

GRINNELL

COLLEGE

LIBRARY

PROGRAMMING CONCEPTUAL DESIGN

APRIL 2001

SHEPLEY BULFINCH RICHARDSON AND ABBOTT

A NEW LIBRARY FOR GRINNELL COLLEGE: THE VISION THUS FAR

The ad hoc library planning committee thinks that, above all, a new library for Grinnell College should have a distinctive personality which says, "this is a library", whatever the term 'library' comes to embrace in the new century. That distinctive library should also mirror Grinnell's individual personality as an institution. The library is a busy, active place. Its staff enthusiastically help users to find the texts, the images, the information which they require for learning, teaching, and scholarship. But the library should also be a place of inspiration. To define library merely as a source of information is to diminish its role. Accurate information is vital, but information by itself provides only the raw materials or building blocks from which human beings proceed by assimilation and synthesis to gain knowledge. One proceeds from knowledge, through reflection, to wisdom and informed commitment. A poem, an artistic image, a classic text, a fundamental mathematical equation is more than information. It can be the impetus which moves humans along their personal journeys. The library, both as place and as collections, should inspire members of the Grinnell College community in this essential work of the mind and the spirit.

Christopher McKee
Librarian of the College



INTRODUCTION

Burling Library, built in 1959 and expanded and renovated in 1982, has served Grinnell College well for the past forty years. But today its mission is constrained by physical limitations. The building is functionally full and its current size and configuration limit its role. Burling lacks study facilities appropriate for group work, adequate space for the preservation and use of its archives and special collections, enough facilities for its burgeoning audiovisual resources, sufficient study spaces for students and faculty, and room for collections to continue to grow and evolve regardless of format. The library must be physically positioned to respond to the needs of the Grinnell College community and to embrace the full role of a library of the twenty-first century. As Librarian of the College Christopher McKee has said, “This is an opportunity to build a library commensurate with Grinnell’s academic excellence...” “We should be ambitious in embracing that opportunity.”

The Grinnell College Master Plan, completed in 1999, proposed the creation of a new heart at the center of the campus through the location of a campus center and a new library adjacent to each other along 8th Avenue. These proposed buildings would also be proximate to the Noyce Science Center, which will be further expanded and renovated and will continue to house the Windsor Science Library.

At the outset of our work, President Russell K. Osgood charged Shepley Bulfinch Richardson and Abbott (SBRA) to position the new library to make a meaningful contribution to the academic heart of the campus through its program (as outlined in this report), its relationship to the Campus Center, and “as a building whose architecture displays the beauty and energy of the life of the mind.”

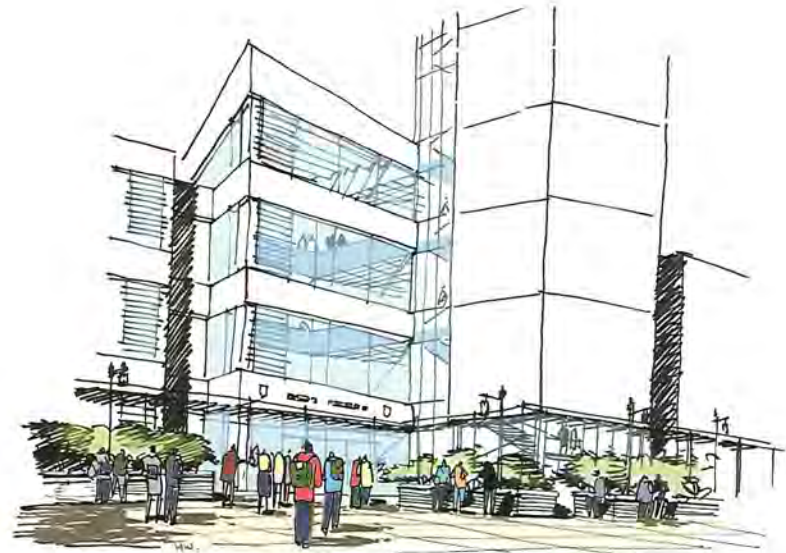
SBRA identified several critical overarching issues to be explored within the context of the Campus Plan:

- Defining a scale and character for spaces and buildings, including the proposed library, which accurately portray the essence of Grinnell;
- Exploring the proposed library’s connection to, and programmatic overlap with, the proposed adjacent Campus Center both literally and figuratively; and
- Insuring sustainability in any proposed building or system.

Several theses have guided the library planning committee and the SBRA team.

- A high-quality, rich, and capacious library—both in its resources and as expressed in the physical structure—is a hallmark of any truly distinguished academic institution. Consequently, a new library building should reflect Grinnell College’s aspirations for national excellence.
- A new library will house all, or a major portion of, the college’s Information Technology Services (ITS).
- Grinnell’s Burling Library is nationally recognized for the excellence of the design of its study facilities. These are here designated as a benchmark from which to measure progress as even better study facilities are planned for a new building.
- A new library must be able to serve a student body that may grow to number 1,500 persons.

- The Iowa Room, the college's archives, and special collections, which promote an active understanding of the college's history and the college's setting in Iowa, will be a prominent feature of any new library.
- An accepted rule in library planning is that a new building should at least double the capacity of the structure which it is replacing. To this end, planning has sought to provide at least twice the collection-holding capacity of the existing Burling Library. However, in the case of some types of library materials—audiovisual and archives/special collections are examples—in which growth is expected to be especially vigorous, a capacity five or six times the present has been planned.
- Even as plans are made for expansions of these magnitudes, the college and its libraries recognize the need for responsible stewardship of the institution's financial resources. In the interest of economies of space, compact shelving and eight-shelf (rather than seven-shelf) fixed stacks will be used wherever appropriate.
- Planning for a new library will explicitly provide for future expansion of the building, if and as necessary. Such future addition will be sited in such a way that the expansion can take place without excessive (and expensive) disruption to in-place facilities.
- The range of materials in the library of the future will embrace the full spectrum: books and journals in paper; books and journals in electronic form; links to remote electronic resources; government documents; videos, DVDs, and recordings; manuscripts; maps; microfilm and microfiche—and probably some formats as yet unimagined.



ACKNOWLEDGMENTS

The College and Shepley Bulfinch Richardson and Abbott acknowledge the individual assistance of the following, in gathering information, articulating a vision for the Library and developing this program and conceptual design document.

LIBRARY BUILDING PLANNING COMMITTEE

- Christopher McKee - Chair
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- Jonathan Brand
- Jim Swartz
- John Kalkbrenner
- Bill Francis
- Mark Godar
- Gerald Lalonde
- Katya Gibel Azoulay
- Catherine Rod
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- Geoffrey Swenson (Student Representative)

EXTENDED STEERING COMMITTEE

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- Jonathan Brand
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- Frank Thomas
- Mickey Munley
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- Mark Godar
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- John Kalkbrenner
- Todd Reding

BOARD CAMPUS PLANNING COMMITTEE

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- Nordahl L. Brue - Chair
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- Patricia Finkelman
- William C. Lazier
- Andrew W. Loewi
- Robert Musser
- Frank Thomas

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- Pages 8, 14, 44 Landscape Photos by Alex S. MacLean
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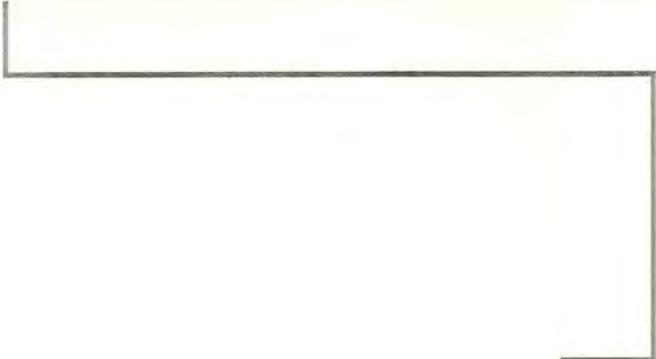
CAMPUS PLANNING ANALYSIS

SITING STRATEGIES

ARCHITECTURAL STRATEGIES

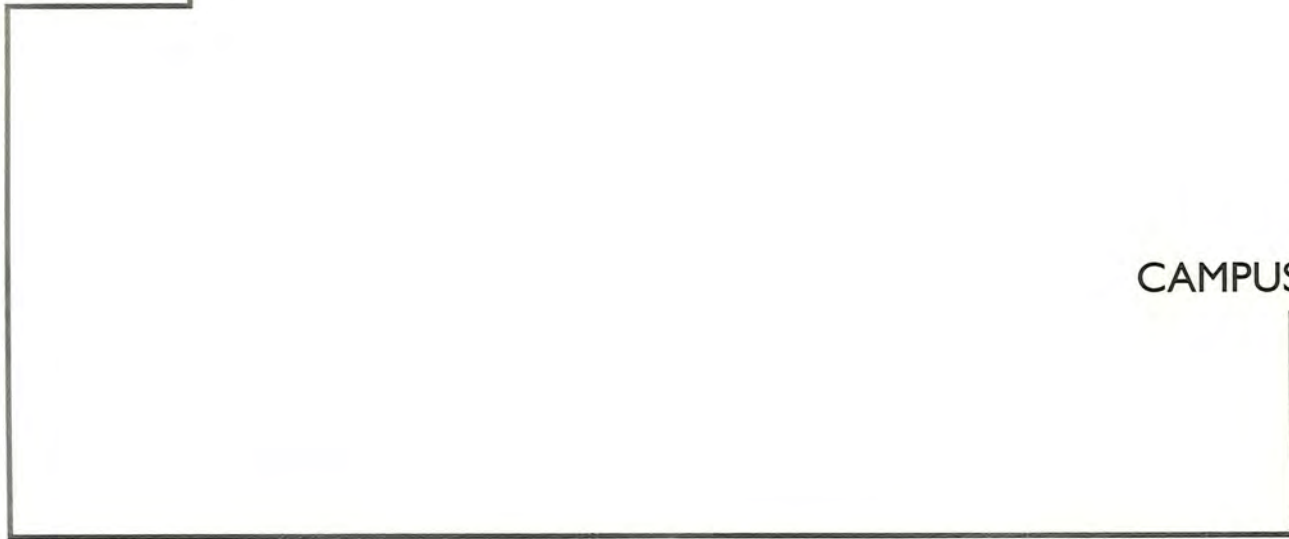
PROGRAMMATIC CONCEPT DIAGRAMS

IMPLEMENTATION



LIBRARY

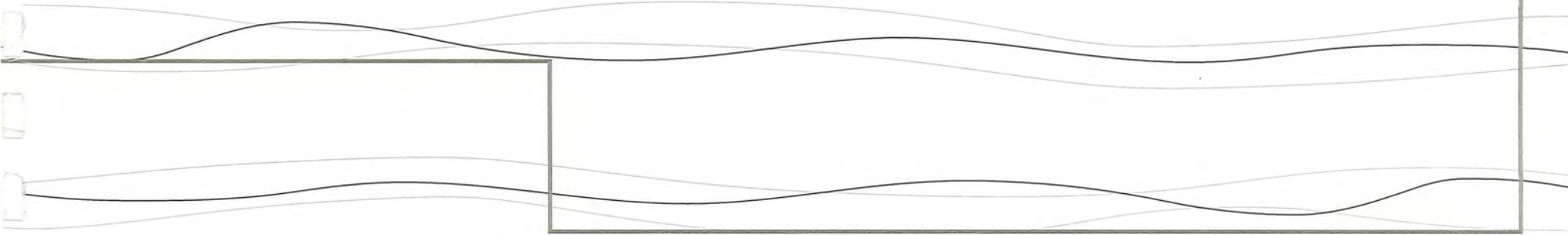
PROGRAMMING CONCEPTUAL DESIGN



CAMPUS PLANNING

ANALYSIS

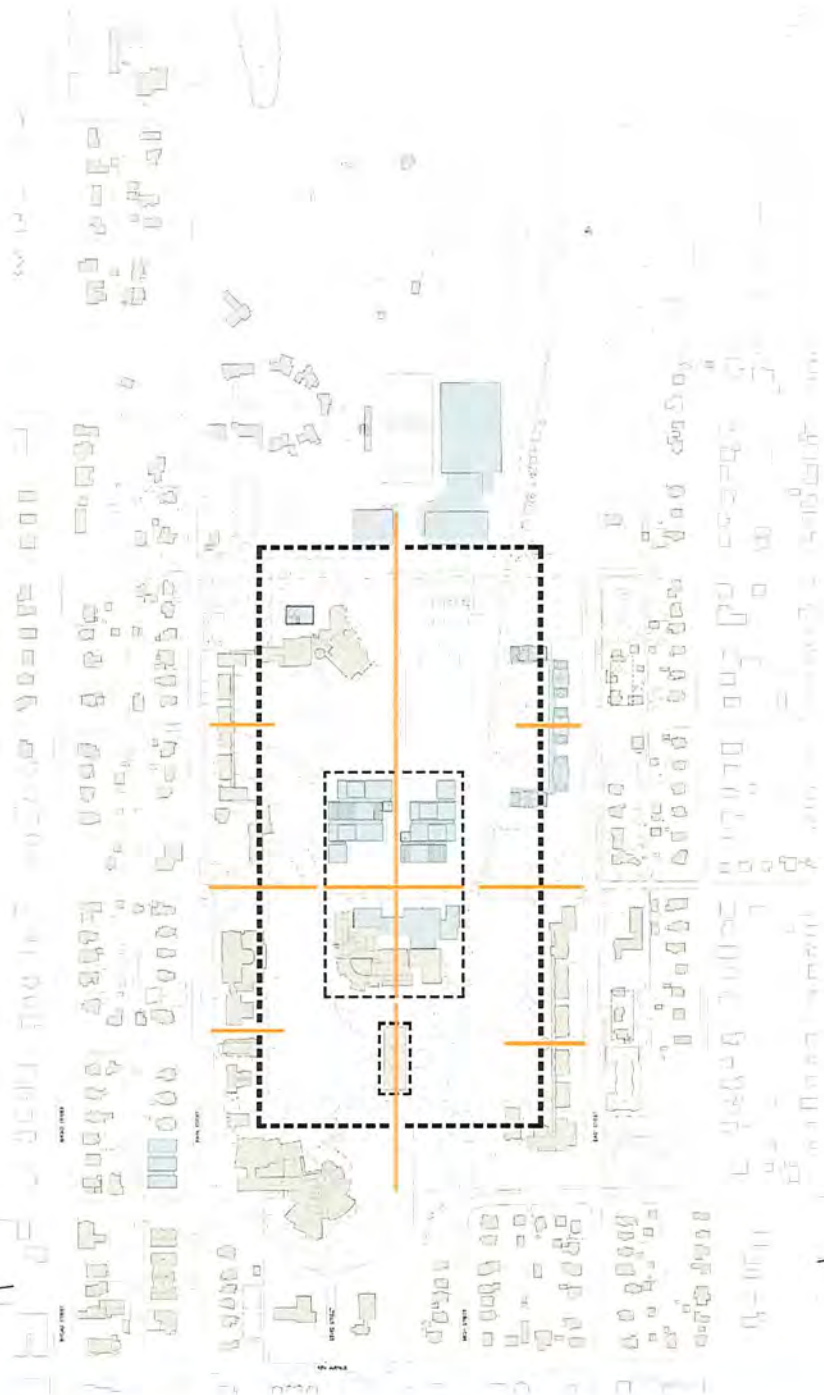






PERIMETER WALL & "PAVILION IN THE GARDEN"

The existing campus is generally organized with a strong perimeter wall made up of largely residential buildings. Academic structures such as the Bucksbaum Center for the Arts and Burling Library also make up the edge. Centrally located academic and student service buildings such as Noyce Science Center and the Forum act as pavilions in the garden. The master plan proposes strengthening this concept through the development of new east campus housing completing the residential perimeter and a new centrally located Campus Center and Library. Together with the Noyce Science Center, these facilities create a new heart for Grinnell.





