers of activity have many advantages, they aren't always conducive to the quiet contemplation required for scholarly work or the focused conversation that flourishes in less populated areas. When queried, many of the faculty currently housed in smaller buildings on campus voiced their appreciation for the atmosphere of scholarly contemplation found in these small centers of learning, and students shared with the Committee that they enjoyed meeting with faculty in spaces that cultivate quiet engagement.

Moreover, the smaller buildings have imparted valuable lessons about building academic community, as in the case of Mears Cottage, whose residents have a system of office assignments that not only mixes faculty from English, History, and Gender, Women's, and Sexuality Studies together but also shuffles their arrangements in small ways over the years. The residents of Mears Cottage shared perceived benefits of moving away from a model that simply assigns contiguous blocks of offices to members of each department.

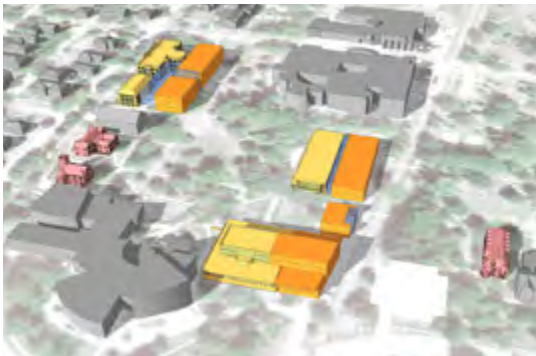
These smaller buildings also have problems. They have hard limits to their capacities, so the advantages of small community are accompanied by the disadvantages of exclusion as faculty (including but not limited to SFS and emeriti) have to work at a distance from their colleagues. The smaller buildings generally have narrow hallways without informal spaces for conversation and gathering, and in many cases, even one student waiting outside a faculty office effectively blocks the hallway. The Committee also heard from some residents of these buildings and other members of the community that the relative isolation of the smaller buildings creates a feeling of detachment.

In considering these findings and developing recommendations, the Committee pushed for design ideas that would create the optimal grounds for community by balancing zones of sociable scholarly interdisciplinary activity with quieter areas that support more solitary methods of faculty scholarship and faculty-student research. The recommendations contained in this report strive to retain the communal advantages of the smaller spaces while building in the flexibility, adaptability, accessibility, and multidisciplinary connections that are possible in a renovated and expanded building.

PROJECT EVOLUTION

Seeking to create learning spaces that promote collaboration, creativity, and inquiry, and informed by extensive campus dialogue and investigation into potential planning scenarios, the Committee developed multiple planning options that propose changes to the campus environment and formal relationships of buildings. These scenarios were carefully tested for viability against the original charge, the key assumptions, and the guiding pedagogical priorities of the College.

After deliberation, the Committee ranked the potential planning scenarios. Two scenarios received the most support. The President approved moving forward with further study of the two scenarios. These scenarios were favored by the Committee because they leverage the strengths of consolidation and co-location to create two new campus facilities.



SCENARIO 2 considers the co-location of the social studies and non-fine arts humanities programs into a single complex composed of two building additions connected to ARH and Carnegie Hall by a commons area. This scenario also considers additions to Burling Library and the Forum. Burling Library would redistribute elements of its existing program, expand areas that are currently compressed, and accommodate growth opportunities. The Forum would expand to accommodate several academic support functions. The additions and connections in this complex would draw people to this part of campus and re-energize the area.



SCENARIO 4 considers the co-location of the social studies and non-fine arts humanities programs in the same fashion as Scenario 2. Library functions and academic services are consolidated and integrated in a new complex, replacing both Burling Library and the Forum, which are demolished in this scenario. The additions and connections in this complex would draw people to this part of campus and re-energize the area.

Both of these options are explored in more depth starting on page 48.

Both scenarios make Goodnow Hall, Steiner Hall, and Mears Cottage available for programmatic uses, to be aligned with needs which are documented by the College. See **Unresolved Projects** (page 109) for additional information.

Careful consideration of Scenario 2 and Scenario 4 established the framework for two potential projects:

PROJECT A Social studies and non-fine arts humanities complex

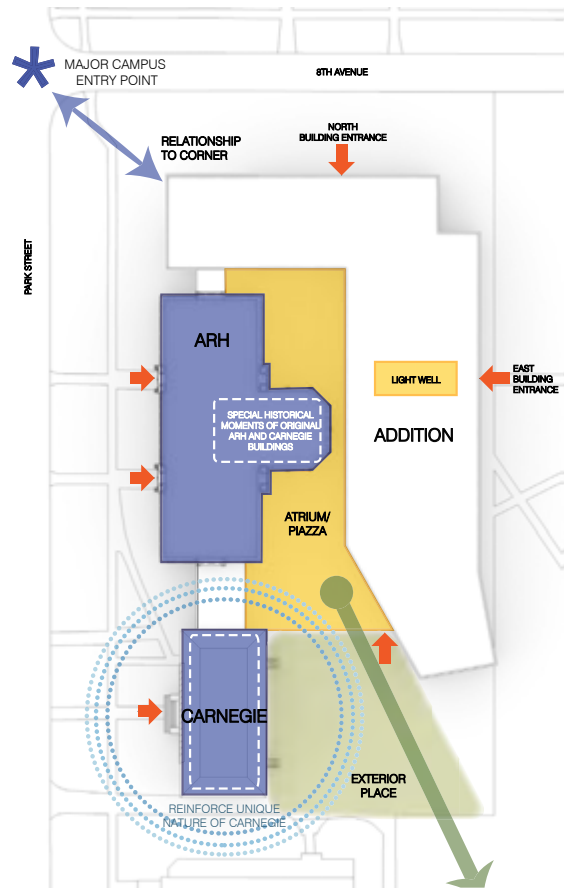
PROJECT B Library and academic services complex

SOCIAL STUDIES AND NON-FINE ARTS HUMANITIES COMPLEX

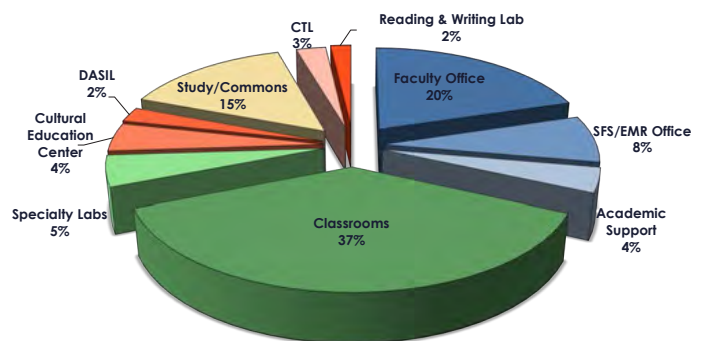
The social studies and non-fine arts humanities complex (Project A) brings together programs to create an academic community to enable multi- and interdisciplinary learning. The co-located complex will include a new addition and renovations to ARH and Carnegie Hall and an atrium that will respectfully connect new and old spaces.

Classrooms in this space will support teaching and engaged learning using appropriate technology with appropriate sizing, configurations, and flexibility for the short-term, as well as adaptability to meet new needs and configurations in the future. Unique programmatic spaces such as the Cultural Education Center, DASIL, and the Center for Teaching, Learning, and Assessment will be featured in the new facility and support inquiry-based teaching and learning as well as interdisciplinary collaboration. Spaces for informal learning and collaboration and student-faculty research are also key to achieving the Committee’s pedagogical priorities.

A programmatically clustered consolidation model with zones of carefully designed variations in traffic and noise level according to academic function is the preferred approach. The building’s organizational model captures the benefits of the smaller campus buildings while maintaining a collective, co-located identity for the social studies and non-fine arts humanities programs. By separating faculty offices from the largest classrooms and loudest gathering spaces, this model generates intentional traffic through faculty office areas while maintaining a sense of scholarly intensity in those spaces. It also allows consideration of organizing faculty offices by multiple means, such as by departments, interdisciplinary themes, activity zones, and mixed neighborhoods of departments such as the current Mears Cottage offices. While the Committee established a guiding vision for programmatic organization in the Project A complex, more study and exploration will be required in the design phase to craft a nuanced and appropriate design that will meet the varied needs of the social studies and non-fine arts humanities programs.



CONCEPT DIAGRAM



PROGRAM RATIO

LIBRARY AND ACADEMIC SERVICES COMPLEX

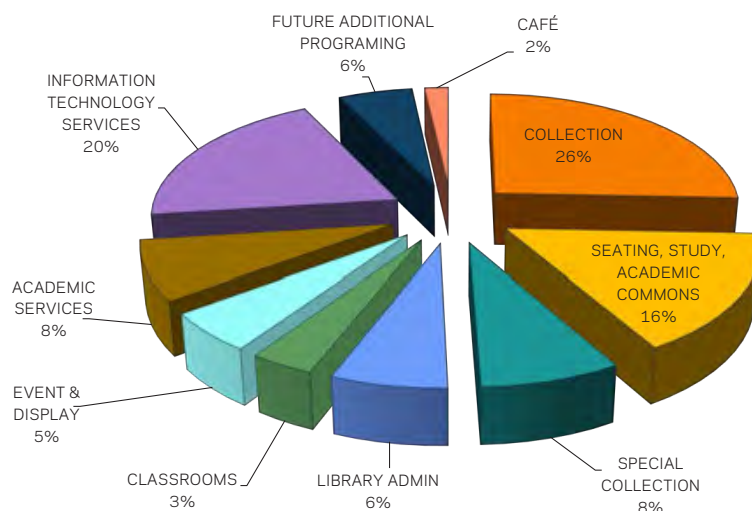
The approach to **library and academic services (Project B)** considers the synergistic opportunities created by bringing together the faculty, staff, services, and collections of the College libraries, Falconer Gallery's Prints & Drawings Collection, the Writing Lab, the Reading Lab, and information technology services into an academic commons that features ample study and collaboration spaces, gallery and exhibition spaces, and digital media technology, with library Special Collections and the Falconer Gallery's Prints & Drawings Collection in a position of special prominence.

The full transition of library services at Grinnell College to a 21st-century model is constrained by current spaces. The emerging combination of an academic commons co-located with traditional library services and collections supports Grinnell College's pedagogical philosophy of inquiry-based learning, scholarly creation, and collaborative learning, creating a space where students can work dynamically with their peers in group study, collaborative research projects, and peer-to-peer teaching surrounded by the technologies and scholarly resources necessary to creating and sharing new knowledge. Grinnell College's library should showcase and promote the use of Special Collections as a fundamental part of inquiry-based learning.

Project B envisions the adoption of either Scenario 2, the renovation of and addition to Burling Library and the Forum, or Scenario 4, the demolition of Burling Library and the Forum and replacement with a new co-located and consolidated facility. The Committee studied the pros and cons of Scenarios 2 and 4 to gain a complete understanding of the impact of each option on the College's objectives. An important factor in weighing the merits of either solution was the changing face of library services. Given the rise in digital technologies next generation libraries must be designed with the utmost attention to flexibility and adaptability. Open areas, appropriate structural considerations, and the ability to alter access to power, data, and mechanical systems are critical to ensuring that a building will be able to meet rapidly shifting demands. It is important to note that, in general, next generation libraries are designed for slower growth of collections than previous generations of library buildings. The program ratio below shows only a quarter of the proposed footprint would be dedicated to collections, with another large area dedicated to academic commons.

Burling Library's existing structural grid creates considerable inefficiencies in the size and orientation of the stacks and collection area. Burling Library and the Forum present additional restrictions and limitations for renovation and addition, including non-aligning floor levels and structural deficiencies which create further inefficiencies. Replacing Burling Library and the Forum would allow for a smaller programmatic footprint and increased layout efficiency.

PROGRAM RATIO



CONCLUSIONS

The Committee concluded that Grinnell College's academic space needs for social studies and non-fine arts humanities and library and academic services revolve around the following key elements.

1. Basic needs are not being met within current teaching and learning spaces, and includes (but is not limited to) considerations such as inadequate space and technological infrastructure.
2. The College's new and renovated academic spaces need to support the best student learning, and most ambitious teaching, that Grinnell College's faculty can execute today and imagine for the future.
3. The transformative potential of consolidation and co-location and the creation of two co-located complexes on campus for social studies and non-fine arts humanities and library and academic services.

PROJECT A: SOCIAL STUDIES AND NON-FINE ARTS HUMANITIES COMPLEX

The building's organizational model for Project A, "programmatically clustered consolidation with zones of carefully designed variations in traffic and noise level according to academic function", is established and will guide the next phase of design. However, there is a lot to consider in the design phase and decisions yet to be made. Further exploration, testing, and input will be necessary to achieve the project objectives established in this report. There will be opportunities for further dialogue in the design phase regarding building organization as Project A is refined.

PROJECT B: LIBRARY AND ACADEMIC SERVICES COMPLEX

Project B is less refined than Project A and still requires several foundational decisions. While the Committee actively explored options that preserved or demolished Burling Library and / or the Forum, no recommendation has been reached at this time. The library and academic services project requires a decision regarding the two scenarios currently proposed by the Committee. It is established that re-using Burling Library and the Forum creates significant challenges in the development of Project B.

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PURPOSE

1

THE CHARGE

Grinnell College is a highly selective liberal arts institution located in Grinnell, Iowa. The College is widely recognized for its commitment to, and record of, providing excellent educational opportunities for a diverse student population. While the College remains highly competitive, changes in Grinnell College's academic culture necessitate new learning spaces that support an inquiry-based, collaborative pedagogy. Considerable investments in facilities have modernized many buildings on campus to support evolving teaching modalities. However, buildings associated with the social studies and non-fine arts humanities programs have lagged behind improvements on the rest of campus. In response to this growing need, the President issued a charge to develop a transformational vision and academic space plan to create first-rate facilities that support the social studies and non-fine arts humanities as well as the library, information technology services, and student academic services and support. The Academic Space Planning Committee (the Committee) was formed to take up that charge. This report represents the summation of their work from 2012 to 2014. The Committee was charged to address the needs of the following programs and buildings:

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The Committee began the work of this report with the following assumptions in mind:

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FRAMEWORK

As part of the Committee's work, the group reviewed previous planning reports. The Committee based their analysis on the following foundational documents:

Grinnell College Strategic Plan

The Grinnell College Strategic Plan outlines six major strategic directions to guide Grinnell College's decision-making process: 1. Teaching and Learning; 2. Enrollment; 3. Post Graduation Success; 4. The Grinnell Learning Place; 5. Alumni Engagement; 6. Human and Financial Resource Management.*

For a full copy of the Grinnell College Strategic Plan see Appendix A.

Comprehensive Campus Master Plan for Grinnell College

In the year 2000, Grinnell College adopted a Comprehensive Campus Master Plan. Many pieces of the 2000 Master Plan have been implemented and Grinnell College is committed to maintaining the vision established in the plan. Updates to the plan were released in 2009 and 2011. The Committee considered the framework of the plan, particularly the following objectives. See Appendix J for excerpts from the 2000 Master Plan.

- Develop opportunities to renovate and / or adaptively reuse existing campus buildings to achieve maximum utilization prior to construction of new facilities.
- Demolish existing buildings only if they are not making important contributions to the architecture of the campus and if they also significantly under utilize a site, or cannot be altered to meet future program requirements.
- Use the Noyce Science Center as a model for the development of future academic space.
- Reconfigure instruction space to support more closely instructional pedagogy.
- Develop and integrate new learning technologies for instruction space.
- Provide additional opportunities for faculty / student interaction.
- Identify future building sites for future growth.
- Develop the Conard Environmental Research Area to become a more vital College resource.

Campus Plan Update Report - 2011 (Seven Foundational Ideas)

In 2011, Grinnell College assembled the Campus Plan Update Steering Committee to publish an update to the 2000 Master Plan. The Campus Plan Update Steering Committee established seven foundational ideas to inform the vision for academic spaces in the social studies and non-fine arts humanities and Burling Library. The work of the Committee builds upon this foundation and expands the breadth of vision. Below are the seven foundational ideas. For a full copy of the Campus Plan Update Report (2011) see Appendix B.

- Accessibility
- Communication, collaboration, and scholarly community
- The transformative effect of digital technologies
- The Expanding Knowledge Initiative
- Inquiry-based learning
- Sustainable and environment-friendly design
- Teaching and research environments

** In the current iteration of the strategic planning framework, the strategies are reordered to reflect the way a student experiences Grinnell College. This framework refines the goals, objectives, and begins to layout the structure for measuring progress in the strategic work of the college. Strategy 6: Human and Financial Resource Management is placed below the other strategies to emphasize its role as the underpinning for the other strategies.*

PRINCIPLES OF THE COLLEGE

The following are principles of the College and informed the Committee's work throughout the planning process.

SUSTAINABILITY

Grinnell College is dedicated to environmental sustainability and is a signatory to the American College and University Presidents' Climate Commitment to achieve climate neutrality. The College's sustainability endeavors include the preservation of six acres of recreated native prairie on campus, and 365 acres of prairie and woodland in the Conard Environmental Research Area (CERA), and recycling waste stream collection at all residence halls. Grinnell College is home to several LEED certified buildings including the Noyce Science Center, with heat recovery laboratory exhaust systems and rainwater use in the greenhouse, and Iowa's first LEED Gold building, the Environmental Education Center, which receives more than 90 percent of its electricity from CERA's wind turbine. Grinnell College's academic courses address sustainability with studies at the Center for Prairie Studies and in interdisciplinary concentrations in environmental studies, global development studies, and policy studies. The Environmental Responsibility and Sustainability Advisory Committee studies best practices, campus operations and culture, and makes recommendations to further enhance sustainability efforts.

ACCESSIBILITY

Accessibility to all programs and facilities on campus is a principle of Grinnell College. The full inclusion of all individuals is part of the College's commitment to creating a diverse campus community. The Committee considered the College's policy to comply with the Americans with Disabilities Act a minimum requirement for all future design work, with the intention that accessibility should transcend the minimum. The Committee's goal for the design is to consider how the built environment will promote student success and an exceptional learning and living environment for everyone, regardless of age, ability, gender, stature, culture, or native language.

HISTORIC SIGNIFICANCE

Grinnell College is committed to historic preservation. Not only are many of the College's buildings architecturally and historically significant, they are also a part of the collective memory of the campus. Addressing the needs for appropriate educational spaces, while preserving the integrity of the campus requires a thoughtful approach.

HISTORIC BUILDINGS

The future of the seven key buildings addressed in the scope of the Committee's work are of paramount concern. The following discussion highlights each building's historic significance:



Carnegie Hall: Carnegie Hall is a well-maintained, neoclassical building and the College's original Carnegie Library. Built in 1905, Carnegie Hall served as the campus library until 1959 when Burling Library was completed. The campus community considers it a building worthy of celebration and restoration. The interior has been vastly altered since its days as a library. The building currently houses social studies and non-fine arts humanities faculty offices and classrooms. The original east stack wing creates challenges for accessibility and is carefully considered in this report's planning scenarios. The College's bookstore was built as an addition in 1970 and is located at the rear of Carnegie Hall.



ARH (Alumni Recitation Hall): ARH was constructed as a classroom building. It is a Collegiate Gothic-style building built in 1916 and renovated in 1989. Unique Gothic features define the building's façade. Important elements include Gothic arches flanked with buttresses at building entrances, heraldic shields, and Fleur-de-llys. ARH was originally planned as an L-shaped building but lack of funding resulted in the rectangular form seen today. It is reportedly the first building in Iowa to use reinforced concrete ribbed-slab construction. ARH connects to Carnegie Hall via a multi-story passageway.



Burling Library and the Forum: Burling Library and the Forum were designed by the significant modernist architect Walter Netsch during his time at Skidmore, Owings & Merrill. Today Burling Library, renovated and expanded in 1982, continues to serve in its original capacity as a library, though it is currently under-sized for the library's mission. The Forum has gone through multiple programmatic transitions since its construction, serving originally and most memorably as a campus social hub complete with student commons space and food at the Forum Grille. Today the Forum is home to information technology services and health and counseling services. Both buildings have struggled to find their place in the changing landscape of campus and have been the subject of multiple studies to document their potential for renovation.





Goodnow Hall: Goodnow Hall is the oldest existing building on campus. It was dedicated in 1885 and is one of the first buildings built on campus after the cyclone of 1882. Goodnow Hall is on the National Register of Historic Places and was built using a gift from Edward A. Goodnow. The building was designed by Stephen E. Earle of Worcester in the Richardson Romanesque style with pink sandstone (Sioux Falls quartzite) walls and cream-colored stone trim from Missouri. Goodnow Hall was the College's original library until the opening of Carnegie Hall in 1905. The interior had a large two-story reading room flanked by collection stacks. After the opening of Carnegie Hall, Goodnow Hall was renovated as a classroom and faculty office building.



Steiner Hall: Originally named the Christian Association Building, Steiner Hall was built in 1907. It was designed by William H. Brainerd in the Collegiate Gothic style and formally relates to nearby Herrick Chapel. The original design included a cloister or passageway to connect Steiner Hall to Herrick Chapel but it was never realized. Steiner Hall originally housed the YMCA and YWCA, and in 1959 was converted to classrooms and faculty offices. In 1990 an addition was constructed on the east elevation



Mears Cottage: Mears Cottage was constructed in 1888 as the first women's residence at any college west of the Mississippi River. It was designed in the Victorian style by architect Charles D. Marvin of New York and is on the National Register of Historic Places. The original structure was designed to provide residence for 28 women, with the men's residence halls located a "proper" distance from Mears Cottage. In 1904 an addition was constructed to provide residence for 100 women. Mears Cottage served Grinnell College as a women's residence hall until 1978 when it closed due to its deteriorating condition. In 1986 it was reopened following repair and renovation and now houses faculty office space, lounge space, and classrooms.



THE PEDAGOGICAL IMPERATIVE

2



KEY CHALLENGES

The Committee's dialogue and recommendations crystallized around the idea of the pedagogical imperative. The pedagogical imperative is a shared belief that the College's new and renovated academic spaces need to support the best student learning, and most ambitious teaching, that Grinnell College's faculty can execute today and imagine for the future.

In their current states, the physical environments of ARH, Carnegie Hall, the Forum, Burling Library, Mears Cottage, Goodnow Hall, and Steiner Hall do not support Grinnell College's inquiry-focused pedagogy. Art Lidsky of Dober Lidsky Mathey observed that nearly all of the classrooms are too small on a space-per-student basis to support basic lectures, much less space-intensive inquiry-based learning. Often classrooms are only half the size of the commonly accepted standards. There is a large gap between the reality of current learning spaces and the pedagogical potential of the College. Grinnell College's faculty and staff embrace collaborative, creative, and inquiry-based pedagogy. Faculty and staff leverage emerging technologies, printed materials from Special Collections, creative means of fostering intensive discussion, and many combinations of these and new and traditional tools to spark students' curiosity and deepen their engagement with the material. Regardless of their approach to pedagogy, faculty and staff are succeeding despite the physical resources of the learning environment. The challenges of physical space are detrimental to the collective commitment to provide exemplary learning opportunities. Flexible, modern, and highly-adaptable teaching and learning spaces are needed to close the gap between the powerful potential of Grinnell College's pedagogical imperative and real-world excellence.

In order to realize the pedagogical imperative, learning environments need to promote inquiry, collaboration, and creativity. These qualities are critical to give students the skills they need to thrive in their personal, civic, and professional lives and are hallmarks of Grinnell College's commitment to inquiry-based learning. Inquiry-based learning is active, dialectical, and productive. This style of learning is grounded in primary documents, artifacts, data, and other kinds of evidence, proceeds through analyses and interrogations, is informed by the interplay of multiple perspectives in a classroom or study group, and culminates in projects that can be—and often are—shared with peers and the larger community of inquiry. Spaces that support this form of teaching and learning are adaptable and easily configured to the learning at hand; they are convenient to materials and tools of inquiry; and they accommodate multiple learning modes, group discussions, peer-to-peer education, and connections beyond campus. Holistic integration of technology into classrooms and other learning spaces is a critical component of this vision. Technology can provide access to the material of inquiry (though not all such materials will be mediated by technology), opens new forms of analysis and exploration, and connects participants to communities across the nation and across the globe.

The Committee identified the following six objectives as guiding pedagogical priorities for all planning and design work:

1. Design learning and teaching spaces for flexibility and adaptability.
2. Take advantage of consolidation and co-location, positioning classrooms, study and project spaces, offices, and academic resources such as the Data Analysis and Social Inquiry Lab (DASIL) and the Cultural Education Center proximate to one another.
3. Provide space for collaboration and building community.
4. Provide abundant access to the technologies and materials of inquiry.
5. Provide space for instructional support.
6. Allow senior faculty status (SFS) and emeriti faculty to engage in the campus academic community.

PEDAGOGICAL OBJECTIVES

Grinnell College issued a white paper in the spring of 2014 to address the question of the pedagogical imperative. “Teaching Spaces and the Future of Learning at Grinnell College” addresses many of the same issues the Committee addresses in their work. See Appendix C for a copy of “Teaching Spaces and the Future of Learning at Grinnell College” for additional insight into the future of teaching and learning spaces at Grinnell College.

1. DESIGN LEARNING AND TEACHING SPACES FOR FLEXIBILITY AND ADAPTABILITY

Learning and teaching spaces should be designed for both flexibility and adaptability. Flexible design enables a variety of collaboration styles to easily emerge, supporting Grinnell College’s inquiry-based pedagogy while also addressing basic classroom needs such as proper classroom size and proportion, light control, mechanical and temperature control, and access to power and data. Spaces should not be designed around one particular type of technology, but instead should have adaptability as a core design tenet to accommodate inevitable changes in technology. Adaptability gives learning and teaching spaces the ability to evolve with the College’s needs, while flexibility enables the space to accommodate a wide variety of teaching styles, events, and activities.

2. TAKE ADVANTAGE OF CONSOLIDATION AND CO-LOCATION, POSITIONING CLASSROOMS, STUDY AND PROJECT SPACES, OFFICES, AND ACADEMIC RESOURCES SUCH AS DASIL AND THE CULTURAL EDUCATION CENTER PROXIMATE TO ONE ANOTHER

Consolidation and co-location bring together multiple departments into one larger facility, creating a significant presence on campus for the consolidated group while also generating a dynamic intellectual environment. A critical mass of students, faculty, and staff is necessary to sustain the academic support spaces that would be co-located in a larger facility. This critical mass allows the co-located entities to engage with each other, both within and across disciplines, while nurturing a sense of community. Proximity does matter in this equation, and the act of bringing people together in a larger space encourages cross-departmental relationships and provides support structures for student-faculty research projects and global learning. Interdisciplinary labs and academic support services such as DASIL, the Center for Teaching, Learning, and Assessment, and the Cultural Education Center enable collaboration and community building in more formalized environments with faculty and staff mentors available to assist students with research and data analysis.