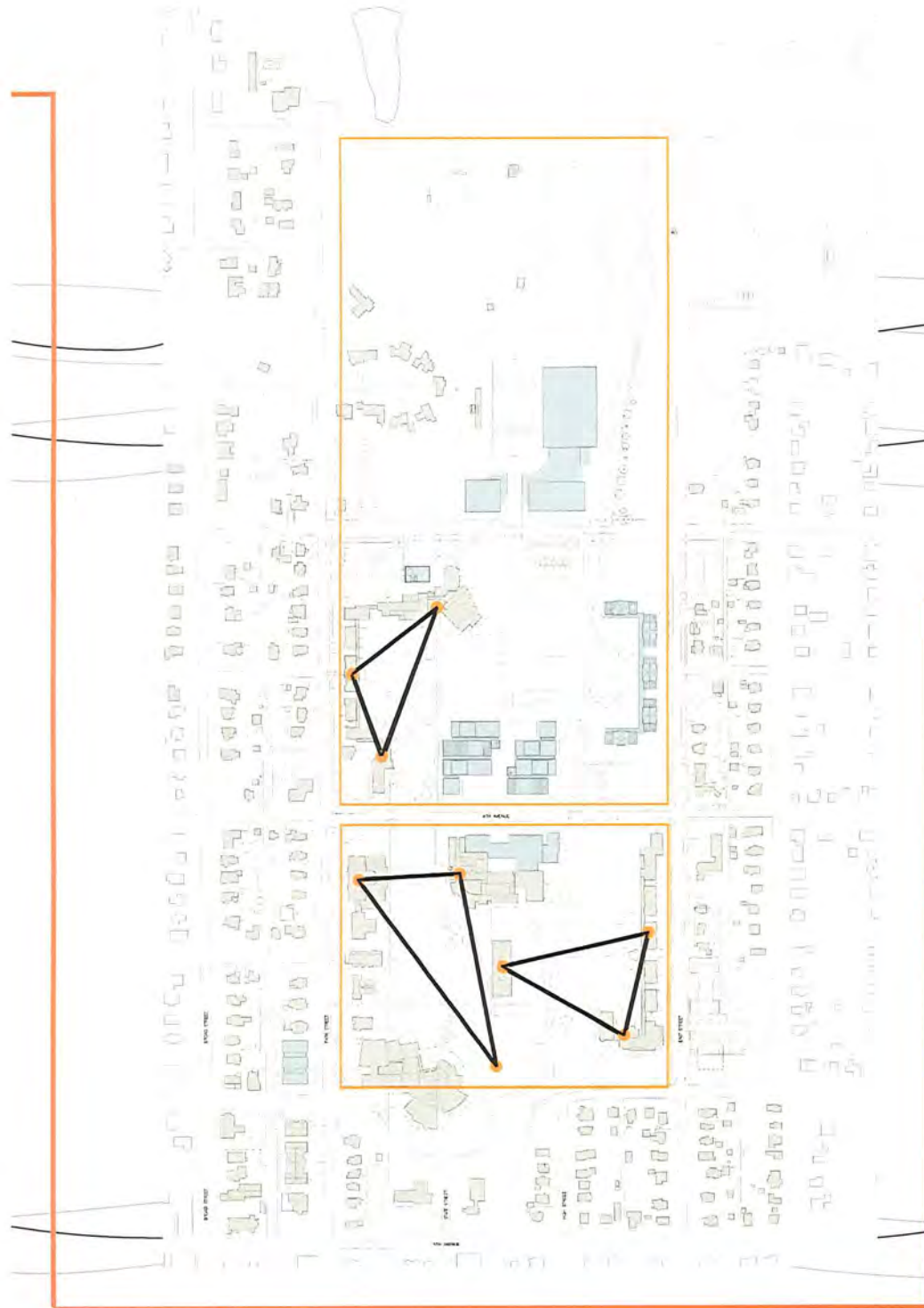
CIRCULATION/PATHS

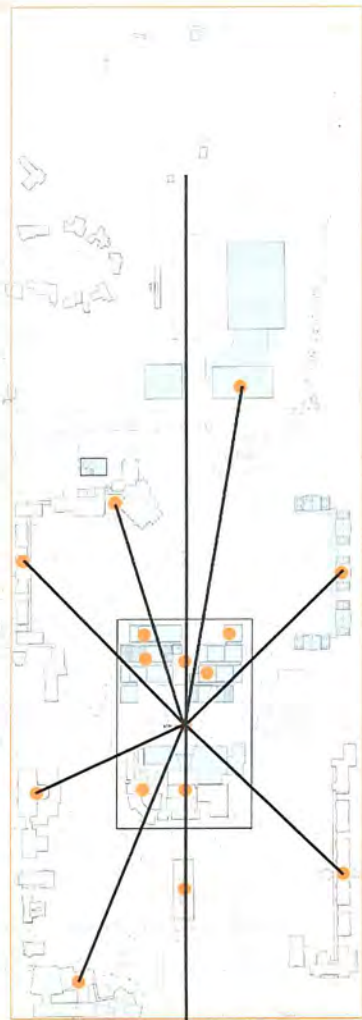
The existing campus is organized in a linear north-south orientation. Future campus development north of Tenth Avenue increases the need to reinforce a north-south organizing concept for buildings, open space and pedestrian circulation. The natural shifting of this axis creates nodes of opportunity for community space.



DISPERSED CAMPUS – BEFORE

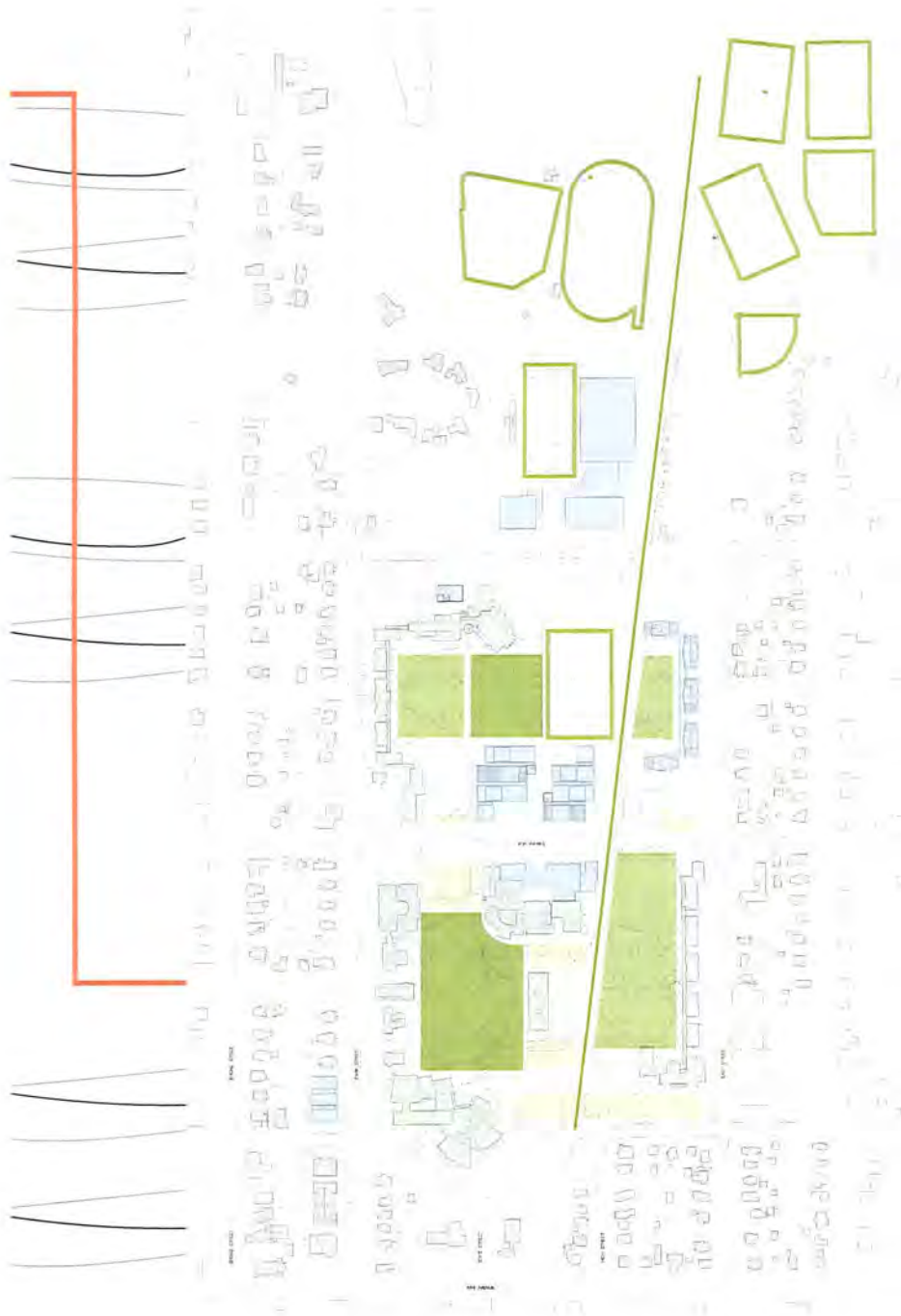
Campus Center program spaces are currently located in multiple buildings, fracturing one's sense of campus community. The Campus Center concept will bring together key programmatic destinations such as dining, post office, copy services, meeting spaces and lounge spaces creating opportunities to interact with students, faculty and staff.





CORE CAMPUS

A key consideration for the development of a successful heart or crossroads is that it be "along the path". Students, faculty, and staff should naturally pass through this space on the way to other destinations. Strategically placed between residence halls and the academic core, this space should experience successful "flow through".



GREEN SPACE/LANDSCAPING

Successful campus plans embrace a range of open space, from ceremonial lawns to quadrangles, courts, and fields. This variety supports the various scales of interaction important to a residential life experience.

Grinnell is marked by a variety of outdoor open spaces. They are defined by the character and density of plantings, as well as by adjacent building types and uses. Spaces immediately adjacent to student housing should maintain a character consisting of a mature tree canopy with small open spaces for informal activities. This breaks down the scale of the space giving a sense of intimacy to the many students.

Large open lawns with groups of large mature trees at the edges should be predominate at the central campus lawn as well the open space north of the future library. With the exception of the intramural field north of the campus center, all athletic fields will be located to the north of 10th Avenue. The north fields also mark the beginning of the prairie into the campus. The athletic fields appear to be carved from the prairie, which will continue its way through the campus along the existing railroad tracks. Adjacent to the prairie will be the major north/south walk connecting students to all parts of the campus.



LIBRARY

PROGRAMMING CONCEPTUAL DESIGN

SITING

STRATEGIES



PROPOSED SITE CONDITIONS

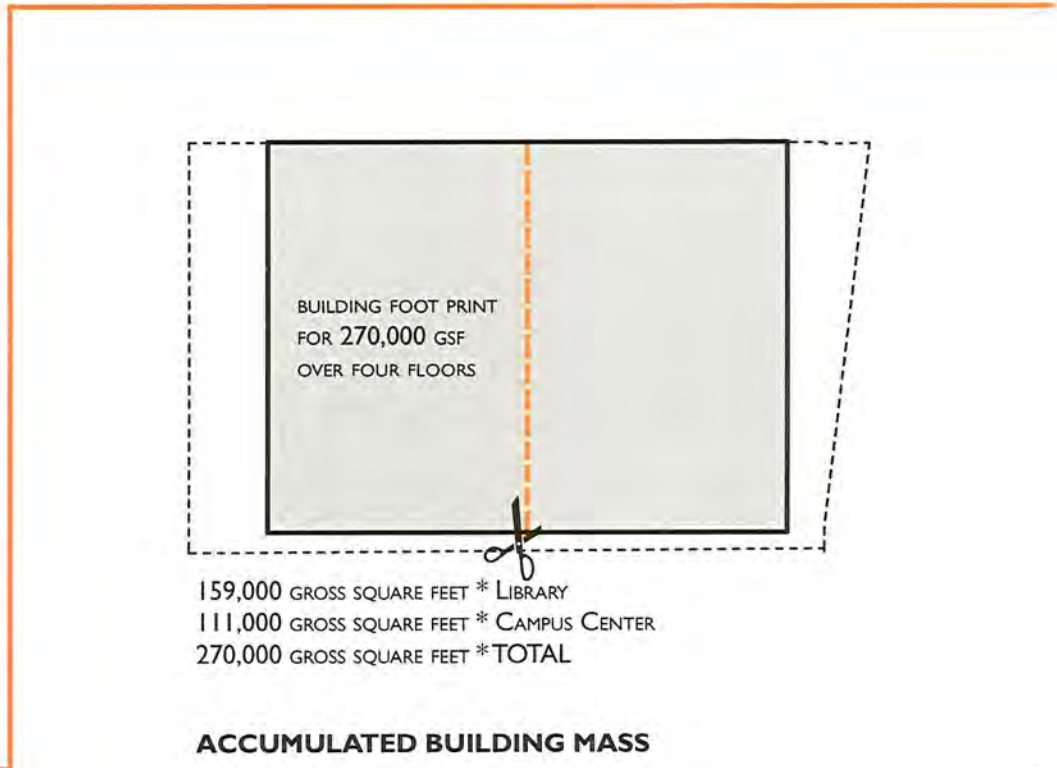
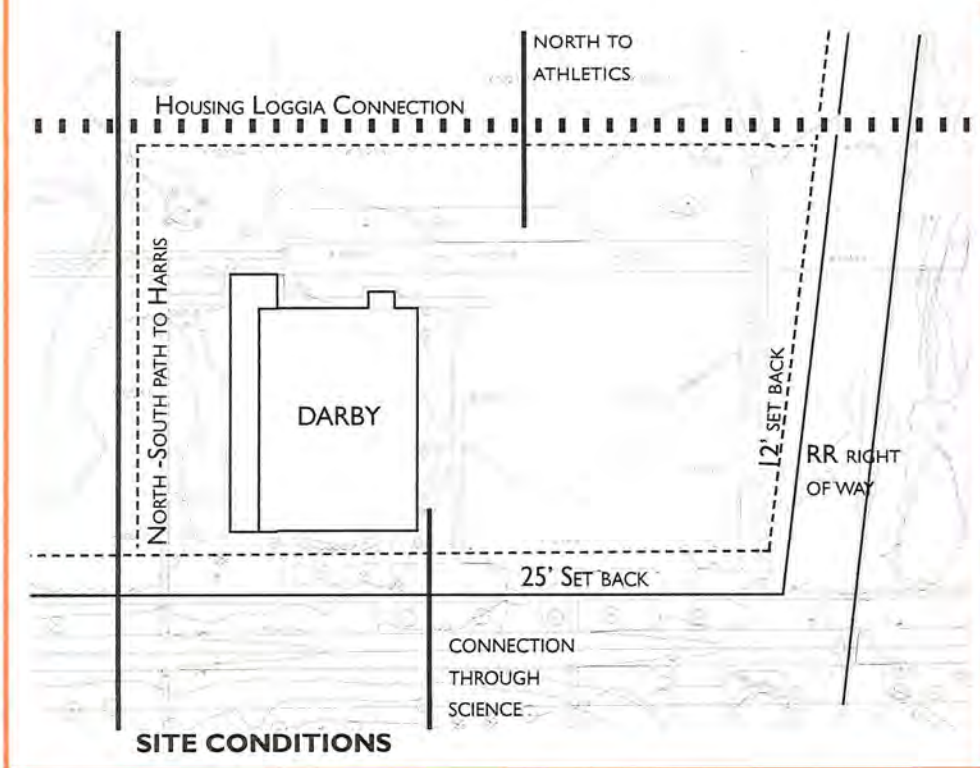
The proposed site for the new Campus Center is currently occupied by the Darby parking lot containing 90 spaces. The proposed site for the new Library is currently occupied by Darby Gymnasium containing Varsity Basketball and Volleyball and ITS. This site was chosen for its central position in the Grinnell campus. The existing campus center functions are dispersed throughout the campus, while Burling library is located on the southern perimeter.