3. PROVIDE SPACE FOR COLLABORATION AND BUILDING COMMUNITY

Learning and teaching spaces should support collaboration and build community. Providing a variety of formal and informal collaborative spaces brings together people, resources, and community to support innovative, inquiry-based learning. Informal spaces, such as cafés, generous hallways with seating, and lounges, provide opportunity for students, faculty, and staff to work together outside of class in a casual atmosphere, share creativity across disciplines, and build on the learning established in the classroom setting.

4. PROVIDE ABUNDANT ACCESS TO THE TECHNOLOGIES AND MATERIALS OF INQUIRY

Access to technology should be an integral part of all academic spaces and support learning in multiple modes, from film viewings to manipulation of raw data sets. Digital technology offers new ways to access and analyze evidence and to share results. Technology also connects Grinnell College to global academic and professional networks and increases learning and networking opportunities for students, faculty, and staff. Learning spaces should not try to predict the kinds of technology the future will bring, nor should they inhibit the ability to incorporate technological advances that may arise in the future. Integration of technology into learning spaces provides students with ready access to information and supports the inquiry-based pedagogy at Grinnell College.

5. PROVIDE SPACE FOR INSTRUCTIONAL SUPPORT

Instructional support services, such as the Reading Lab, the Writing Lab, and data visualization labs, are vital to Grinnell College's pedagogy. Facilities that take advantage of co-curricular adjacencies will be better positioned to ensure that a student's learning experience is reinforced in multiple modes. Co-location of instructional and support spaces in academic facilities and commons creates a 'one-stop shop' where resources are easily accessible and highly-visible to students, making students more likely to use them. Co-located instructional support services also create opportunities for interdisciplinary collaboration.

6. ENGAGE SFS AND EMERITI FACULTY IN THE CAMPUS ACADEMIC COMMUNITY

Offices for Grinnell College's SFS and emeriti faculty in social studies and non-fine arts humanities are often located away from their colleagues. This presents a lost opportunity for increased collaboration, informal learning, and mentoring. New offices should be planned that can bring SFS and emeriti faculty in closer proximity with the rest of the academic community.



PROJECT APPROACH

3

PROJECT APPROACH

This report was prepared under the leadership of the Committee with programming and conceptual design services from OPN Architects. OPN worked with the Committee to carefully craft a project approach that started with the far-reaching views of the charge and methodically worked to refine them into their constituent parts, concluding with the campus design recommendations in this report. Throughout the process it was of paramount importance to involve the campus community through a wide-variety of input activities and to test all design proposals against the Committee's assumptions and the needs of the pedagogical imperative.* The project approach is divided into four phases:

PHASE 1 PROJECT INQUIRY

The project inquiry phase began with the review and study of previous campus plan studies, including the 2000 Master Plan and the Campus Plan Update Report (2011). There was an assessment of which of the planning goals had already been achieved, and how the spirit of the previous plans might inform this effort. Key planning objectives from the 2000 Master Plan and the 2011 Report's 'Seven Foundational Ideas' were guiding elements in all planning and conceptual work from the start of the project. The Grinnell College Strategic Plan provided direction on the College's vision for incorporating inquiry-based pedagogy into all teaching and learning spaces and, along with years of Committee experience and additional research, informed the Committee's work throughout the project. See Appendices for previous studies.

Another component of the Project Inquiry phase was collection of information, campus dialogue, and consensus building with campus stakeholders and beyond. Committee members met with key faculty to gather input on objectives and needs and interviewed department leaders for the Center for Careers, Life, and Service, health and counseling services, and information technology services. Committee members shared insights gathered from peer institution visits and experience on other campuses, with particular emphasis on inquiry-based learning and classroom best practices.

PHASE 2 ANALYSIS

The analysis phase included an analysis of the site, an existing building inventory to account for current building usage, and an inventory of campus community desires. The site analysis diagrammed formal architectural relationships between built structures, pedestrian circulation and nodes, and view corridors, with special attention to potential view corridors into campus. Conclusions from the site analysis defined potential building locations.

Existing space utilization and program studies were performed for each of the seven key buildings: ARH, Carnegie Hall, Mears Cottage, Goodnow Hall, Steiner Hall, Burling Library, and the Forum. Graphics were created to communicate the findings that were later used during the planning phase. A classroom utilization survey was performed as well. Faculty were surveyed to determine optimal classroom configurations for each class that was offered in 2012-2013. They were provided with diagrams for 26 different classroom configurations and asked to identify the room that would best support their educational objectives. Results from this analysis informed conceptual programming during the planning phase.

Campus community desires were captured using two different methodologies: focus groups and affinity diagrams. The on-campus focus groups were held with faculty, students, and staff with more than 50 people voluntarily attending. The affinity diagrams were a series of images prominently displayed in communal locations that solicited feedback and community interaction. Feedback from the campus community made a compelling case for a programmatically clustered consolidation model with zones of carefully designed variations in traffic and noise level according to academic function.

**A comprehensive list of all meetings held with the Committee for the purposes of this project can be found in Appendix D. Each meeting date includes a title summary of the topic presented and discussed.*

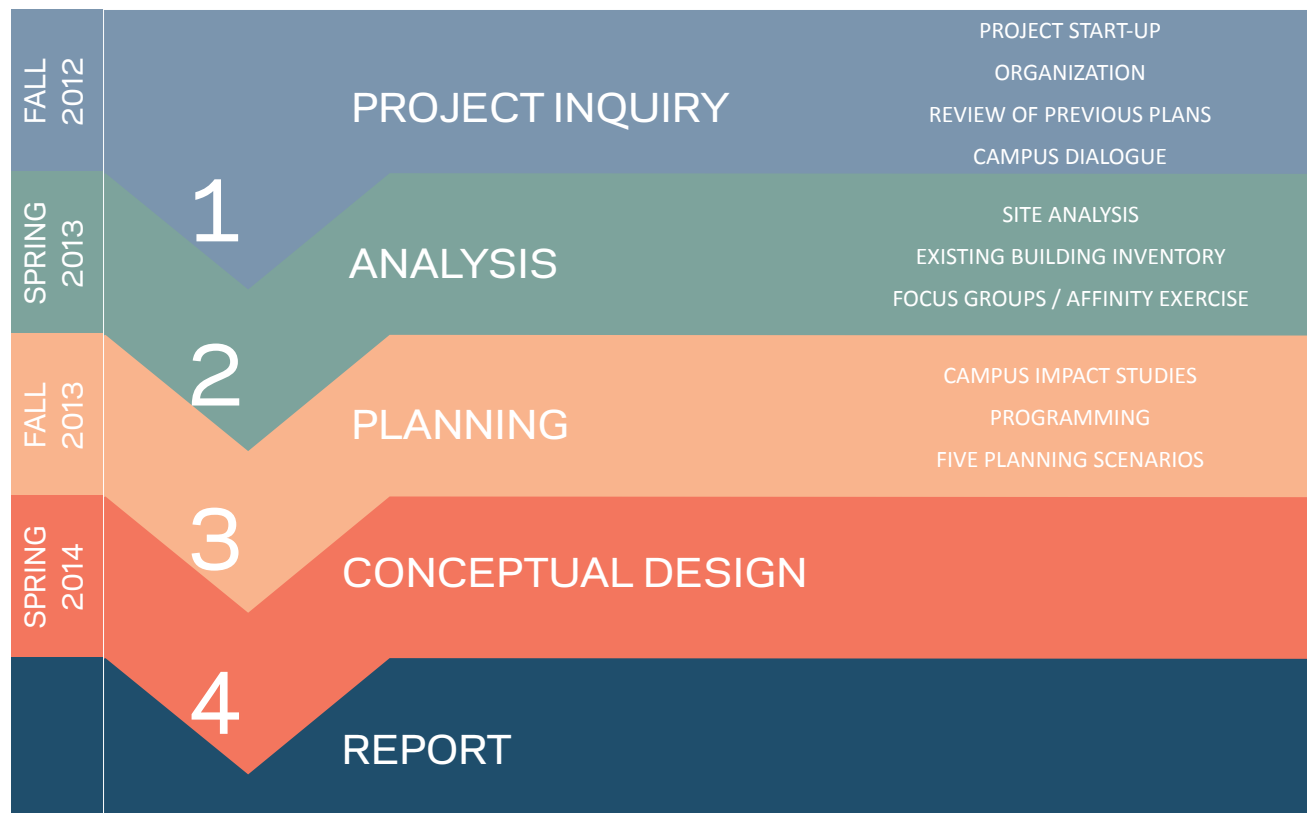
PHASE 3 PLANNING

During the Planning Phase, the Committee developed a number of campus impact studies, classroom / faculty adjacency studies, and the conceptual programs for the social studies and non-fine arts humanities complex and the library and academic services complex. The Committee participated in architectural visioning sessions to further define goals and potential solutions. The Committee developed and discussed a variety of alternative planning options, landing on five preferred campus plan scenarios that were eventually narrowed down to a final two for further exploration.

PHASE 4 CONCEPTUAL DESIGN

As a part of the conceptual design for each project, a project-specific building / site analysis was performed. A series of project objectives developed by the Committee informed the conceptual design throughout this phase of the project approach. The end product of the conceptual design is a series of diagrams and conceptual renderings that illustrate fundamental relationships between all programmatic elements and help to convey the sense of place the Committee looks to achieve.

PROCESS TIME LINE





ANALYSIS

4

AREAS OF ANALYSIS

During the analysis phase, the Committee collected and analyzed pertinent information that would inform the planning process. Information regarding site influences, existing building inventory, and current program usage was assembled. The needs and inclinations of the campus community were also collected during the focus group and affinity diagram exercises.

The site analysis was a critical first step in understanding the dynamic fabric of the campus landscape. Before making design recommendations or proposing new building locations, the Committee studied relationships between the following campus elements:

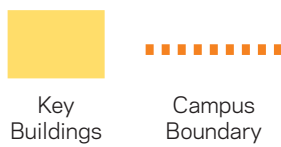
- Existing buildings
- Pedestrian circulation and nodes
- View corridors through campus
- Views into and out of campus
- Vehicular movement through campus
- The presence (or lack thereof) of formal campus greenspace.

The existing campus plan (right) highlights the existing locations of the seven key buildings (shown in yellow) and their relationship to the greater Grinnell College campus (outlined in orange).

OVERALL CAMPUS PLAN



Overall Campus Plan

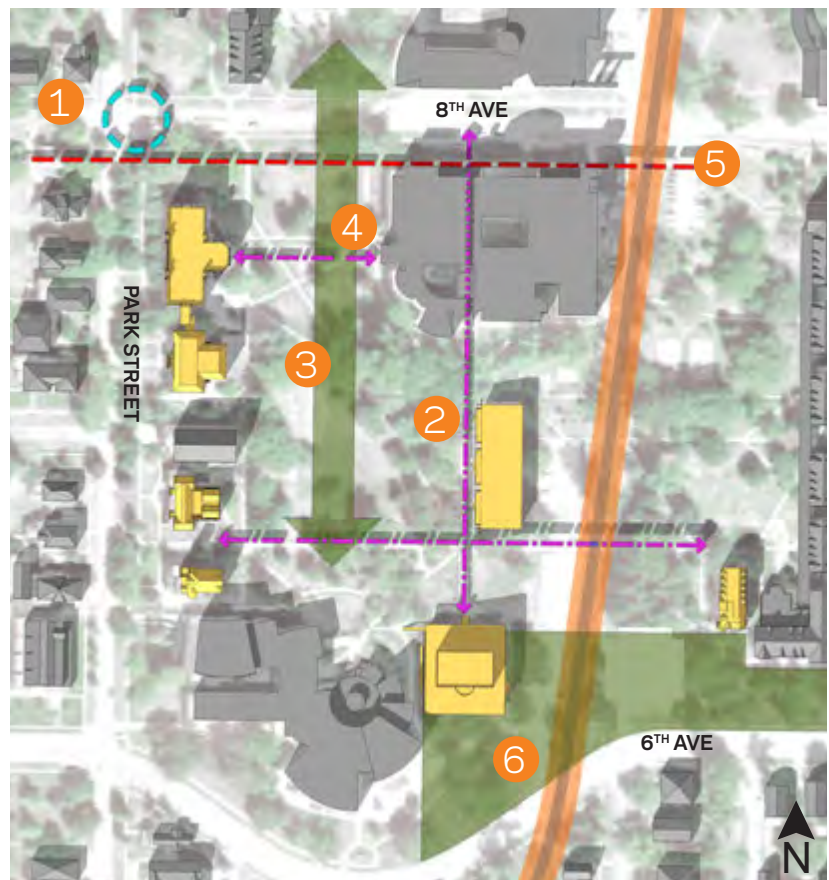


SITE ANALYSIS

The site analysis focused on the areas proximate to the seven buildings in the project scope (shown below in yellow). Existing pedestrian connections and their resulting intersection nodes are a strong influence on the campus landscape. The pedestrian connection between ARH and Noyce Science Center is one that deserves acknowledgment and accommodation within future design recommendations. Another existing design influence on the campus is the pedestrian cross axis that flows north / south through campus, book-ended on either side by the Joe Rosenfield Center and Burling Library. Connections through campus are also established by existing greenspace and the resulting view corridors framed by landscaping. Preserving existing view corridors and greenspace connections between north and south campus is critical to maintaining campus interconnectedness. Greenspace can also create a sense of entry and welcome by establishing a 'front yard' through which views into campus are framed. The area around Burling Library has great potential in this respect. Other entry points into the campus are established through more formal design elements, such as the potential campus entry point at the intersection of Park Street and 8th Avenue. The set-back lines established along 8th Avenue by Noyce Science Center and Joe Rosenfield Center should be respected and preserved by all future development. The conclusions from the site analysis resulted in a set of six campus influences that informed the design recommendations in this report.

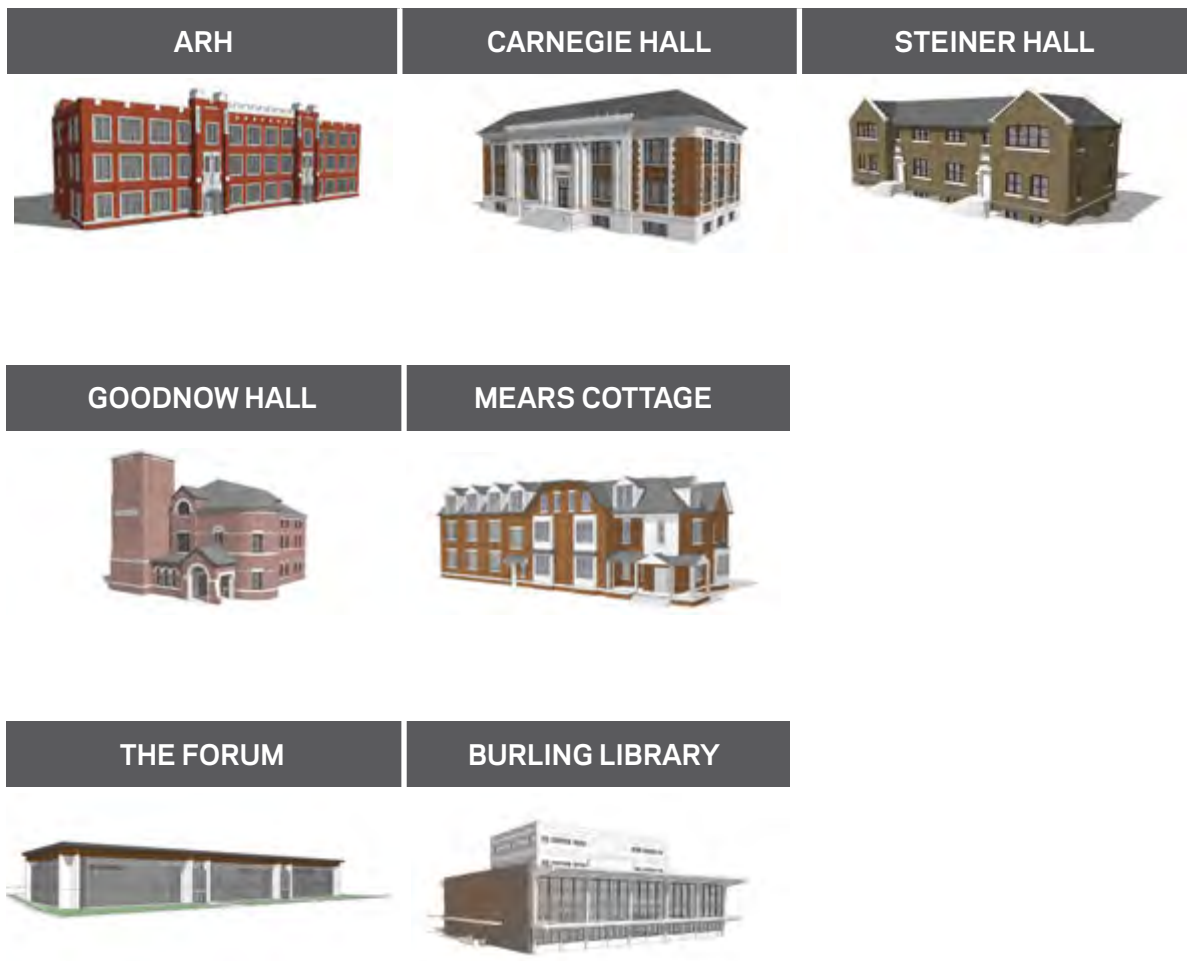
CAMPUS INFLUENCES

1. Acknowledge and respond to campus entry point at 8th Avenue and Park Street.
2. Maintain the primary pedestrian cross axes through campus and reinforce intersection nodes.
3. Preserve the corridor of greenspace that flows between north and south campus. All building and landscaping implemented along the edges of this greenspace should maintain the view corridor that currently exists as it reinforces connections between the campus zones.
4. Pedestrian connections across the campus greenspace to Noyce Science Center from ARH should be maintained and reinforced through landscaping and axial relationships.
5. Any new construction along 8th Avenue shall maintain the existing built edge established by the north side of Noyce Science Center and the view corridor formed along 8th Avenue.
6. Open up views into the campus through the creation of greenspace between Bucksbaum Center for the Arts and the railroad tracks to serve as a visual threshold to campus.



EXISTING BUILDINGS AND PROGRAM

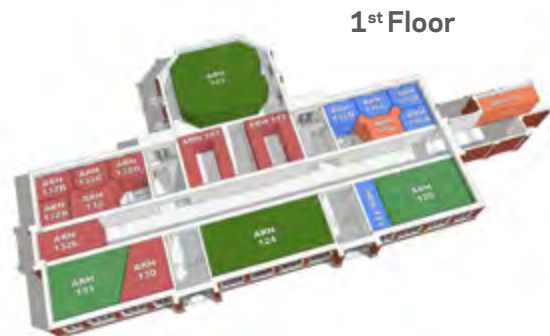
An existing building inventory data sheet was created for each of the seven buildings represented in this report (in no particular order): ARH, Carnegie Hall, Steiner Hall, Goodnow Hall, Mears Cottage, the Forum, and Burling Library. Information collected for each building includes key building statistics, a graphic representation of existing programmatic use floor by floor, pertinent photos of the building, and a breakdown of existing spaces by type. In general, Grinnell College maintains their facilities to a high standard and the majority of the building exteriors and interiors are in excellent condition. The existing space inventory sheets were created to visualize how much of each building was devoted to classrooms, offices, and social programs. Results from the analysis informed the programming process.



ARH (ALUMNI RECITATION HALL)

BUILDING STATISTICS

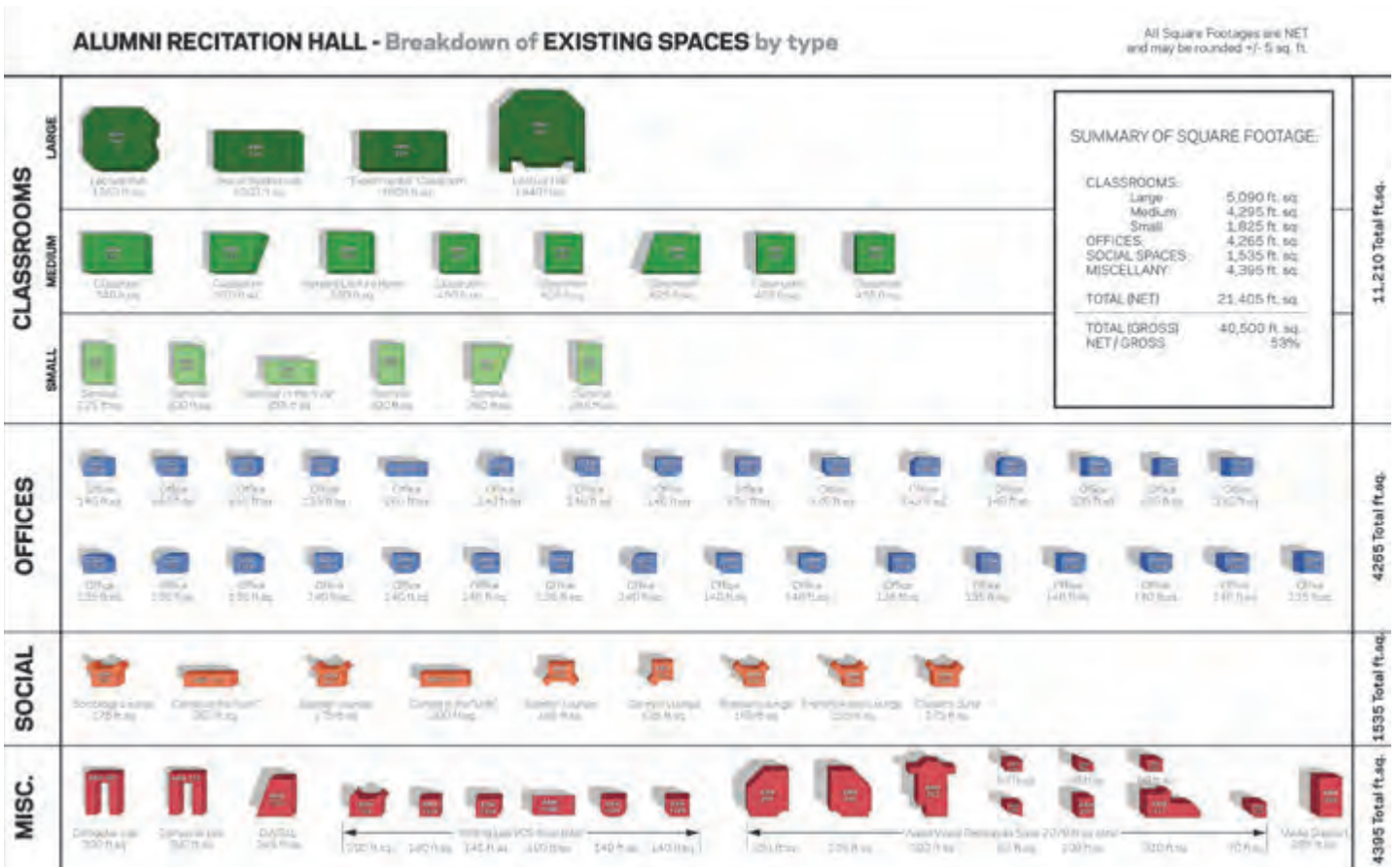
YEAR BUILT	1917
ARCHITECTURAL STYLE	Collegiate Gothic
AREA	40,500 gsf; 21,405 nsf
SPACE UTILIZATION	Faculty offices for Sociology, Classics, French, Arabic, German, Russian, Spanish Staff offices Classrooms Cultural Education Center The Writing Lab DASIL
ENVELOPE + ROOF	Load bearing masonry construction. Brick exterior with limestone accents. Selective tuckpointing and waterproofing completed in 2011. Roof replacement in 2000 with fully-adhered EPDM membrane. Window replacement in 1990.
MECHANICAL / ELECTRICAL	Central steam heat and chiller plant MEP repairs and replacement in 1990. HVAC systems in need of major work. Electrical systems require updating.
INTERIOR	Last renovation in 1989.
ACCESSIBILITY	An elevator provides access to all levels except for the rooms at the top of the stairs (3 1/2 level), however, an accessibility study of the building has not been completed and it is likely there are other components of the building that do not meet current ADA standards.
INSTRUCTIONAL TECHNOLOGY	In general classrooms are fitted with projector and screen. ARH 227 provides an active learning environment with space for lecture / group work and separate space for computer work.



HISTORIC PHOTOS



TODAY



CARNEGIE HALL

BUILDING STATISTICS

YEAR BUILT	1905 (bookstore addition, 1970)
ARCHITECTURAL STYLE	Beaux Arts (Neoclassical)
AREA	21,600 gsf; 8,225 nsf (without bookstore)
SPACE UTILIZATION	Faculty offices for Economics, Political Science, Sociology, Chinese / Japanese Staff offices Classrooms Bookstore
ENVELOPE + ROOF	Brick exterior with limestone accents. Complete tuckpointing in 1997 and selective tuckpointing and waterproofing in 2012. Roof replacement in 1997 with asphalt shingles and fully adhered EPDM membrane. The roof will require replacement within 3-8 years. Windows replaced in 1993. Chronic groundwater infiltration in the northeast foundation area.
MECHANICAL / ELECTRICAL	Central steam heat and chiller plant. HVAC systems were repaired / replaced in 1993 and will be in need of replacement in 5-10 years.
INTERIOR	In general, the interior has been heavily modified from its original configuration and character. There are remnants of the original ceiling detailing above the current lay-in ceiling on the third floor. Last renovation in 1994.
ACCESSIBILITY	The elevator in the link between Carnegie Hall and ARH provides access to the first floor and third floor of Carnegie Hall. The second floor and fourth floor (former book stack location) are a half level above the main floors and are completely non-compliant. The bookstore is not fully ADA compliant.
INSTRUCTIONAL TECHNOLOGY	In general classrooms are fitted with projector and screen.