NEW SITE CONDITIONS

The new site will bring together the primary intellectual and social functions of the College to a central location. The site is defined by Eighth Avenue to the south, the railroad tracks to the east, Macecheron Field to the north and an important open space link to the west. After the required setbacks from the railroad and Eighth Avenue and the assumed ones from the north and west, a generous site is left over for the proposed development.

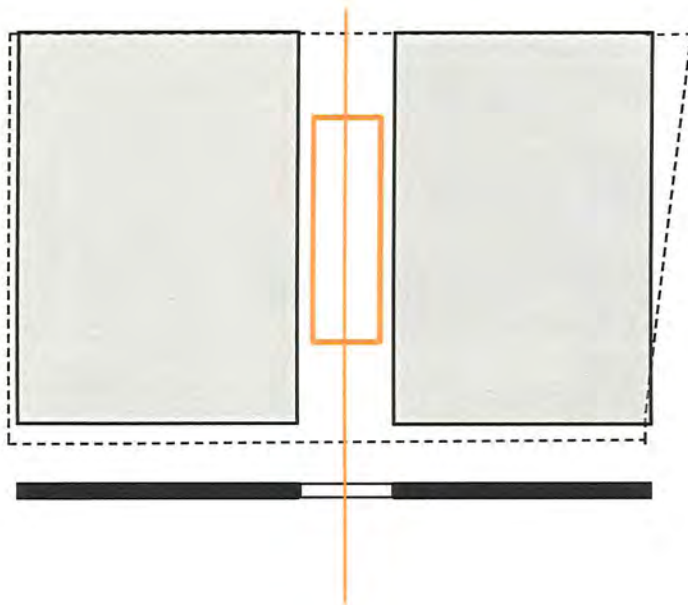
BUILDING MASS

A programming exercise undertaken by SBRA Architects has suggested the Campus Center to be 111,000 Gross Square Feet (GSF) and the Library to be 159,000 GSF. With respect to a height limitation of four stories a building mass comprising both the Library and Campus Center is created which allows for some open space. Analysis of the existing campus fabric suggests a building of this size would be out of scale. Through separation of the building programs, two structures are created that are more suited to the existing campus scale. A Campus Center and Library complex is created.



SEPARATED MASS

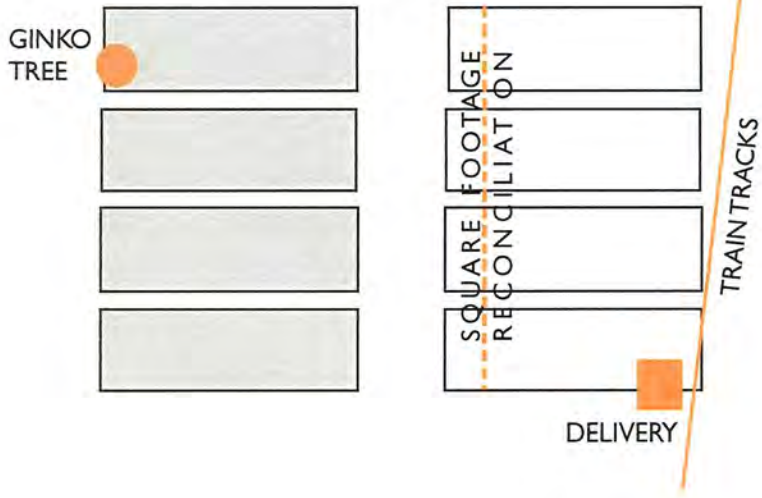
By separating the building mass into two distinct buildings a common space is created forming a heart to the newly formed intellectual and social center of Grinnell College. To form a dialog with the existing campus context, strategies to break down the overall building mass are suggested. Expanding on the "Pavilion in the Park" concept, the two buildings are separated into linear blocks of program connected by support spines. This modulated fabric creates interesting spatial opportunities as well as opening up a dialogue with existing structures and elements on the campus.



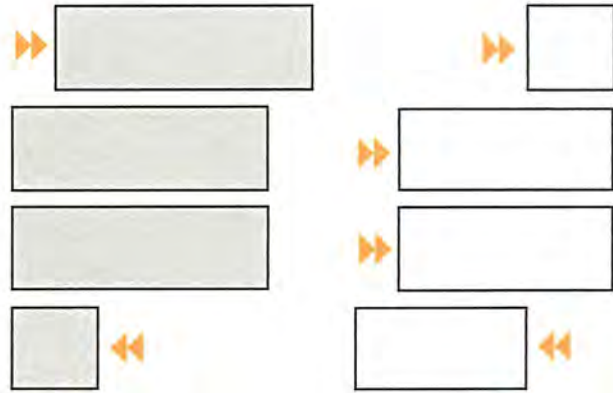
MODULATED BUILDING MASS

Existing site parameters such as the railroad tracks and the ginkgo tree begin to inform the modulation of the building mass and create unique connections with the campus. Programmatic functions such as the shipping/receiving bay and entrance requirements further enhance this connection.

The inflection and shifting of the building mass develops a significant open space between the buildings while respecting the campus goals for long views to the prairie. This common area reinforces the concept of nodal points on the shifting north/south axis following the prairie walk/railroad geometry.



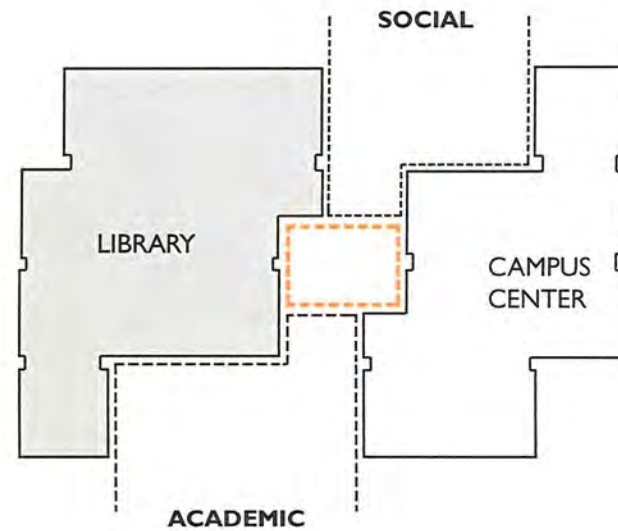
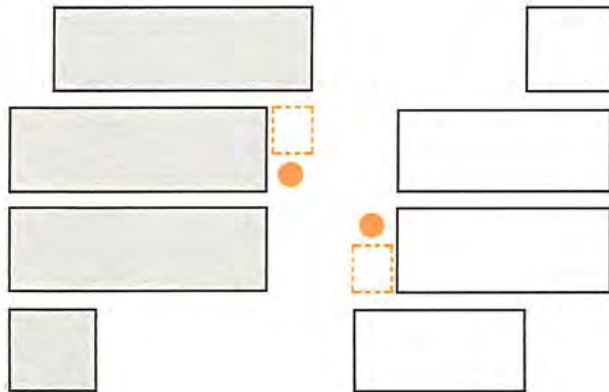
SITE CONDITIONS



RESPONSE TO SITE CONDITIONS

A symbolic and literal crossroads for the campus is formed as the student life community of the residence halls to the north comes together with the academic community from the south. The Campus Center and Library create a dialog with each other across this new campus heart.

The front doors to both buildings are located off this axis. Entrance plazas are formed to the north and south, each with their own unique character reflecting the adjacent character of the campus. The more urban or south plaza is in keeping with its Eighth Avenue, academic position while that to the north off Macecheron Field and the residence halls is more informal in nature. The design of the Campus Center and Library complex strives to achieve a sensitive dialogue within its context as well as a sense of cultural integration within the diverse and complex structure of Grinnell College.



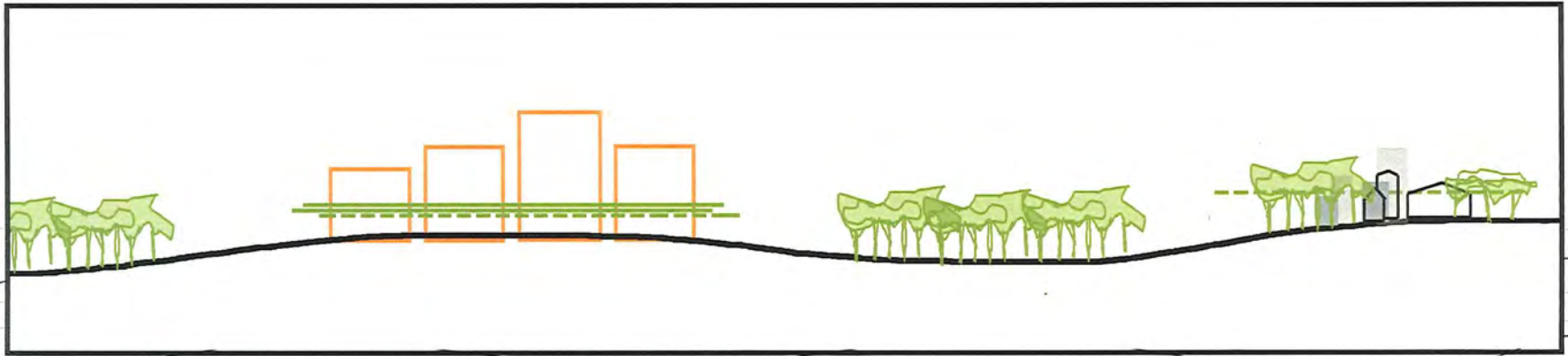
CULTURAL INTEGRATION

LIBRARY

PROGRAMMING CONCEPTUAL DESIGN

ARCHITECTURAL
STRATEGIES

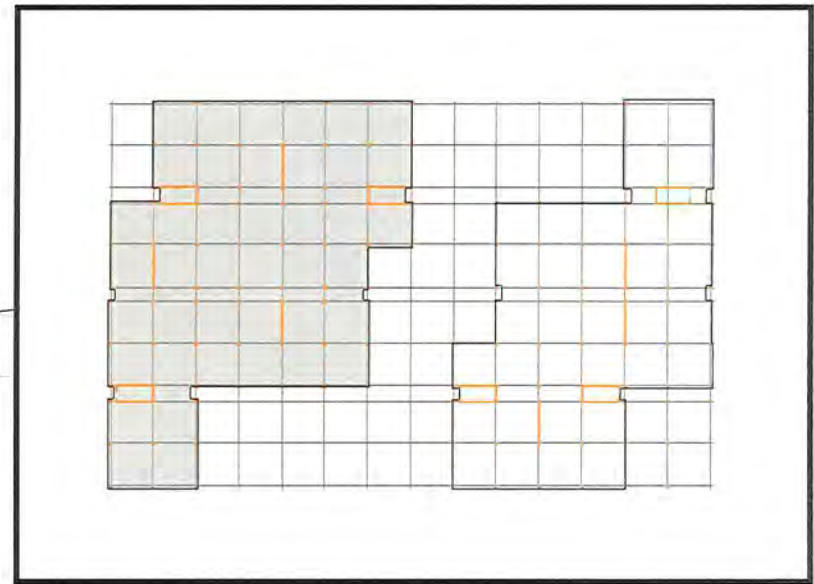




TOPOGRAPHY

The campus and City of Grinnell are placed in the Iowa prairie and are characterized by a rolling topography. A massing strategy is developed which abstractly reflects this natural context linking the concept to the region. This strategy also allows for a positive relationship with the surrounding two- and three-story high building fabric, allowing for up to four stories at the center of the composition.

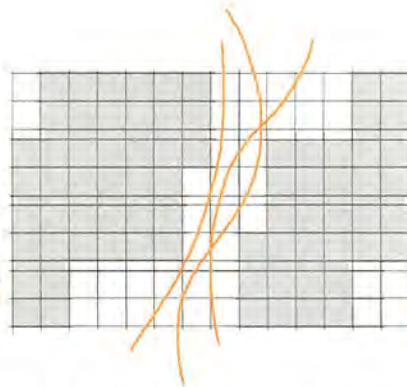
The structural concept of the Campus Center and Library is that of a flexible framework, which anticipates future programmatic change. This strategy reflects the organization of the city and region. The state is laid out as an orthogonal grid and is enriched by natural meandering features such as streams and landscape forms. The structural strategy allows for the inflections of the Campus Center and Library both in massing and program. The buildings are designed to be in harmony with these local conditions.



STRUCTURAL GRID



IOWA'S COUNTY GRID

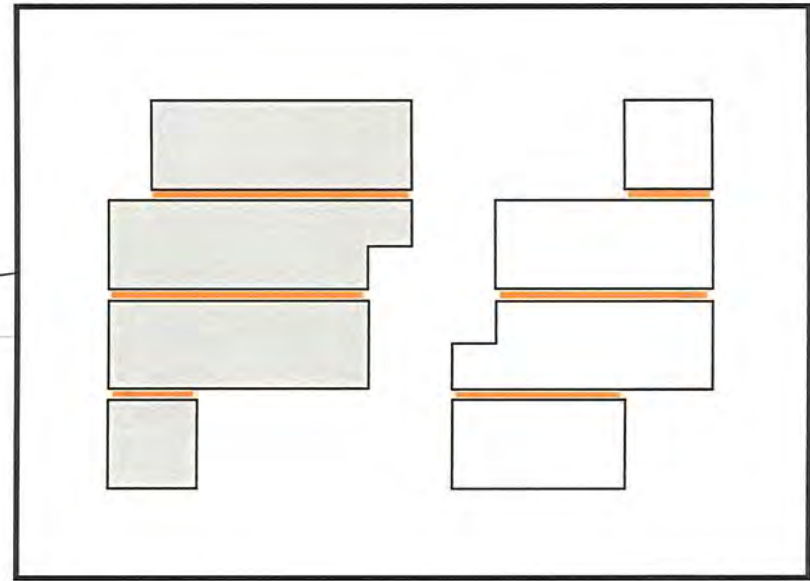


FLEXIBLE GRID SYSTEM

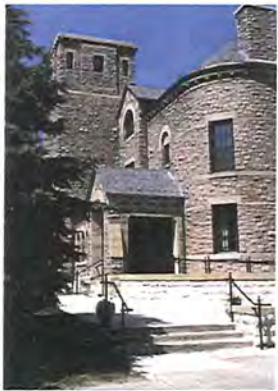


FLOW THROUGH CAMPUS CORE TO PRAIRIE

The Campus Center and Library are designed as a series of connected pavilions. A service core acts as the connective tissue. Within these more solid spines all the required vertical circulation, mechanical risers, toilet areas and general support program is contained. This allows for clear flexible floor plates of a more transparent nature. Long views to the exterior as well as internal ones are facilitated by this pavilion concept. The support spines would have a solid strong appearance, perhaps using a local stone or brick veneer. This design would also enhance the clarity of the building acting as a wayfinding and organizational tool.