2nd Floor



1st Floor



HISTORIC PHOTOS



Library Interior, First Floor



Library Interior, Top of Stair



Library Reading Room

TODAY



View of bookstore

CARNEGIE HALL - Breakdown of EXISTING SPACES by type

All Square Footages are NET and may be rounded +/- 5 sq. ft.

		SUMMARY OF SQUARE FOOTAGE												
CLASSROOMS	LARGE													1,435 Total ft. sq.
	MEDIUM												<p>CLASSROOMS: Large 895 ft. sq. Medium 540 ft. sq. Small 540 ft. sq.</p> <p>OFFICES: 5,420 ft. sq. SOCIAL SPACES: 535 ft. sq. MISCELLANY: 835 ft. sq.</p> <p>TOTAL (NET) 9,225 ft. sq.</p> <p>TOTAL (GROSS) 21,600 ft. sq. NET / GROSS 57%</p>	
	SMALL													
OFFICES													5,420 Total ft. sq.	
SOCIAL													535 Total ft. sq.	
MISC.													835 Total ft. sq.	

* GROSS ft. sq. does not count the bookstore addition

STEINER HALL

BUILDING STATISTICS

YEAR BUILT	1907 (Addition, 1990)
ARCHITECTURAL STYLE	Collegiate Gothic
AREA	15,760 gsf; 7,900 nsf
SPACE UTILIZATION	Faculty offices for Philosophy, Religious Studies, Education Staff offices Classrooms
ENVELOPE + ROOF	Brick exterior with limestone accents
MECHANICAL / ELECTRICAL	Central steam heat Central chiller plant
INTERIOR	Last renovation in 1990. There are significant ground water issues in the basement.
ACCESSIBILITY	An elevator provides access to all levels, however, an accessibility study of the building has not been completed and it is likely there are other components of the building that do not meet current ADA standards.
INSTRUCTIONAL TECHNOLOGY	In general classrooms are fitted with projector and screen.



3rd Floor



2nd Floor



1st Floor

TODAY



STEINER HALL - Breakdown of EXISTING SPACES by type

All Square Footages are NET and may be rounded +/- 5 sq. ft.

	SUMMARY OF SQUARE FOOTAGE:										
CLASSROOMS	 1 Classroom (Large) 670 ft. sq.										3220 Total ft. sq.
	 1 Classroom (Medium) 2,550 ft. sq.										
	 1 Classroom (Small) 3,905 ft. sq.										
OFFICES	 1 Office (1,200 ft. sq.)										3905 Total ft. sq.
	 1 Office (1,000 ft. sq.)										
	 1 Office (800 ft. sq.)										
	 1 Office (600 ft. sq.)										
	 1 Office (400 ft. sq.)										
	 1 Office (300 ft. sq.)										
	 1 Office (200 ft. sq.)										
	 1 Office (150 ft. sq.)										
	 1 Office (100 ft. sq.)										
	 1 Office (50 ft. sq.)										
	 1 Office (50 ft. sq.)										
	SOCIAL	 1 Lounge 60 ft. sq.									
 1 Lounge 60 ft. sq.											
 1 Lounge 225 ft. sq.											
 1 Lounge 120 ft. sq.											
 1 Lounge 120 ft. sq.											
MISC.	 1 Storage 275 ft. sq.										275 Total ft. sq.

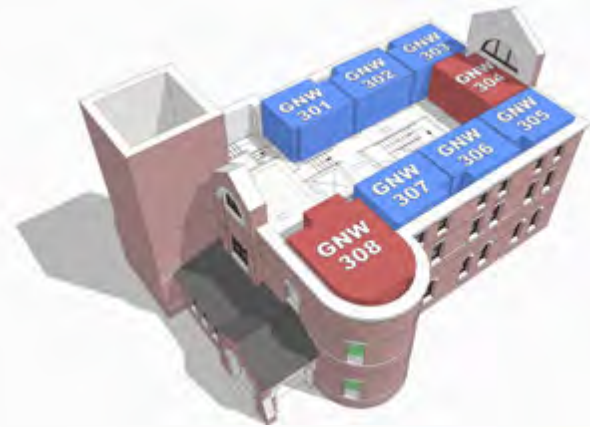
GOODNOW HALL

BUILDING STATISTICS

YEAR BUILT	1885
ARCHITECTURAL STYLE	Richardson Romanesque
AREA	7,800 gsf; 3,375 nsf
SPACE UTILIZATION	Faculty offices for Anthropology Staff offices Classrooms
ENVELOPE + ROOF	Pink sandstone (Sioux Falls Quartzite) exterior with white stone (Missouri) accents
MECHANICAL / ELECTRICAL	Central steam heat Central chiller plant
INTERIOR	Interior has been heavily modified from its original design. The original carved wood columns and wood staircase are still visible. Last renovation in 1995.
ACCESSIBILITY	An elevator provides access to all levels, however, an accessibility study of the building has not been completed and it is likely there are other components of the building that do not meet current ADA standards.
INSTRUCTIONAL TECHNOLOGY	In general classrooms are fitted with projector and screen.



3rd Floor



2nd Floor



1st Floor



HISTORIC PHOTOS



View of Goodnow Hall, Grinnell College's original library

TODAY



GOODNOW HALL - Breakdown of EXISTING SPACES by type

All Square Footages are NET and may be rounded +/- 5 sq. ft.

SPACE TYPE	Visual Representation	Total Area
CLASSROOMS	LARGE (1 icon)	1,420 Total ft.sq.
	MEDIUM (1 icon)	
	SMALL (2 icons)	
OFFICES	12 icons	1,620 Total ft.sq.
SOCIAL	0 icons	
MISC.	4 icons	835 Total ft.sq.

CLASSROOMS:	
Large	480 ft. sq.
Medium	480 ft. sq.
Small	460 ft. sq.
OFFICES:	1,620 ft. sq.
SOCIAL SPACES:	
MISCELLANY:	535 ft. sq.
TOTAL (NET)	3,375 ft. sq.
TOTAL (GROSS)*	7,767 ft. sq.
NET / GROSS	47%

* GROSS ft. sq. excludes the basement and shaft space in the tower.

MEARS COTTAGE

BUILDING STATISTICS

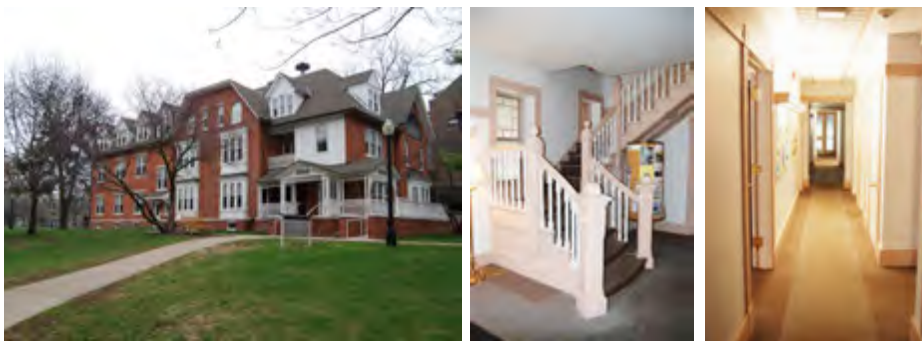
YEAR BUILT	1888
ARCHITECTURAL STYLE	Victorian
AREA	13,300 gsf; 7,100 nsf
SPACE UTILIZATION	Faculty offices for English, History Staff offices Classrooms
ENVELOPE + ROOF	Brick exterior with wood accents
MECHANICAL / ELECTRICAL	Central steam heat Dedicated air-cooled chiller
INTERIOR	Last renovation in 1986.
ACCESSIBILITY	An elevator provides access to all levels, however, an accessibility study of the building has not been completed and it is likely there are other components of the building that do not meet current ADA standards.
INSTRUCTIONAL TECHNOLOGY	In general classrooms are fitted with projector and screen.



HISTORIC PHOTOS



TODAY



MEARS COTTAGE - Breakdown of EXISTING SPACES by type

All Square Footages are NET and may be rounded +/- 5 sq. ft.

Category	Space Type	Area (sq. ft.)	Total for Category
CLASSROOMS	LARGE	None	985 Total ft.sq.
	MEDIUM	Classroom (500 ft.sq.)	
	SMALL	Classroom (275 ft.sq.), Classroom (260 ft.sq.)	
OFFICES	Office (150 ft.sq.)	150	4670 Total ft.sq.
	Office (120 ft.sq.)	120	
SOCIAL	Study Group (75 ft.sq.)	75	775 Total ft.sq.
	Group (100 ft.sq.)	100	
	Group (60 ft.sq.)	60	
MISC.	Room (100 ft.sq.)	100	670 Total ft.sq.
	Room (100 ft.sq.)	100	
	Room (70 ft.sq.)	70	

SUMMARY OF SQUARE FOOTAGE:

CLASSROOMS:	
Large	365 ft. sq.
Medium	600 ft. sq.
Small	4,670 ft. sq.
OFFICES:	775 ft. sq.
SOCIAL SPACES:	670 ft. sq.
MISCELLANY:	
TOTAL (NET)	7,100 ft. sq.
TOTAL (GROSS)	13,238 ft.sq.
NET / GROSS	54%

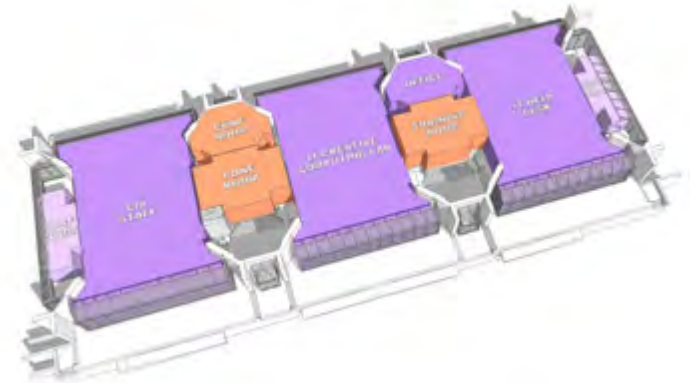
THE FORUM

BUILDING STATISTICS

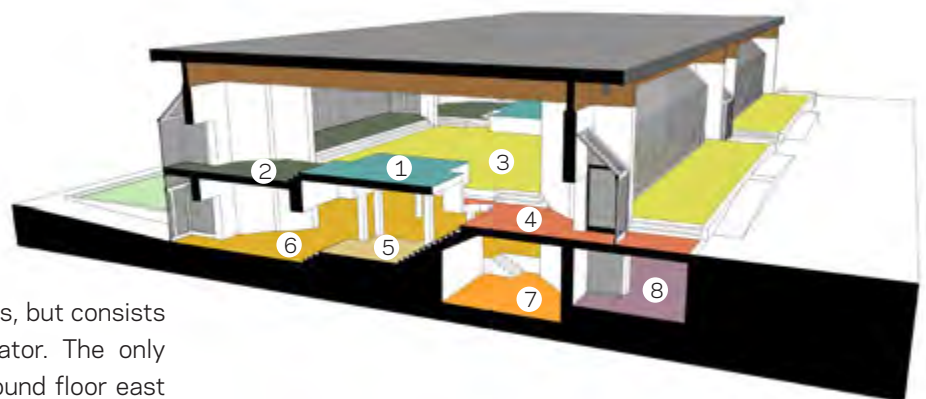
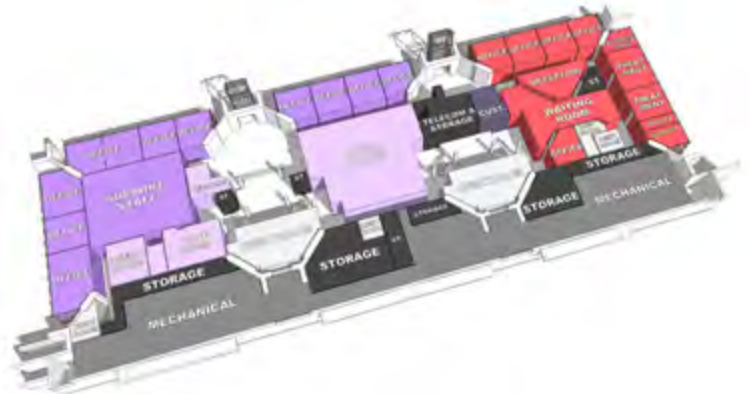
YEAR BUILT	1964
ARCHITECTURAL STYLE	International Style
AREA	28,900 gsf; 15,955 nsf
SPACE UTILIZATION	Information technology services Health and counseling services
ENVELOPE + ROOF	Concrete, wood, and glass exterior Windows are original and in need of replacement
MECHANICAL / ELECTRICAL	Central steam heat Central chiller plant
INTERIOR	Last renovation in 1983.
ACCESSIBILITY	The majority of the building is not ADA accessible.
INSTRUCTIONAL TECHNOLOGY	N / A



1st Floor



Ground Floor



NOTE: The Forum has only two main floors, but consists of eight distinct levels without an elevator. The only wheelchair accessible entrance is the ground floor east entrance.

HISTORIC PHOTOS



TODAY



FORUM - Breakdown of EXISTING SPACES by department & type

All Square Footages are NET and may be rounded +/- 5 sq. ft.



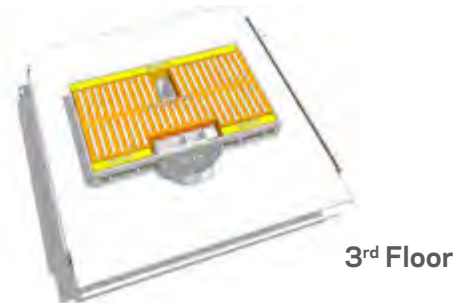
BURLING LIBRARY

BUILDING STATISTICS

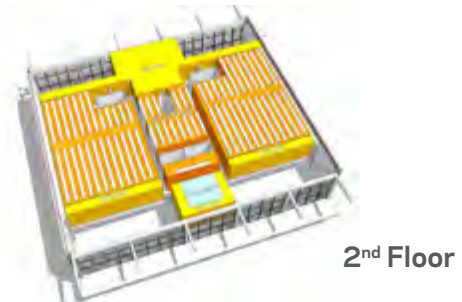
YEAR BUILT	1959 (Addition and renovation, 1982)
ARCHITECTURAL STYLE	International Style
AREA	60,100 gsf; 44,898 nsf
SPACE UTILIZATION	Library Collections Special Collections Study Areas Galleries Faculty Studies Library Administrative, Staff, and Processing Offices
ENVELOPE + ROOF	Concrete, brick, and glass exterior
MECHANICAL / ELECTRICAL	Central steam heat Central chiller plant
INTERIOR	Last renovation in 1982.
ACCESSIBILITY	An elevator provides access to all levels, however, an accessibility study of the building has not been completed as a part of this report and it is likely there are other components of the building that do not meet current ADA standards. Spacing of the book stacks is not ADA compliant.



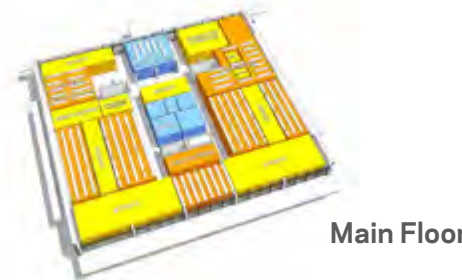
4th Floor



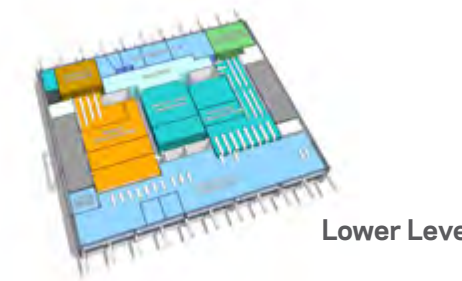
3rd Floor



2nd Floor



Main Floor



Lower Level

HISTORIC PHOTOS

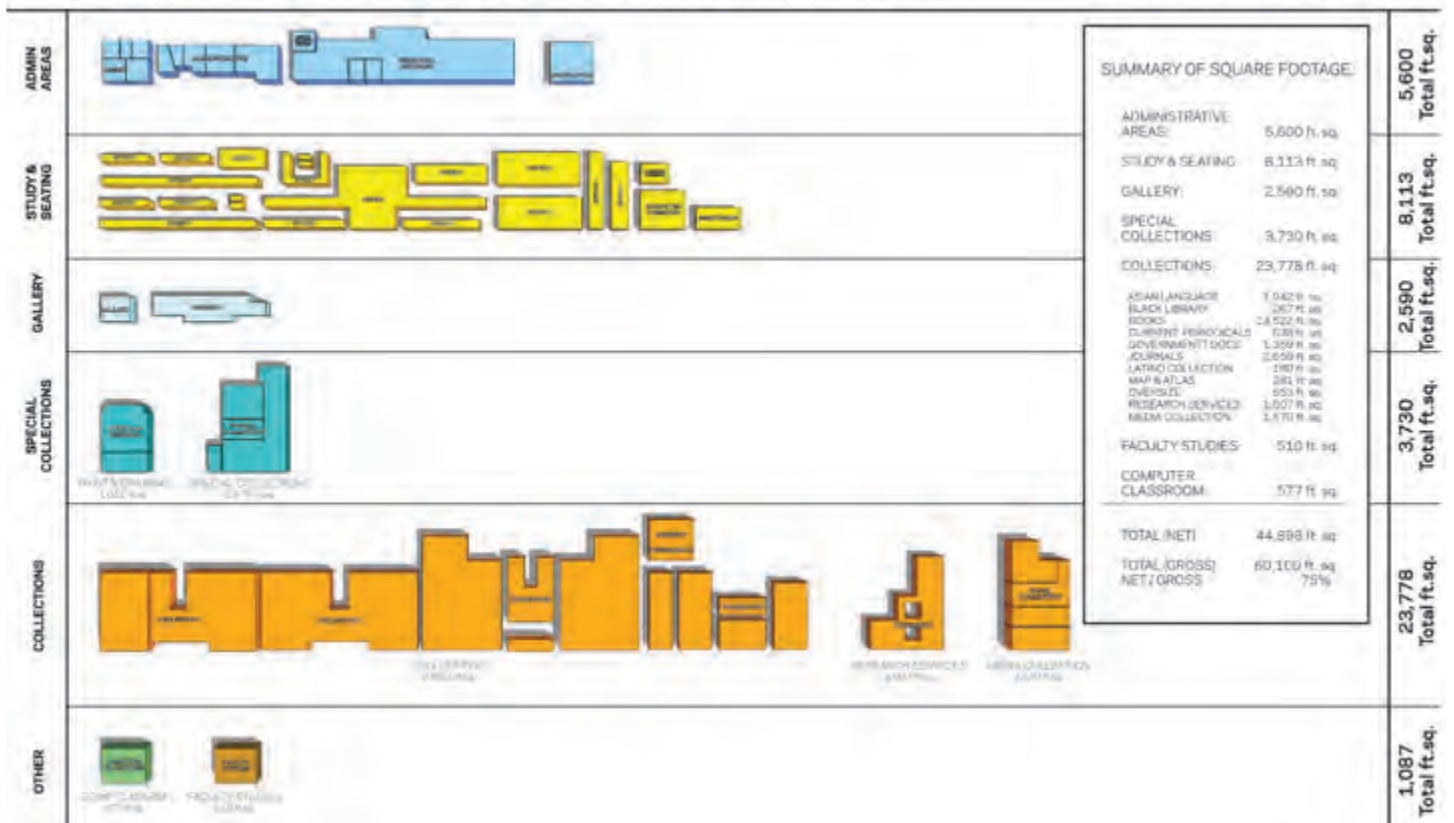


TODAY



BURLING LIBRARY - Breakdown of EXISTING SPACES by department & type

All Square Footages are NET and may be rounded +/- 5 sq. ft.



FOCUS GROUPS

On-campus focus groups were held with faculty, students, and staff. More than 50 people attended the focus groups to share their views and opinions. During the focus group meetings, facilitators asked attendees to consider the following questions.

QUESTIONS

“In light of the existing needs and future objectives outlined in the strategic plan, how should we structure our work activities (spatial relations of offices, classrooms, support services) and work organization (departments, divisions, other) to best meet our teaching and learning objectives?”

“Assuming we are not constrained by existing facilities, what new types of functions or spaces should we consider for the future? These spaces may include instruction, research, academic support, social activities, or something completely unexpected. As an opportunity to think big, what should we consider in planning for the future?”

There was a strong consensus across user groups and different conversations, and very few dissonant opinions were expressed. The observations from these meetings were presented during the November 26th, 2012 committee meeting and key findings are provided below. See Appendix E for a summary of focus group feedback.

1. Lack of physical space, no matter what the use, is glaring.
2. The “basics” are lacking: comfortable furniture, usable classrooms, gathering areas, up-to-date technology, display surfaces, etc.
3. It is hard to see past the current spatial deficiencies to “dream bigger” about ideal spatial configurations, radically different organizations, transformational ideas, etc.

In addition to the focus groups, the Committee engaged department leaders for the Center for Careers, Life, and Service, health and counseling services, and information technology services. Committee members also shared insights gathered from peer institutions, campus visits, and experience on other campuses. Particular emphasis was placed on feedback regarding inquiry-based learning and classroom best practices.

AFFINITY EXERCISE

The Committee utilized an affinity exercise to solicit student, faculty, and staff aesthetic and emotional preferences towards a variety of architectural styles. Images presenting a diverse array of spatial qualities, amenities, and types of materials were displayed on four boards; one board for each topic area of **Exterior Spaces**, **Building Exteriors**, **Academic Interiors**, and **Library Interiors**. Boards were displayed in high traffic areas across campus inviting people to consider the images and write their responses and comments directly on the boards. The Committee gathered the boards and synthesized the responses. These opinions informed the vision and conceptual framework for design solutions.

ACADEMIC INTERIORS

Respondents preferred warm materials like brick and wood, and windows to let in lots of natural light. A sense of openness and warmth in the space was also preferred. Calm, comfortable places to study were important. It was also suggested that Burling Library's "towers" could be re-imagined as improved study environments.

LIBRARY INTERIORS

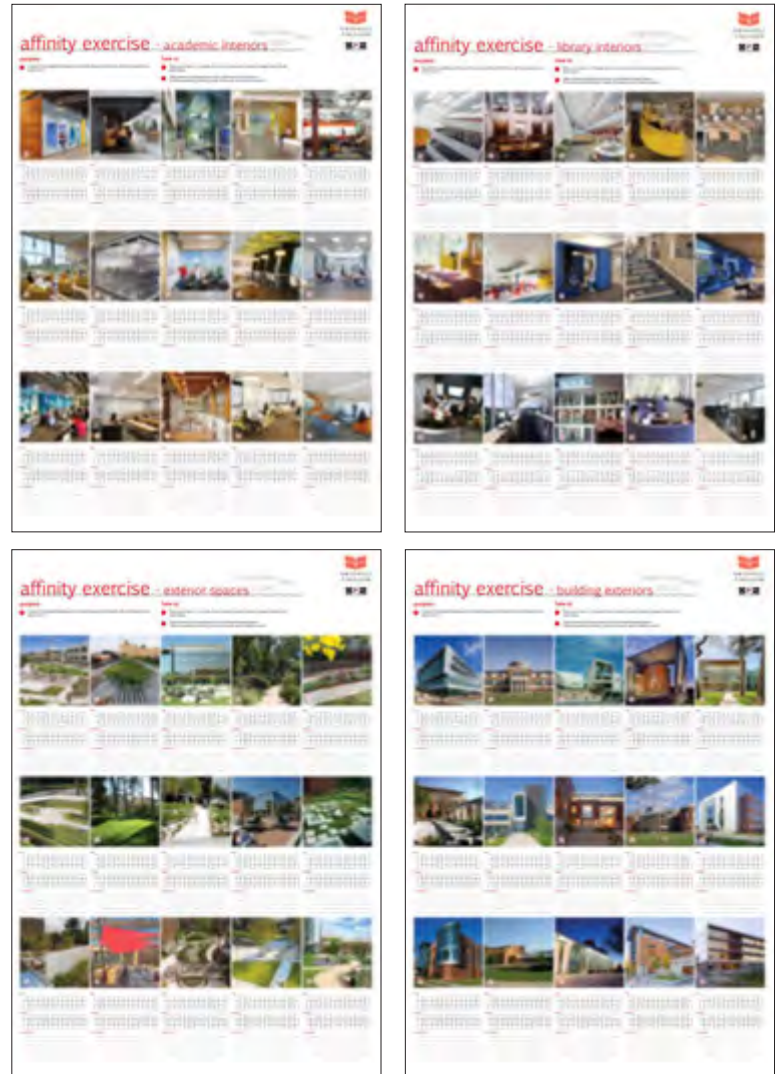
Similar to academic interiors, respondents preferred warm materials like brick and wood, and windows to let in lots of natural light. Comfortable places to study were also important. Visible connections between levels and a harmonic balance between a modern feel and organic shapes was preferred.

EXTERIOR SPACES

Native plants, greenery over hardscaping, and more natural-looking environments were all preferences for landscapes and exterior spaces. Using pervious pavers and consciously limiting use of concrete and other impervious paving were also important to respondents. There was also a preference expressed for creative, less structured use of exterior space.

BUILDING EXTERIORS

The preference for building exteriors gravitated towards warm materials such as brick and wood, and plenty of glass to reflect the exterior and let in natural light and views. Sustainability was listed as a priority for both exterior materials and exterior spaces.



Four affinity posters were created: Academic Interiors, Library Interiors, Exterior Spaces, and Building Exteriors.