SERVICE CORE



STONE WALLS



LOGGIA



PAVILIONS

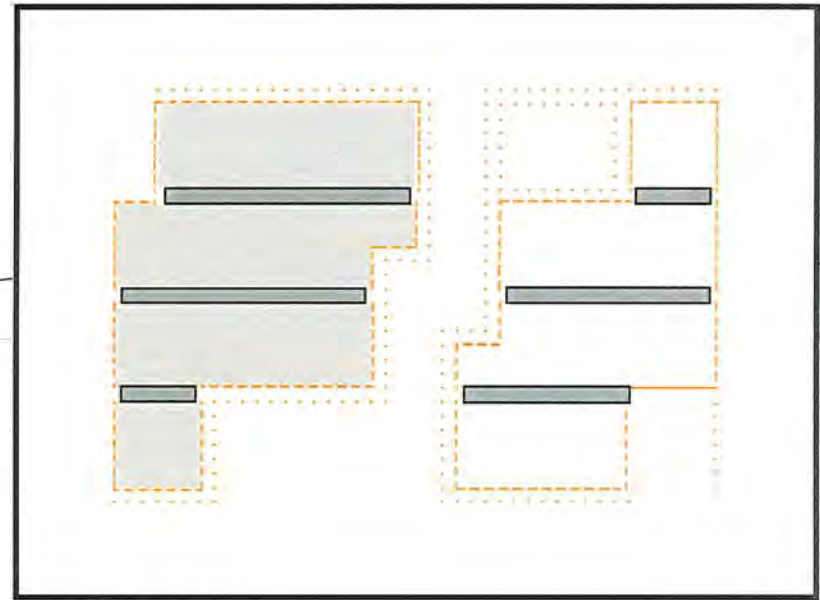


TRANSPARENCY

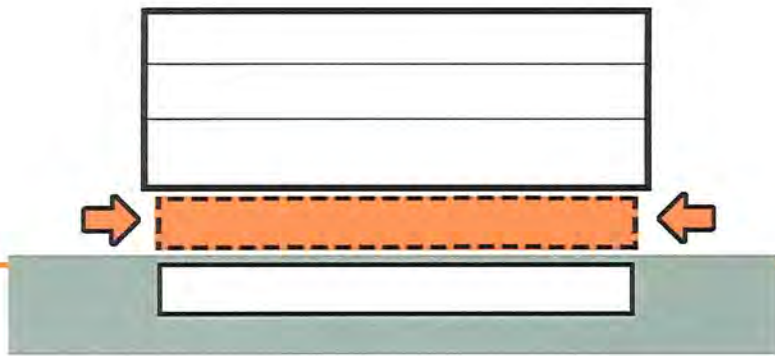
The Campus Center and Library are designed to be in open dialogue with the Grinnell College campus context. It is this premise that informs the concept of layering. On a campus wide scale the shifting pavilions and the enhancement of the north/south connection, the complex acts as a catalyst for the existing fabric. Elements of the building also serve to link the structures to their context. The loggias that wrap the more public facades of the building act as shelter from the weather as well as continuing the architectural language of the existing buildings, in particular the residence halls. The Bucksbaum Center for the Arts also has an entrance portico reminiscent of this device.

The buildings are raised up off the grade not only to enhance the effect to visitors, but also to reinforce the topographic change in level. The level change allows for the creation of community at different levels, creating nodes of activity as one approaches the buildings. The facade is designed as an applied cassette to allow a varied palette from opaque to transparent. These window cassettes shift across the plane of the pavilion furthering the concepts of modulation and shifting landscape. Where the facade is transparent, the glass is shielded by a series of internal wooden screens, allowing for controlled views. Carrels are occasionally built in to this facade creating various levels of privacy within the buildings.

The entrance area is designed as the communal area between the two buildings. The layering sequence for arrival at this locus of the “pavilions in the park” is rich and varied, using contextual devices to create a new and vibrant heart for Grinnell College.



LAYERING SYSTEM



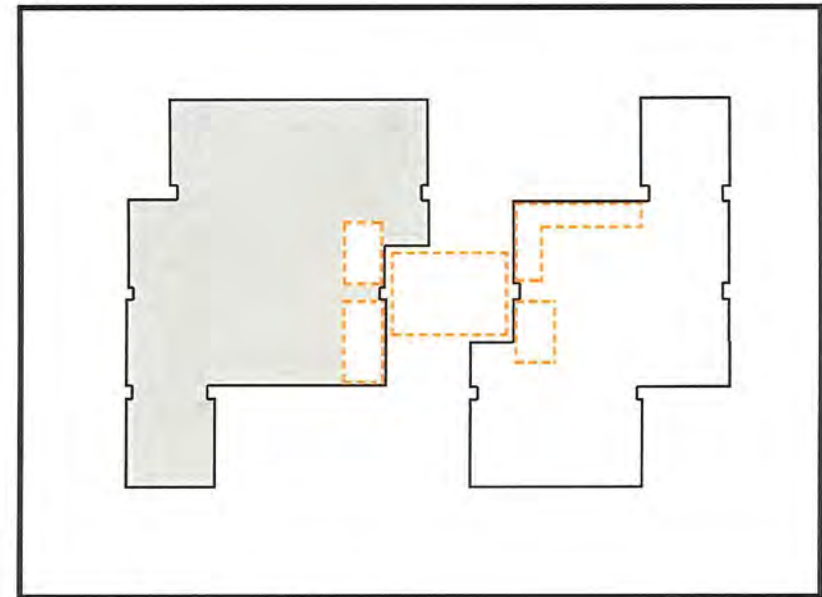
VISIBILITY OF SERVICE



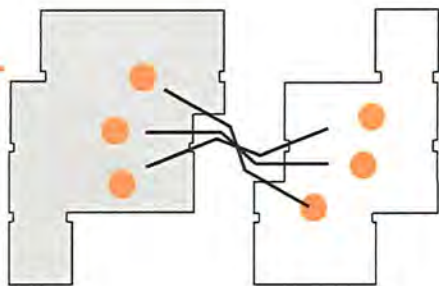
BUILDING ENVELOPE



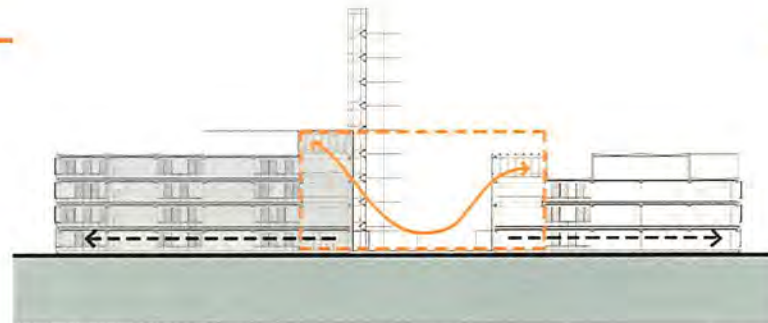
Community is developed and enhanced through formal and impromptu interaction by students, faculty, and staff. Programs and services in the Campus Center and Library create opportunities for community members of the campus to see each other and be seen. The Campus Center should support a wide range of spaces for group collaboration and options for individual study and reflection. The service points enhance an active/passive relationship within the two buildings. The first floor of the Campus Center and the Library are designed to be transparent service floors which facilitate connections horizontally both to and from the campus and also vertically within the fabric of the complex. To enhance the central communal area the floorplates of the buildings are stepped internally creating a virtual amphitheater. This enables visual contact and participation by the campus community in gatherings and events large and small.



VIRTUAL AMPHITHEATER



SERVICE POINTS

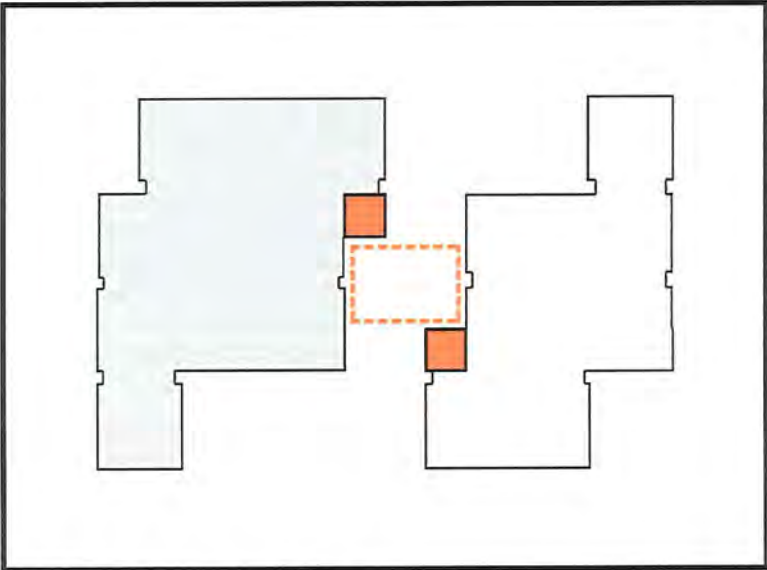


USER FLOW



VERTICAL CONNECTION

The Library as the intellectual center and landmark of the American College campus is a strong tradition, beginning with Thomas Jefferson at the University of Virginia. The concept for Grinnell College proposes a vertical landmark at the campus heart as an important reference point for the College and the City of Grinnell. In the larger context of Iowa, this element is reminiscent of the grain silos of the prairie. The tower is acting on different contextual levels serving to link the Library and Campus Center complex not only to the College and the City of Grinnell but also to Iowa and the Midwest.



TOWER AS ENTRY MARKER

TOWER AS BEACON



STRUCTURAL INFORMATION AND DIAGRAMS

The Grinnell Library and Campus Center complex is designed using a thirty by thirty foot structural bay. This allows for maximum flexibility both in Library programming and the spaces in a campus center. The project is designed as a series of sixty-foot wide pavilions connected by ten-foot wide service spines. The length of the pavilions varies with respect to their contextual response. The preferred structural material for the Campus Center and Library is precast concrete. This material through its plastic properties allows for an articulated ceiling plane, allowing the building ceiling plane to be sculpted not suspended. To increase flexibility in the buildings, a raised floor system is envisioned which will contain all HVAC, wiring and telephone and data systems. This system would be used regardless of the structural system employed.

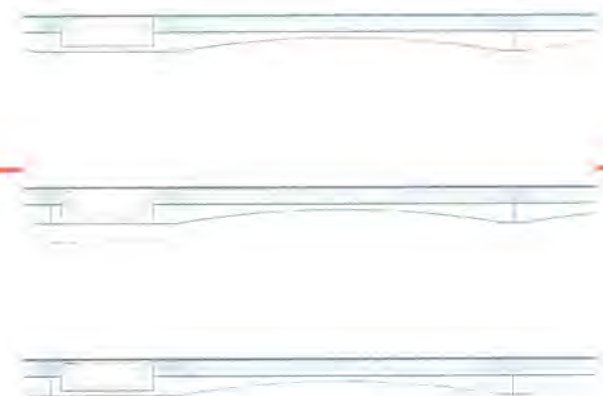
There are two approaches to the fabrication of the structure that should be considered, site precasting of the full bay and the assembly of smaller segments which are precast off-site, delivered to the site and assembled.

With regard to the site-precaster elements it was contemplated that two or three heated molds to form the shape of the vaulted slab would be placed on the ground. Reinforcement and concrete would be placed on a daily basis. The concrete would be heated overnight to provide sufficient strength for removal of the panel from the mould the next morning. The panels could then be stored by stacking them vertically adjacent to the casting area. The panels would then be moved by crane or otherwise to their location and erected on supporting columns, which would be of either, precast concrete or steel. Cast -in-place concrete shear walls at the stair and elevator shafts and elsewhere, as required, would provide for the lateral stability of the building.

If for reasons of site logistics, the unavailability of adequate crane capacity or for economic reasons, it was preferable to cast smaller units off the site; the thirty-foot by thirty-foot unit could be divided into two or three units for transportation. These would then be erected on temporary supports, assembled, and post-tensioned together to provide the finished structure.

The post-tensioning of the perimeter of the panel was contemplated in either case to provide ease of stripping and handling, load balancing to reduce deflection of the concrete resulting from the library loading and to maintain a level platform for the operation of compact shelving.

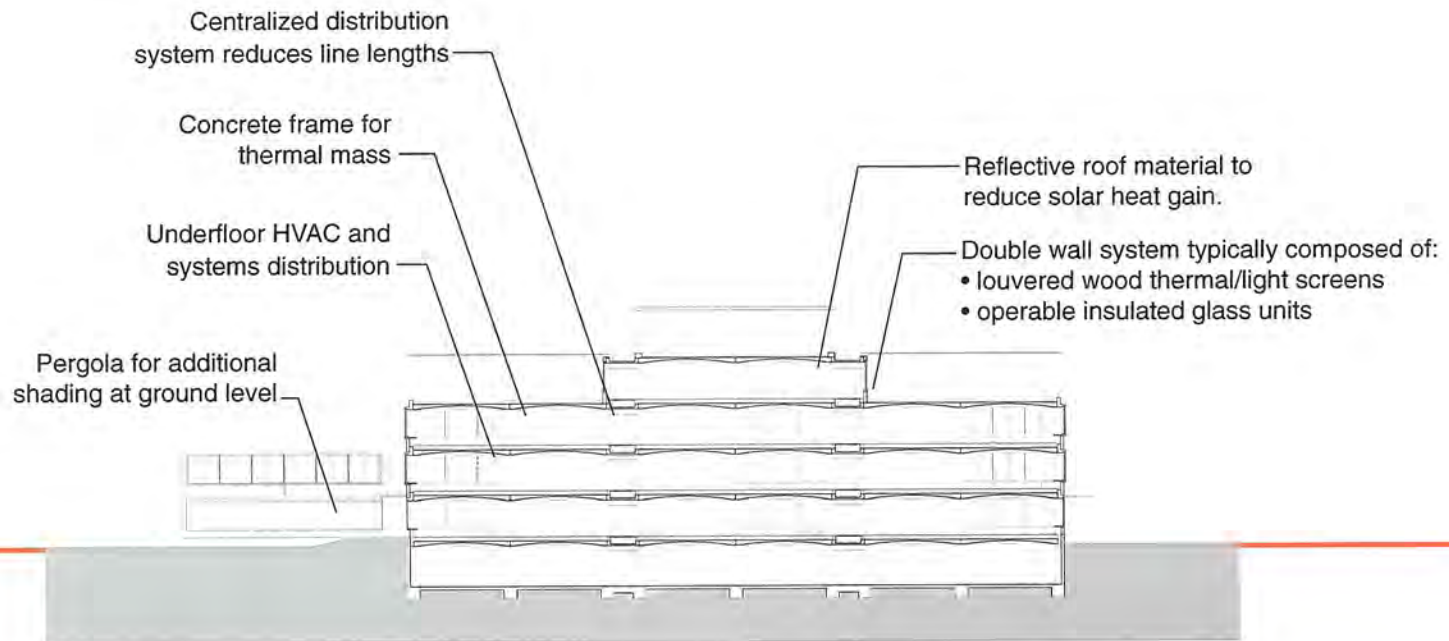
Cast in place concrete and all steel systems are also being explored as structural systems for these buildings. Economy and practicality will determine which one is chosen, however the building is designed to accommodate any of these structural strategies without diluting the concept of the design.