PROGRAM

5

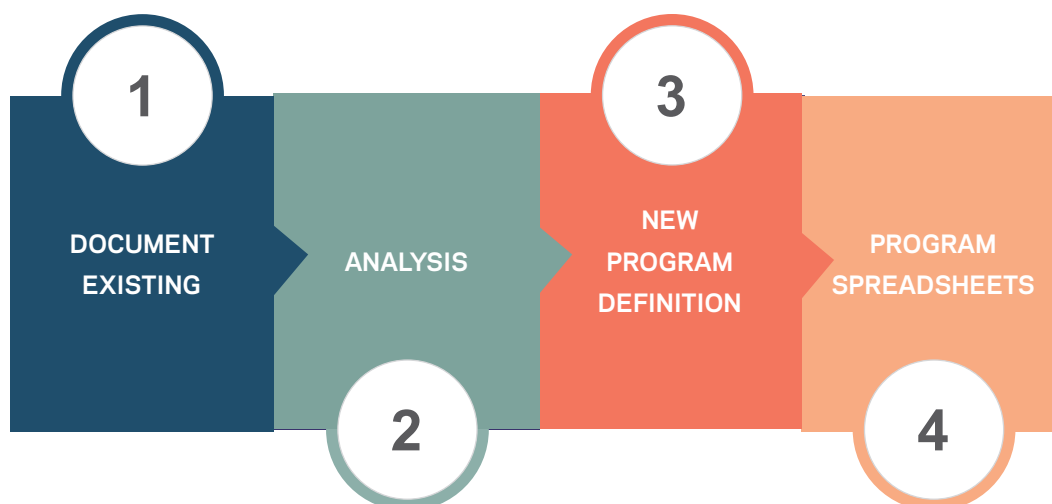
DEVELOPING THE PROGRAM

Programming sets the foundation for the design process. In programming, designers engage with a core team from the College and other key stakeholders to gather information. Programming takes the form of a highly-collaborative mapping process during which participants explore current and desired organizational structures, work patterns and processes, adjacency requirements, space needs and more. Through programming, the team defines the quantitative and qualitative attributes of a project including those characteristics unique to the College's brand and vision. Programming concludes with a shared understanding of the project imperatives and a clear map for how to achieve success.

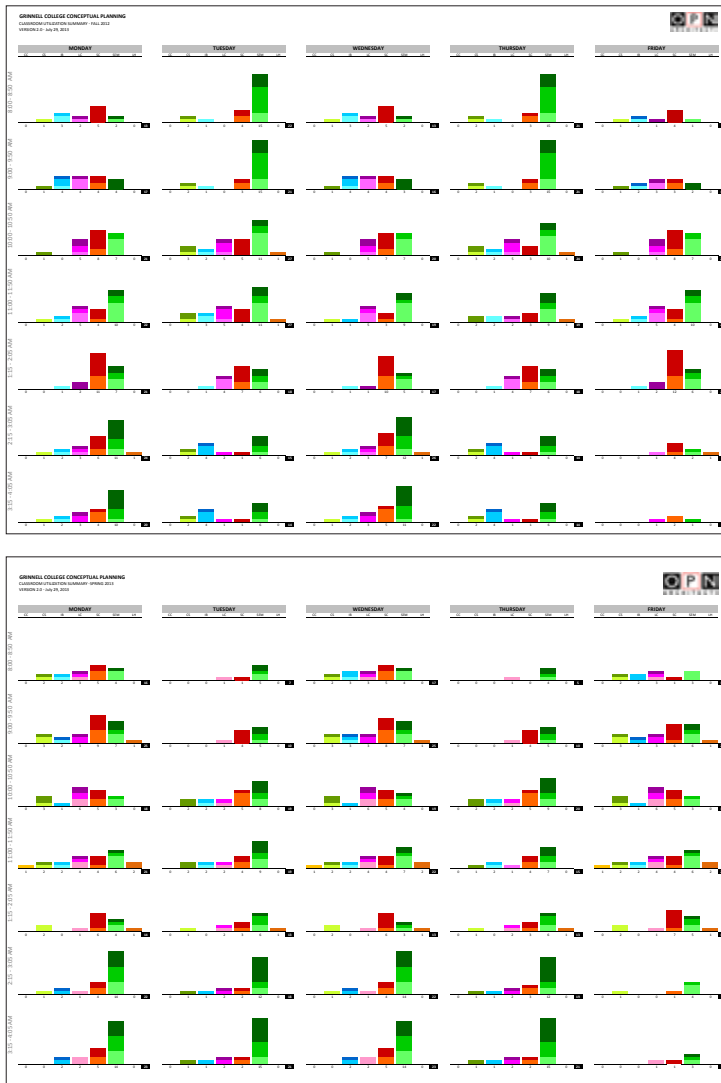
The programming process for Grinnell College began with the documentation of the existing program, collected and graphically represented in the existing building and program inventory. All program elements were then consolidated by division and department and right-sized for current campus projections. The Registrar's office simulated class scheduling using course offerings, times, and enrollments from 2012-2013 to test the right-sized program, which was then independently verified by the planning firm Dober Lidsky Mathey, Inc. After incorporating feedback from Dober Lidsky Mathey, the Registrar's office ran the simulated scheduling again. See Appendix K for Dober Lidsky Mathey report.

After establishing the baseline existing right-sized program, the Committee held visioning sessions to analyze areas of departmental change and growth. Information on desired classroom configurations was solicited from the faculty through the classroom utilization survey. The Committee assembled a variety of classroom configurations for different types of rooms, such as seminar rooms, small classrooms, large classrooms, lecture rooms, inquiry-based classrooms, and case study rooms and sent these examples to the faculty. The faculty were then instructed to select the most desired classroom configuration for each of the classes they taught. The end result of this survey provided the Committee with the optimal classroom configuration for each class. All results were compiled in the classroom utilization summary and served as a graphic visualization of Registrar requests identifying peak classroom loads throughout the week. Data for the classroom utilization survey included re-use of existing classroom assets that extend beyond the seven buildings identified in the Committee's scope of work. For program areas specifically associated with the library, the Committee consulted with the Librarian of the College to understand how the collection needs of the library would change. Library peer comparison studies were completed to analyze specialty program spaces such as the academic commons and integration of information technology services into an academic library.

Input from the visioning sessions, faculty classroom utilization survey, and library peer comparisons led the Committee to define new programs and develop scenarios and potential projects that would accommodate these needs. Program spreadsheets can be found in Appendix F and Appendix G.



Classroom Utilization Summary Graphics



Visioning Session



Capturing ideas visually





SCENARIOS

6

CAMPUS IMPACT STUDIES

The Committee developed a number of campus impact studies, classroom / faculty adjacencies studies, and affinity diagrams. Architectural visioning sessions were held to further define goals and potential solutions. The Committee developed and discussed a variety of alternative planning options before narrowing the field to the following five planning scenarios that were selected for more detailed consideration.

AREAS FOR POTENTIAL USE



INTRODUCTION TO THE SCENARIOS

Based on the desire to create learning spaces that promote collaboration, creativity, and inquiry and informed by extensive campus dialogue and investigation into potential planning options, the Committee developed five planning scenarios that propose formal relationships and changes to the campus environment. The five scenarios were then carefully tested for viability against the original charge, the key assumptions, and the guiding pedagogical priorities of the College.

The five scenarios explored varying degrees of consolidation of academics and consolidation of academic services. Scenario 1 is the least consolidated of the five options with academics that are distributed across campus in a fashion similar to what exists on campus today. Scenario 5 partially consolidates academics by creating two academic centers for social studies and non-fine arts humanities, while distributing academic services. Scenarios 2, 3, and 4 are the most consolidated of the five scenarios and consolidate both academics and services.

DISTRIBUTED ACADEMICS
AND CONSOLIDATED
SERVICES



CONSOLIDATED
ACADEMICS AND
CONSOLIDATED SERVICES



PARTIALLY CONSOLIDATED
ACADEMICS AND
DISTRIBUTED SERVICES



SCENARIO 1

DISTRIBUTED ACADEMICS & CONSOLIDATED SERVICES

The social studies and non-fine arts humanities divisions are currently spread over five different buildings. This arrangement works well in some aspects, and provides in general a quieter, more intimate environment for this division than the sciences housed in the much larger Noyce Science Center. Scenario 1 maintains the existing departmental decentralization as much as possible to preserve the atmosphere of scholarly contemplation found in many of the smaller buildings on campus.

The program for Scenario 1 keeps as many departments as possible in their current locations. These spaces would be renovated as required, but for the most part not relocated.

Where additions are necessary, they are added onto individual buildings to avoid creating one large centralized addition, and to maintain the existing scale of the campus buildings. The exception to this rule would be building A1, a new structure lightly attached to ARH in a manner that avoids the formation of a larger structure. This building would house expanded programs like the Cultural Education Center, academic commons, and instructional space. Program expansions in Burling Library and the Forum are likewise facilitated by adding onto those buildings directly, not moving the program.

In maintaining the present spatial arrangement, this scenario represents the least intrusive plan offered in this report, but accordingly it is also the least transformative. This scenario does not provide a larger, unified identity for social studies and non-fine arts humanities, but rather reinforces the notion of individualism and uniqueness as a result of preserving smaller, more intimate buildings.



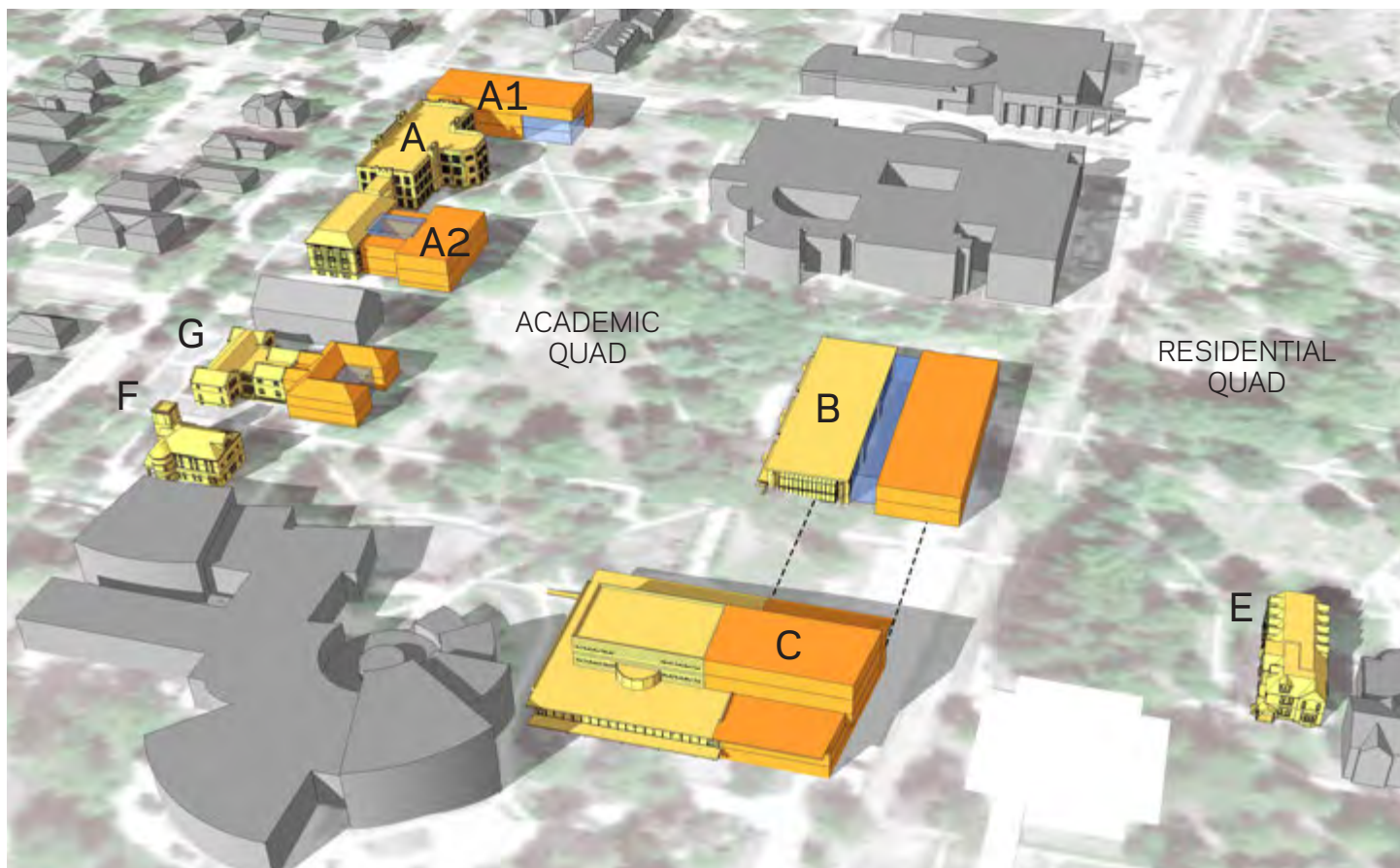
On April 29, 2013, the Committee was asked to identify pros and cons for each of the five scenarios presented.

PROS

- Maintains two noteworthy modernist campus buildings, and makes them more functional and accessible.
- Additions to the academic buildings maintain the current intimate feel of campus.
- Academic services and the library are in close proximity to one another.
- Provides an academic anchor on the south end of campus.
- The Center for Careers, Life, and Service is integrated with the other academic services.
- Provides a lively new core for campus.

CONS

- Renovations to the Forum may be too costly and may destroy the beloved original architectural style.
- The academic commons is separated from academic services.
- The Reading Lab and the Writing Lab are located outside of the academic building.
- The entire information technology services department may not need to be located in the middle of everything.
- Maintains the fragmented academic presence of social studies and non-fine arts humanities.
- Vision for the academic building is not transformational.



SCENARIO 1: MASSING DIAGRAM

<p>A</p>	<p>ARH is renovated and reused in much the same way it is currently.</p> <ul style="list-style-type: none"> ▪ Faculty offices ▪ Classrooms 	<p>B</p>	<p>THE FORUM IS RENOVATED AND RECEIVES A NEW ADDITION</p> <ul style="list-style-type: none"> ▪ Health and counseling services ▪ Information technology services ▪ The Center for Careers, Life, and Service ▪ Bookstore and cafe * ▪ The Center for Teaching, Learning, and Assessment
<p>A1</p>	<p>A NEW ACADEMIC BUILDING for social studies and non-fine arts humanities, attached to ARH via a breezeway, similar to Carnegie Hall.</p> <ul style="list-style-type: none"> ▪ Classrooms ▪ The new Cultural Education Center ▪ Media and audiovisual center ▪ The Reading Lab, the Writing Lab, and the Speaking Lab ▪ Academic commons ▪ DASIL 	<p>C</p>	<p>BURLING LIBRARY IS RENOVATED AND RECEIVES A NEW ADDITION</p> <p>All functions, stacks, offices, and other spaces formerly housed in Burling Library are included here.</p> <ul style="list-style-type: none"> ▪ Classrooms and informal gathering areas ▪ Special Collections ▪ Falconer Gallery Prints & Drawings Collection
<p>A2</p>	<p>CARNEGIE HALL IS RENOVATED WITH A NEW ADDITION that maintains common floor levels throughout, thus easing ADA difficulties.</p> <ul style="list-style-type: none"> ▪ Faculty offices ▪ Classrooms 	<p>E</p>	<p>MEARS COTTAGE with its existing program remaining in place.</p>
<p>F</p>	<p>GOODNOW HALL with its existing program remaining in place.</p>	<p>G</p>	<p>STEINER HALL with its existing program remaining in place plus an addition.</p>

*The bookstore was originally part of the Committee's scope of work, but was removed from the project midway through the process. See the **Unresolved Projects** section (page 109) for more information.

SCENARIO 2

CONSOLIDATED ACADEMICS & CONSOLIDATED SERVICES

Scenario 2 considers the co-location of many of the social studies and non-fine arts humanities areas. Two new buildings are proposed in the vicinity of ARH and Carnegie Hall, along with an atrium or common space that links the four buildings.

The four buildings and atrium would comprise a social studies and non-fine arts humanities complex. The complex would enable synergies from co-location and provide a sense of community and identity for the departments. The four-part composition accommodates a large amount of area for programs, while also allowing an architectural expression in smaller pieces that is more consistent with other campus elements. It also acknowledges the Committee’s preference that the various programs should have a collective identity without sacrificing their individual identities.

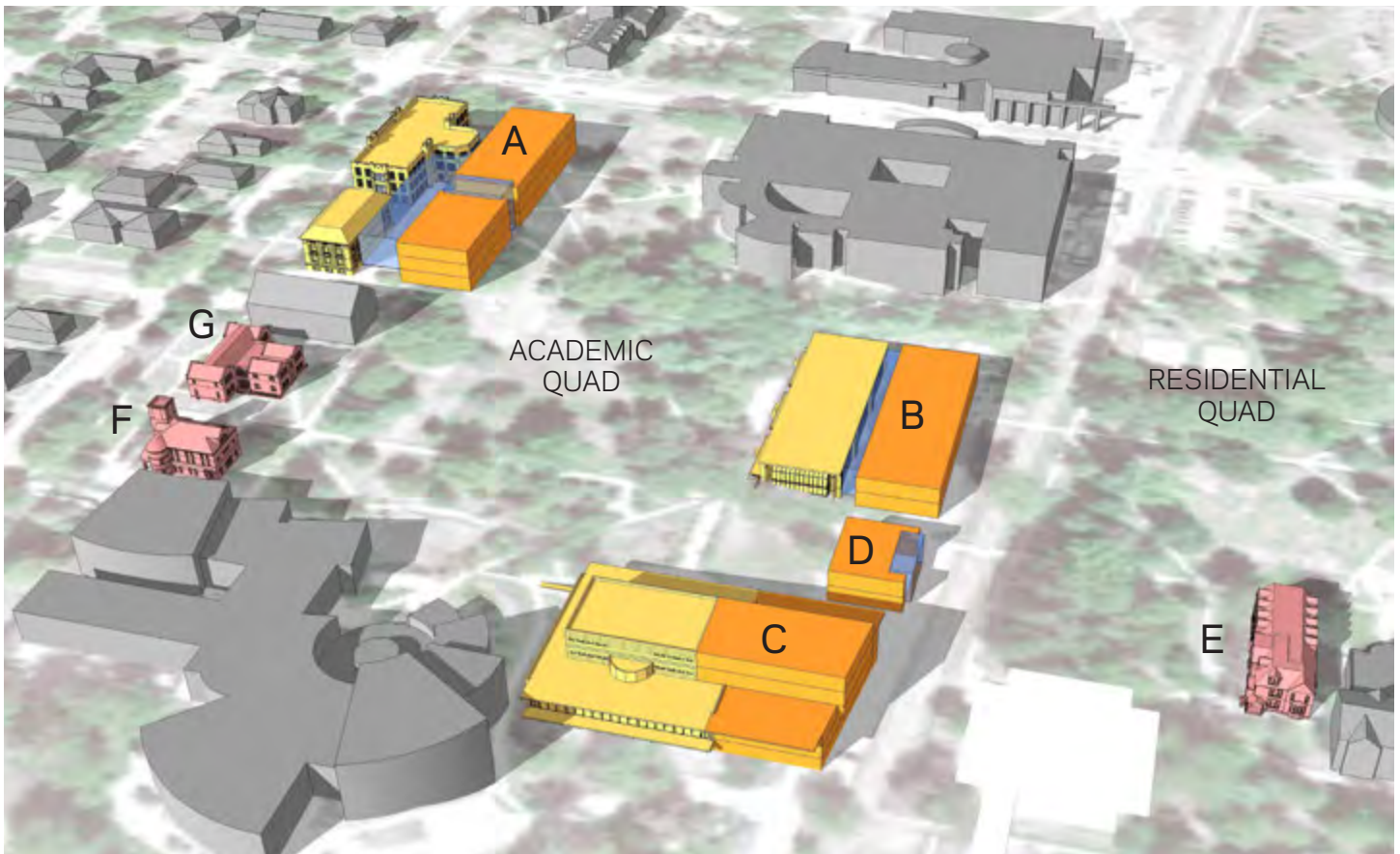
This scenario also considers additions to Burling Library and the Forum. Burling Library would redistribute existing program, expand areas that are currently compressed, and accommodate growth opportunities. The Forum would expand to accommodate several academic support functions and the bookstore. The additions and connections in this complex will draw people to this part of campus and re-energize the area.

The three smaller campus buildings (Steiner Hall, Mears Cottage, and Goodnow Hall) remain and are back-filled with non-instructional program, making them mostly peripheral to the student experience.



On April 29, 2013, the Committee was asked to identify pros and cons for each of the five scenarios presented.

PROS	CONS
<p>The bookstore / café is in a good location for access by students and faculty, and may attract more outside visitors.</p> <p>Provides a lively new core for campus.</p> <p>Maintains two noteworthy modernist campus buildings, and makes them more functional and accessible.</p>	<p>There is a lot of building which seems to constrain the green space.</p> <p>The bookstore / café closes in the green area of campus.</p> <p>The scale of the academic building could be so large as to lose the intimate feeling of the smaller buildings.</p>



SCENARIO 2: MASSING DIAGRAM

A	<p>NEW ACADEMIC BUILDING for social studies and non-fine arts humanities. Note that the back of Carnegie Hall is demolished, along with the bookstore.</p> <ul style="list-style-type: none"> ▪ Faculty offices ▪ Classrooms ▪ Academic support personnel ▪ Academic commons ▪ A building commons, to be a multistory atrium space between the existing and new buildings ▪ The new Cultural Education Center ▪ DASIL 	C	<p>BURLING LIBRARY IS RENOVATED AND RECEIVES A NEW ADDITION</p> <p>All functions, stacks, offices, and other spaces formerly housed in Burling Library are included here.</p> <ul style="list-style-type: none"> ▪ Classrooms and informal gathering areas ▪ Special Collections ▪ Falconer Gallery Prints & Drawings Collection
B	<p>THE FORUM IS RENOVATED AND RECEIVES A NEW ADDITION and would be physically connected to Burling Library, either above or below grade.</p> <ul style="list-style-type: none"> ▪ The Center for Teaching, Learning, and Assessment ▪ The Reading Lab, the Writing Lab, and the Speaking Lab ▪ Media and audiovisual center ▪ The Center for Careers, Life, and Service ▪ Information technology services ▪ Health and counseling services 	D	BOOKSTORE & CAFE*
		E	MEARS COTTAGE Unassigned
		F	GOODNOW HALL Unassigned
		G	STEINER HALL Unassigned

The bookstore was originally part of the Committee's scope of work, but was removed from the project midway through the process. See the **Unresolved Projects section (page 109) for more information.*

SCENARIO 3

CONSOLIDATED ACADEMICS & CONSOLIDATED SERVICES

The social studies and non-fine arts humanities complex in Scenario 3 is similar to the proposed Scenario 2. Scenario 3 differs from Scenario 2 in the approach to utilizing the Forum.

The Forum is thought by some to be an important part of the historic character of the campus. Conversations about the possibility of replacing it met with varying degrees of acceptance. It is, however, nearing an age where a significant investment in building systems would be necessary in order to extend its usefulness. It also presents inherent complications with regard to accessibility and wayfinding.

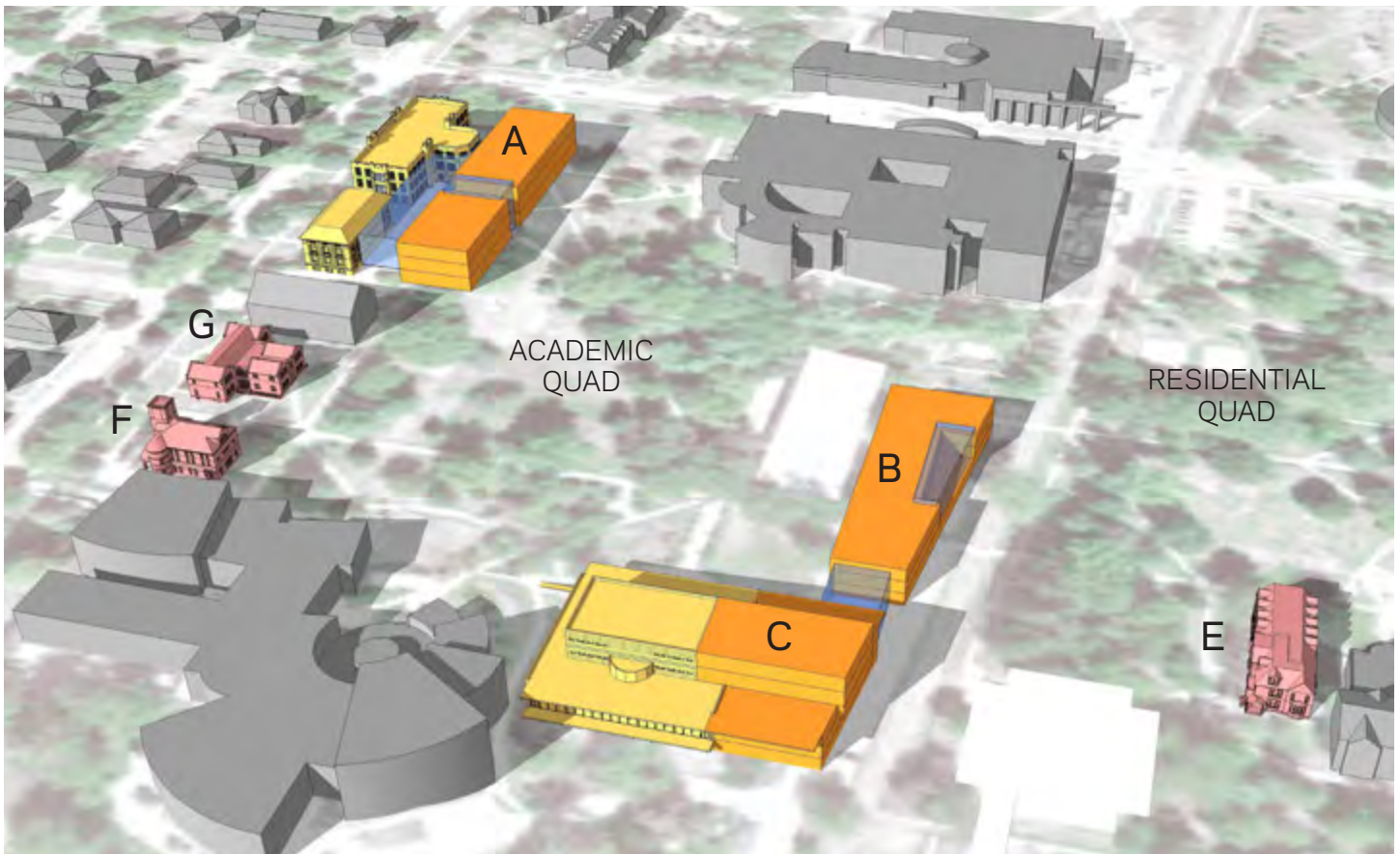
Scenario 3 considers the possibility of replacing the Forum. A new building would be more spatially efficient and accessible than the existing building. It would also replace an aging infrastructure with newer, more efficient, and less costly to maintain components.