SUSTAINABILITY DIAGRAM

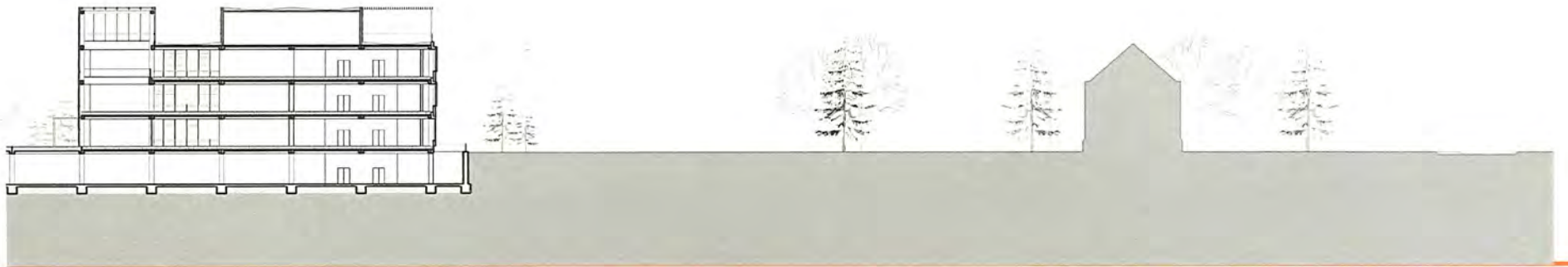
Integrated (high-performance or sustainable) Design Strategies

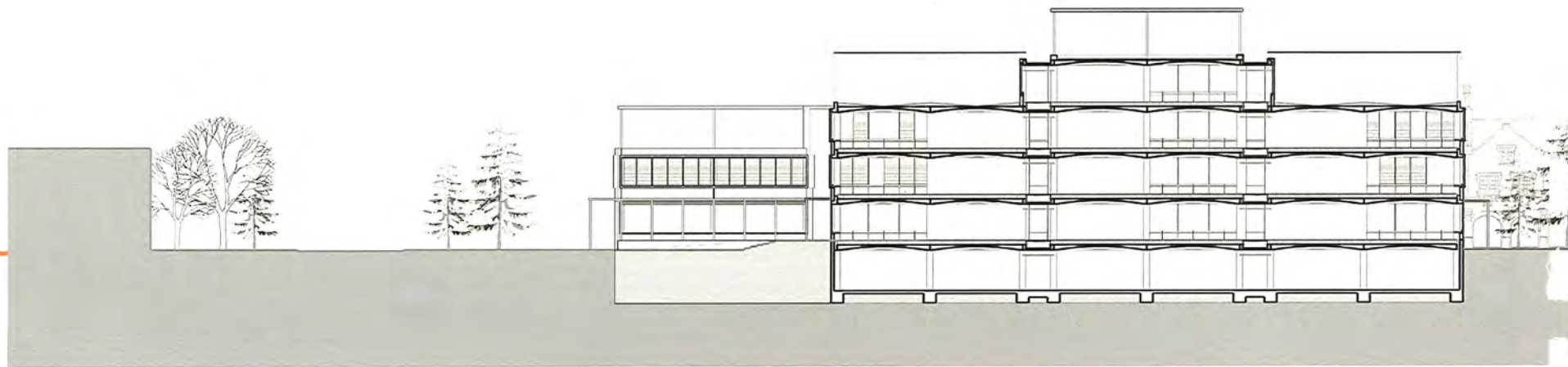
- Maximum natural light at perimeter and high ceilings to admit controlled natural light levels to interior
- Please refer to SBRA's LEED evaluation matrix for specific green building strategies in the categories of Energy and Atmosphere; Site Design, Water Use; Materials and Resources; and Indoor Environmental Quality





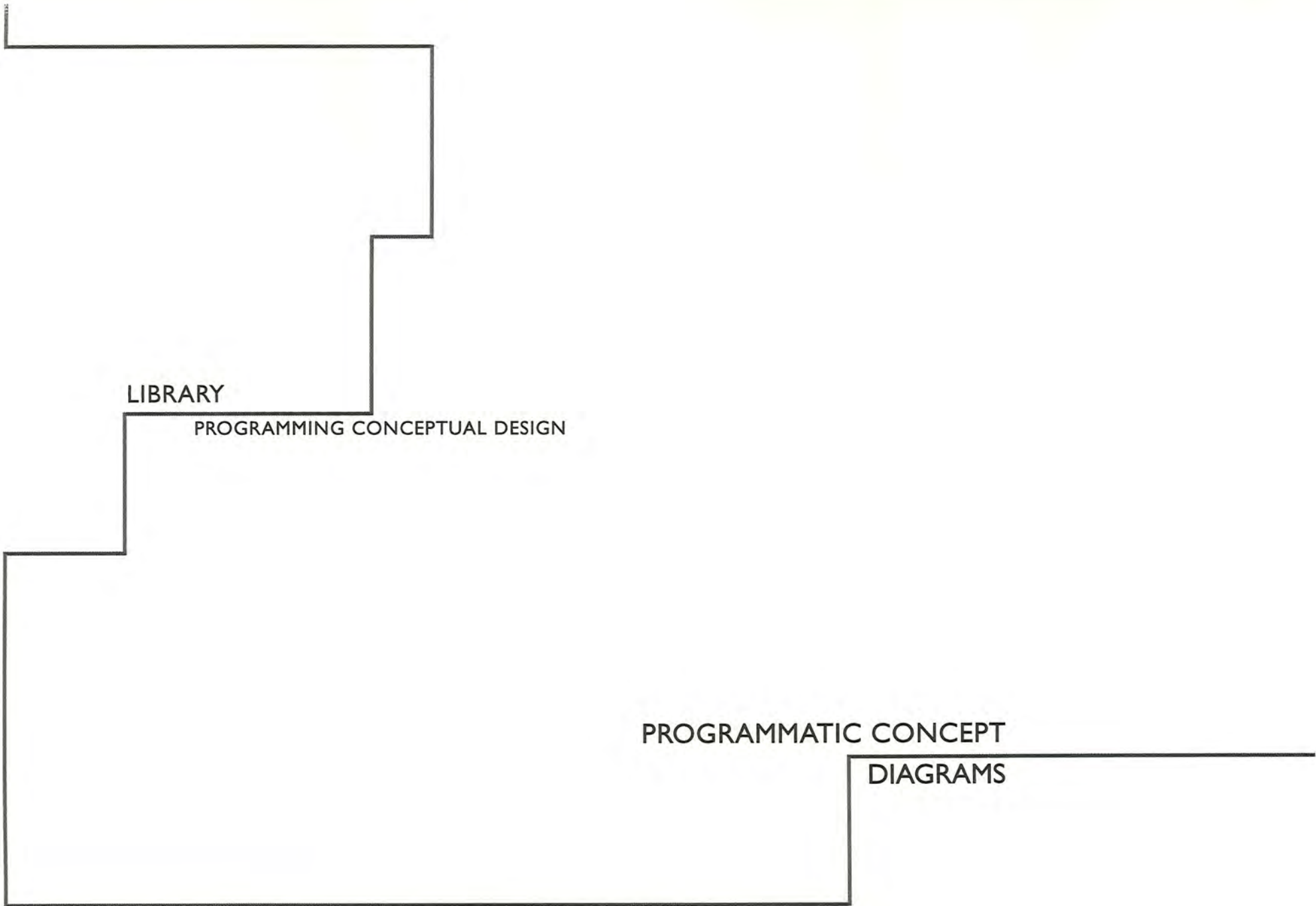
**SITE SELECTION
LOOKING NORTH**





**SITE SELECTION
LOOKING WEST**







The existing Burling Library and the staff of the Grinnell College Libraries enjoy an exceptional reputation on campus. Students and faculty have high praise for the libraries' contributions to their work and research efforts. The users also have many suggestions: more public workstations; additional audiovisual facilities; group study rooms for collaborative work; high-quality spaces for intensive research and study; expansion of special collections and archives; exploration of future relationships between library services, ITS, and media; and space for the continued growth of collections in a wide variety of formats.

In collaboration with the Library Planning Committee (LPC), SBRA has developed an outline program to address the needs and issues identified. Topics addressed by this outline program include study spaces/user spaces; services; classrooms; special collections/archives; ITS / media; and collection growth. The benefit of including ITS/media in the program at this time is that it allows for future flexibility, evolution, and integration in the development of the heart of the campus and of these important resource and technology services.

Once the outline program statement was established, SBRA worked with the Library and ITS to develop conceptual diagrammatic plans. Locating the programmatic square footage on the conceptual footprint is an exercise meant to understand the ability to distribute the program over four floors. The diagrams that follow confirm that the Library/ ITS program could effectively be distributed over four floors and that the resulting building mass is a viable approach for the Grinnell campus, but are not intended as a definitive statement of the location of these elements in the ultimate design. The diagrams also highlight the unique and exciting opportunities that are inherent within the program and the proposed site.

The following general direction was established by the conceptual diagramming process.

- Library entry should be at the grade level and visible from 8th Avenue.
- Establish one entry and exit point for security.
- Library and ITS program are not currently considering integrating resources, however strategically, the planning should allow for flexibility in this approach.



PROGRAM HIGHLIGHTS

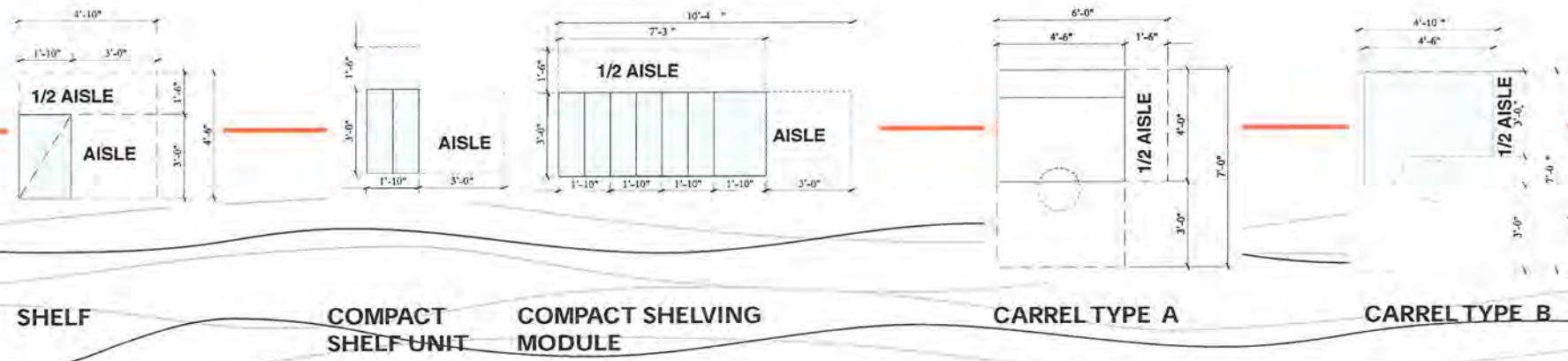
- User spaces - 600 seats
- Services - maintained high quality and positioned for flexibility and evolution
- Collections - 700,000 volumes, of which 30% is in compact shelving.
- Special Collections - A collection with a focused growth to be complemented with an effective seminar space.
- ITS - included as a subtotal in the Library Program Planning
- Media - included as a subtotal in the Library Program Planning



LIBRARY / ITS SPACE PROGRAM

LIBRARY OUTLINE PROGRAM	Proposed Program			TOTAL ASF	
	Unit No.	Unit ASF	Total ASF	Existing	Proposed
				60,739	87,750
1.0 ENTRANCE, LOBBY			1,375	1,000	
1.1 Entrance lobby					
1.2 Vestibule, security gates					
1.3 Bookdrop outside security					
1.4 Directory					
2.0 EXHIBIT SPACE				100	
2.1 Smaller exhibit spaces throughout library					
2.2 Integration of art into library space-building concept					
PUBLIC SERVICES					
3.0 CIRCULATION / RESERVE/ ILL			812	2,890	
3.1 Service desk					
3.2 Workspaces for staff					
3.3 Workspaces for students					
3.4 Hold shelves, reserve shelves, etc.					
3.5 Processing space					
3.6 Book return					
3.7 Booktrucks					
3.8 Cage books in compact shelving					
4.0 REFERENCE - 66 seats			3,208	5,000	
4.1 Reference service desk					
4.2 Reference collection					
4.2 Reference research workstations					
4.4 Table/seats for reference work					
4.5 Reference librarian offices					
5.0 GOVERNMENT DOCUMENTS, MAPS & MICROTTEXTS - 12 seats			308	5,300	
5.1 Documents staff service	1				
5.2 Government documents - compact shelving	173				
8300 linear feet					
@ 48 lin ft per DFS = 173 per DFS					
5.3 Map collection and GIS	1				
5.4 Microtext collection - microfilm in compact storage units	47				
5.5 Reader printers	6				
5.6 Table seats for collection use	8				

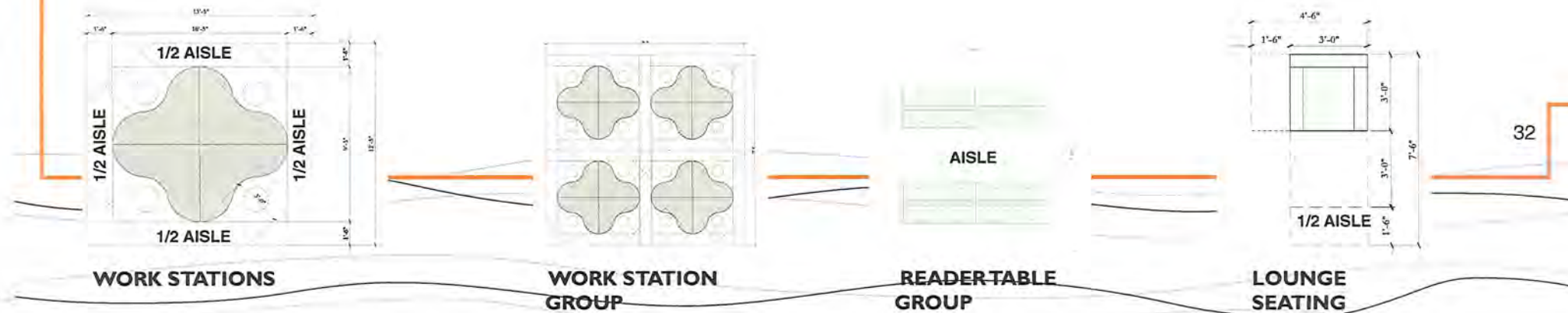
LIBRARY OUTLINE PROGRAM	Proposed Program			TOTAL ASF	
	Unit No.	Unit ASF	Total ASF	Existing	Proposed
				2,266	10,300
6.0 SPECIAL COLLECTIONS / ARCHIVES - 20 seats; 6x collection space					
6.1 Iowa room	1				
6.2 Staff work and processing space	1				
6.3 Viewing / listening - Media for 2-4 people	1				
6.4 Special collections and archives in compact shelving	1				
6.5 Archivist office	1				
6.6 Seminar room - adjacent to special collections	25				
16 seats at table; ability to grow to 25					
6.7 Equipment space adjacent to seminar room	1				
7.0 AV/LISTENING / MEDIA - 30 seats			1,167	4,840	
7.1 Study stations	30				
7.2 Collection area - compact Gemtrack units	1				
7.3 Staff spaces - 2x existing	1				
7.4 Staging space	1				
USER SPACES - 600 seats total					
8.0 SEATING - 600 total less other areas = 344 general seats			7,640	10,900	
8.1 Table seating	80	35%			
8.2 Lounge seating	27	11%			
8.3 Carrel seating / workstations	161	54%			
8.4 Quiet reading room - 30 seats at tables w/ task lighting	30				
8.5 Lockers near work areas	96				
9.0 GROUP STUDY - 60 seats			0	1,800	
9.1 Group rooms various sizes 4-8 - 12 rooms	12				
10.0 FACULTY STUDIES - 12 seats			868	1,200	
10.1 Individual study rooms	12				
COLLECTIONS					
11.0 GENERAL COLLECTION			27,616	28,320	
11.1 Existing - 455,000 volumes total existing collection					
11.2 General collection - in browsable shelving	1,150				
440,000 volumes in conventional shelving					
384 volumes per section @ 8 shelves high					
1146 sections; say 1150 double faced sections					
= 1726 sections max (1505 sections min)					



	Proposed Program			TOTAL ASF	
	Unit No.	Unit ASF	Total ASF	Existing	Proposed
	11.3 Bound periodicals in compact shelving 110,000 volumes 77,900 volumes in 2000; add 1700 per year x20yrs = 34,000 vol Total 111,900 volumes in compact shelving with 6 shelves 210 vol per section = 532 double faced sections	532			
12.0 MULTICULTURAL AND SPECIALTY COLLECTIONS In browsable shelving					860
12.1 Seating in browsing area					
12.2 Multicultural and specialty collections include: Smith Memorial recreational reading, new books 84 lin ft shelving in single faced shelving along walls To accommodate 50 persons for events and functions					
12.3 Newspaper shelving Rotating exhibit area					
12.4 Black Library					
12.5 East Asian Library					
13.0 CURRICULUM LIBRARY in browsable shelving					1,440
13.1 Collections					
13.2 Classroom for 20 persons					
13.3 Locked storage					
14.0 CURRENT PERIODICALS - 14 seats				1,586	1,640
14.1 Display of current periodical collection					
14.2 Reader armchairs	6				
14.3 Table seating	8				
15.0 INSTRUCTION SPACES / E CLASSRMS - 58 seats				588	1,260
15.1 Interactive instruction facility - 30 persons/16 workstations	30				
15.2 Seminar room 12 persons	12				
STAFF SPACES - 35 total workplaces distributed throughout library					
16.0 PUBLIC SERVICE OFFICES					870
16.1 Typical offices near high traffic areas	5				
16.2 Public service student workspace	2				
17.0 TECHNICAL SERVICES & RECEIVING				4,643	4,790
17.1 Workspaces					
17.2 Offices					

	Proposed Program			TOTAL ASF	
	Unit No.	Unit ASF	Total ASF	Existing	Proposed
	17.3 Acquisitions				
17.4 Cataloging					
17.5 Serials					
17.6 Systems					
17.7 Processing and staging					
18.0 LIBRARIAN OF THE COLLEGE				364	600
18.1 Administrative assistant					
18.2 Director's office					
18.3 Shared small conference space for 6-8					
19.0 OTHER				650	4,640
19.1 Storage					
20.2 Shipping and receiving					
20.3 Staff lounge w/kitchen					
20.4 Receiving / mailroom					
20.5 Public photocopy areas					
20.6 Staging spaces					
Subtotal ASF			53,091	87,750	
Subtotal GSF			60,739	125,483	

Assuming a 70% efficiency for the library building



LIBRARY / ITS SPACE PROGRAM

	Proposed Program			TOTAL ASF	
	Unit	Unit	Total		
	No.	ASF	ASF	Existing	Proposed
ITS OUTLINE PROGRAM					
				15,000	22,825
1.0 RECEPTION AND DIRECTOR OF ITS					1,500
1.1 Director office	1				
1.2 ITS conference space for 10-15	15				
1.3 Reception for department	1				
1.4 Secretarial support	2				
1.5 Fax, copy, printing & filing	1				
2.0 ADDITIONAL OFFICES	3				450
TEAM AREAS					
3.0 DESKTOP SUPPORT - BLUE TEAM					800
3.1 Carlie and Mark - Co-Leaders	2				
3.2 Staff positions - 3 now; 5 future	3				
3.3 Web master staff positions					
3.4 Project room	1				
3.5 Storage and staging	1				
4.0 DESKTOP SUPPORT - GREEN TEAM					775
4.1 Karen -leader	1				
4.2 Staff positions - 3 now; 5 future	4				
4.3 Web master staff positions					
4.4 Project room	1				
4.5 Storage and staging					
5.0 NETWORK SERVICES TEAM					775
5.1 Leader - Dave E.	1				
5.2 Staff positions	4				
5.3 Project room	1				
5.4 Storage and staging					
6.0 CAMPUS INFORMATION SYSTEMS (CIS) TEAM					1,025
6.1 Leader - Brent	1				
6.2 Staff positions 3 now; 6 future	4				
6.3 Project room	1				
6.4 Administrative support	1				
6.5 Project room	1				
6.6 Storage					

	Proposed Program			TOTAL ASF	
	Unit	Unit	Total		
	No.	ASF	ASF	Existing	Proposed
7.0 TELECOMMUNICATIONS & INTERNAL SUPPORT (TIS) TEAM					1,275
7.1 Leader - Bobbie L	1				
7.2 Staff positions	4				
7.3 Staging / storage	1				
7.4 Technical area equipment workspace	1				
7.5 Project room	1				
8.0 HELP DESK/RESNET - 4x existing to handle portables service					1,175
8.1 Supervisor	1				
8.2 Workspaces for phone help	6				
8.3 Walk in help desk	1				
8.4 Staging and storage for gear maintenance	1				
8.5 Project room	1				
9.0 TRAINING ROOM					550
9.1 Training space with 15 workstations	15				
9.2 Storage for training	1				
10.0 SERVER AND NETWORK OPERATIONS					6,700
10.1 Lab - Test bed for new configurations and	1				
10.2 Desktop staging	1				
10.3 Burn in machine testing space	1				
10.4 Server room 2x existing	1				
10.5 Phone switch	1				
10.6 UPS power and Liebert conditioning	1				
10.7 Storage	1				
10.8 Loading dock	1				
11.0 RESEARCH, PLANNING AND DEVELOPMENT					275
11.1 Leader - Mark M	1				
11.2 Leader - Dave D					
11.3 Project room	1				
11.4 Staff positions					
11.5 Storage and staging					
12.0 AV & MEDIA SERVICES - 4x existing - 1800 now					6,325
12.1 Leader - Ivan Perry	1				
12.2 Staff positions	3				
12.3 Public workstations	20				
12.4 Editing suites	4				

	Proposed Program			TOTAL ASF	
	Unit	Unit	Total	Existing	Proposed
	No.	ASF	ASF		
12.5 Production studio	1				
12.6 Classroom and satellite feeds	1				
12.7 Video conferencing feeds	1				
12.8 Collection & equipment-current materials other in	1				
12.9 Video conferencing rooms- 15 microphones; 25	25				
12.10 Video conferencing equipment & technician	1				
12.11 Project rooms	6				
12.12 Staging and repair	1				
12.13 Storage;classroom support; access to loading	1				
13.0 MEDIA CREATION AREA - IMTS HOME BASE					1,200
13.1 Staff positions - discuss dual location concept	6				
13.2 Project room	1				
13.3 Storage and staging	1				
13.4 Demo room	1				
FUTURE SERVICES - BLUE SKY IDEAS					
SYSTEMS ANALYST					
DATABASE ADMINISTRATOR					
TECHNOLOGY PLANNING					
ACADEMIC COMPUTING (may include IMTS)					
CENTER FOR FACULTY TEACHING AND DEVELOPMENT					

Subtotal ASF **15,000** **22,825**

Assuming a 68% efficiency for ITS spaces

Subtotal GSF **22,950** **33,553**

LIBRARY + ITS COMBINED TOTAL ASF **68,091** **110,575**

LIBRARY + ITS COMBINED TOTAL GSF **83,689** **159,035**

NOTE:

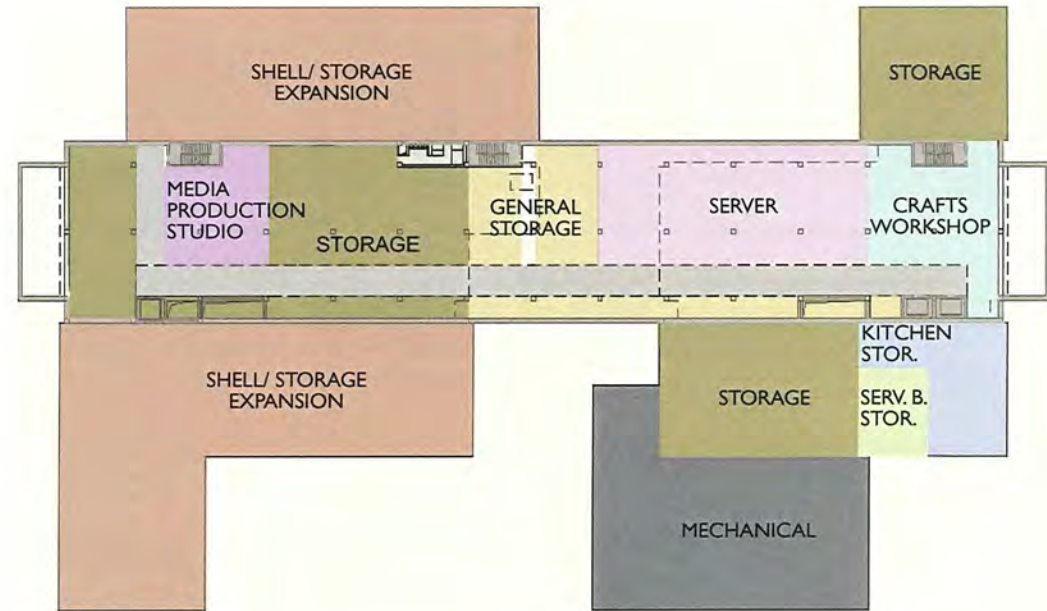
ART PRINT STUDY ROOM - Should be relocated - To Arts

Existing **1,090** **TBD**



GROUND FLOOR PROGRAM DIAGRAM

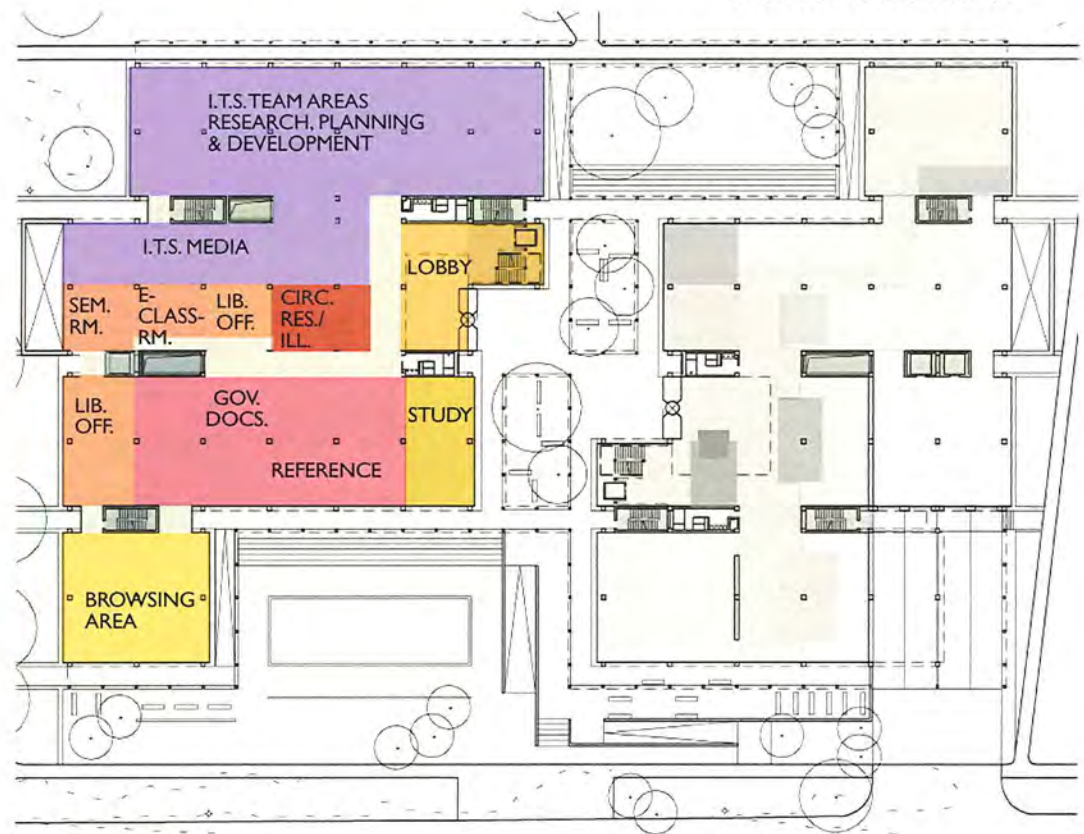
In an effort to deliver as much natural daylight as possible to the occupied spaces of the building, the majority of the Library and ITS functions are located above grade. The ground floor, which is below grade, may have general building storage and the Media Production area. The Library will share a common service spine with the Campus Center. Larger deliveries may be through the main delivery area at the Campus Center and through the service spine, while daily deliveries for the Library will be through a separate point at the west side. Future expansion may occur at this level if the College chooses to build the remainder of the level as shell space or to the north on all floors.



FIRST FLOOR PROGRAM DIAGRAM

Transparent, active and inviting should be the characteristics of the first floor of the Library building. The building is set back from 8th Avenue creating an approach and entry sequence that enhances the venerable edifice of the Library. The entry point to the Library is located along the core space shared with the Campus Center. Reference, circulation and open reading spaces are visible when approaching and entering the Library. ITS Team Areas and Media would also be located at this level, with the Help Desk possibly located in the Campus Center. Locating public service functions for both the Library and ITS at this common level may develop, coordinate and enhance the services provided by each unit.

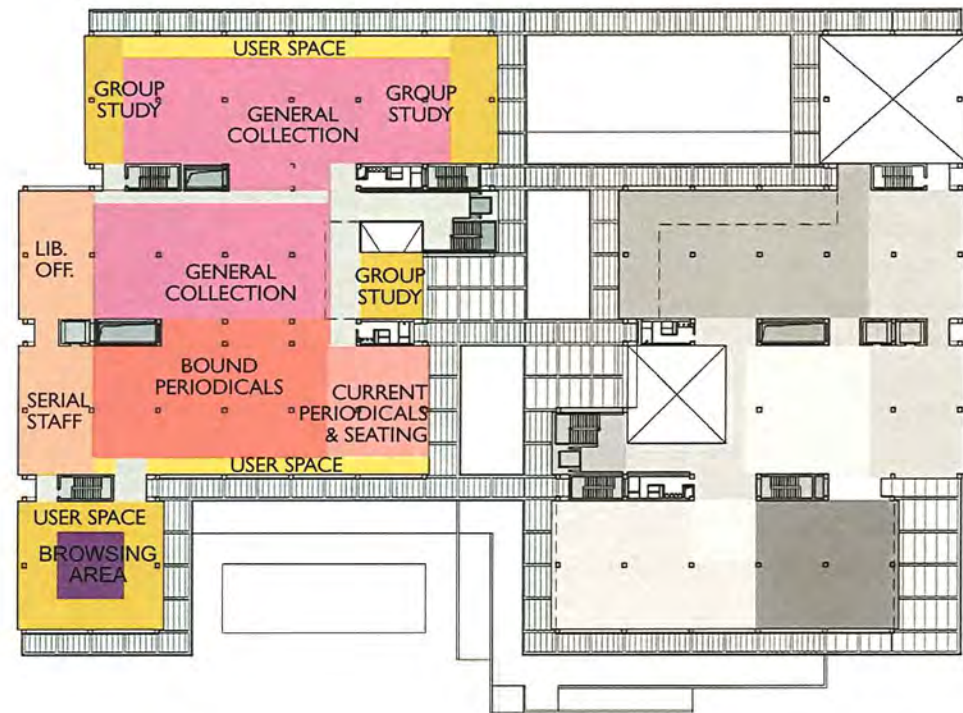
The dialog that the Library and Campus Center entries have created with each other is important, and represents the overlap and integration that exists in the Grinnell culture between the intellectual and social experience.