As in Scenario 2, Steiner Hall, Mears Cottage, and Goodnow Hall remain and are back-filled with non-instructional program, making them mostly peripheral to the student experience.



On April 29, 2013, the Committee was asked to identify pros and cons for each of the five scenarios presented.

PROS	CONS
The glass links between buildings are nice.	Building B eliminates some of the site lines through campus.
Removes the Forum; renovations to the Forum may be too costly and may destroy the beloved original architectural style.	Seem to be tearing down a lot to gain a little.
The academic building is a center or destination.	
Increases the green space between the Noyce Science Building and Building B.	



SCENARIO 3: MASSING DIAGRAM

<p>A</p>	<p>NEW ACADEMIC BUILDING for social studies and non-fine arts humanities. Note that the back of Carnegie Hall is demolished, along with the bookstore.</p> <ul style="list-style-type: none"> ▪ Faculty offices ▪ Classrooms ▪ Academic support personnel ▪ Academic commons ▪ A building commons, to be a multistory atrium space between the existing and new buildings ▪ The new Cultural Education Center ▪ DASIL 	<p>C</p> <p>BURLING LIBRARY IS RENOVATED AND RECEIVES A NEW ADDITION</p> <p>All functions, stacks, offices, and other spaces formerly housed in Burling Library are included here.</p> <ul style="list-style-type: none"> ▪ Classrooms and informal gathering areas ▪ Special Collections ▪ Faulconer Gallery Prints & Drawings Collection
		<p>E</p> <p>MEARS COTTAGE Unassigned</p>
<p>B</p>	<p>THE FORUM is demolished and a new structure is built on the same site. The new building would be physically connected to Burling Library, either above or below grade.</p> <ul style="list-style-type: none"> ▪ The Center for Teaching, Learning, and Assessment ▪ The Reading Lab, the Writing Lab, and the Speaking Lab ▪ Media and audiovisual center ▪ The Center for Careers, Life, and Service ▪ Information technology services ▪ Health and counseling services 	<p>F</p> <p>GOODNOW HALL Unassigned</p>
		<p>G</p> <p>STEINER HALL Unassigned</p>

SCENARIO 4

CONSOLIDATED ACADEMICS & CONSOLIDATED SERVICES

Scenario 4 is the most consolidated plan explored in this exercise. Similar to Scenarios 2 and 3, faculty offices and instructional facilities are co-located entirely in a central academic complex for social studies and non-fine arts humanities. Differing from the previous plans, library functions and academic services are consolidated and co-located in a new building. This new complex replaces both Burling Library and the Forum, which are demolished in this scenario. Thus two campus centers are created, containing the vast majority of program space.

As in Scenario 2 and 3, Steiner Hall, Mears Cottage, and Goodnow Hall remain and are back-filled with non-instructional program, making them mostly peripheral to the student experience.

The removal of Burling Library is unique to this scheme. It is explored for good reason, in that a new structure can much more efficiently accommodate ADA compliant stacks. The lack of ADA compliant stacks is a major problem in any renovation to the existing library building. Additionally, structural issues complicate the extent and form of any future renovation and addition. Burling Library's removal also presents an opportunity to change the campus facade on 6th Avenue to be more inviting to the surrounding city.

Accordingly, the new library and academic services complex is set back purposefully from 6th Avenue in order to create a large open space facing outward. The complex's location between two quads and a new, town-oriented green space is ideal to serve as a campus center and "front door" to Grinnell College. With the removal of Burling Library, there is no visual impediment from the city into either quad, making the campus much more visually open.



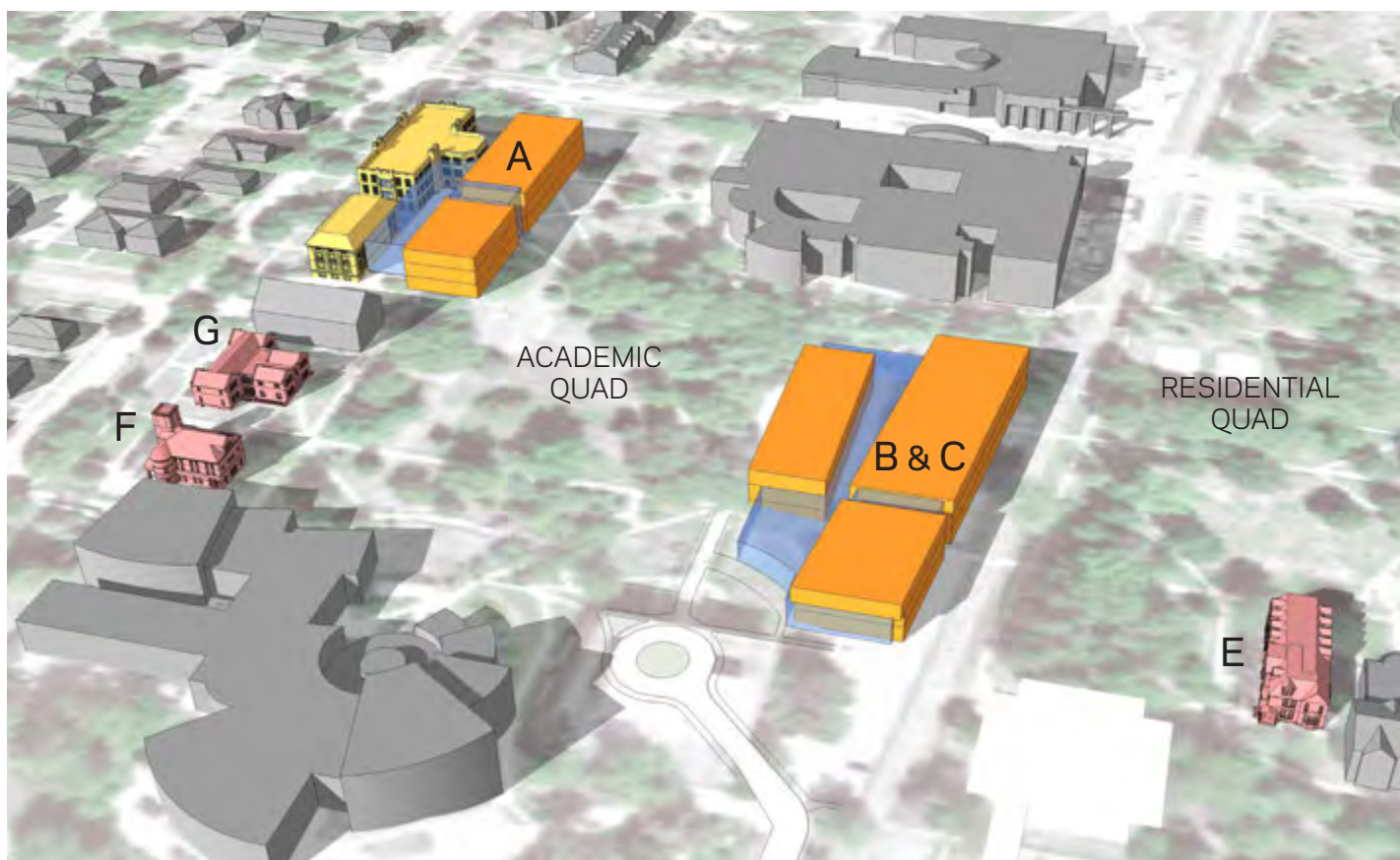
On April 29, 2013, the Committee was asked to identify pros and cons for each of the five scenarios presented.

PROS

- The opening to the south of the library creates a "front yard" to campus.
- The library / academic services complex is forward looking.
- Buildings A and B & C are similarly scaled to Noyce Science Center and the Joe Rosenfield Center.
- Re-centers traffic in south campus and provides a lively new core.
- Creates a truly functional and efficient library.
- Removes the Forum and Burling Library; renovations to the Forum and Burling Library may be too costly and may destroy the beloved original architectural style.
- The combined bookstore and café in the library may attract more outside visitors.

CONS

- Building B & C is too far away from 6th Ave.
- Health and counseling services is an odd fit in the library complex.
- Eliminates the modernist architectural heritage on campus by demolishing the Forum and Burling Library.



SCENARIO 4: MASSING DIAGRAM

- A** **NEW ACADEMIC BUILDING** for social studies and non-fine arts humanities. Note that the back of Carnegie Hall is demolished, along with the bookstore.
- Faculty offices
 - Classrooms
 - Academic support personnel
 - Academic commons
 - A building commons, to be a multistory atrium space between the existing and new buildings
 - The new Cultural Education Center
 - DASIL

THE FORUM AND BURLING LIBRARY are demolished in this scenario. Program elements previously assigned to the Forum and Burling Library would be incorporated in a new library and academic services complex.

- B & C** **NEW LIBRARY AND ACADEMIC SERVICES COMPLEX**
- Special Collections
 - Faulconer Gallery Prints & Drawings Collection
 - Classrooms and informal gathering spaces
 - The Center for Teaching, Learning, and Assessment
 - The Reading Lab, the Writing Lab, and the Speaking Lab
 - Media and audiovisual center
 - Academic commons
 - The Center for Careers, Life, and Service
 - Information technology services
 - Bookstore and cafe*
 - Health and counseling services

E	MEARS COTTAGE Unassigned
F	GOODNOW HALL Unassigned
G	STEINER HALL Unassigned

*The bookstore was originally part of the Committee's scope of work, but was removed from the project midway through the process. See the **Unresolved Projects** section (page 109) for more information.

SCENARIO 5

PARTIALLY CONSOLIDATED ACADEMICS & DISTRIBUTED SERVICE

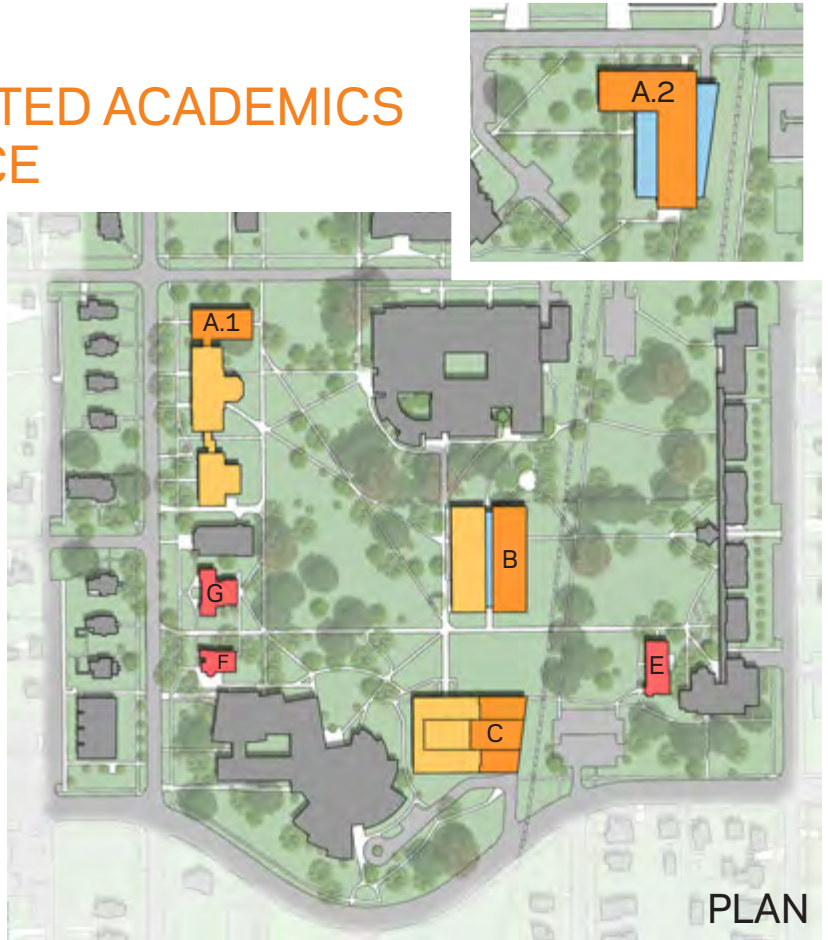
Scenario 5 considers the possibility of creating a new building (A.2) specifically for either the social studies or non-fine arts humanities divisions on the site of the former PEC across 10th Avenue from Darby Gym.

The ARH / Carnegie Hall complex (A.1) would be expanded to accommodate additional classrooms and offices.

Additions to the Forum and Burling Library would be smaller than previous options, as some of the academic support functions would be added to the new building.

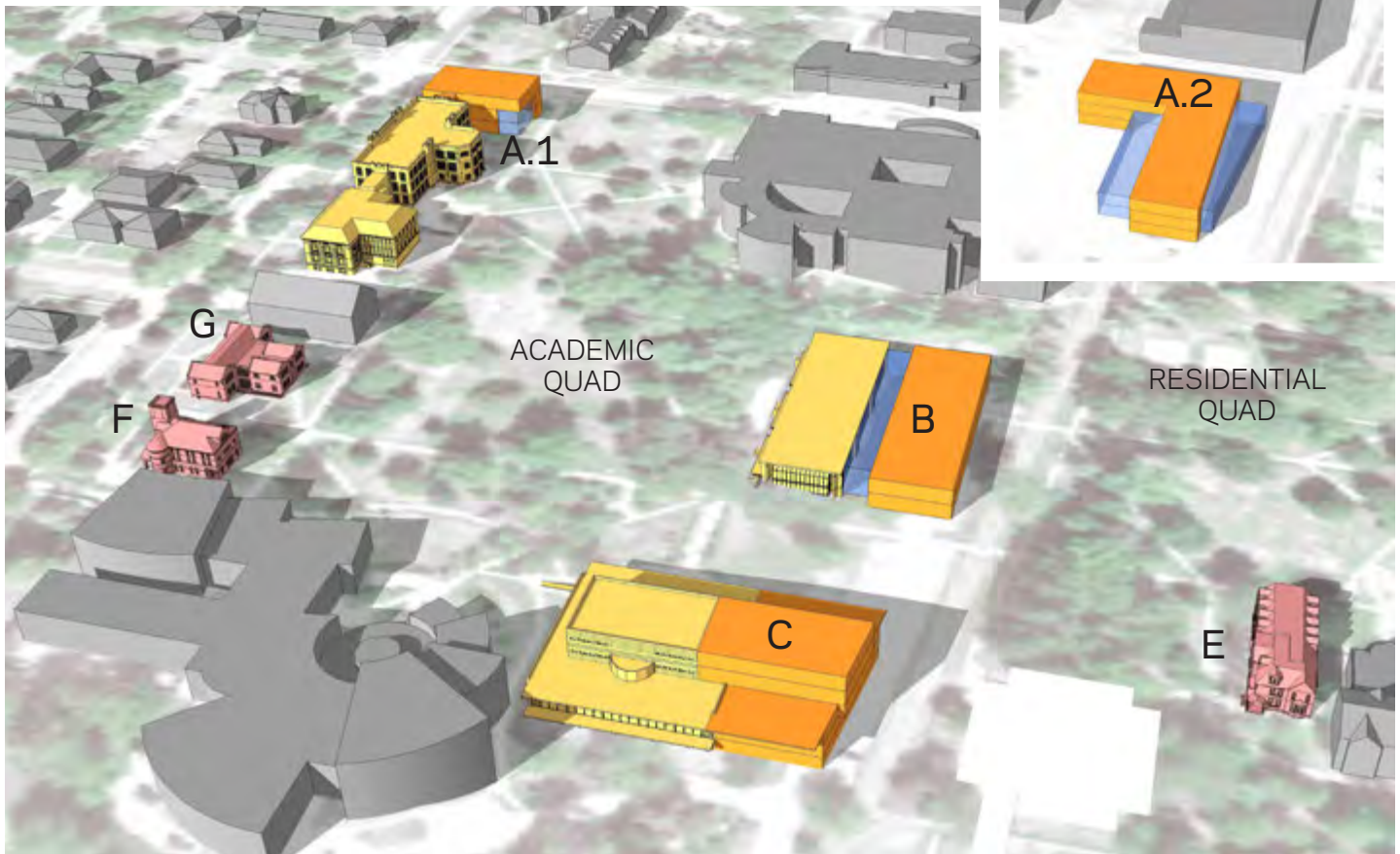
The new building would utilize an available building site on campus. This scenario would separate the social studies and non-fine arts humanities programs, allowing each division to centralize and generate its own identity.

As in Scenarios 2, 3, and 4, Steiner Hall, Mears Cottage, and Goodnow Hall remain and are back-filled with non-instructional program, making them mostly peripheral to the student experience.



On April 29, 2013, the Committee was asked to identify pros and cons for each of the five scenarios presented.

PROS	CONS
Provides an academic program presence on north campus.	Utilizes a future potential building site on north campus.
Creates identity for the social studies and non-fine arts humanities as individual divisions.	Separates social studies and non-fine arts humanities and provides potential for building silos rather than cross disciplinary work.
Provides a more moderate addition to ARH rather than a large complex.	South campus becomes more isolated with some academic program moving north.
	Puts a lot of distance between faculty on south campus and those on north campus.



SCENARIO 5: MASSING DIAGRAM

<p>A.1</p>	<p>NEW ACADEMIC BUILDING FOR NON-FINE ARTS HUMANITIES</p> <ul style="list-style-type: none"> ▪ Faculty offices ▪ Classrooms ▪ The Reading Lab, the Writing Lab, and the Speaking Lab ▪ The new Cultural Education Center 	<p>C</p>	<p>BURLING LIBRARY IS RENOVATED AND RECEIVES A NEW ADDITION</p> <p>All functions, stacks, offices, and other spaces formerly housed in Burling Library are included here.</p> <ul style="list-style-type: none"> ▪ Classrooms and informal gathering areas ▪ Special Collections ▪ Faulconer Gallery Prints & Drawings Collection
<p>A.2</p>	<p>NEW ACADEMIC BUILDING FOR SOCIAL STUDIES</p> <ul style="list-style-type: none"> ▪ Faculty offices ▪ Classrooms ▪ DASIL ▪ Information technology services 	<p>E</p>	<p>MEARS COTTAGE</p> <p>Unassigned</p>
<p>B</p>	<p>THE FORUM IS RENOVATED AND RECEIVES A NEW ADDITION</p> <ul style="list-style-type: none"> ▪ The Center for Teaching, Learning, and Assessment ▪ Media and audiovisual center ▪ Academic commons ▪ The Center for Careers, Life, and Service ▪ Bookstore and cafe* ▪ Health and counseling services 	<p>F</p>	<p>GOODNOW HALL</p> <p>Unassigned</p>
		<p>G</p>	<p>STEINER HALL</p> <p>Unassigned</p>

*The bookstore was originally part of the Committee's scope of work, but was removed from the project midway through the process. See the **Unresolved Projects** section (page 109) for more information.

SCENARIOS SUMMARY



1
DISTRIBUTED ACADEMICS & CONSOLIDATED SERVICES



2
CONSOLIDATED ACADEMICS & CONSOLIDATED SERVICES



3
CONSOLIDATED ACADEMICS & CONSOLIDATED SERVICES



5
PARTIALLY CONSOLIDATED ACADEMICS & DISTRIBUTED SERVICES



4
CONSOLIDATED ACADEMICS & CONSOLIDATED SERVICES

PREFERRED SCENARIOS

After deliberation, the Committee ranked the potential planning scenarios, with Scenarios 2 and 4 receiving the most support. Both of these scenarios maximize consolidation and co-location of programs as primary organizing influences. The President approved moving forward with further study of the two scenarios.

Scenarios 2 and 4 differ only in their treatment of the library and academic services complex (Project B). In Scenario 2, Project B includes renovation and addition to Burling Library and the Forum, with a connecting space and commons located between the two buildings. Scenario 4 demolishes Burling Library and the Forum and replaces them with a new co-located and consolidated building.

SCENARIO 2

Scenario 2 considers the co-location of many of the social studies and non-fine arts humanities areas. Two new buildings are proposed in the vicinity of ARH and Carnegie Hall, along with an atrium or common space that links the four buildings. The four buildings and atrium would comprise a social studies and non-fine arts humanities complex. This scenario also considers additions to Burling Library and the Forum. Burling Library would redistribute elements of its existing program, expand areas that are currently compressed, and accommodate growth opportunities. The Forum would expand to accommodate several academic support functions. The complex would unite the library, academic commons, and academic student services, enabling synergies from co-location and provide a sense of community and identity for the departments.

SCENARIO 4

Scenario 4 is the more consolidated plan explored in this exercise. Faculty offices and instructional facilities are co-located entirely in a central academic complex for social studies and non-fine arts humanities. Differing from other plans, library functions and academic services are co-located and consolidated in a new integrated building. This new complex replaces both Burling Library and the Forum, which are demolished in this scenario. The complex would unite the library, academic commons, and academic student services, enabling synergies from co-location and provide a sense of community and identity for the departments. Thus two campus centers are created, containing the vast majority of program space.



PROJECT A
SOCIAL STUDIES AND NON-FINE
ARTS HUMANITIES COMPLEX

7

PROJECT OBJECTIVES

The project objectives for the social studies and non-fine arts humanities complex (Project A) reflect the Committee's pedagogical priorities and represent the College's commitment to develop a transformational vision and academic space plan to create first-rate facilities that support the social studies and non-fine arts humanities.

1. DESIGN LEARNING AND TEACHING SPACES FOR FLEXIBILITY AND ADAPTABILITY

Classrooms in ARH and Carnegie Hall were originally designed to support a lecture-based pedagogy. Today's pedagogy is ever evolving and requires flexible classrooms that promote inquiry-based, technology-rich teaching and learning. Spatial requirements for this type of flexibility in furniture arrangement and technological support require more square footage per student than is currently found in ARH and Carnegie Hall. Classrooms in both buildings as a rule are under-sized for modern classroom standards. Classrooms should not be designed around one particular type of technology, but instead should have adaptability as a core tenet of their design to allow inevitable changes in technology to be seamlessly integrated. Classrooms should also address basic needs such as proper light control, mechanical and temperature control, and access to power and data.

2. TAKE ADVANTAGE OF CONSOLIDATION AND CO-LOCATION, POSITIONING CLASSROOMS, STUDY AND PROJECT SPACES, OFFICES, AND ACADEMIC RESOURCES SUCH AS DASIL AND THE CULTURAL EDUCATION CENTER PROXIMATE TO ONE ANOTHER

Consolidation and co-location bring together multiple departments into one larger facility, creating a significant presence on campus for the consolidated group while also generating a dynamic intellectual environment. Project A involves building academic community through a set of interdisciplinary labs and academic support services such as DASIL, an expanded Cultural Education Center, the Center for Teaching, Learning, and Assessment, a reconfigurable "white space" for project-based group work, and dedicated spaces for social gathering and events. A critical mass of students, faculty, and staff is necessary to sustain the academic support spaces that would be co-located in a larger facility. This critical mass allows the co-located entities to engage with each other, both within and across disciplines, while nurturing a sense of community. Proximity does matter in this equation, and the act of bringing people together in a larger space encourages cross-departmental relationships and provides support structures for student-faculty research projects and global learning. This design does not assume that putting offices in one building automatically creates community; instead, it considers the best means of building community in fostering zones of sociably scholarly interdisciplinary activity as well as quieter areas that support more solitary methods of faculty scholarship and faculty-student research.

3. PROVIDE SPACE FOR COLLABORATION AND BUILDING COMMUNITY

Learning and teaching spaces should support collaboration and build community. Providing a variety of formal and informal collaborative spaces brings together people, resources, and community to support innovative, inquiry-based learning. Informal building spaces, such as the building atrium / piazza, cafés, generous hallways with seating, and lounge spaces distributed throughout the building, provide opportunity for students, faculty, and staff to work together outside of class in a casual atmosphere, share creativity both within and across disciplines, and build on the learning established in the classroom setting.

4. PROVIDE ABUNDANT ACCESS TO THE TECHNOLOGIES AND MATERIALS OF INQUIRY

Abundant access to the technologies and materials of inquiry is a critical component of modernized teaching and learning spaces developed by Project A. Existing classroom spaces in ARH and Carnegie Hall have received minimal technology upgrades through the years and are lacking in technological infrastructure. Technology connects Grinnell College to global academic and professional networks and increases learning and networking opportunities for students, faculty, and staff. Access to technology supports learning in multiple modes, from film viewings to manipulation of raw data sets, and provides new ways to access and analyze evidence and to share results. Teaching and learning spaces should not try to predict the kinds of technology the future will bring, nor should they inhibit the ability to incorporate technological advances that may arise in the future. Integration of technology into teaching and learning spaces provides students with ready access to information and supports inquiry-based pedagogy at Grinnell College.

5. PROVIDE SPACE FOR INSTRUCTIONAL SUPPORT

Project A should provide space for and enhance instructional support services, such as the Reading Lab, the Writing Lab, and data visualization labs such as DASIL. Instructional support services are vital to Grinnell College's inquiry-based pedagogy, both within and between disciplines. New teaching methods and technologies require a wide variety of support services. Co-location of these facilities takes advantage of co-curricular adjacencies and ensures that student learning experiences are reinforced in multiple modes and contribute to a comprehensive education. Co-location also creates a space where resources are easily accessible and highly-visible to students and creates opportunities for cross-disciplinary collaboration. See Appendix C for a copy of "Teaching Spaces and the Future of Learning at Grinnell College" for additional insight into the future of teaching and learning spaces at Grinnell College.

6. ENGAGE SFS AND EMERITI FACULTY IN THE CAMPUS ACADEMIC COMMUNITY

Offices for Grinnell College's SFS and emeriti faculty in social studies and non-fine arts humanities are often located away from their colleagues. Many are housed in older single-family homes that are neither ADA accessible nor efficiently-used for this purpose, scattered across campus. This is a missed opportunity for increased collaboration, informal learning, and mentoring. New offices should be planned for Project A that bring SFS and emeriti faculty in closer proximity with the rest of the academic community, freeing the houses for more appropriate uses.

PROJECT DESCRIPTION

ARCHITECTURAL APPROACH

- Co-locate social studies and non-fine arts humanities programs (planning Scenarios 2 and 4) to support building an academic community as well as multi- and interdisciplinary learning.
- Provide spaces for informal learning and collaboration, including student-faculty research.
- Provide spaces to support faculty collaboration, such as a faculty lounge.
- Provide classrooms that support teaching and engaged learning using appropriate technology with appropriate sizing, configurations, and flexibility for the short term, as well as adaptability to new needs and configurations in the long term.
- Support and feature unique programmatic spaces such as the Cultural Education Center, DASIL, and the Center for Teaching, Learning, and Assessment.
- Achieve many of the above goals by means of an addition to ARH and Carnegie Hall.
- Connect new and renovated spaces with an atrium that will serve as both a community center for the building and as a way to respectfully connect new and old architecture.
- The atrium will provide a buffer between the old facades and new building, preserving and highlighting the existing architecture. As the community center of the building, the atrium will serve as a piazza enveloped in transparency, allowing views into and out of the atrium from campus.
- Demolish the current bookstore and the non-ADA accessible east stack wing of Carnegie Hall.

RENOVATION STRATEGIES

- **Honor and respect the historical significance of ARH and Carnegie Hall's special spaces.** The Committee established several renovation / restoration strategies for ARH and Carnegie Hall. The first is the restoration of the second floor reading room in Carnegie Hall, which is currently sub-divided into office space. Another Carnegie Hall restoration opportunity is the grand main staircase that currently connects the building to the east stack wing. In addition, the restoration of ARH's two-story auditorium presents an opportunity to bring back a traditional auditorium for events and presentations, thus relieving some of the scheduling pressure on JRC 101.
- **Respect the exterior architectural design and materiality of ARH and Carnegie Hall.** The 2000 Master Plan addresses the need for new construction to be contextual. An addition to ARH or Carnegie Hall should utilize the architectural language established by the existing buildings and those surrounding them.

SUSTAINABILITY

- Current campus standards call for LEED Silver, however, expectations of fiscally responsible strategies leading to higher standards are encouraged.
- Because the existing campus-wide steam and chilled water system may not be large enough to accommodate the buildings planned, investigate the feasibility of use of a stand-alone geothermal system as opposed to expansion of the existing central systems.
- The design should take into consideration environmental responsibility and life cycle costs for operation and maintenance of the complex.

SITE

- Reinforce an academic cluster on south campus.
- Respond to the central campus green with views and pedestrian access.
- Respond to the major campus entry point at 8th Avenue and Park Street with key placement of architectural features and unique building program elements.
- As a campus building, all sides of the building are considered the front.
- Accommodate large volumes of pedestrian traffic from Joe Rosenfield Center and Noyce Science Center.

ACCESSIBILITY

- Design for generous compliance with ADA guidelines, providing ease of movement and ability to fully participate in the community for people with disabilities.
- Renovate Carnegie Hall and ARH to meet modern accessibility codes to the extent possible.
- Maintain consistent circulation and create accessible access to ARH and Carnegie Hall.

INSTRUCTIONAL TECHNOLOGIES

- Equip standard classrooms in a variety of sizes with standard instructional technology consistent with the newer classrooms on campus.
- Provide several inquiry-based learning labs that are more technologically advanced and flexible than the standard classroom.
- Provide as much long-term adaptability as possible.

PROGRAM

Project A includes instructional spaces, office spaces, specialty program spaces, and study / commons areas. Instructional spaces include classrooms of varying sizes from small seminar rooms to large lecture rooms, and inquiry-based learning labs. Offices are provided for faculty, SFS, emeriti, and staff. Additional offices are provided for projected growth of SFS and emeriti and short-term visitors. The faculty office size was standardized, making the allocation of space equitable throughout the building and across campus. The Committee envisions that some of the building will be programmed for summer use. The Reading Lab and the Writing Lab are located in both Project A and Project B programs, with the intent that the Project A location is temporary until the completion of Project B. The bookstore is currently housed at Carnegie Hall, but will be permanently relocated. See **Unresolved Projects** (page 109) for additional information regarding the bookstore.

CO-LOCATION OF DEPARTMENTS & ACADEMIC FACILITIES:

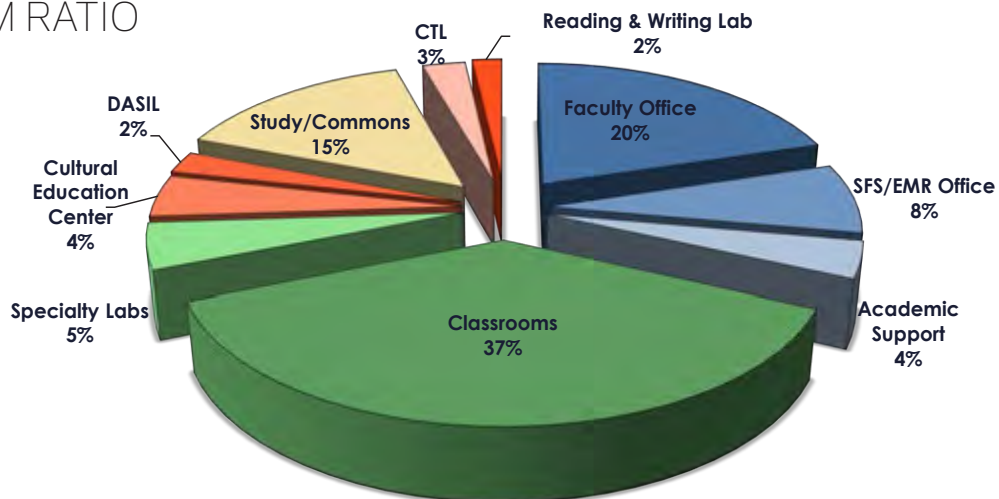
SOCIAL STUDIES

DEPARTMENT	CURRENT LOCATION
Anthropology	ARH / Goodnow
Economics	Carnegie
Education	Steiner
History	Mears / Steiner
Political Science	Carnegie
Sociology	Carnegie / ARH

HUMANITIES

DEPARTMENT	CURRENT LOCATION
Classics	ARH
English	Mears
Philosophy	Steiner
Religious Studies	Steiner
Chinese / Japanese	Carnegie
French / Arabic	ARH
German	ARH
Russian	ARH
Spanish	ARH

PROGRAM RATIO



PROGRAM SPACE SUMMARY

Below is a basic program breakdown, see Appendix F for the full program document. Program spaces are right-sized to accommodate proper area per number of students and to accommodate current and future programmatic offerings.

INSTRUCTIONAL SPACES:

The quantity of instructional spaces increased by eight classrooms in the proposed program, while the net square footage (NSF) more than doubled. The existing NSF of instructional space is approximately 15,540, while the proposed program increased to 38,200. The discrepancy between addition of classrooms and the addition of NSF resulted from the right-sizing of existing classrooms to meet modern academic standards. In many cases the existing 34 classrooms in ARH and Carnegie Hall are half the size required for today's diverse pedagogical needs. Right-sizing of instructional spaces was based on a "SF per seat" space standard recommended by Dober Lidsky Mathey. See Appendix K for Dober Lidsky Mathey report.

INSTRUCTIONAL SPACE	QUANTITY	NSF / SEAT	SPECIALTY PROGRAM SPACES
Extra Small Classrooms	3	30-35	Cultural Education Center
Small Classrooms	13	30-35	DASIL
Medium Classrooms	12	25-30	Faculty & Student Research Rooms
Large Classrooms	4	25-30	Study / Collaboration Commons
Extra Large Classrooms	1	25-30	The Writing Lab*
Case Study Rooms	2	30-35	The Reading Lab*
Inquiry-Based Learning Labs	5	30-35	The Center for Teaching, Learning, and Assessment
Lecture Hall	1	20-25	Specialty Labs
TOTAL	41		

OFFICES

Existing	145 (includes SFS / emeriti)
Proposed	174 (includes future growth)

* The Reading Lab and the Writing Lab are in Project A as they will be displaced by the proposed renovations to ARH and Carnegie Hall. However, the Committee feels that these program elements fit best in the academic commons of Project B. Once Project B is completed, they can move from Project A to Project B and create space for unforeseen needs.

CONCEPTUAL DESIGN EXERCISE

TEST FITTING

The following conceptual design exercise serves as a 'test-fit' for Project A. A 'test-fit' is typically performed to verify program needs, examine site constraints, and test whether or not the programmatic ideas of a project can logically assemble into a building that fits into the context of a proposed site. This conceptual design 'test-fit' represents one version of how the project objectives, project description, and program could physically manifest.

ADJACENCY BUBBLE DIAGRAMS

The Committee tested potential adjacency relationships between classrooms, offices, common areas, and specialized learning spaces to determine which organizational character would best meet the needs of the social studies and non-fine arts humanities programs. Balancing the needs of a diverse population in a co-located facility was a key criterion in the adjacency analysis. While there are many advantages to a co-located and consolidated complex, the resulting dynamic centers of activity are not always conducive to the quiet contemplation required for scholarly work or the focused conversation that flourishes in less populated areas. Feedback from faculty and students reinforced the need for a variety of spaces that support both ends of the academic environment spectrum: spaces to cultivate quiet, scholarly engagement and spaces to foster community, collaboration, and dynamic group work. A programmatically clustered consolidation model with carefully designed variations in traffic and noise level according to academic function is the Committee's preferred organizational approach. The Committee was initially attracted to Option C: Grouped Offices / Grouped Instruction for these reasons, but as discussion continued Option D: Scattered Offices / Scattered Instruction appeared to better represent the intentions of the Committee.

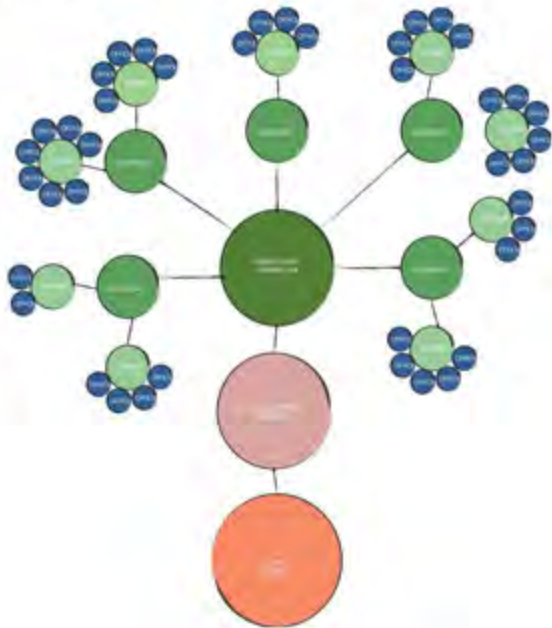
Capturing the benefits of the smaller campus buildings while maintaining a collective, co-located identity for the social studies and non-fine arts humanities programs is the Committee's programmatic objective. By separating faculty offices from the largest classrooms and loudest gathering spaces, intentional traffic is generated through faculty office areas while a sense of scholarly intensity is maintained in those spaces. Organizing faculty offices by multiple means, such as by departments, interdisciplinary themes, activity zones, and mixed neighborhoods of departments such as the current Mears Cottage offices, is also an important programmatic adjacency consideration.

While the Committee established a guiding vision for organizational character in Project A, more study and exploration will be required in the design phase to craft a nuanced, appropriate, and fully-tested programmatic relationship to meet the varied needs of the social studies and non-fine arts humanities programs.

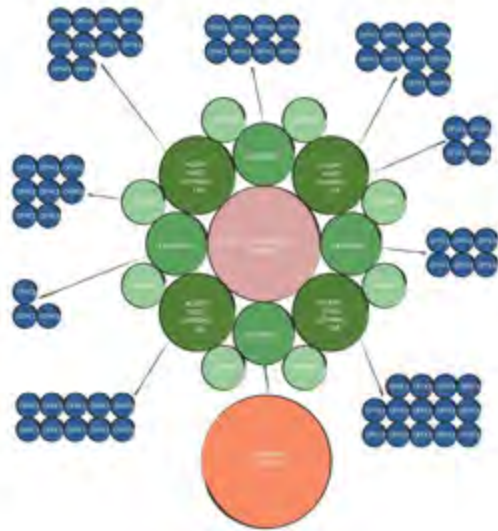
KEY



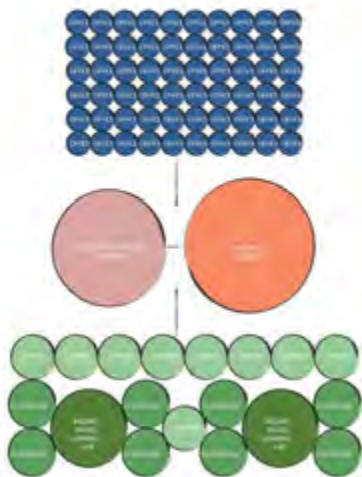
OPTION A:
DEPARTMENTALLY CLUSTERED OFFICES & INSTRUCTION



OPTION B:
DEPARTMENTALLY CLUSTERED OFFICES / GROUPED INSTRUCTION



OPTION C:
GROUPED OFFICES / GROUPED INSTRUCTION

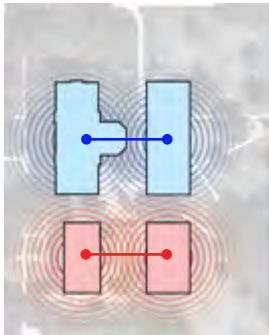


OPTION D:
SCATTERED OFFICES SCATTERED INSTRUCTION



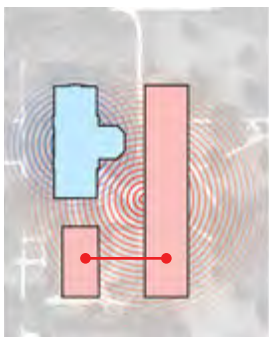
BUILDING PROMINENCE ANALYSIS

One of the analyses performed during the conceptual design studies the architectural prominence of ARH and Carnegie Hall. It tested how the existing prominence of the two historic buildings were altered by various building additions / massings.



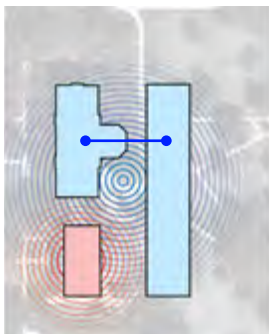
DIVIDED BAR ADDITION

The divided bar addition mirrors the architectural influence of ARH and Carnegie Hall in two additions separated by an atrium space. This option produces an addition with a form and architectural influence strongly related to the existing buildings. The breaking apart of the new addition creates a layer of complexity that renders this option segregated and less cohesive than the other explorations. The divided bar physically blocks the visual connection to and from campus for the existing buildings.



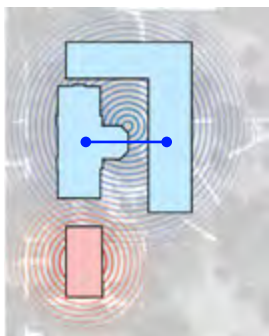
BAR ADDITION INFLUENCED BY CARNEGIE HALL

The Carnegie Hall bar addition is more cohesive than the divided bar option and allows ARH the preeminent position, celebrating its uniqueness. The location of the addition serves to block ARH and Carnegie Hall's visual connection to campus.



BAR ADDITION INFLUENCED BY ARH

The ARH bar addition is the inverse of the previous option, highlighting Carnegie Hall as the singular element meant to be celebrated. The committee responded more favorably to this option than to the previous option.



L-SHAPE ADDITION INFLUENCED BY ARH

The final iteration in the analysis takes advantage of an addition influenced by ARH that wraps around the northeast corner of ARH in an L-shape. Carnegie Hall's physical and visual connection to campus is preserved in this option and celebrated as a jewel. The L-shape also creates an opportunity for the architecture to respond to the campus entry intersection of 8th Avenue and Park Street.

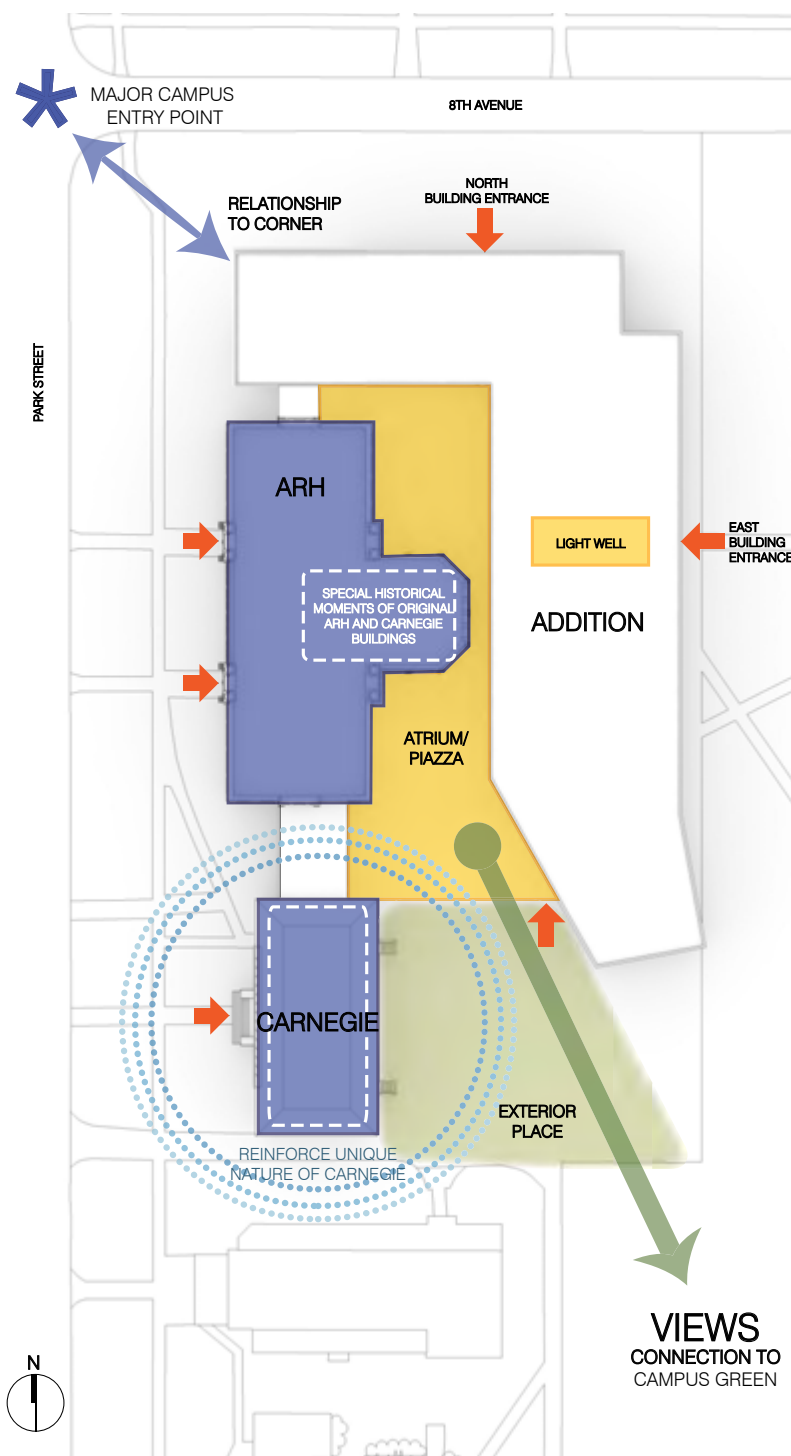
CONCEPTUAL DESIGN : ONE VISION OF THE FUTURE

CONCEPT

The concept diagram for the social studies and non-fine arts humanities building is two existing buildings, ARH and Carnegie Hall, connected to an L-shaped addition by an atrium space. The new addition responds differently to the two existing buildings: the addition fully engages ARH on the north end of the building and connects through the center with an atrium floating between the two masses; while Carnegie Hall disengages from the addition in order to celebrate the special nature of the existing building.

The atrium or piazza is a bright, light-filled space and community center of the building. Interior and exterior spaces merge as the internal piazza flows outside into the greater campus environment. Views into and out of the atrium connect to the central campus green space, establishing the atrium as a beacon of activity for the campus and a place where learning is on display.

Although the new addition is a substantial building, it will have the same light-filled energy as the atrium through multiple light wells and its connection to the atrium. At the northwest corner of the building, the addition pulls back from the edge of ARH to allow for an iconic design feature that responds to the campus entry point at the intersection of 8th Avenue and Park Street.



CONCEPTUAL DESIGN : ONE VISION OF THE FUTURE

FLOOR PLANS

Using the information gathered from the adjacency bubble diagram exercise, the Committee explored many iterations of the floor plan to work through issues such as program adjacencies, access to natural daylight, overall building size, site constraints, and connections with existing buildings. **These are test fits only, they do not represent final design floor**



LOWER LEVEL

Test Fit

The lower level of the social studies and non-fine arts humanities complex predominately houses classroom spaces. The Committee prefers classrooms that are the least dependent on having natural light in this area, such as the media viewing room. Natural light will penetrate to the lower level through light wells.

Square Footage

Carnegie:	5,000 G.S.F.
ARH:	0 G.S.F.
New Building:	31,000 G.S.F.
<hr/>	
Total Lower Level:	36,000 G.S.F.

FIRST FLOOR



Test Fit

The heart of the first floor plan is the atrium space, which connects vertically through all three levels of ARH and the new addition. Adjacent to the atrium is a reconfigurable “white space” for project-based group work. The Cultural Education Center, located in a prominent position on the northwest corner of the building, serves as a special learning environment for the College. The location of the Cultural Education Center takes advantage of ample student foot traffic through the north entrance and high visibility from the campus entrance intersection at 8th Avenue and Park Street. This prominent location acts as a beacon for the campus and displays learning in action. Faculty offices are located off a secondary circulation route in the new addition, providing separation from the public areas of the building. Separating offices from public space is especially useful during summer scheduling when large classes or conferences may use the first floor classrooms and atrium gathering space. The first floor of ARH is dedicated to classroom space and reinforces the academic function of the building by making its classrooms accessible to students and outside users. Carnegie Hall contains the Reading Lab and the Writing Lab, which could potentially move into the library and academic services complex (Project B) after its completion.

Square Footage

Carnegie:	5,000 G.S.F.
ARH:	12,600 G.S.F.
New Building:	39,300 G.S.F.

Total Lower Level: 56,900 G.S.F.

SECOND FLOOR

Test Fit

The second floor of the social studies and non-fine arts humanities building primarily houses offices along the perimeter with classrooms located off the atrium. Classrooms and offices are proximate, but busy corridors serving classrooms are separated from the quieter corridors for offices. At the center of ARH and extending into the atrium is the original two-story auditorium which will be renovated as a part of Project A. The top floor of Carnegie Hall is the Center for Teaching, Learning, and Assessment, a specialty space focused on providing faculty-driven programming. The Center for Teaching, Learning, and Assessment's location in Carnegie Hall is symbolic of its mission to serve the entire campus and not just social studies and non-fine arts humanities. DASIL is another unique lab space located on the second floor in an architecturally prominent location overlooking the entrance plaza with views toward central campus.



Square Footage

Carnegie:	4,200 G.S.F.
ARH:	12,600 G.S.F.
New Building:	32,300 G.S.F.
<hr/>	
Total Lower Level:	49,100 G.S.F.

THIRD FLOOR

Test Fit

The majority of the third floor is devoted to faculty, with office space and a faculty lounge. There are several classrooms and the second story of the renovated ARH two-story auditorium. Carnegie Hall does not contain a third floor.



Square Footage

Carnegie:	0 G.S.F.
ARH:	12,600 G.S.F.
New Building:	26,200 G.S.F.

Total Lower Level: 38,800 G.S.F.

CONCEPTUAL VISION : RENDERS

These images were created to help communicate how the space might feel, they do not represent a final design adopted by the Committee.



The view from the atrium emphasizes the transparency through the central space looking to the Cultural Education Center and surrounding classrooms. The openness of the space makes the act of learning highly visible. A variety of seating and gathering options are provided throughout the atrium and overlook to encourage students to seek out learning environments that suit their current needs.

View from the atrium looking north towards the Cultural Education Center



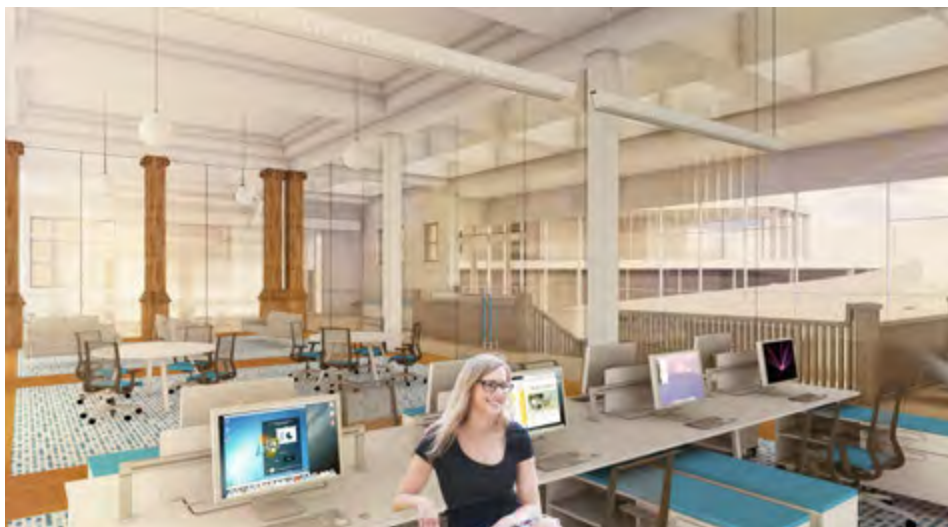
The atrium serves as a space of gathering, community, and collaboration. Trees and living plants are included in the atrium to create an 'oasis' that attracts visitors from the far reaches of campus and provides a new type of gathering space not currently found at the College.

View looking south towards Carnegie Hall



This view highlights another restoration project, the main staircase in Carnegie Hall, which culminates in the Center for Teaching, Learning, and Assessment. After the demolition of the east stack wing, this side of Carnegie Hall opens up to the exterior, maximizing views into and out of the building, creating strong connections to campus.

View looking out from Carnegie Hall after removal of east stack wing



View of restored second floor reading room in Carnegie Hall

The second floor reading room is a potential renovation project which could combine new technology with the restoration of original architectural details.