SECOND FLOOR PROGRAM DIAGRAM

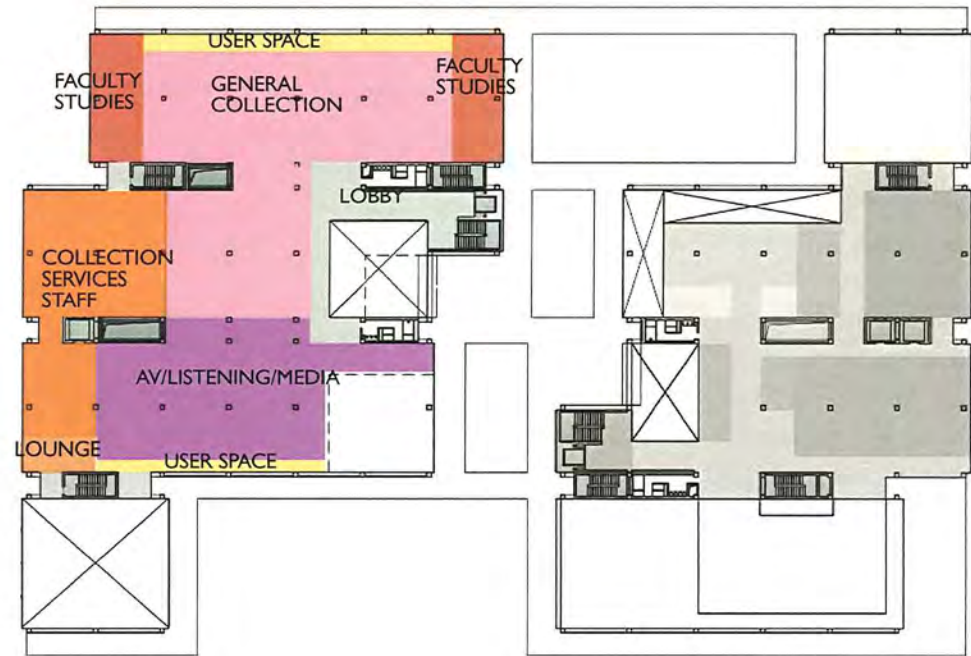
Providing readers with daylight is a primary goal on floors that house portions of the collection. A significant portion of the collection, including bound periodicals, is located at the core of the second floor with the reader spaces along the perimeter window walls. The staff serving the periodicals is also located on this floor. Variety of experience and choice should be a consideration when planning reader spaces. The reading area located near the browsing area is seen as a destination point.

Floor space and technological infrastructure should be flexible and adaptive. The building will then be able to accommodate changes in reader and collection layout with less disruption.



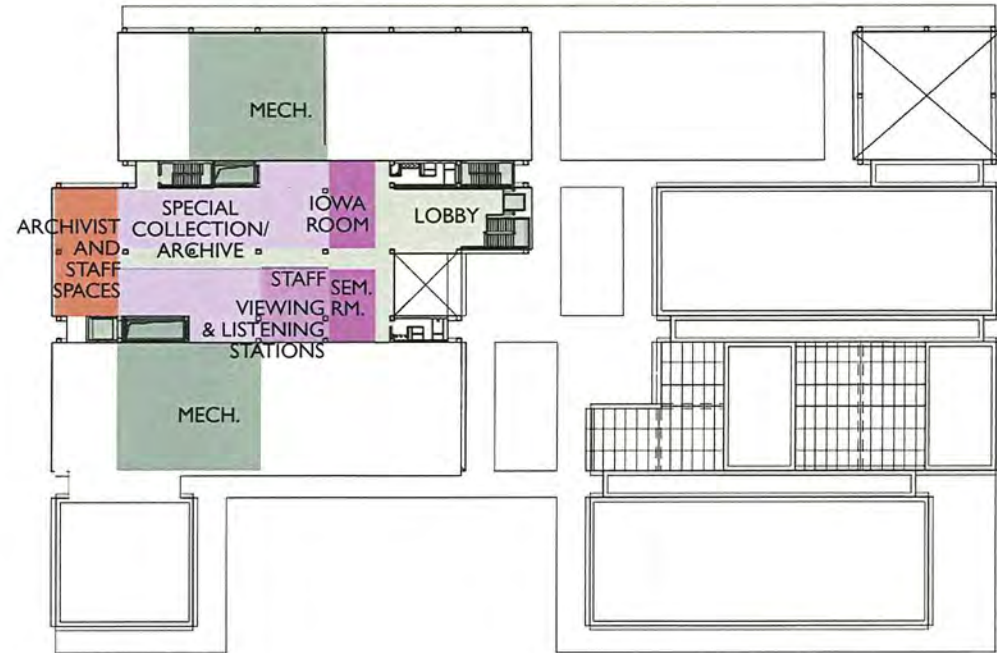
THIRD FLOOR PROGRAM DIAGRAM

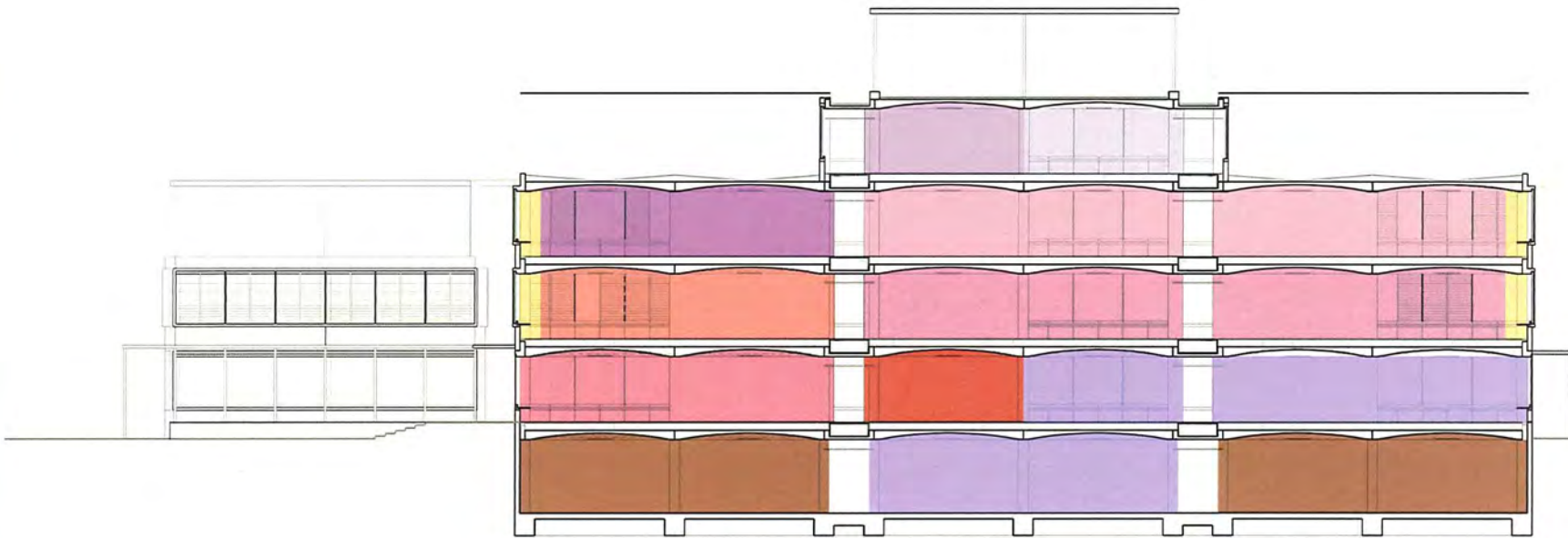
The third floor is seen as a focused floor and perhaps perceived as having a more quiet atmosphere. This floor accommodates the Audio Visual and Media Listening areas and the Faculty Studies as well as general collection and reader spaces. Collection services staff support the floor and would share facilities with the AV/ Media staff. As is the case on the lower floors, flexibility and adaptability are paramount in responding to the changing needs of the library over time.



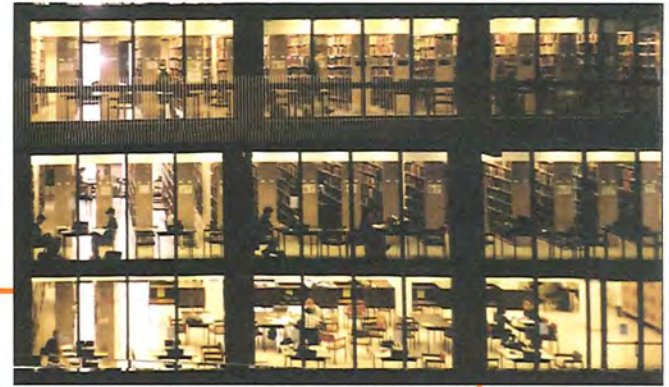
FOURTH FLOOR PROGRAM DIAGRAM

In terms of premier destinations, the fourth floor offers unique opportunities for the Library. The building steps back at this floor in an effort to minimize the mass perceived along 8th avenue. As a result, the floor is suited for a programmatic element such as Special Collections. The Iowa Room would benefit from the expansive views of the campus and the prairie beyond. Portions of the roof would work well as terrace/reception areas off of the Iowa Room and Tower. Supporting the Special Collection Archives, Conservation and Preservation are located on this floor. The seminar room adjacent to the Iowa Room would be outfitted with instruction technology.



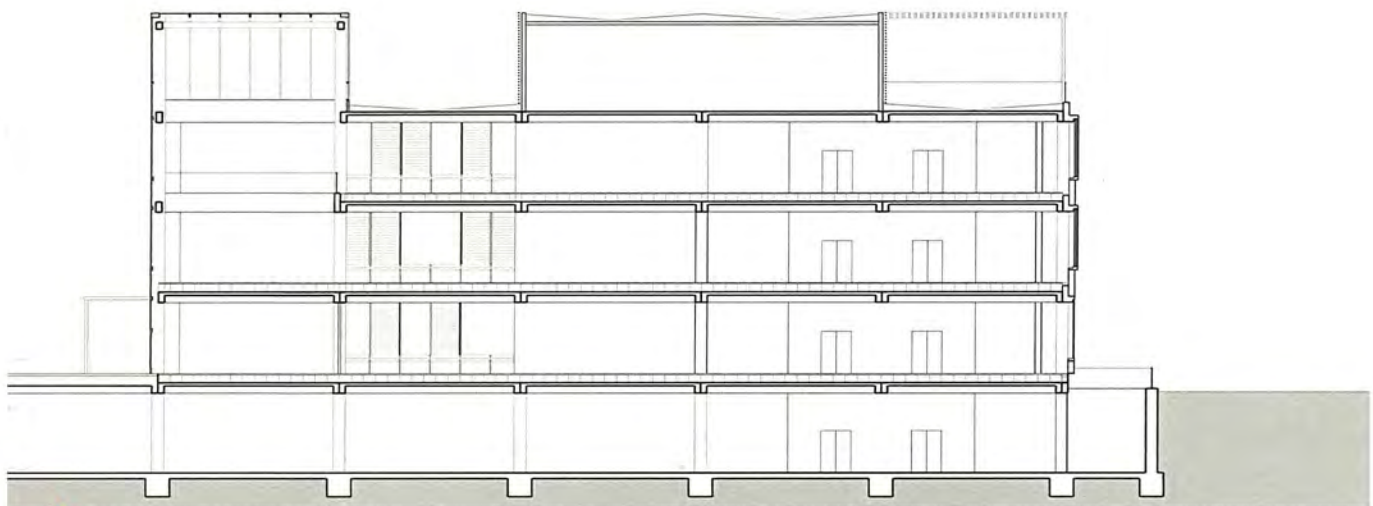


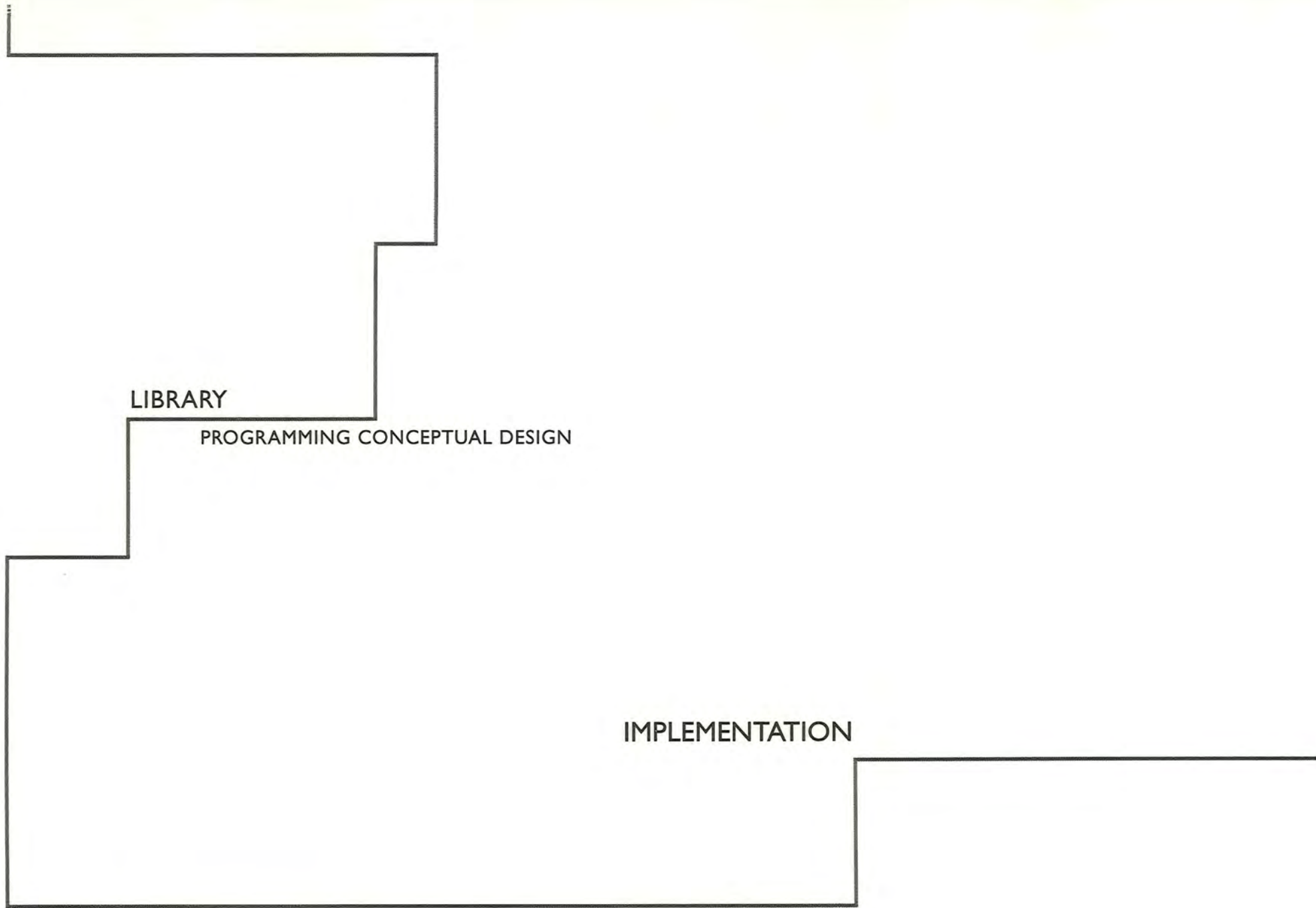
**CAMPUS CENTER SECTION
LOOKING WEST**



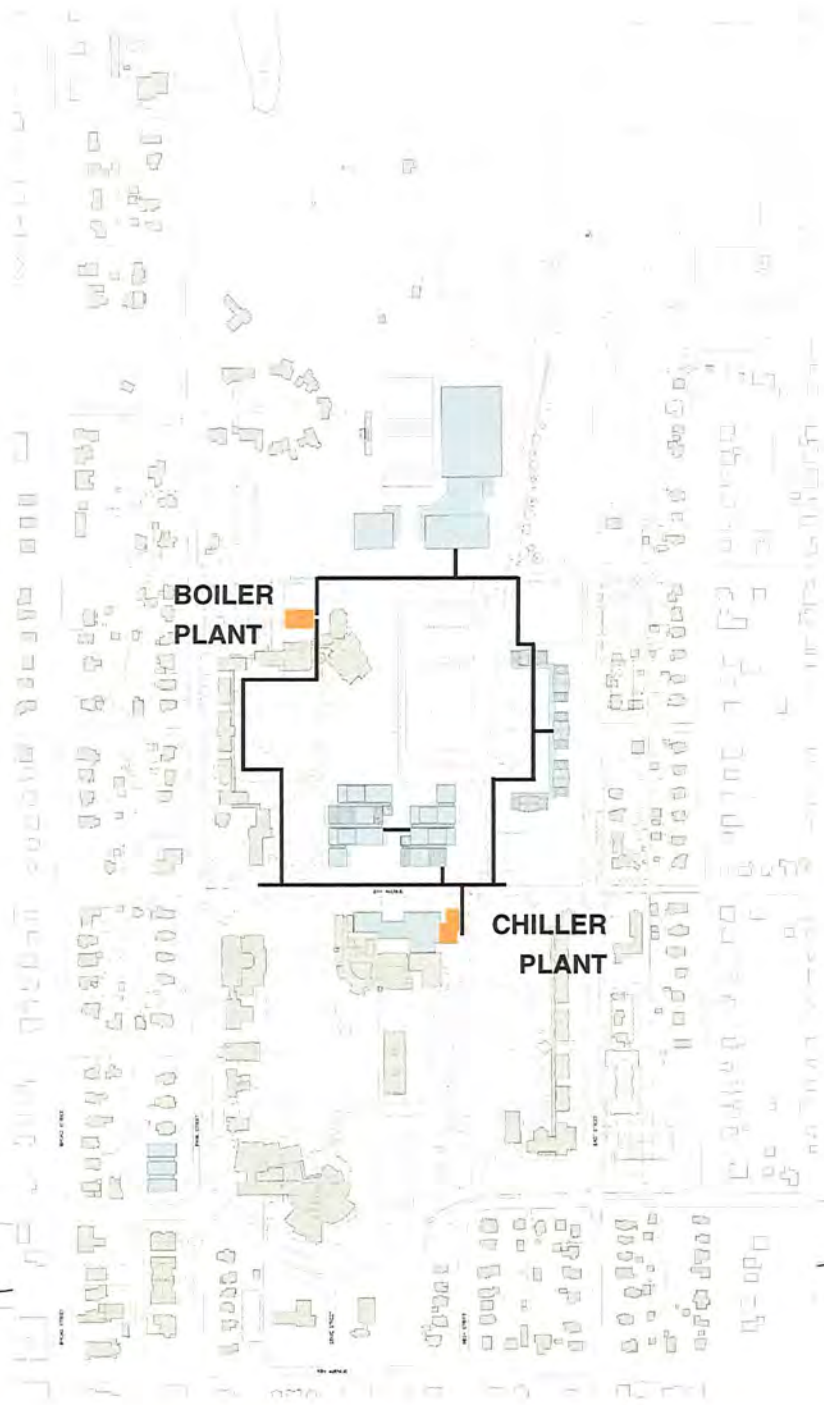


**SITE SECTION
LOOKING NORTH**









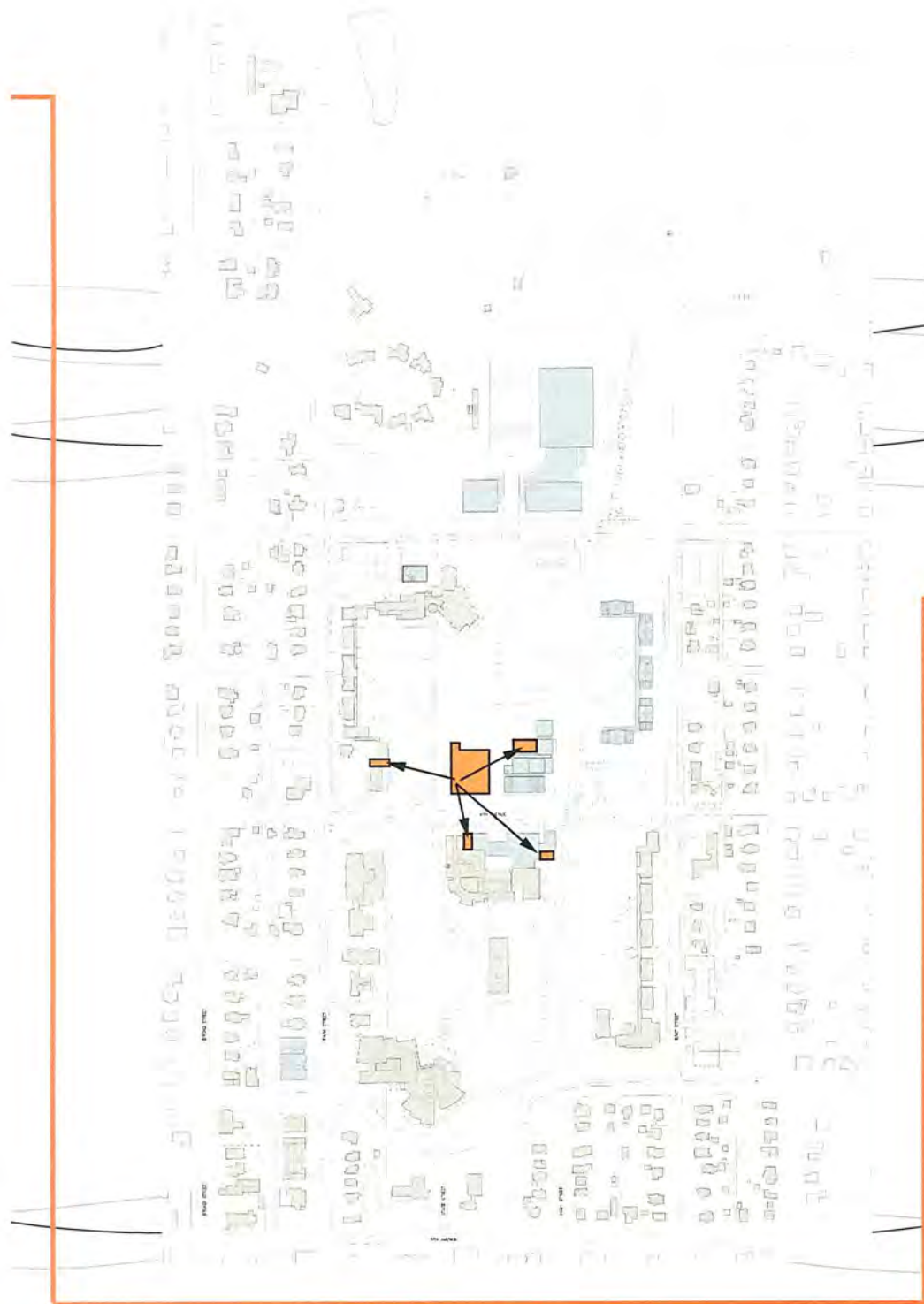
INFRASTRUCTURE

The Energy Center project, which consists of a new boiler and chiller plant, will be completed before construction begins on either the Library or Campus Center. The expanded capacity of the physical plant will accommodate the heating and cooling loads from the Housing, Campus Center, Fieldhouse, Library and Science projects. Distribution to these new facilities must be completed before being brought on line.



PERFORMANCE BASKETBALL

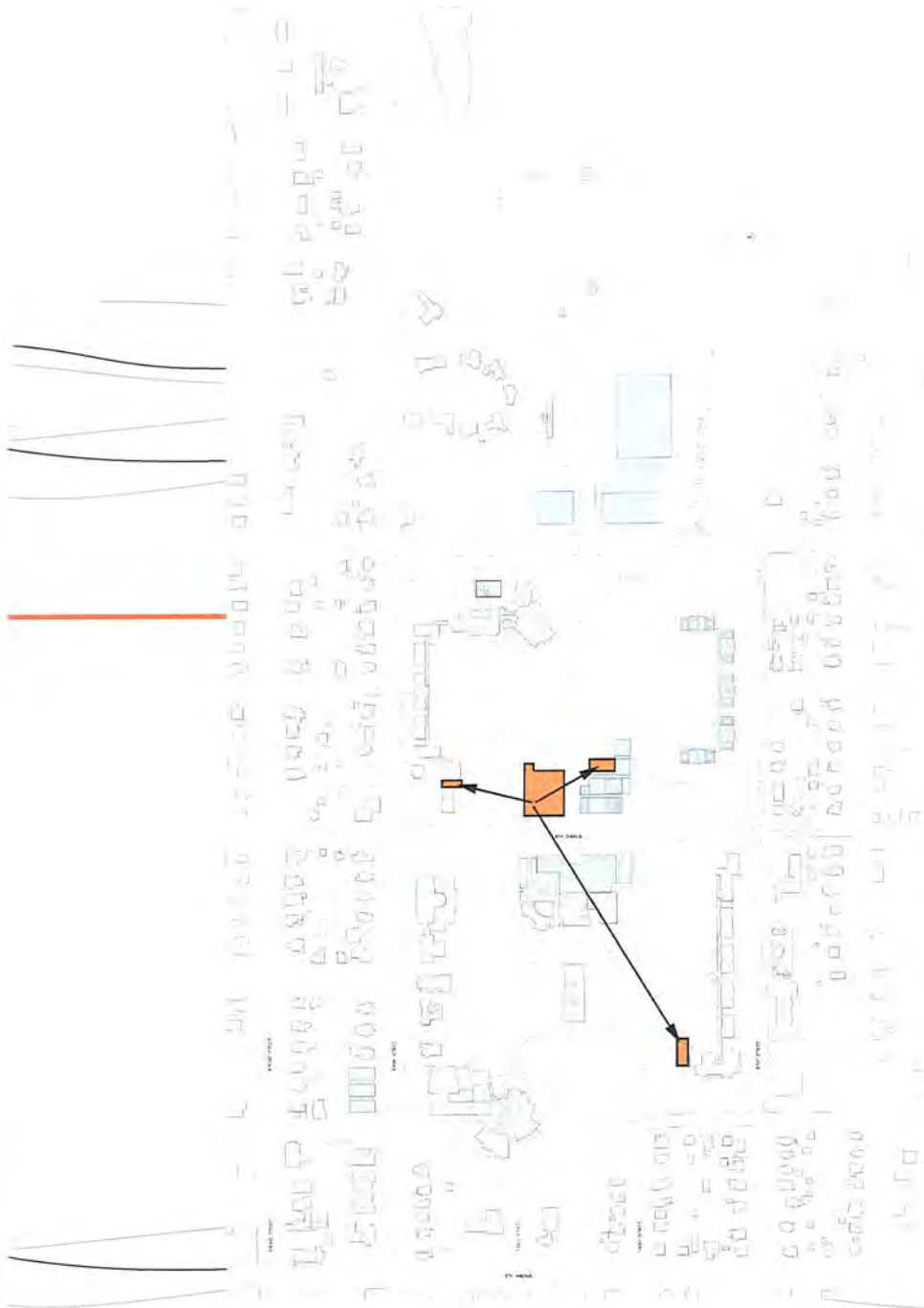
A temporary or permanent home for performance basketball and volleyball currently accommodated in Darby Gymnasium must be considered before construction can commence on the library. One scenario suggests that these functions could move temporarily to the existing Physical Education Complex (PEC). Before that move can take place a fieldhouse would be constructed north of Tenth Avenue between the football field and the Union Pacific Railroad. In addition to a new 6 lane 200m NCAA indoor running track, the new fieldhouse would accommodate racquetball, weightlifting and other program elements which would allow the basketball court and spectator seating to move into the existing PEC.



TELEPHONE SWITCH RELOCATION

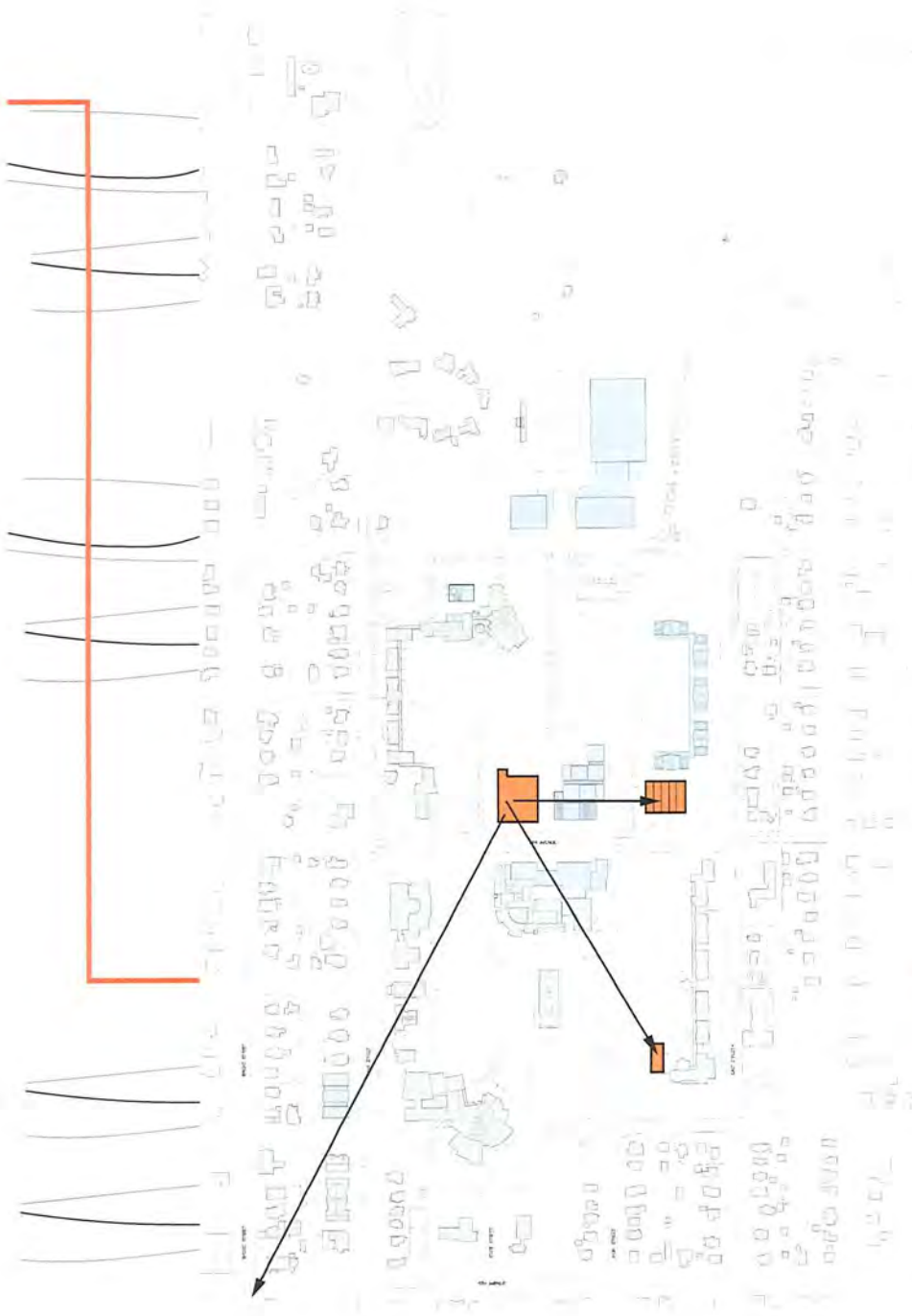
The existing telephone switch and network hub located in Darby basement must move either temporarily or permanently. Due to the cost involved in moving the multitude of cables, a single permanent move is recommended. The telephone switch is somewhat independent of the general ITS staff and the servers and ultimately does not have to be in the same facility as those functions. The ultimate location should be near its current central location on campus.

Depending on the phasing and sequence of various projects, possible permanent locations include the renovated Chiller Plant, new Campus Center, or Science Phase II. Younker residence hall basement is a possible temporary location.



SERVER RELOCATION

Network servers are currently located in Darby basement. Ultimately these servers and associated staff want to be located in the same facility as ITS. If the Campus Center is constructed before the Library, Darby can continue to house the servers until a new facility is commissioned in the Campus Center. If the Campus Center and Library are constructed at the same time, possible temporary server locations are Mears Cottage and Younker residence hall basement.



ITS STAFF INTERIM LOCATION

Ultimately the ITS department and staff will be located in the new Library building. While the library is being constructed, an interim location is needed. Due to the fact that the service teams of ITS generally go into the field to the users, they do not have to be as centrally located as the telephone switch or network hub. Possible interim locations include Mears Cottage, a temporary modular structure, or rented space off campus.