View from Herrick Chapel toward atrium

The transparency of the atrium and new addition allow for views into and through the building, highlighting the complex as a vibrant campus destination.

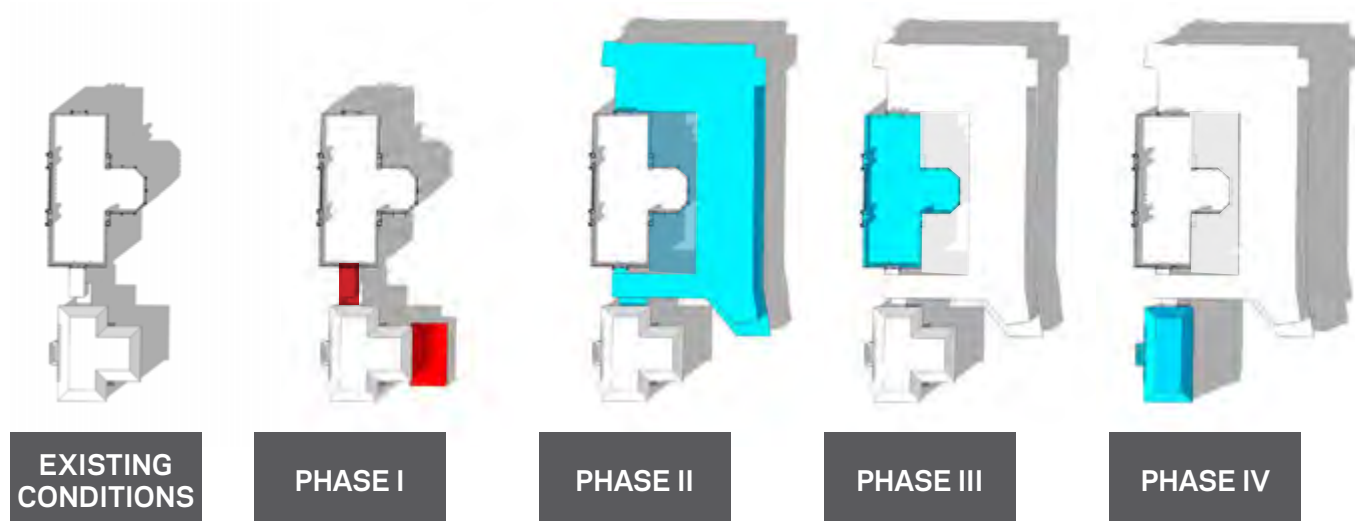


View from central campus green towards building at night

At night the transparency of the atrium creates a glowing lantern, signaling to the campus community that this building is a welcoming gathering space and center for collaboration.

CONSTRUCTION PHASING

Grinnell College and future design efforts will need to study the impact constructing a new addition and subsequent renovations of two existing classroom buildings will have on the campus. The following proposed construction phasing, based on the conceptual design presented in this report, demonstrates one method for minimizing disruption to the College. Constructing the new addition before the renovation of ARH and Carnegie Hall will allow the new addition to serve as on-campus swing space and allow all functions to empty from ARH and Carnegie Hall. Future design proposals will need to carefully assess the need for swing space and determine appropriate construction phasing to minimize construction disturbance on campus.



PHASE I

Demolish bookstore and link between Carnegie Hall and ARH. The relocation of the bookstore is not a part of this project. See 'Unresolved Projects' for additional information.

PHASE II

Construct the addition to ARH and Carnegie Hall. Everything in ARH and Carnegie Hall moves into the new addition.

PHASE III

Renovation of ARH.

PHASE IV

Renovation of Carnegie Hall and demolition of east stack wing.

PROGRAMMATIC AND DESIGN CONSIDERATIONS

FOR FUTURE DISCUSSION

- What kinds of neighborhoods are preferred for faculty offices?
Close to classrooms; Close to specialized facilities like the Cultural Education Center or DASIL; Close to departmental colleagues; Close to student project spaces?
- What kinds of student project spaces will best serve the project?
Shared spaces with lockers that can be readily reconfigured; Assigned carrels; Close to departmental colleagues; Specialized rooms for students pursuing similar types of projects?
- What functions should be housed in the Cultural Education Center and how does it serve the broader campus?
- Where do AV services go after Project A and before Project B?
- Need to review the specialized spaces such as anthropology labs, space to support teacher certification program, etc.
- Review lecture and case study rooms to assure they are of sufficient size to support engaged learning as well as presentation and discussion.
- What furnishings, layouts, and other amenities in classrooms support the best student learning?
- What furnishings, layouts, and other amenities in informal gathering spaces best help to build community and support academic work? What supports one-on-one and small-group research projects?
- What furnishings, layouts, and other amenities support building community among faculty?
- What will the approach be to technology in the classroom? Should many rooms be equipped with infrastructure to support a variety of technologies that are brought in as needed or should specific technologies be built in (how many of different types of rooms, etc.)?
- In terms of accessibility, what should the designers consider beyond ADA requirements?
- What suggestions are there for fostering wellness in the building design?
- How can collections and other materials for inquiry-based learning be brought closer to classrooms and other learning spaces? For example, exhibitions and vitrines near classrooms or “white spaces” for student-curated exhibits.



PROJECT B
LIBRARY AND ACADEMIC
SERVICES COMPLEX

8

LIBRARY AND ACADEMIC SERVICES COMPLEX

INTENT

The library and academic services complex (Project B) is less well-defined than the social studies and non-fine arts humanities complex (Project A) and still requires considerable study to understand the impact of either demolishing or preserving Burling Library and the Forum. Through the course of the Committee's work, it became clear that resolving the future of Burling Library and the Forum were integral to the decision-making process for the library and academic services complex, and that Project B would not move forward along the same timeline as Project A due to these additional project variables and complexities. In light of this development, the Committee focused on studying the following:

- Trends in next generation academic libraries.
- How a library and academic services complex could support Grinnell College's leading pedagogical philosophy of inquiry-based learning.
- Pros and cons of demolishing or preserving Burling Library and the Forum.

NEXT GENERATION LIBRARIES

The next generation library is an academic commons organized around a holistic vision of student learning, in which the intellectual passage from primary evidence and scholarly literature to analysis, argument, and presentation is iterative and organic, not linear; in which students work with librarians, writing professionals, and digital media specialists to gather information and evidence, refine ideas, and craft well-written arguments and compelling visual presentations in their conclusions. The next generation library brings together the faculty, staff, services, and collections of the libraries, Faulconer Gallery's Prints & Drawings Collection, the Writing Lab, the Reading Lab, information technology services, AV staff, and the Center for Careers, Life, and Service with collaboration spaces, gallery and exhibition spaces, and digital media technology. Grinnell College's next generation library will place Library Special Collections and the Faulconer Gallery's Prints & Drawings Collection in a position of special prominence, to showcase and promote the use of primary sources as a fundamental part of inquiry-based learning.

This emerging combination of an academic commons co-located with traditional library services and collections supports Grinnell College's pedagogical philosophy of inquiry-based, collaborative learning and scholarly creation. This approach creates a space where students can work dynamically with their peers in group study, collaborative research projects, and peer-to-peer teaching surrounded by the technologies and scholarly resources necessary to create and share new knowledge.

ASSUMPTIONS: LIBRARY AND COLLECTION

In addition to the Committee's assumptions established for the collective work represented, the Committee established the following assumptions specific to the library and collections.

LIBRARY ASSUMPTIONS

- Space for collaboration (student-student, student-faculty, and faculty-faculty-staff) has high priority, with relatively more space for group study (open tables) and for collaboration (open and enclosed spaces), and relatively less space for individual study compared to Burling Library's current distribution.
- Library renovations typically lead to significant increases in use.
- Staffing efficiency is an important consideration, arguing for centralization of collections on campus (rather than dispersal) and a single public entrance into library-controlled space (multiple entrances could require increased staffing).
- Teaching space will be increased, including two classrooms for regularly scheduled classes, expanded space for library research instruction, and seminar space for Special Collections and Prints & Drawings Collection.
- Space for exhibitions will be increased.

COLLECTION ASSUMPTIONS

- Prominence for Primary Sources: Library Special Collections and Faulconer Gallery's Prints & Drawings Collection will have significantly expanded space for study, research, staff processing, and collections. There will also be space for digitization of collections. They will continue to share some facilities and will be located in close proximity to each other. They will be located in a much more visible location.
- Publicly accessible stacks will be re-positioned so that the aisle widths are wheelchair accessible and meet ADA specifications on all floors. Height of stacks will remain the same. This will significantly increase the footprint of the stack area.
- Book collections will grow ca. 10-15% beyond the current number of volumes over 20 years. This assumes a decrease in the historic rate of growth by ca. 50% and withdrawal or transfer of ca. 50-60,000 volumes of lower-use material.
- Journal collections: current print subscriptions will shrink by 50%, as print subscriptions are replaced by online-only subscriptions. The bound journal collection will shrink to 50% of current as backfiles become available online (note that in most cases Grinnell College will need to purchase access to those online backfiles).
- Government documents will shrink to 35% of current as more federal and state publications (current and retrospective) are released digitally and as Grinnell College withdraws older print materials.
- Off-site storage at the FM 6th and Penrose facility will continue to be available. Expanding that facility might be necessary.

EXISTING BUILDING ANALYSIS

As documented in several previous studies, Burling Library and the Forum both have considerable limitations that affect their potential re-use and renovation. The Forum's main limitation is its lack of ADA accessibility. Burling Library also struggles with ADA deficiencies. Additionally, Burling Library has structural limitations that impact the extent and form of future renovations and additions. The following discussion reviews these considerable issues in more depth.

ACCESSIBILITY

BURLING LIBRARY

Burling Library is currently non ADA-compliant with door hardware, restrooms, and library collection shelving stacks. The library collection stacks create renovation issues due to the existing structural grid. The existing collection shelving aisles are 2'-6" (figure 1). To be considered ADA compliant, the aisles should be a minimum of 3'-6". In order to achieve ADA compliance in the existing building and work within the constraints of the building's 13'-6" structural column grid (figure 3), one row of shelves must be removed creating aisle widths of 4'-9" to align with the structural columns (figure 2). The revised spacing exceeds the minimum ADA compliant width by such a degree it ends up reducing the efficiency of the collection space significantly. Additionally, the 4th floor is supported by the shelving structure of the 3rd floor and will need to be removed if the 3rd floor is to be considered usable space. This issue is covered in greater detail in the Structural and Floor Limitations section. The shelving inefficiencies have been taken into account when calculating the built area needed for Scenario 2's program. The removal of the 4th floor also requires the footprint of the addition to grow to accommodate the loss of area.

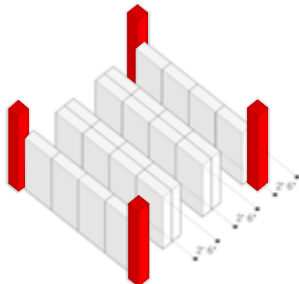


Fig.1
Existing shelving spacing

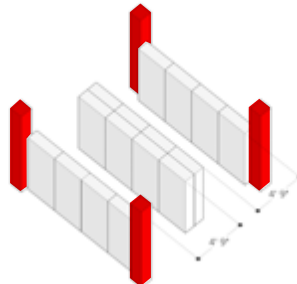


Fig. 2
Shelf spacing as a result of
ADA compliance and the
building's structural columns

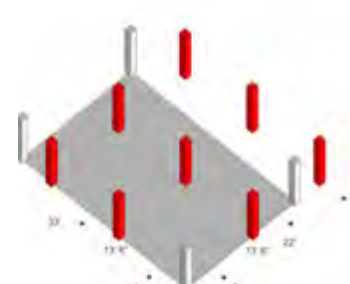


Fig.3
The red columns represent Burling Library's existing structural column spacing. The white columns represent an optimal column spacing for cost effective structural bays, ADA shelf spacing, and flexibility in shelving layout.

THE FORUM

The Forum is not conducive to a public functioning building due to its non-ADA compliance. The Forum has two main floors, but consists of eight distinct levels and no elevator (figure 4: each color represents a different floor level). The only true ADA compliant access into the building is the east lower level entry. It was concluded that to correct ADA issues, building code deficiencies, and to perform general building updates, the cost would be equal to or greater than a new building (*Grinnell College Forum ADA Evaluation, 2011; RDG Planning & Design*).



Fig.4
The Forum's eight levels

STRUCTURAL AND FLOOR LIMITATIONS

BURLING LIBRARY

Burling Library has several structural and floor limitations that affect its future as a viable library building and create restrictions for future addition or renovation strategies. The structural floor load capacity on the lower level is not suitable for high density shelving. This limits the use of high density shelving storage in the Special Collections archive if it remains where it is today. The east and west exterior walls are lateral shear walls and only small openings can be added before compromising the wall integrity. This limitation affects the location and connection to a future addition. Burling Library's footings are at their capacity and cannot take the weight of a full additional third floor, again limiting the viable addition options. (*Grinnell College - Burling Library Proposed Additions and Renovations Structural Report, 2005; Foley & Buhl Structural Engineers*). Additionally, the floor-to-floor height does not meet today's standards, causing problems for future additions.

The "top hat's" upper most floor was found to be part of a multi-tier structural shelving stack system—common in libraries built during this time period—which serves as the structure for the floor above. Facilities around the country that have these systems are facing the same issue: the system's aisle way spacing does not meet ADA requirements. Widening the aisle way using the existing system is not feasible, leaving the only option to replace the shelving units. It is recommended that the replacement shelves be 12" deep, rather than the 8" they are today. To replace the 4th floor with traditional floor construction would result in a ceiling height too low to function as usable space.

Building code updates throughout Burling Library will be required once modifications and an addition are proposed. The most significant code modification required will be the addition of a sprinkler system throughout Burling Library and the "top hat" addition. In certain spaces the sprinkler piping would be too low because of the already restricted ceiling height, creating a hazard.

The "top hat" space can be used without replacing the 4th floor, but the total usable area of Burling Library would be reduced by 5,700 square feet. This represents 10% of the current existing building. This loss of area would then need to be compensated for in the addition area.



Construction photos of the "top hat" addition

PROJECT OBJECTIVES

The project objectives for the library and academic services complex (Project B) reflect the Committee's pedagogical priorities and represent the College's commitment to develop a transformational vision and academic space plan to create first-rate facilities that support the library and academic services.

1. DESIGN LEARNING AND TEACHING SPACES FOR FLEXIBILITY AND ADAPTABILITY

Designing for flexibility and adaptability will allow the library to accommodate user needs and technologies as they change. Providing open areas and appropriate structural loading for a variety of collection stack configurations builds in future flexibility and allows the library the freedom to reconfigure the collection stacks as necessary. The ability to access and reconfigure power, data, and mechanical is also critical to flexibility and adaptability in library design. Raised-access flooring is one way to meet these needs and increase spatial flexibility.

2. PROVIDE SPACE FOR COLLABORATION AND BUILDING COMMUNITY

Space for collaboration and community building is a high priority for the library and academic services complex. Forms of collaboration include peer mentoring, faculty and student instruction, and faculty-to-faculty mentoring. Project B will devote relatively more building space to group study and collaboration environments than to individual study spaces compared to Burling Library's current distribution.

3. TAKE ADVANTAGE OF CONSOLIDATION & CO-LOCATION

The next generation library is an academic commons that brings together the faculty, staff, services, and collections of the libraries, Faulconer Gallery's Prints & Drawings Collection, the Writing Lab, the Reading Lab, information technology services, AV staff, and the Center for Careers, Life, and Service with collaboration spaces, gallery and exhibition spaces, and digital media technology. The commons supports Grinnell College's pedagogical philosophy of inquiry-based learning, scholarly creation, and collaborative learning, creating a space where students can work dynamically with their peers in group study, collaborative research projects, and peer-to-peer teaching surrounded by the technologies and scholarly resources necessary to create and share new knowledge.

4. PROVIDE ABUNDANT ACCESS TO THE TECHNOLOGIES AND MATERIALS OF INQUIRY

The next generation library is a place where students and faculty gain access to the collections and tools (both hardware and software) needed for teaching and studying. Giving students an opportunity to become familiar with different forms of technology will help prepare them for post-college life. Greater access to technology also brings the "world to their fingertips" allowing them to remove distance as an impediment to learning. It is imperative to avoid permanently building technology into unchangeable areas. If anything is certain, it is that technology will change. The best designed space is one that can accommodate change.

5. PROVIDE SPACE FOR INSTRUCTIONAL SUPPORT

Support services, such as the Reading Lab*, the Writing Lab*, and digital labs, are vital to Grinnell College's pedagogy. Facilities that take advantage of co-curricular adjacencies support a multimodal student learning experience.

6. LIBRARY SPECIAL COLLECTIONS, THE COLLEGE ARCHIVES, AND FAULCONER GALLERY'S PRINTS & DRAWINGS COLLECTION

The College's primary source research collections should be celebrated in the library and academic commons' most visible spaces, connecting students directly to the research materials that are fundamental to inquiry-based learning and highlighting the College's commitment to pedagogy.

7. SUSTAINABILITY

Sustainability should take into consideration environmental responsibility and life cycle costs for operation and maintenance of the complex. Current campus standards call for LEED Silver, however, expectations of fiscally responsible strategies leading to higher standards are encouraged.

8. ACCESSIBILITY

Design for generous compliance with the ADA, providing ease of movement and ability to fully participate in the community for people with disabilities. Special attention is required in library design regarding the book stack aisle and the ability to access books off of the shelves.

** The Reading Lab and the Writing Lab are in Project A as they will be displaced by the proposed renovations to ARH and Carnegie Hall. However, the Committee feels that these program elements fit best in the academic commons of Project B. Once Project B is completed, they can move from Project A to Project B and create space for unforeseen needs.*

ASSESSING THE SCENARIOS

Although the pedagogical desires and future needs of the library do not differ between Scenarios 2 and 4, the form and outcome will be vastly different depending on which scenario is selected. Both scenarios allow for co-location of the library, Special Collections, Prints & Drawings Collection, academic services, and information technology services, but the synergies between these programs would be different. The following discussion is provided in both narrative and pro / con format.

SCENARIO 2

Scenario 2 preserves and renovates Burling Library and the Forum and accommodates new co-located programs with additions to both buildings. The two existing buildings and their additions would be connected to each other above and below grade by program area that includes a cafe and academic commons.

A key component of this scenario is the preservation of Burling Library and the Forum, two buildings on campus that have a rich heritage. Many past students and faculty associate these buildings with fond memories. Both buildings housed activities and spaces used by the whole campus and have impacted many students over the years. When it was new, Burling Library was judged the nation's "comfiest college library" by Rolling Stone Magazine (1984). In the 1960's and 70's, the newly-built Forum provided spaces for students to unwind including the South Lounge, and room for games, concerts, rallies, and political events. These buildings have an emotional resonance for many alumni because of the role they played in the campus's collective memory and past identity.

In addition to preserving the memories associated with these buildings, Scenario 2 has sustainable advantages. Reusing existing building stock instead of demolishing and building new is an environmentally-responsible choice. However, even this advantage has limitations. The required renovations to both Burling Library and the Forum will be extensive to meet minimum compliance with modern building code requirements, energy code requirements, and ADA compliance.

Next generation library design calls for open, flexible, contiguous spaces in which program elements can meld together, which is not readily achievable in Scenario 2. Structural limitations of Burling Library create inefficiencies and inflexibility in the stack areas and compromise the connections between the existing building and proposed addition. The east exterior wall of Burling Library can only be retrofitted with limited openings, compromising the functional and visual connections between the existing space and proposed addition (*Grinnell College - Burling Library Proposed Additions and Renovations Structural Report, 2005; Foley & Buhl Structural Engineers*). Segmenting of library space also increases the need for additional staffing. Establishing a "front door", defined as a single main entrance for access, is a challenge with Scenario 2. Burling Library and the Forum each have their own entrances, so a clear hierarchy of entry that corresponds with the programmatic needs on the interior may be difficult to establish.

The Forum will require extensive modifications to be ADA compliant due to its eight separate levels. After the ADA modifications, the architectural and historical integrity of the original "field theory" design could be compromised.

The renovations and modifications to Burling Library and the Forum will require compromises between the original architectural heritage of the building and the modern standards the design is attempting to implement. Retrofitting the Forum and Burling Library to meet the needs of the library and academic services complex will not provide the true flexibility desired by the Committee and the College.

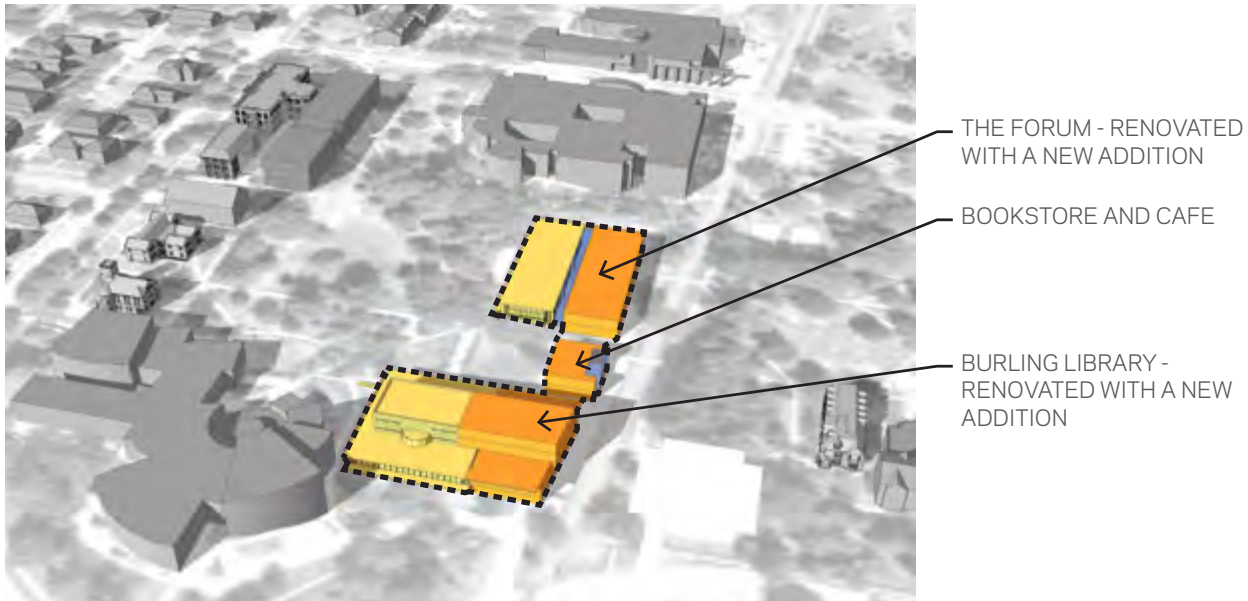
SCENARIO 4

Scenario 4 is the more consolidated and integrated of the two options. This scenario calls for the demolition of Burling Library and the Forum and replaces them with one large, co-located complex. The proposed project site would be just north of the existing Burling Library.

Benefits of this scenario are flexibility, adaptability, efficiency, and increased sustainability. As a new building, the library and academic services complex of Scenario 4 can be designed with an optimal layout that maximizes efficiency. Designing for flexibility and adaptability with appropriate structural loading for a variety of collection stack configurations and reconfigurable access to power, data, and mechanical are also possible with a new building. Scenario 4 would allow for a central core distribution, “hub and spoke” configuration with core academic commons surrounded by library collection, academic services, information technology services, and Special Collections. This central access creates an easily understood main entrance and intuitive way-finding once inside.

The primary downside to Scenario 4 is the loss of Burling Library and the Forum, which are the only examples of the International Style of architecture on campus. Additionally, faculty, staff, and alumni have fond memories of these two buildings.

SCENARIO 2 : PROS AND CONS



PROS

Preserves and renovates Burling Library and the Forum - the only examples of International Style architecture on campus. Additionally, faculty, staff, and alumni have fond memories of these two buildings.

Utilizes sustainable building practices by reusing existing structures.

CONS

Building an addition on to Burling Library and the Forum will segment the proposed program, which is counter to the preferred open collaborative functionality found in contemporary next generation libraries.

An addition to Burling Library will require additional built area to offset the spatial inefficiencies caused by the existing structural column spacing.

The east exterior wall of Burling Library, per a structural review report, can only be retrofitted with limited openings, compromising the functional and visual connection of the existing space and the proposed addition.

To provide the square footage needed for the program, multiple below grade levels will be needed.

The Forum will need to undergo a significant alteration to become ADA compliant.

The space provided by the 4th floor of Burling Library will be lost once shelving spacing is made ADA compliant.

The floor-to-floor levels are lower than what today's best practices suggest for library design.

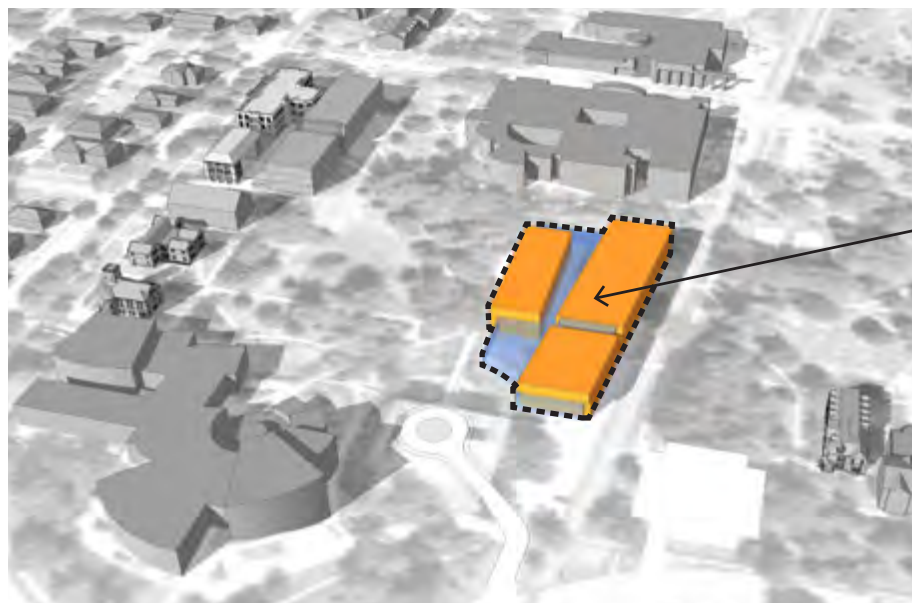
A sprinkler system must be installed throughout all existing and new spaces. In the existing spaces the pipes will be exposed.

Temporary phasing and relocation of library collections and Special Collections will be necessary during construction and renovation and may need to occur in multiple phased relocations.

The construction and renovation project timeline will be longer than a new construction project timeline.

While the existing buildings will remain, the required additions and ADA modifications will compromise the architectural and historical integrity of the original Walter Netsch design .

SCENARIO 4 : PROS AND CONS



LIBRARY AND ACADEMIC SERVICES COMPLEX

PROS

A new building would allow for the optimal layout for building functions.

A new building can incorporate flexibility and adaptability into the design, allowing the building to evolve with the next generation library's changing needs.

The building can be designed with sustainable initiatives to help the life cycle cost.

Creates a new entry point and view into campus from 6th Avenue.

Construction phasing is most advantageous in this scenario. During construction, the services in the Forum will need to find a temporary location, while the library will only move once when the new building is complete. The library will have minimal disruption to its daily function.

The entire building will be ADA compliant.

The building can optimize efficiency, requiring less built space.

Decompresses space around Bucksbaum Center for the Arts by demolishing Burling Library and locating the new building further away from Bucksbaum Center for the Arts.

CONS

The loss of Burling Library and the Forum, the only examples of International Style architecture on campus. Additionally, faculty, staff, and alumni have fond memories of these two buildings.

PROGRAM

A new building for the library and academic services (Scenario 4) allows for a smaller programmatic footprint and increased layout efficiency when compared to a design that reuses Burling Library and the Forum (Scenario 2). Inefficiencies in the stack layout of Scenario 2, responding to Burling Library's existing structural grid, grow the collections area significantly. Additionally, Scenario 2 must take into account Burling Library's and the Forum's restrictions, limitations, and non-aligning floor levels creating a higher inefficiency. To right-size the commons, the Committee looked to the commons space allocation of peer institutions. The following departments and academic facilities will be co-located in Project B:

CO-LOCATION OF DEPARTMENTS & ACADEMIC FACILITIES

LIBRARY

DEPARTMENT / SPACES

Collections and Services:

- General Collection
- Research Services
- Circulation and Access Services
- Media Collection

Controlled Collection Areas:

- Faulconer Gallery's
- Prints & Drawings Collection
- Library Special Collections
- Shared Teaching Spaces

- Galleries
- Event and Display Areas

Administrative Areas

- General Admin Offices
- Systems Staff
- Library Technical Services

Academics

- Faculty Studies
- Digital Labs - new program
- Classrooms - new program

ACADEMIC SERVICES

DEPARTMENT / SPACES

Media A / V

- The Writing Lab*
- The Reading Lab*
- Information Technology Services
- The Center for Careers, Life, and Service
- The Center for Teaching, Learning, Assessment

Study & Seating Areas

Cafe



* The Reading Lab and the Writing Lab are in Project A as they will be displaced by the proposed renovations to ARH and Carnegie Hall. However, the Committee feels that these program elements fit best in the academic commons of Project B. Once Project B is completed, they can move from Project A to Project B and create space for unforeseen needs.

PROGRAM SPACE SUMMARY

Below is a summary of major changes in the library and academic services program, see Appendix G for the full program document. Grinnell College’s library is undersized when compared to its peer institutions, and the general collection growth has been stifled by the limited space available in the current building. Increased space for the Prints & Drawings and Library Special Collections reading room, staff, processing and storage is needed. The academic commons—an all-purpose space for faculty, staff, and students to perform independent and collaborative work, access computers and multimedia technologies, and continue learning outside the classroom—is a new program space that will provide a dramatic increase in the amount of seating and study area when compared to the existing library.

PROJECTED MAJOR CHANGES TO THE LIBRARY

50% reduction in Asian language, Current Periodicals, and Journals

35% reduction in Government Documents

15% increase in General Collection Books and oversized

100% (doubling) increase in Prints & Drawings Collection - vault and storage having the greatest gain

100% (doubling) increase to the Special Collections, faculty office, reading room, processing room, and vault and storage

100% (doubling) of the study and seating areas and creation an academic commons

TOTAL AREA NEEDED

SCENARIO 2

Library 107,296 SF

Academic Services 46,691 SF

TOTAL 153,987 SF

77,300 SF Renovation

76,687 SF New Construction

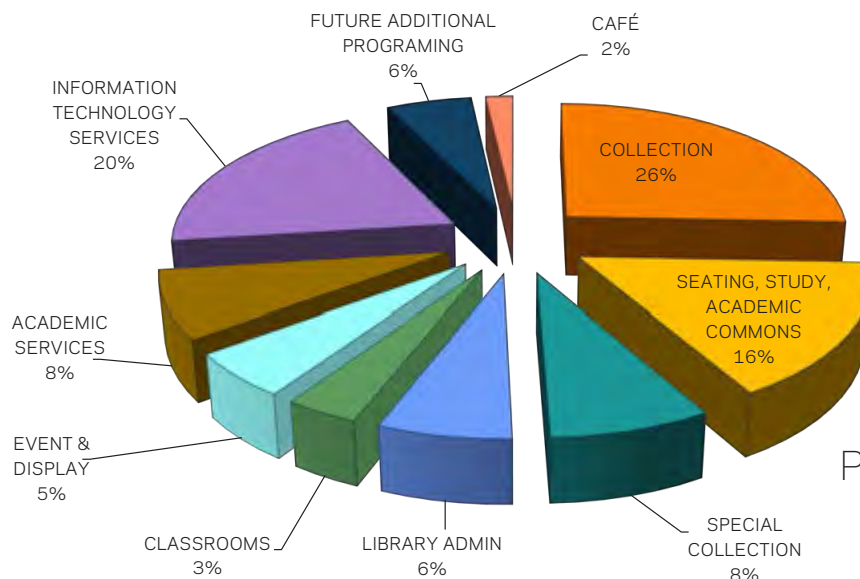
SCENARIO 4

Library 88,646 SF

Academic Services 46,691 SF

TOTAL 135,337 SF

135,337 SF New Construction



PROGRAM RATIO

CONCEPTUAL DESIGN : ONE VISION OF THE FUTURE

TEST FIT

The following conceptual design exercise serves as a 'test-fit' for Project B. A 'test-fit' is typically performed to verify program needs, examine site constraints, and test whether or not the programmatic ideas of a project can logically assemble into a building that fits into the context of a proposed site. This conceptual design 'test-fit' represents one version of how the project objectives, project description, and program could physically manifest.

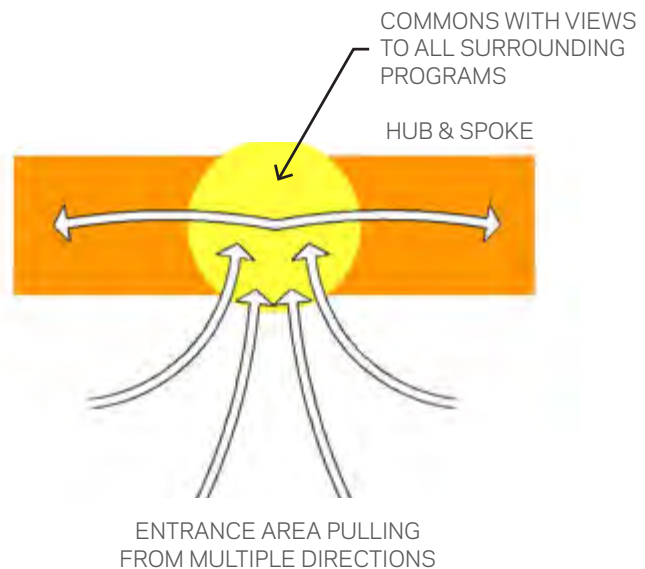
The conceptual design of the library and academic services complex (Project B) centered on Scenario 4. Its purpose was to help the Committee visualize how the next generation library would function and integrate academic commons and co-located library and academic services. Project B was not explored in great depth during the conceptual design due to the project's additional variables and longer forecasted timeline.

CONCEPT DIAGRAMS

The concept diagram for Project B demonstrates how the co-located programs could co-exist in a single building. Using a simplified bar footprint, the program divides naturally into three floors while maintaining a building scale that matches the surrounding campus buildings of Noyce Science Center, Bucksbaum Center for the Arts, and the future social studies and non-fine arts humanities complex (Project A). The studied conceptual design employs a central entry point that leads to a commons area, flanked by collections and the Special Collections. Books are visible upon entry to the library and the Special Collections are highly visible to all visitors, supporting Grinnell College's inquiry-based pedagogy. As visitors progress vertically through the program, spaces transition from public and common, to solitary and more contemplative.

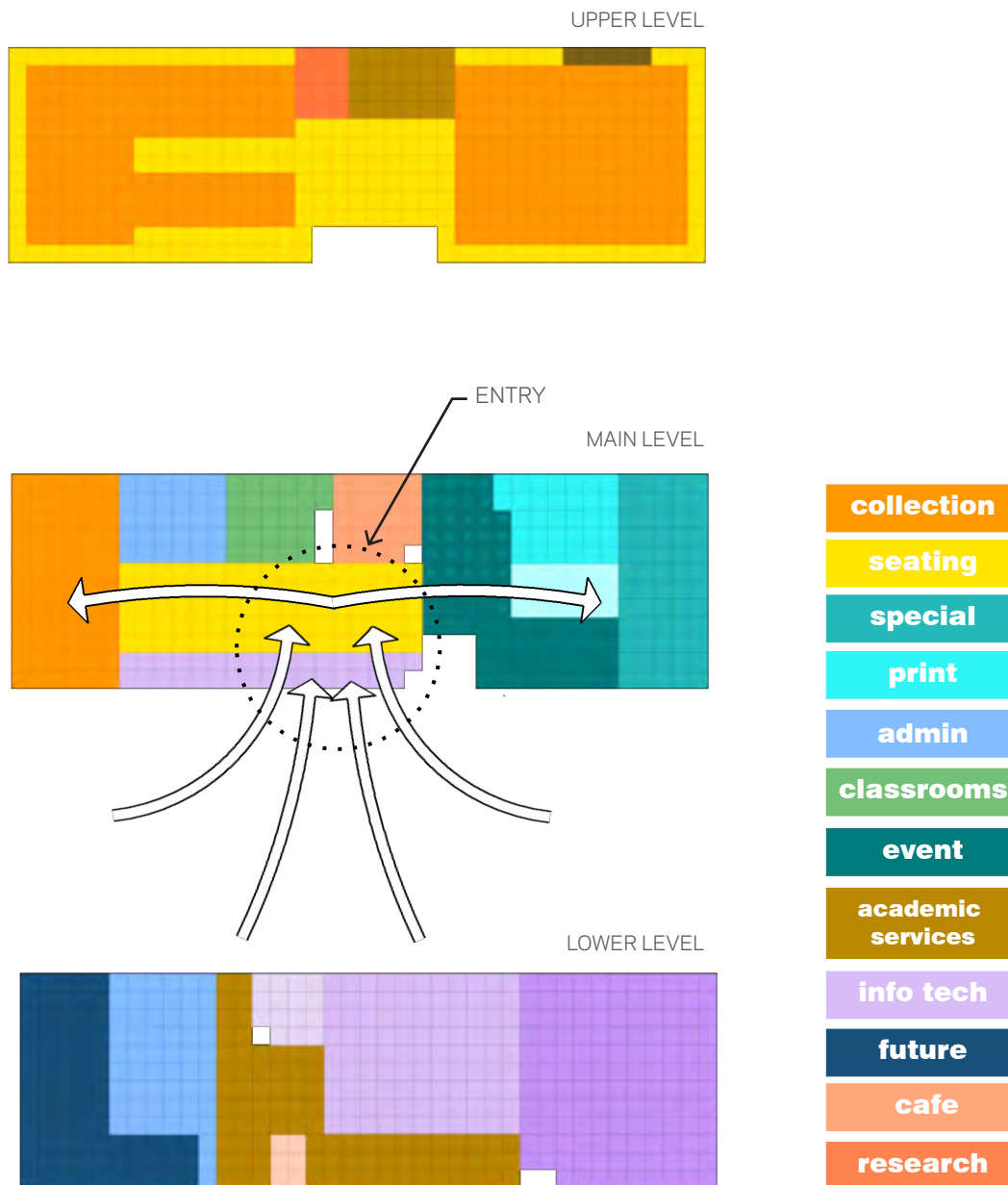
ACCESS AND DIVISION OF SPACE DIAGRAMS

BASIC BAR BUILDING MASS



PROGRAMMATIC ADJACENCY STUDIES

The programmatic adjacency studies take the "hub and spoke" concept to the next level of study and explore how programmatic elements could potentially be organized around the hub of the commons. On the main level is the entrance into the commons, with collection and Special Collections on either side. The lower level is primarily information technology services, while the upper level is devoted to library collections.



CONCEPTUAL SITE INFLUENCES

The site influences diagram studies the formal site relationships of the proposed library and academic services complex (Project B) of Scenario 4, and explores how it could occupy the site between Bucksbaum Center for the Arts and the Noyce Science Center. Key datum lines extending along the railroad tracks and pedestrian circulation paths establish natural boundaries for the building footprint. The entrance to the library and academic services complex is suggested at the convergence of existing pedestrian paths and is marked on the diagram with a red square. Curving forms of Noyce Science Center and Bucksbaum Center for the Arts extend into the landscape and inform the front façade. Right-sizing the library and academic services program for today's needs creates a building scale more aligned with Noyce Science Center and Bucksbaum Center for the Arts more so than its smaller-scaled predecessors, Burling Library and the Forum.

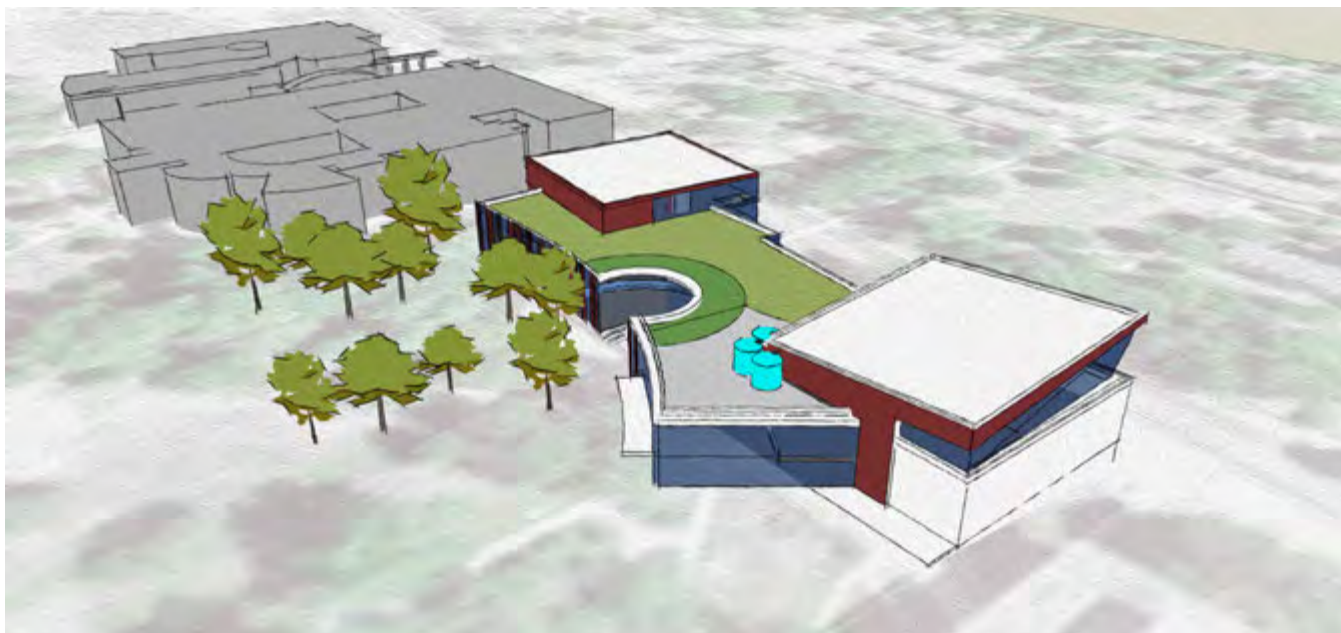


Site Influences Diagram

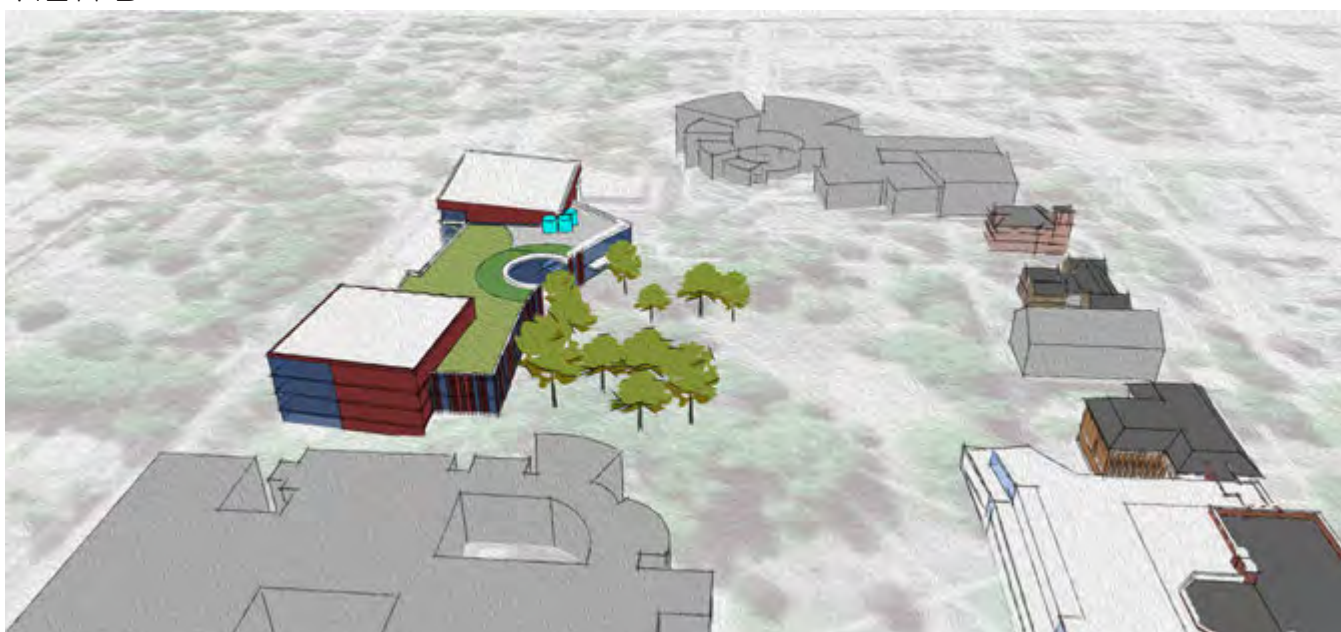
CONCEPTUAL MASSING

The conceptual massing studies explore how well the proposed conceptual design for Project B fits within the constraints of the site. These views illustrate some of the sustainability priorities established by the Committee, including a green roof with water collection cisterns for irrigation, copious amounts of glass to allow for maximized natural daylighting, and a UV-controlled building wing to house the Special Collections.

VIEW A

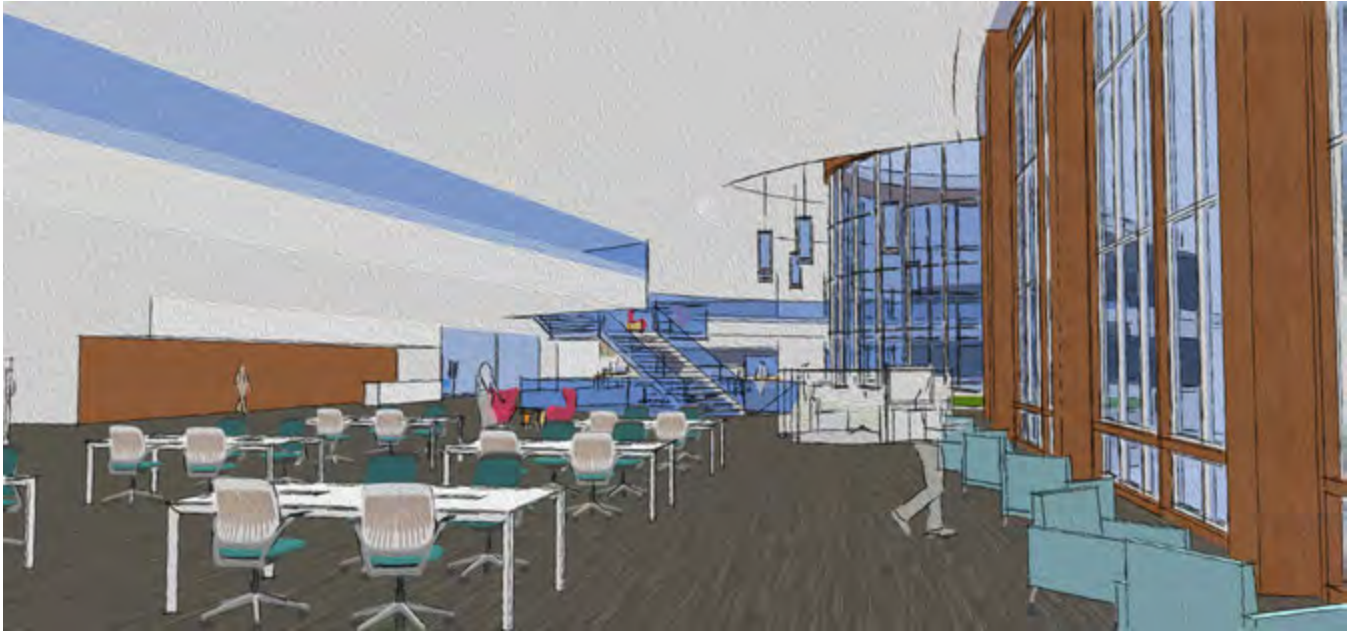


VIEW B



CONCEPTUAL RENDERINGS

Natural light and warm, inviting building materials create a library and academic commons that is conducive to studying and collaboration. A variety of seating options are provided throughout the library so each student can find a study environment that suits their particular need.



View toward student commons area



View toward outdoor learning environment from student commons

The collection is visible upon entry to the building to intuitively communicate to visitors that this is the library. Study cubbies recall the “jungle gyms” of Burling Library and provide ADA accessible places of contemplative study. Physical and visual connections between floors are maximized to keep visibility throughout the library high, and to increase integration of consolidated and co-located programs.



View toward collection and study cubbies

PROGRAMMATIC AND DESIGN CONSIDERATIONS

FOR FUTURE DISCUSSION

- Review and verify / modify program as needed.
- Understand how each option will affect the use of the current library and any temporary relocation required.
- Assess the relative value of retaining and modifying the historic structure of Burling Library and the Forum versus the value of constructing a new facility that is likely more efficient and effective in supporting the program.
- Review future trends in academic libraries to see if philosophies have changed and how those changes may align with Grinnell College's commitment to inquiry-based learning.
- Study building massing for the chosen scenario.



UNRESOLVED PROJECTS

9



UNRESOLVED PROJECTS

Unresolved projects include programs or buildings that are not directly addressed in either Project A or Project B. The campus bookstore is a program element that was originally included in the scope of the Committee's work, but was found to be a poor programmatic match with either Project A or Project B. Ultimately the senior administration recommended that it be removed from the Committee's scope of work in favor of a more outward-facing, public location. Health and counseling services will need a new location if and when the Forum is renovated or demolished. Steiner Hall, Goodnow Hall, and Mears Cottage are existing smaller scale campus buildings that will be vacated in Project A and Project B and available for re-purposing. Suggestions for future use of these buildings are discussed below.

PROGRAMS

HEALTH AND COUNSELING SERVICES

Health and counseling services is currently located in the lower level of the Forum. It serves as the on-campus health and counseling resource for students, faculty, and staff. Although co-location of this program in the academic commons could have synergistic benefits, the Committee felt the private nature of healthcare demanded a more autonomous and independent location to best serve the campus population. The health and counseling services program spreadsheet is based on the existing space in the Forum and was neither thoroughly considered or verified as a part of the Committee's work. Future study of the program should take into account anticipated growth needs and adjust the program accordingly. See Appendix H for full program spreadsheet.

CAMPUS BOOKSTORE

The campus bookstore, a 1970's addition to Carnegie Hall, is located on the backside of Carnegie Hall with its entrance facing inward toward campus. In Project A, the bookstore is demolished and a suitable relocation space is not identified. The long term strategy for the bookstore should be assessed as a part of any future study to determine the bookstore's ideal relationship to campus, the public, and the City of Grinnell. Location and the 'public face' of the bookstore will be key future planning considerations. The bookstore program spreadsheet is based on the existing space in Carnegie Hall and was neither thoroughly considered or verified as a part of the Committee's work. See Appendix I for full program spreadsheet.

BUILDINGS

STEINER HALL

Steiner Hall is an existing smaller scale campus building that will be vacated as a part of Project A and therefore available for re-purposing. There are varying degrees of opportunity for re-purposing depending on the amount of renovation, but overall the building is reconfigurable for a new programmatic purpose. The basement has experienced issues with water infiltration in the past. For a full breakdown of existing space available see the **Existing Building** section (page 25).

MEARS COTTAGE

Mears Cottage is an existing smaller scale campus building that will be vacated as a part of Project A and therefore available for re-purposing. There are varying degrees of opportunity for re-purposing depending on the amount of renovation, but overall the building is reconfigurable for a new programmatic purpose and is, in general, a high-quality building. For a full breakdown of existing space available see the **Existing Building** section (page 25).

GOODNOW HALL

Goodnow Hall is an existing smaller scale campus building that will be vacated as a part of Project A and therefore available for re-purposing. There are varying degrees of opportunity for re-purposing depending on the amount of renovation, but overall the building is reconfigurable for a new programmatic purpose and is, in general, a high-quality building. For a full breakdown of existing space available see the **Existing Building** section (page 25).